

Education *for* Change

**CHARTER PETITION**

**APPROVED BY  
CALIFORNIA STATE BOARD OF EDUCATION  
ON  
JULY 12, 2018**

**For the term of July 1, 2018 - June 30, 2023**

**Submitted by:  
Hae-Sin Thomas  
Lead Petitioner**

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## **Statement of Assurances**

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As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Latitude 37.8 High School to be located at 1045 Derby Avenue in Oakland, California 94601 is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.
7. Will comply with all applicable portions of the 2001 reauthorization of the Elementary and Secondary Act (also known as "No Child Left Behind"). (20 U.S.C. § 6319.)
8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).
9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.
10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that "a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma," to remain eligible for generating charter school apportionments.

11. Will provide to the California Department of Education (“CDE”) Charter Schools Division (“CSD”) information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that “[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.”
14. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (I).
15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99 ).
16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.
17. Will submit an annual report and annual independent audits to the CDE Charter Schools Division by all required deadlines.
18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).
19. Will submit required enrollment data each March to the CDE Charter Schools Division by the required deadline.
20. Will comply with “[a]ll laws establishing minimum age for public school attendance,” as required by Education Code section 47610(c).
21. Will operate in compliance with generally accepted government accounting principles.
22. Will maintain separate accountings of all funds received and disbursed by the school.

23. Will participate in the California State Teachers' Retirement System and other retirement systems, as applicable.
24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(1).
26. Will at all times maintain all necessary and appropriate insurance coverage.
27. Will submit to the CDE Charter Schools Division the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)
30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq. ).
31. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
32. Will provide to the Charter Schools Division a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Charter Schools Division but in any event prior to the opening of the school.
33. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.
34. Will agree to defend, indemnify and hold harmless the State Board of Education ("SBE") against any and all liability and claims arising out of the Charter School's acts, errors and omissions.



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*Hae-Sin Thomas, CEO, Education for Change*

## OUSD Petition Checklist

Application Component		Applicant Check	Reviewer Check
<b>Executive Summary &amp; Overview Tables</b>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Element 1:</b> Educational Program	A. Target Population & Community Need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	B. Philosophy & Approach to Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	C. Instructional Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	D. School Culture	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	E. Student Recruitment & Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	F. Student Engagement & Satisfaction	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	G. Community School: Ongoing Family Involvement & Satisfaction	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	H. Special Populations: Identification, Remediation, & Acceleration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	I. Special Populations: English Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Elements 2 &amp; 3:</b> Measurable Pupil Outcomes & Method to Measure Progress		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Element 4:</b> Governance Structure	A. Governance Structure	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	B. Operating Plans & Procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	C. Budget/Financial Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Element 5:</b> Employee Qualifications		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Element 6:</b> Health & Safety Procedures		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Element 7:</b> Means to Achieve Racial & Ethnic Balance		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Element 8:</b> Admission Requirements		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Element 9:</b> Annual Financial Audits		<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Element 10:</b> Suspension & Expulsion Procedures		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Element 11:</b> Employee Retirement Systems		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Element 12:</b> Public School Attendance Alternatives		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Element 13:</b> Rights of District Employees		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Element 14:</b> Mandatory Dispute Resolution		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Element 15:</b> Charter School Closure Procedures		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Addendum for Existing Providers</b> (if applicable)		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Appendices	Appx. A – Letter of Intent (*Submitted to OCS prior to charter petition submission)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. B – OUSD’s 5 Pillars of Quality School Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. C – Certification Statement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. D – Charter School Roster of Key Contacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. E – Statement of Assurances	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. F – Surrounding Schools & Demographic and Performance Data	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. G – Instructional Minutes & Days Calculator	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. H – State Priorities under LCFF	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. I - District & Surrounding School Racial & Ethnic Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. J Meaningfully Interested Signatures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Appx. K Due Diligence Questionnaire	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	Appx. M Exclusive Employer Declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Electronic PDF copy of entire application</b>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Electronic copies of completed budget templates</b>		<input checked="" type="checkbox"/>	<input type="checkbox"/>

Additional Documents To Be Included In The Petition:

<b>Document Name</b>	<b>Section in the Application</b>	<b>Applicant Check</b>	<b>Reviewer Check</b>
Executive Summary and Overview Tables	Executive Summary and Overview	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School Staffing Model and Rollout	Element 4, Section B, Question 2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School- and Organization-Level Decision-Making Responsibilities	Addendum for Existing Providers, Section B, Network Management, Question 3	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Network-wide Staffing	Addendum for Existing Providers, Section B, Network-wide Staffing, Question 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Collective Measurable Pupil Outcomes (MPOs)	Elements 2, Question 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Required Language	Embedded throughout	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Executive Summary

Founded in 2005 by experienced educators and entrepreneurs, Education for Change (EFC) is a nonprofit public benefit corporation. As a Charter School Management Organization, EFC operates public TK-8 schools designed to offer a high quality education at no cost to parents. EFC serves ethnically and economically diverse student bodies.

The staff and community of Education for Change Public Schools and the Latitude 37.8 High School community are submitting this petition for a new charter public high school for the term July 1, 2018 through June 30, 2023.

Name of Proposed Charter School	Latitude 37.8 High School
Grade Configuration	9-12
Model or Focus (e.g., Blended Learning, Dual Language, etc.)	Project Based, Competency Based, Diverse by Design, Fieldwork Oriented
Proposed Region and/or Neighborhood	City-Wide
Primary Contact (name, email, mobile phone)	Hae-Sin Thomas <a href="mailto:hthomas@efcps.net">hthomas@efcps.net</a> , (510) 568-7936
Board Chair (name, email, mobile phone)	Nick Driver <a href="mailto:ndriver@csmci.com">ndriver@csmci.com</a> , (415) 225-4661
Affiliated Charter Management Organization	Education for Change Public Schools

### Latitude 37.8 High School

Latitude 37.8 is a new high school model in Oakland, California that leverages the assets of the city to provide students with the experiences, skills, and network they need for a meaningful and productive life. Forged by a team of educators, designers, makers, artists, parents, students, civic leaders, and business leaders, Latitude will harness the dynamic resources of the Bay Area to provide students with experiential, place-based learning, personalized for each individual.

- **Latitude Vision**

Latitude 37.8 High School graduates will have the personal agency, essential competencies, and integrated identity necessary to be prepared for a meaningful and productive life.

- **Latitude Mission**

Latitude 37.8 High School facilitates self-directed, passion-driven learning that leverages the assets and resources of the city to provide students with a personalized and authentic learning experience.

## **Latitude 37.8 High School - History and Design Process**

Latitude 37.8 is a new high school model for Oakland, California that leverages the assets of the city to provide students with the experiences, skills, and network they need for a meaningful and productive life. Forged by a team of educators, designers, makers, artists, parents, students, civic leaders, and business leaders, Latitude will harness the dynamic resources of the Bay Area to provide students with experiential, place-based learning, personalized for each individual.

In the fall of 2015, a diverse team came together to respond to the challenge posed by the XQ Super School Project of determining a new vision of high school for Oakland students. To inform their design, the team engaged in a number of discovery activities that included research, school visits, and community engagement. The focus of this research was to determine both the hopes and aspirations of students for their high school experience, as well as their explicit needs. A survey was administered to over 250 middle and high school students to examine their schooling experience. The team then facilitated focus groups with two sets of middle school students to dig deeper into their hopes and needs for a high school experience. As an additional engagement strategy the team hosted a viewing of ‘Most Likely To Succeed’ and facilitated a discussion afterward. Through this research it became clear that students desired the opportunity to learn about the real world in collaborative projects that had meaningful impact on their communities. Armed with these perspectives, the Latitude XQ team developed a prototype for the high school program that was summarized in our final XQ application. We were proud to ultimately be one of 50 national finalists out of over 700 applications.

*Please see Appendices A1, A2, and A3 for Latitude’s XQ Team Roster, Community Engagement Data, and XQ Application.*

Throughout the past year, the school design work has continued to move from a school concept to a school program that will deliver powerful learning experiences for students and improve their educational and life outcomes. A design team of educational experts, the Latitude Design Team, met regularly throughout the year to build a prototype of the instructional program to accomplish the school vision. Additionally, we recruited and hired the founding team that will be charged with the execution of the program. As these plans were developed, we continued our community engagement efforts to get feedback on our design from students and families and to build a community of meaningfully interested students and families.

## **Latitude 37.8 High School Overview**

### Latitude Theory of Change:

Students thrive when they have close relationships with adults who believe in their potential, hold them to high expectations, and mentor them through the steps necessary to achieve success.

Latitude expands the definition of teacher to include members of the community, who have knowledge and skills to share and can provide applied learning opportunities in alignment with students' academic and life goals. Latitude transforms “high school” into a series of experiences that create confident, connected young adults who have developed a strong, supportive, citywide network. Collaborating within a community of learners, students create work that matters, enlarging their sense of possibility about the impact they are capable of achieving.

### Latitude Graduate Profile

The vision for Latitude graduates exceeds common notions of educational attainment and academic outcomes for students. Our vision of the Latitude graduate is inclusive of college and career readiness. All Latitude students will graduate with A-G transcripts and powerful experiences across a broad array of career interests. Additionally, these college and career readiness indicators are a means to deeper life outcomes for all of our students. These outcomes include being able to articulate goals for themselves and having the ability to fulfill them. It also includes their ability to have agency and influence the world around them. This broader definition of a successful young person is influenced by the review, “Foundations for Young Adult Success: A Developmental Framework”.<sup>1</sup> As such, a Latitude graduate will have...

- **Personal Agency**—Latitude graduates will have the agency to make choices about one’s life and have the ability to take an active role in their life path. Latitude graduates will be able to determine goals and plans to accomplish them while also leveraging their other skills, abilities, and mindsets to navigate challenges and make adjustments to their goals and plans.
- **Essential Competencies**—Latitude graduates will demonstrate mastery of a core set of college and career readiness academic and non-cognitive competencies that allows them to perform effectively in a variety of roles and settings. These include academic competencies within traditional academic disciplines as well as non-cognitive competencies from the fields of design thinking and social emotional learning.
- **Integrated Identity**—Latitude graduates will have a strong consistent understanding of themselves across a variety of settings and social contexts. Latitude graduates will have a strong sense of who they are including where they have come from and where they see themselves going.

To attain these broader outcomes for students, the Latitude model expands and reimagines our vision of ‘school’ from a building or a place to a set of experiences students have that enable their growth and mastery along academic and social emotional lines. The Latitude High experience plays an important role in leveling the playing field for all learners by ensuring all students have access to the resources and assets of the city to pursue their passions and leverage the resources and assets of the city in service of them.

### Latitude Design Principles:

In developing the Latitude program, the Design Team has adhered to the following principles, which will continue to guide the school through implementation and operation.

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<sup>1</sup> See Nagakoa, et al. (2015), “Foundations for Young Adult Success: A Developmental Framework”.

- **Relevance**—Real -life challenges are our coursework at Latitude. By removing the walls of a high school, the city is our classroom, and students investigate authentic problems confronting our community.
- **Personalization**—Students’ needs and interests drive their educational paths. We will understand where a student is and where they hope to go and build a personalized education plan with them and their families.
- **Integration**—Studies at Latitude are always interdisciplinary, and students always learn within an integrated community. Because learning takes place within a diverse school population and outside of a neighborhood--bound building, students work with people of all socioeconomic, ethnic, and racial backgrounds and approach problems from multiple perspectives.
- **Creativity**—Latitude students, nurtured by makers and designers, entrepreneurs and artists, acquire the creative confidence they need to navigate the knowledge economy with ease and inspiration.

Latitude Key Practices:

To apply the Latitude design principles, there are two key practices that run throughout our program and enable us to support students to attain the elements of our graduate profile.

- **Place Based**—At Latitude, we seek to leverage all of the human, organizational, and physical resources of the city and community on behalf of our students. We apply a deep place and project based learning approach to create relevant and personalized learning experiences for our students. Thus, this element of our model redefines the traditional notion of facilities for ‘school’. Latitude will operate in a ‘hub’ model in which we utilize two smaller, innovative facilities in different parts of the city that provide students with supports and resources as they access the various resources and participate in place based learning activities in that part of the city. By leveraging underutilized facilities and partnerships within the city, we will be able to redirect those resources to staffing and programming for students.
- **Competency Based**—Latitude will offer a competency based approach to our program to allow students to personalize their learning experience and allow flexibility in when and how students learn and demonstrate their achievement. Our instructional approach values the demonstration of mastery over conventional seat time requirements and is manifested in our partnerships with families for individualized learning plans and the authentic assessment practices that are integrated throughout the Latitude learning experience.

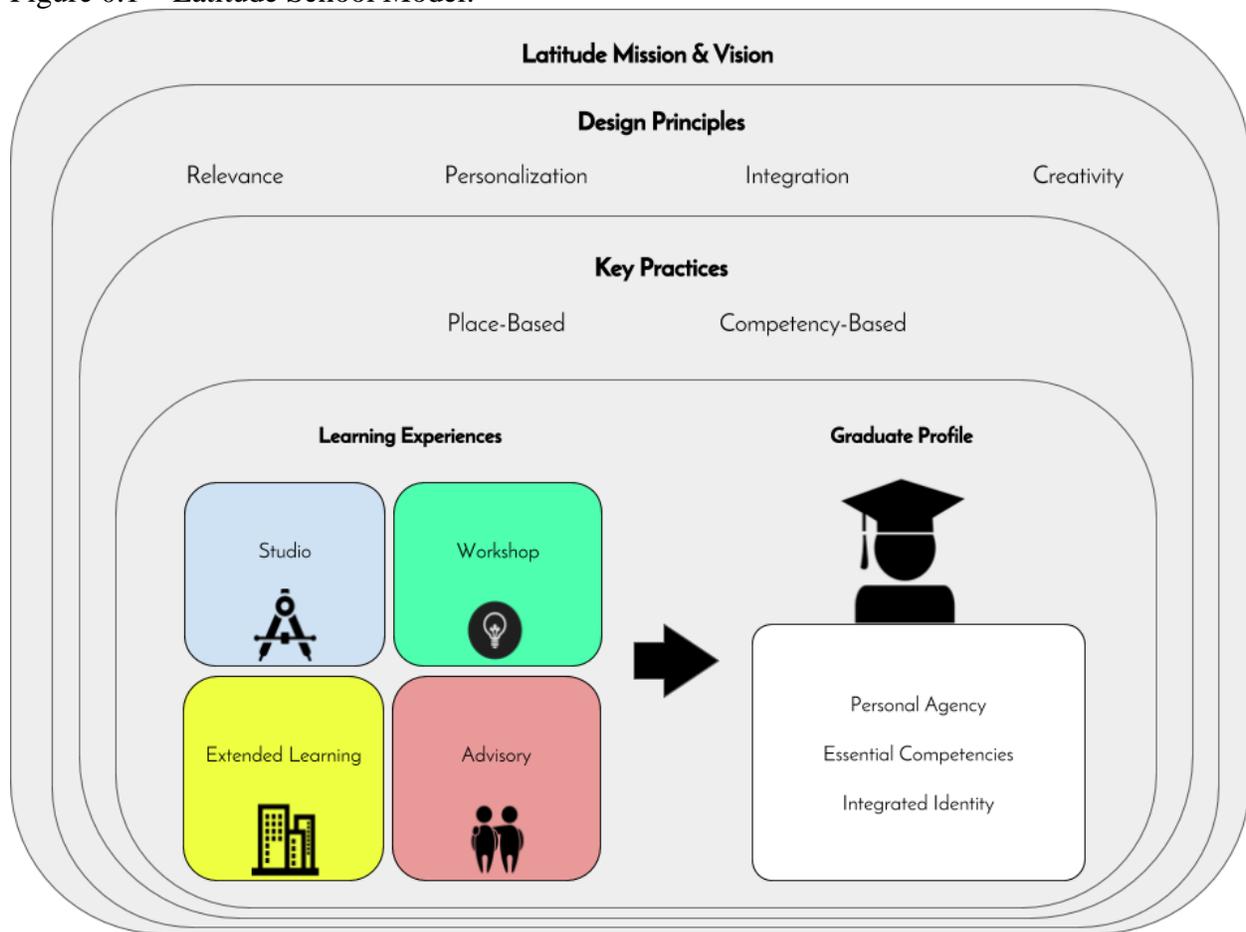
Latitude Learning Experience:

The Latitude learning experience is organized around four key structures that operationalize each of our design principles and employ our key practices:

- **Studios**—Latitude’s studio model will engage students in experiential project-based learning grounded in the city of Oakland, exploring its cultural dynamism, entrepreneurial assets, and unique challenges. Instructors will facilitate learning experiences in authentic settings, in partnership with professionals from the community. Students’ project work will be organized into two interdisciplinary studios, Humanities Studio and Science and Design Studio, as they investigate, document, and develop creative solutions to real challenges confronting the Oakland community. The benefits of operating within a professional studio are many: from Day 1, Latitude students will have the opportunity to step into the shoes of professionals, to begin building a portfolio of work, to take on authentic leadership roles, and to develop the agency, skills and methods of inquiry that will facilitate their pursuit of independent projects in later phases.
- **Workshops**—Latitude’s Workshops will complement and enrich the work happening in our Studios. Students will develop foundational literacy, communication, and mathematical thinking skills through a highly differentiated, personalized learning approach, balanced with opportunities to share their learning and defend their reasoning through Socratic seminars and group-worthy mathematical inquiry.
- **Advisory**—Cultivating a strong sense of belonging will permeate all aspects of the Latitude experience, but advisory will be students’ home within the school throughout their time at Latitude. Advisory will provide students with the space and support to reflect on their evolving sense of identity. Throughout their time at Latitude, students will develop an ever clearer sense of purpose about the lives they hope to lead and reflect on how their values and beliefs align with their aspirations. The advisor’s job is to know each student and their family deeply, so that they can support each student’s unique college and career goals through a personalized educational plan.
- **Extended Learning Opportunities (ELOs)**—Advisors will support students in securing ELOs, such as internships or service learning experiences, off campus. They will coordinate Networking Power Lunches and Career Site Visits with professionals in the community. Advisors will support advisees in conducting regular informational interviews, so that the task of networking becomes second nature. Students will have the option of identifying their own ELOs, or they may choose an ELO from one of several core community partners that Latitude will cultivate. Within advisory, students will have dedicated time to reflect on their ELOs and to curate a digital portfolio that documents their evolving intellectual and career interests, as well as a virtual “rolodex” of their ever expanding network of professional contacts.

The following graphic demonstrates the nested nature of the school’s design:

Figure 0.1—Latitude School Model:



Phases of Latitude Program:

Latitude is structured as a gradual release model. Instructors initially provide a higher level of structure and support and then release students to an increasingly self-directed approach in the later phases.

1. Phase 1 is structured around Math and Humanities Workshop, as well as the Humanities and Science and Design Studios: highly scaffolded, project-based learning experiences that support students in developing the academic, design, and SEL competencies essential for successful self-directed learning.
2. In Phase 2, students' educational plans become more personalized, as they experience greater voice and choice within their studios, as well as an increased emphasis on Extended Learning Opportunities off campus, such as professional internships.
3. In the Graduation Phase, students apply the highest levels of mastery of the competencies as they prepare to move into adult life. The learning plans in this phase focus on demonstrating their high school achievement and implementing a plan to prepare for their post-secondary life.

### Supporting All Latitude Students:

As an intentionally diverse school, Latitude seeks to reflect the diversity of learners across our city.<sup>2</sup> The design principles, key practices, and learning structures have been developed upon the notion that school must start with the individual students and then be designed to provide the experiences necessary for them to attain our graduate outcomes. We believe that our model is supportive of all types of learners from any type of life circumstance. Latitude's personalized and competency based approach will provide the flexibility to serve students who are over age, credit deficient, and/or require flexibility in their schedules and program, such as newcomers, homeless youth, and teen parents, as well as high achieving, accelerated students. By building systems to serve students with these diverse types of needs and leveraging the resources of the city to support them, we will be able to serve an authentically diverse student body that reflects all of the different experiences of young people in our city.

### **Latitude School Leadership Team**

#### Lillian Hsu, Principal

Lillian's work is rooted in the belief that all students are capable of doing incredible things when given the right opportunity and support.

Lillian was a founding teacher at Oakland Unity High School. At Unity, Lillian discovered the power of engaging students in authentic project-based learning. Her students profiled Oakland's community heroes, published a guide to local restaurants, penned and performed a play about the impact of incarceration, wrote their own business plans, and recorded podcasts documenting the journeys of Oakland immigrants. Lillian started the journalism program at Unity High School and traveled with a group of students to New Orleans after Hurricane Katrina to capture the stories of undocumented migrant workers who took on the toxic clean-up of houses in the Ninth Ward.

In 2009, Lillian relocated to San Diego to become the pioneer School Leadership Resident at High Tech High, a diverse by design school that attracts over 4,000 visitors every year to learn about its project-based learning model. After completing her Master's in School Leadership, Lillian became the Director of High Tech High Chula Vista, a school of 600 students near the US-Mexico border. As Director, Lillian was a strong advocate for projects that had authentic community connections. Students at HTH Chula Vista designed and built affordable live-work units to keep artists in the city, produced a full-length documentary about reducing gun violence in the United States, reviewed legal cases for the California Innocence Project, and dissected a juvenile humpback whale in partnership with scientists from NOAA.

Since returning to Oakland, Lillian has coached Oakland principals in design thinking through School Retool and supported OUSD schools through the School Design Lab. She also coached the intrepid teaching staff at Ruidale Continuation High School towards their first annual student exhibition. As a Deeper Learning Equity Fellow with Big Picture Learning and the Internationals Network for Public Schools, Lillian documented the efforts of San Diego County Office of Education's Juvenile Court and Community Schools to bring literacy rich project-based learning to some of the most vulnerable students in our state.

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<sup>2</sup> Latitude intends to join the Diverse Charter Schools Coalition ([www.diversecharters.org](http://www.diversecharters.org)).

Lillian has worked in a variety of educational settings, including Teacher Magazine in Washington, D.C., the television program Sesame Street, and the Metropolitan Museum of Art in New York. Lillian earned her B.A. in psychology from Yale University, her M.A.T. from Brown University, and her M.Ed. in School Leadership from the High Tech High Graduate School of Education.

#### John Bosselman, Director of Instruction

John is a dedicated educator, leader and changemaker who evolves his practice by exploring various professions in the community to see how he can bring those back to his students. John is an advocate for school change and transformation, and he believes that schools need to change the way they educate young people.

Prior to joining the team at Latitude, John worked at High Tech High Chula Vista from 2009-2017 where he helped develop the four week immersive internship program, senior individual inquiry projects, the school's drama program, and student support for struggling students. During his final two years there, John was the co-founder of the ReVision Project, a consultation design firm incubated at HTHCV. The ReVision Project utilizes the power of high school seniors to advocate for change in the community through the use of design thinking. The ReVision Project re-designed a food pantry, designed and built a community cafe, planned a Bio-Swale and Trash Boom, and conceptualized a prototype for a new university in Chula Vista. In 2016, the ReVision Project was commissioned by the city of Chula Vista Cultural Arts Commission to prototype a cultural arts lab for the city.

From 2013-15, John was the Professional Development Lead of Learning through REAL Projects with the Innovation Unit UK, a not for profit social enterprise that works to solve social problems through innovation. John focused on the growth of teachers and over 30 schools in their development and understanding of project based learning. He was also a resident educator at School 21 in the UK where he helped develop their model for PBL. While at IU, John led work across the education portfolio including the design of Rising Academies, a PBL school in Sierra Leone.

John is a graduate of the University of New Hampshire where he majored in History, with a focus in Modern American History. He also has a M.Ed. in Secondary Teaching from the University of New Hampshire and a M.Ed. from the High Tech High Graduate School of Education in School Leadership.

#### Aatash Parikh, Founding Teacher

Aatash grew up in the Bay Area and graduated from Mission San Jose High School in Fremont. He went on to study Electrical Engineering and Computer Science at UC Berkeley. While at UC Berkeley, Aatash spent three years as an instructor for the school's introductory computer science class, called CS10: Beauty and Joy of Computing, and completed software engineering internships at Google and Khan Academy.

It was also during his time at UC Berkeley that Aatash began to really notice what was and was not working for him and for his peers within the education system. When Sal Khan of Khan

Academy gave a guest lecture on his school campus, it clicked for Aatash that he could use the technology skills he had been developing to improve the education system.

After a few years working in education technology and online learning, Aatash sought to enter the classroom. He visited schools around the world before deciding to immerse himself at High Tech High in San Diego. Aatash recently completed his Masters in Educational Leadership through the High Tech High Graduate School of Education, while spending a year closely working with students and faculty at High Tech High Chula Vista. Aatash is excited to be a design teacher at Latitude High, where he will share his background in media, design, and technology with students, while helping them discover their own sense of purpose as students and as citizens.

#### Joi Ward, Social Emotional Learning and Restorative Justice Lead

At the core of Joi's educational practice is her passion for creating innovative learning experiences and building meaningful and authentic relationships with students.

Before joining the Latitude team, Joi worked as a Public Allies Health, Wellness and Counseling Fellow at Eagle Rock School and Professional Development Center from 2015-2017. As a Fellow, Joi supervised Personal Growth Projects, provided low-level counseling, co-led weekend wilderness trips and served as a key adult through the restorative justice process. During her time at Eagle Rock, Joi recognized the importance of integrating social and emotional learning into curriculum. She realized that building relationships with students played an integral role in creating learning environments that addressed the needs of a diverse group of learners. In her final trimester at Eagle Rock, Joi designed and co-taught a class titled Decolonizing Gender where students explored issues of identity.

Joi has traveled extensively during her years of study in both England and Ecuador and as a Fulbright teaching assistant in Malaysia. During her Fulbright year, Joi focused on creating engaging opportunities for students to learn and practice their English skills. She also developed and facilitated English workshops for over 300 students. It was these experiences that inspired her to develop educational practices that disrupt tradition in an effort to create unique learning environments.

Joi is a creative individual and considers her interpersonal skills to be one of her strongest assets. She is inspired by youth and enjoys contributing to projects that support their academic and personal growth. Joi is excited to join Latitude High, where she will contribute her skills and creativity.

Joi is a graduate of Scripps College where she studied Sociology and Music.

#### Aaron Townsend, Project Manager

Aaron has been an educational leader and innovator for over 20 years with the singular goal of transforming educational outcomes for underserved students and communities. Aaron started his career in the classroom in Karasu, Kazakhstan as a Peace Corps Volunteer. Since that time, he has been a teacher, school leader, and district leader in Maine and California. Aaron was the founding principal of Coliseum College Prep Academy in Oakland, CA. Under his leadership,

CCPA was transformed from a low performing middle school into one of the leading secondary schools in the city. Following his time at CCPA, Aaron supported the transformation of four district middle schools through the district's Office of School Transformation. Based on the educator effectiveness work launched through this office, Aaron joined the district human resources division to transform it into a Talent Development Division that finds, keeps, and grows extraordinary adults for Oakland students and families. Aaron served as the Deputy Chief of Talent Management and was responsible for the development of new teacher and school leader evaluation systems in addition to other talent strategy. Aaron's combination of school design and talent development work anchors his beliefs about how we produce transformative results: powerful, innovative school designs with educators who have the capacity to enact them!

*Please see Appendix A4 for the Latitude Founding Team Resumes.*

### **Latitude Design Team**

The following individuals participated in the Latitude Design Team during the 2016-2017 school year. They were charged with building a school based on the concept developed during the XQ Super School community engagement process. The team represented a diverse group of educators, designers, and community members with significant experience in innovative educational design. The Latitude team is deeply indebted to them for their contributions:

- Francis Abbatantuono, Science Teacher, EPIC Middle School
- Pamela Briskman, Director of Curriculum, Galileo Learning
- Greg Cluster, Work Based Learning Coordinator, Oakland Unified School District
- Loren Demetrius, School Coach, Big Picture Learning
- Randall Depew, Managing Director of Education, KQED
- Jeff Embleton, Assistant Principal, ASCEND K-8 School
- Christina Jenkins, Program Director, Project H Design
- Greg Klein, Senior Director of Innovation and Learning, Rogers Family Foundation
- Louise Mackie, Senior Designer, Gyroscope, Inc.
- Tuan Nguyen, Computer Sciences Instructor, Laney College
- Parker Thomas, Managing Partner, Mirus Labs

### **Education for Change Mission Statement**

Our mission is to provide a superior public education to Oakland’s most underserved children by creating a system of public schools that relentlessly focuses on our students’ academic achievement. We believe that high quality instruction, and its continuous refinement, will lead to success for our students. When our students succeed, they will be prepared to make thoughtful and informed choices that will set them on a path for a successful life.

Education for Change Public Schools believes it is the right for *every* child to have access to a high-quality, 21<sup>st</sup> century education. Through our unique model, **we transform** neighborhood schools into high performing organizations for the children that are most dependent upon them and build strong secondary school options to ensure all children in the neighborhood have access to a powerful TK-12 pipeline to success in college and career. **We invest** in *strong partnerships* with dedicated parents and community organizations, allowing us to provide a full spectrum of education services to our students and their families. **We recruit and develop** the most *talented, passionate* teacher leaders who *collaborate* and *innovate* within their classrooms and across our growing organization. **And we support** autonomy among our campuses, allowing each school to lead its own instructional program while promoting a culture of *consistently high expectations* and *accountability* that is central to our mission.

Education for Change Public Schools is committed to *improving* and *increasing outcomes* for our students, their families and the communities in which they live. Our children will become self-motivated learners, critical-thinkers and resilient leaders prepared for the academic and professional challenges that await them in life.

## **Education for Change - History and Accomplishments**

Founded in 2005 by experienced educators and entrepreneurs, Education for Change (EFC) is a nonprofit public benefit corporation that was founded in partnership with Oakland Unified School District to turn around chronically underperforming schools. As a Charter School Management Organization, EFC operates public TK-8 schools in traditionally underserved communities in Oakland, California designed to offer a high quality public education. EFC currently operates six schools in Oakland, California: Achieve Academy, ASCEND, Cox Academy, Lazear Charter Academy, Learning Without Limits, and Epic, and all but Epic were originally OUSD schools that became EFC charter schools.

At Education for Change our core beliefs are the foundation for our organization. We have built strict and deliberate screens into our hiring process to ensure that we hire individuals who share our beliefs about what makes a great school - and what it takes for all children to succeed in school and in life. We believe that organizations can only be successful when people are aligned around a common purpose and a shared set of goals. This applies to our schools, and to Education for Change as a whole. Through that shared set of core beliefs, we are building one community of adults across multiple schools that share responsibility for the EFC mission. Our core beliefs have been translated into a set of non-negotiables across all of our sites. They are outlined below.

Figure 0.2—EFC Non-Negotiables:

The Instructional Model	Teacher development	Supporting the whole child
<ul style="list-style-type: none"> <li>• Coherent, research-based standards-aligned instructional model</li> <li>• EFC standards-aligned benchmarks</li> <li>• Grade-level coherence – instructional goals, content, instructional strategies, pacing</li> <li>• Structures that support high levels of student engagement</li> <li>• Rigor – higher levels of Blooms taxonomy</li> </ul>	<ul style="list-style-type: none"> <li>• Structures that enable coaching, modeling, training, feedback</li> <li>• Data-based inquiry</li> <li>• Grade-level collaboration</li> <li>• Teacher leadership/ decision-making structure</li> <li>• Appropriate levels of teacher planning time built into schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Family leadership council</li> <li>• MTSS - a multi-tiered system of academic, behavioral, and social-emotional supports</li> <li>• Schoolwide school culture policy with clearly communicated values and expectations and an aligned curriculum</li> <li>• Structures and practices to promote physically healthy kids</li> </ul>

Academic Success

All of EFC’s schools have experienced academic gains over the past ten years. With respect to serving high poverty students, EFC manages some of the highest performing elementary schools in the Fruitvale, and currently Learning Without Limits is the highest performing Oakland elementary school in Mathematics and the second highest in ELA with respect to serving high poverty Latino students as reported by Innovate Public Schools.

While we are definitely not where we want to be yet, we are on a growth trajectory that continues to outperform or maintain pace with other Oakland Unified schools serving a similarly high-need student population (see table below).

Figure 0.3—EFC-OUSD Elementary SBAC Proficiency Comparison:

In the aggregate, how does EFC's proficiency in Gr 3-5 compare to schools in OUSD (district only) also serving Gr 3-5, with high proportions of EL and FRL students?

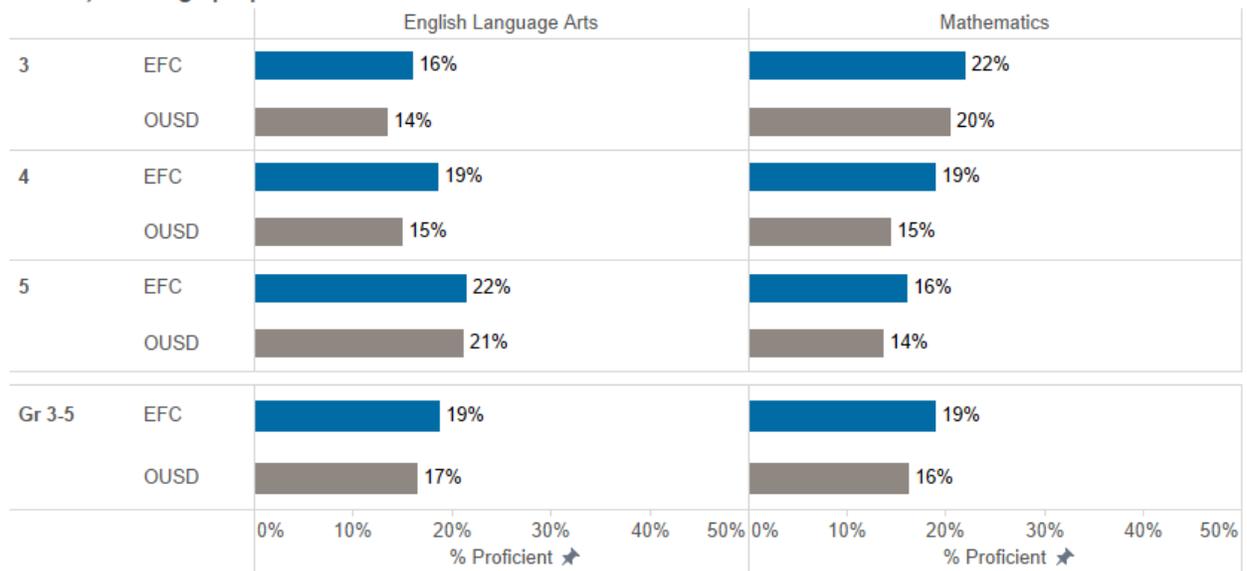
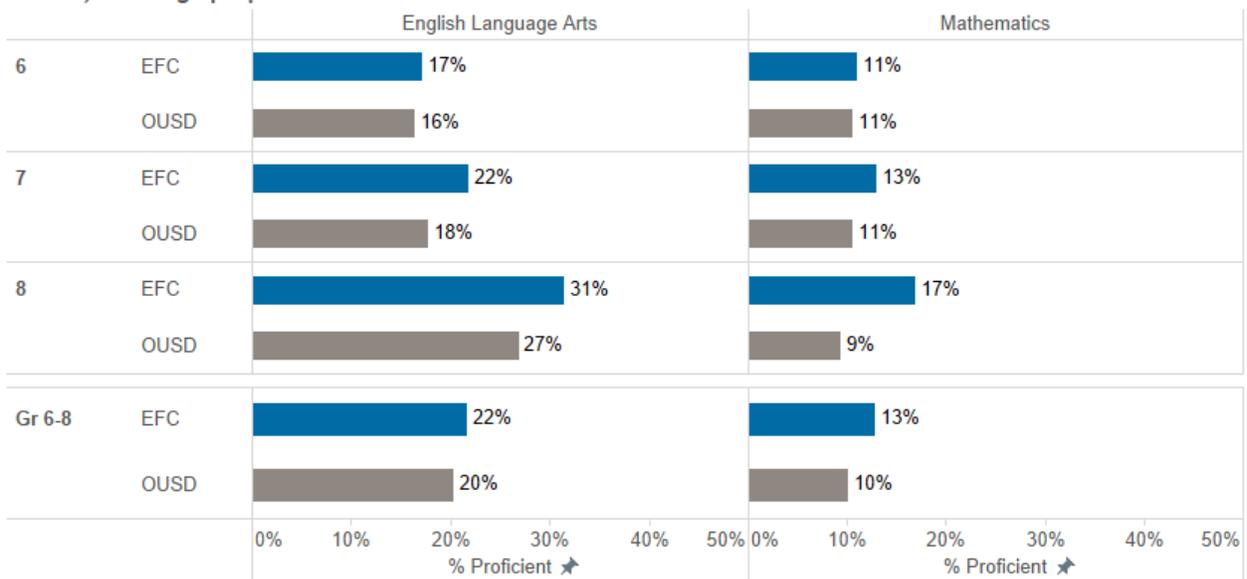


Figure 0.4—EFC-OUSD Middle SBAC Proficiency Comparison:

In the aggregate, how does EFC's proficiency in Gr 6-8 compare to schools in OUSD (district only) also serving Gr 6-8, with high proportions of EL and FRL students?



As illustrated in the graphs above, in the 15-16 school year EFC, as an organization, achieved higher proficiency rates than schools in Oakland Unified serving 40% or more English Learners and 80% or more students eligible for free or reduced-priced lunch. This trend holds at both the elementary and secondary grade spans.

Despite these promising results, EFC recognizes that there is much room for improvement. To this end, we continue to seek out innovative programs to meet the needs of our students. Specifically, EFC has:

- Implemented a multi-tiered system of supports to support students' social-emotional, academic, and behavioral needs and create a strong student-centered culture;
- Leveraged technology, rethought scheduling and space, and iterated on student grouping to implement greater personalization strategies K-8, building teacher capacity to use data strategically to target and accelerate instruction one student at a time;
- Invested in enrichment programs to create authentic opportunities for students to apply their science, technology and mathematical content;
- Invested in a language and literacy-focused Transitional Kindergarten program and launched our first pre-K program in 2016;
- Partnered with the Rainin Foundation to design and implement a strategic and focused TK-1 balanced literacy program that leverages small group in-class instruction, focused intervention in kindergarten and first grade, and a deep implementation of proven Common Core curricula;
- Piloted Teach To One at ASCEND to facilitate deeper internal learning around personalization in mathematics; and
- Partnered with Achievement First in prioritizing the implementation of a problem-based math program in grades 2-8 that strategically shifts the cognitive load from teacher to student.

The above programs are only a few examples of the innovative programs that EFC encourages its schools to seek out. All of the programs appropriate to high school will be in operation at Latitude.

### School Culture

Education for Change prides itself on operating an inclusive and thoughtful organization based on our core values:

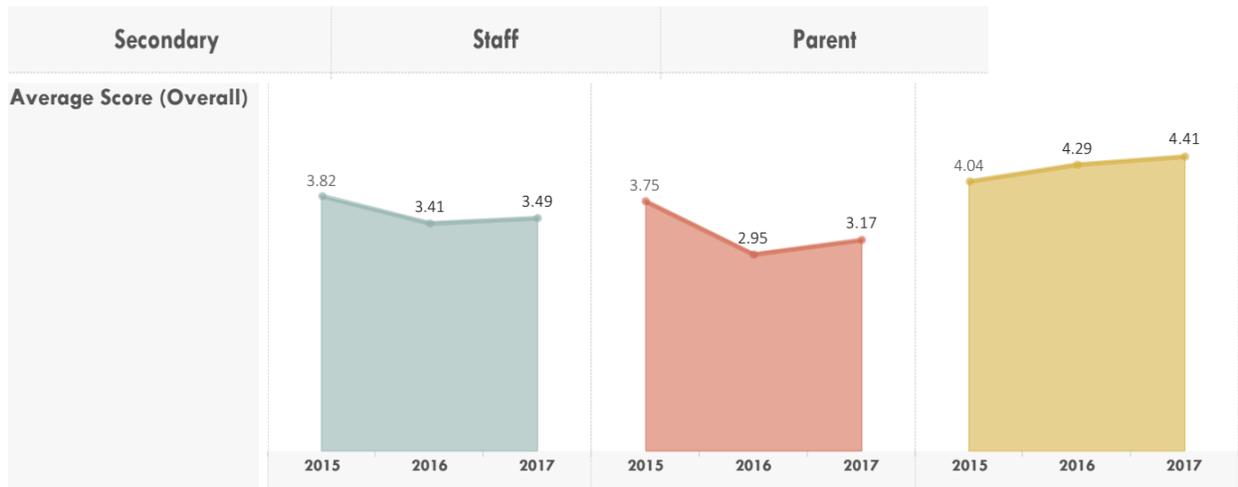
- **We collaborate.** We are a team. We plan together, observe and analyze each other's work, collaborate with our coaches and site leaders, partner with our families, and together make decisions about our programming
- **We are a learning organization.** We approach our practice with an inquiry stance and a growth mindset; we analyze, innovate, and iterate every day so that we continually improve. We believe in coaching and developing people at every level of experience, at every level of the organization.
- **We are solution-oriented.** We approach every challenge with a problem-solving orientation. We listen to and encourage each other. We are resilient in the face of adversity.
- **We are accountable.** Our mission is to provide a superior public education to Oakland's most underserved children. We assume personal accountability for student growth; we analyze multiple forms of data, and that analysis drives our instruction.
- **We are student-focused.** We form close relationships, utilize personalized learning, differentiate instruction, make learning culturally relevant, engage families, and provide individualized interventions to meet the needs of every child.
- **We listen.** We are a small, responsive organization that values student, family, and employee voice and input.
- **We are rooted in community.** Ours is a place-based strategy that works deeply with

neighborhood leaders and partners to serve our children. We understand that the cultures, values, traditions, and assets that our families bring must be leveraged and honored to reach and teach our children.

Across the organization, we are intentional about creating systems, routines, rituals, and processes that incorporate the EFC values and bring them to life for our children, families, and staff.

As a result of our intentional work, on the annual SCAI (School Climate Assessment Inventory) survey, EFC has maintained consistently high scores that place us at the high-functioning and intentional quadrant for most areas, particularly with respect to parent satisfaction. The SCAI provides our schools with an overall score as well as individual scores in 8 dimensions of school climate - physical appearance; faculty relations; student interactions; leadership and decision-making; discipline and management environment; learning, instruction and assessment; attitude and culture; and community relations. A score of 3.5 or higher correlates with student achievement.

Figure 0.5—SCAI School Culture Survey 2016-17 for Epic Middle:



On our 16-17 staff survey, 84% of EFC staff indicated they were committed to returning to EFC as an employee in 17-18. This is an indicator of staff satisfaction with EFC’s support systems and their overall investment in our mission and vision.

Serving the Most Underserved Children Effectively

Education for Change partnered with Seneca Family of Agencies in 2011 to develop the “Unconditional Education” approach to implementing a multi-tiered system of academic, social-emotional, and behavioral supports for children in a school setting. This effort was recognized nationally by the Department of Education when Seneca received a federal Invest in Innovation grant (I3) in 2014 in recognition of its promise. Across the organization, students with IEPs at EFC have greater growth on average than children without. We are proud that we are beginning to show promise in an area that is a national challenge.

The Unconditional Education program is in deep alignment with our values as an organization. Because EFC primarily serves neighborhood students, EFC’s student population mirrors the myriad needs of the most high poverty OUSD schools. Many EFC children come to school from some of the most high poverty neighborhoods in Alameda County, and our students confront significant “toxic stress” due to a confluence of several factors including poverty, crime in their communities and recent immigration among others. To address the needs of our children, we provide intervention early and often, train our staff in trauma-informed practices, and partner with Alameda County Behavioral Health to leverage Medi-Cal resources for our youth and families. All six EFC schools have EPSDT contracts with mental health providers. Latitude will leverage the Department of Student Support Services at EFC, a centralized division that supports schools in implementing effective multi tiered systems of supports (MTSS) and ensures students with IEPs are receiving the services as outlined in their plans. Like all EFC schools, the Latitude MTSS structure will ensure both General Education and Special Education students receive the social-emotional, behavioral and academic services needed to graduate Latitude prepared for college and career, and because Latitude will be a diverse by design school, it will be able to more effectively target resources to our students with the greatest needs.

### **Education for Change - Organizational Leadership**

The Education for Change management team blends professional experience across public education, the public sector, for-profit and nonprofit organizations, and business. Our team brings the best practices from these many sectors to accomplish our ambitious goals and our mission.

#### Senior Leadership Team, Education for Change

- *Hae-Sin Thomas, Chief Executive Officer*  
Hae-Sin has been the CEO of EFC for four years and brings 24 years of TK-12 public education experience to this team. Her focus before joining EFCPS was in the turnaround space – working with school districts and charter management organizations to recreate their lowest-performing schools as the CEO of urbanED solutions. She is the co-founder of GO Public Schools, an Oakland-based education advocacy group and watchdog. Before urbanED solutions, Hae-Sin worked for the Oakland Unified School District as a teacher, principal, school developer, and executive officer. She led a team charged with creating quality school options for families in every neighborhood and ensuring high-performing, more personalized communities of learning for children and facilitated the design and opening of 22 new schools, replacing 18 chronically-failing schools. An external evaluation of the new schools reform work in Oakland found that the new schools significantly outperformed the schools they replaced in academic achievement, suspension rates, attendance rates, and overall student, teacher, and parent satisfaction. Prior to that, she was the founding principal of ASCEND, one of the five original new small and autonomous schools opened in Oakland, California. She holds a B.A in Economics from the University of Pennsylvania, a Masters in Curriculum and Instruction from the University of San Francisco, and a Masters in Administration, Planning, and Social Policy from Harvard University.

- *Sundar Chari, Chief Strategy Officer*  
 Sundar Chari has been with Education for Change Public Schools for four years. Prior to becoming Chief of Staff, Sundar served as the Director of Innovation & Technology. In that role, he project managed the development of Epic Middle School, a new innovative NGLC school and implemented systems and capacity upgrades across the network, including transitioning Education for Change to become a Google Apps for Education network. Prior to joining Education for Change Mr. Chari had been on the front-line helping to lead high-profile initiatives for the Chicago Public Schools for 6 years. Mr. Chari has numerous experiences leading change management processes and developing the capacity of leaders to adopt new strategies, including leading a blended learning pilot program and developing the processes that guided over 500 schools through the major effort of redesigning their school day around student needs. Mr. Chari brings a strong background in public policy, analytics, and project management to EFC.
- *Fabiola Harvey, Chief Operating Officer*  
 Fabiola Harvey has served as Chief Operating Officer for over seven years. Prior to joining Education for Change, she served as the Area Financial Manager for the Las Vegas Cluster of Edison Schools. She led start-up and business operations for 7 schools with over 6,000 students and 500 employees in the Clark County School District. This was the first time that the district awarded a cluster of schools to be managed by one Charter Management Organization. Prior to working in Las Vegas, Ms. Harvey was the Business Manager for one of the most troubled schools in the San Francisco Unified School District. At Edison Charter Academy, Ms. Harvey was able to turn around a difficult financial situation and get the school on firm financial footing. Ms. Harvey brings with her a wealth of experience operating charter schools and a long-standing commitment to urban education.
- *Noah Bradley, Chief Academic Officer*  
 Noah Bradley has been Chief Academic Officer for two years, and was the Director of ELA prior to that. He came to EFC with over 16 years of experience in education. After joining Teach for America in 1997, he taught 2nd and 3rd grades for 13 years in Oakland public schools, receiving OUSD's Teacher of the Year award in 2010. Mr. Bradley went on to serve as a teacher coach, reading interventionist, and Assistant Principal at Think College Now, a high-performing public school in Oakland's Fruitvale district and the first OUSD school serving high poverty Latino students to achieve an 800+API. He has provided strategic consulting for teacher teams, school sites, and districts across the greater Bay Area. He received his B.A. from Vanderbilt University.
- *Larissa Adam, Chief Talent Officer*  
 Larissa Adam has been Chief Talent Officer for two years. Prior to that, she served for ten years as Principal at ASCEND, a K-8 school recognized for its arts-integrated expeditionary learning model and effective community engagement practices. During that period, she facilitated significant increases in student achievement and led her staff and families to successfully petition for charter status. Prior to being Principal, she collaborated closely with community leaders to get Oakland's New Small Autonomous school reform policy passed, and went on to co-found ASCEND, one of the first five

New Small Autonomous Schools, as a teacher leader. Ms. Adam started teaching in Oakland through Teach for America in 1993, and continued teaching at her original placement site for eight years. She holds a B.A. in Spanish and International Relations from UC Davis, and a Masters in Educational Leadership from UC Berkeley.

- *Jen Nguyen, Chief of Leadership Development*  
Jen Nguyen has been with EFC for three years. Jen came to EFC with over 18 years of experience in education. She began her teaching career in OUSD in 1996, and has taught at the early elementary level as well as in middle and high school. Jen is Reading Recovery Certified, a National Writing Project Fellow, National Board Certified, and has a Master’s Degree in Urban Educational Leadership. She has been coaching teachers and school leaders for the past ten years. After spending 16 years as a teacher and site leader, Jen took a district level position where she is able to work with coaches and site leaders to ensure high quality instruction is happening for every student in every classroom.

Please see **Element 5 - Employee Qualifications** for more information regarding the EFC Leadership Team.

*Please see Appendix A5 for profiles of the EFC Senior Leadership Team.*

### **EFC Board of Directors**

Name	Current Professional Title and Organization	Board Role	Focus/Expertise
Nick Driver	Vice President, California Charter Schools Organization	Board Chair	Finance, Public Policy
Brian Rogers	CEO, Rogers Family Foundation	Member	Development, Public Policy
Adam Smith	COO, Bonfire Communications	Member	Communications and Media, Finance
Eva Camp	Board Member, Full Circle Fund	Member	Community Relations, Communications
Dirk Tillotson	Founder and Director, Great School Choices	Member	Nonprofit, Community Relations
Paul Byrd Jr.	Parent Leader, World Achieve Academy	Member	Community Relations, Development
Mike Barr	CFO, Reading Partners	Member	Finance, Nonprofit

Suhdir Aggarwal	Chairman, Zuca	Member	Finance, Venture Capital
Carmika Robinson	Parent	Member	Community Relations, Other
Roy Benford	Founder & CEO, Benford & Associates, LLC	Member	Real Estate, Community Relations

Please see **Element 4A - Governance** for more information regarding the EFC Board of Directors.

*Please see Appendix A6 for resumes of the EFC Board Members.*

**Latitude 37.8 High School Summary Tables**

**Enrollment Projections**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GRADE	2018 - 2019	2019- 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
9	50	50	90	90	90	90
10		50	50	90	90	90
11			50	50	90	90
12				50	50	90
Total # students	50	100	190	280	320	360

**Student Demographics**

	FRL %	SPED %	EL %
Projected Demographics	50%	15%	25%

**Summary Budget**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
School Name: Latitude 37.8 High	2018 - 2019	2019- 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
Number of Students	50	100	190	280	320	360
Per Pupil Revenue	\$537k	\$1.12 M	\$2.24 M	\$3.2M	\$3.7M	\$4.1M
State & Federal Grant Funds	\$302K	\$210k	\$400K	\$498k	\$577k	\$650k
Private Grants / Foundation Revenue / Gifts & Contributions	\$128k	\$143k	\$118k	0	0	0
Other Sources	\$48k	\$98k	\$187k	\$275k	\$314k	\$353K
<b>Total Revenue</b>	<b>\$1.02 M</b>	<b>\$1.58 M</b>	<b>\$2.95 M</b>	<b>\$3.99 M</b>	<b>\$4.56 M</b>	<b>\$5.14 M</b>
Instructional Salaries & Benefits	\$459k	\$783k	\$1.32 M	\$1.99 M	\$2.34 M	\$2.93 M
Instructional Services / Supplies	\$40k	\$55k	\$101k	\$142k	\$160k	\$170k
Other Instructional Expenses	\$60k	\$55k	\$105k	\$154k	\$176k	\$198k
<b>Total Instructional Expenditures</b>	<b>\$559k</b>	<b>\$893k</b>	<b>\$1.53 M</b>	<b>\$2.29 M</b>	<b>\$2.68 M</b>	<b>\$3.30 M</b>

Supporting Services Salaries & Benefits	\$184k	\$264k	\$465k	\$570k	\$613k	\$622k
Purchased Property Services	\$108k	\$176k	\$243k	\$311k	\$431k	\$431k
Other Supporting Services Expenses	\$266k	\$237k	\$412k	\$719k	\$826k	\$767k
<b>Total Supporting Services Expenditures</b>	<b>\$558k</b>	<b>\$677k</b>	<b>\$1.12 M</b>	<b>\$1.60 M</b>	<b>\$1.87 M</b>	<b>\$1.82 M</b>
<b>Total Expenses</b>	<b>\$1.12 M</b>	<b>\$1.57 M</b>	<b>\$2.65 M</b>	<b>\$3.89 M</b>	<b>\$4.55 M</b>	<b>\$5.12 M</b>
<b>NET INCOME</b>	<b>\$109k</b>	<b>\$1.3k</b>	<b>\$299k</b>	<b>\$58k</b>	<b>\$86k</b>	<b>\$23k</b>

The Educate 78 grant is assumed at ~\$100k per year beginning in FY18-19. This will be used to cover one time costs, should this grant not be awarded, the one time costs could be eliminated.

## ELEMENT 1: EDUCATIONAL PROGRAM

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*“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code §47605(b)(5)(A)(i).*

*“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Ed. Code § 47605(b)(5)(A)(ii).*

*“In accordance with SB 1290, Latitude 37.8 High School pupil outcomes related to annual academic achievement goals will be set and disaggregated by all major subgroups identified in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.*

*Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the CDE Schools Division on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)*

*Latitude’s pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:”*

*[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(A)(ii)].*

*“If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.”*

*Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.*

## **Introduction**

Latitude 37.8 is a new high school model in Oakland, California that leverages the assets of the city to provide students with the experiences, skills, and network they need for a meaningful and productive life. Forged by a team of educators, designers, makers, artists, parents, students, civic leaders, and business leaders, Latitude will harness the dynamic resources of the Bay Area to provide students with experiential, place-based learning, personalized for each individual.

- **Latitude Vision**

Latitude 37.8 High School graduates will have the personal agency, essential competencies, and integrated identity necessary to be prepared for a meaningful and productive life.

- **Latitude Mission**

Latitude 37.8 High School facilitates self-directed, passion driven learning that leverages the assets and resources of the city to provide students with a personalized and authentic learning experience.

## **Education for Change Mission Statement**

The Education for Change mission is straightforward. Education for Change Public Schools believes it is the right for *every* child to have access to a high-quality, 21<sup>st</sup> century education. Our mission is to provide a superior public education to Oakland's most underserved children by creating a system of schools that focuses *relentlessly* on our students' academic achievement.

Through our unique model, **we transform** neighborhood schools into high performing organizations for the children that are most dependent upon them and build strong secondary school options to ensure all children in the neighborhood have access to a powerful TK-12 pipeline to success in college and career. **We invest** in *strong partnerships* with dedicated parents and community organizations, allowing us to provide a full spectrum of education services to our students and their families. **We recruit and develop** the most *talented, passionate* teacher leaders who *collaborate* and *innovate* within their classrooms and across our growing organization. **And we support** autonomy among our campuses, allowing each school to lead its own instructional program while promoting a culture of *consistently high expectations* and *accountability* that is central to our mission.

Education for Change Public Schools is committed to *improving* and *increasing outcomes* for our students, their families and the communities in which they live. Our children will become self-motivated learners, critical-thinkers and resilient leaders prepared for the academic and professional challenges that await them in life.

## A. Target Population and Community Need

### **Students To Be Served**

#### Enrollment and Growth Plan

Located in Oakland, Latitude 37.8 High School will serve 360 students in grades 9-12 once fully enrolled in Year 6. The school will open in the fall of 2018 with an initial cohort of 50 9th grade students. We will add a grade per year and increase the size of our incoming cohort in the third year to our target of 90 students. This slow growth model is strategic - it allows us to build a culture of academic achievement and develop and implement curricular models, materials, and instructional programs one grade level at a time.

Figure 1.1—Latitude Enrollment Plan:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GRADE	2018 - 2019	2019- 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
9	50	50	90	90	90	90
10		50	50	90	90	90
11			50	50	90	90
12				50	50	90
Total # students	50	100	190	280	320	360

#### Student Demographics

One of the core design principles of Latitude is integration. In order to best prepare all students for a meaningful and productive life, we believe it is essential for students to build a strong sense of their personal identity and to be able to successfully engage across different cultures, backgrounds, and perspectives. To build these capacities in students, they must be exposed to a diverse community and be supported in engaging productively with a variety of people. Toward this end, Latitude strives to represent Oakland’s diversity from different socioeconomic, racial, linguistic, cultural, and learning needs perspectives and will build community across these groups. Latitude will be an intentionally diverse school that reflects the demographics of the city of Oakland. Our projected demographics strive to represent a balance of the school age population in the city of Oakland that is both in and out of the school district.

Figure 1.2—Latitude Projected Student Demographics:

	FRL %	SPED %	EL %
Latitude Projected Demographics	50%	15%	25%
OUSD Comparison Demographics <sup>3</sup>	73%	12%	31%

In order to achieve the desired diversity for the Latitude community, we have embarked upon a city wide engagement plan to build support for the Latitude model and to make connections across many different groups. This effort leverages a variety of existing school, recreational, service and religious communities to attain a student body that reflects all types of diversity in Oakland. Additionally, Latitude intends to utilize legally permissible means to enroll a profile of students representative of the racial, ethnic and socioeconomic diversity of the city of Oakland. In this regard, Latitude employs certain weighting mechanisms in relation to its lottery that foster diversity and that fit squarely within acceptable admissions protocols.

*Please see Appendix A7 for the Latitude Community Engagement Plan.*

Please see **Element 7 - Means to Racial and Ethnic Balance** for information on student recruitment efforts, including the following:

- Outreach to families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families, and other youth at risk of academic failure

Please see **Element 8 - Admission Requirements** for information on student admission and enrollment processes and procedures, including:

- Recruitment efforts in Year Zero
- Target re-enrollment rate
- Ongoing student recruitment efforts

Also, please see **Element 8 - Admission Requirements** for information on student admission and enrollment processes and procedures, including specifics around any admission preferences for students, timelines, lottery procedures and policies around waiting lists.

**Community and Student Needs**

Overall Community Needs

*Lack of quality high school options for families*

The primary need in the community is to increase the availability of high quality high school options for Oakland students and families. According to Oakland Unified’s most recent School Performance Framework (SPF), only 7% of traditional high school seats were classified as ‘Green’, the district indicator of quality. Additionally, while there has been progress in high school graduation rates, there remain broad challenges in terms of graduation and college

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<sup>3</sup> Data obtained from OUSD Fast Facts 2016-2017.

preparedness. The citywide graduation rate has only increased from 55% to 65% over the past 7 years.

In terms of measures of academic skills, the data also demonstrates a significant need for additional high quality school options. On the 2016 SBAC assessment, only 35% of OUSD 11th graders met or exceeded the standard in ELA and only 15% met or exceeded the standard in math. The following table demonstrates that access to quality high school options or those with stronger outcomes are limited to a cohort of smaller, more innovative schools.

Figure 1.3—OUSD High School Performance Data<sup>4</sup>

School Name	Enrollment	SPF Rating 2016-2017	SRA Region	Graduation Rate	UC/CSU A-G	SBAC ELA 2016	SBAC Math 2016
Castlemont	759		East	68%	62%	6%	0%
CCPA	475		East	88%	79%	29%	13%
Fremont	764		East	50%	38%	18%	4%
Life	471		East	86%	83%	61%	25%
Madison	768		East	NA	NA	32%	13%
McClymonds	372		West	81%	53%	27%	6%
MetWest	171		Central	93%	83%	12%	7%
Oakland High	1562		Central	72%	57%	38%	16%
Oakland Tech	2031		Northwest	87%	63%	61%	32%
Skyline	1843		Northeast	72%	50%	40%	18%

<sup>4</sup> Data obtained from Oakland Unified ([www.ousddata.org](http://www.ousddata.org)) and the California Department of Education ([dq.cde.ca.gov](http://dq.cde.ca.gov)).

In addition to the variability of student performance across schools, the data indicates that there are persistent challenges in supporting all students equitably. Oakland needs schools that are able to accelerate the achievement of various sub-groups to eliminate these gaps. The following tables demonstrate significant differences in graduation, UC/CSU A-G completion rates, and SBAC performance across different subgroups within OUSD.

Figure 1.4—OUSD High School Cohort Graduation Rates by Subgroups 2015-2016:<sup>5</sup>

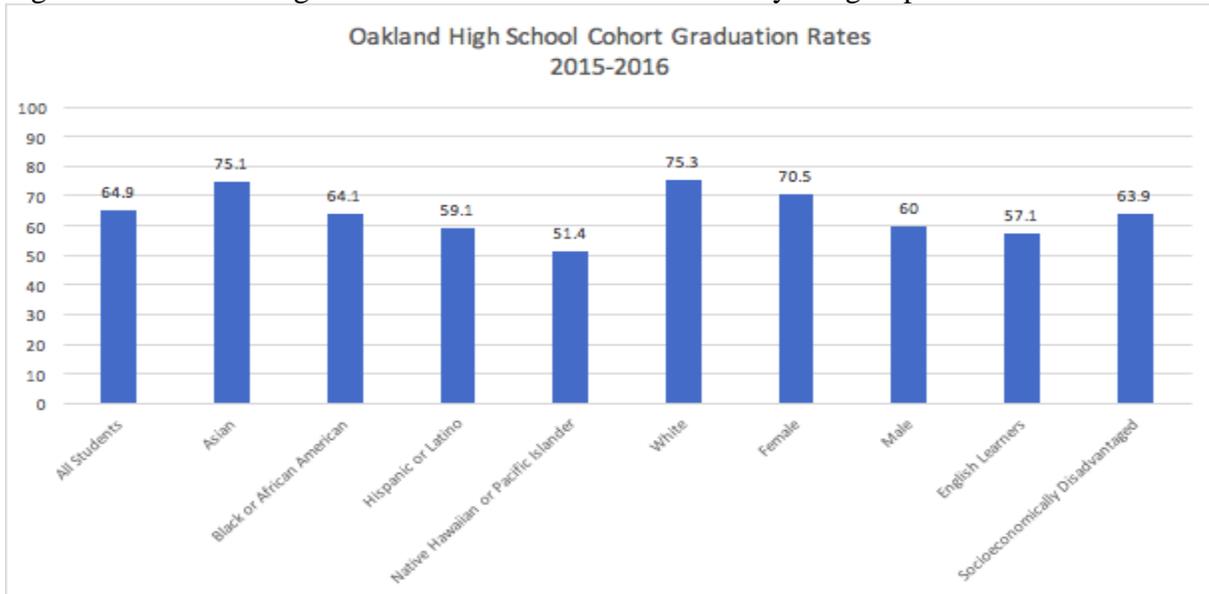
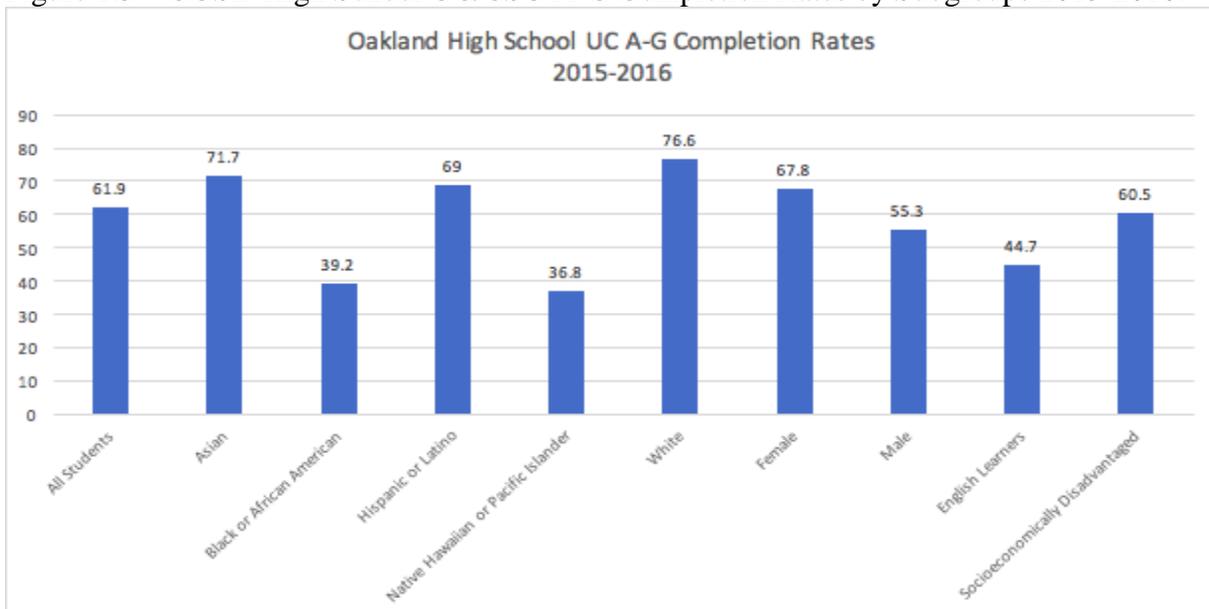


Figure 1.5—OUSD High School UC/CSU A-G Completion Rates by Subgroups 2015-2016:<sup>6</sup>



<sup>5</sup> Data obtained from the California Department of Education (dq.cde.ca.gov).

<sup>6</sup> Data obtained from the California Department of Education (dq.cde.ca.gov).

Figure 1.6—2016 OUSD 11th Grade ELA SBAC Results:<sup>7</sup>

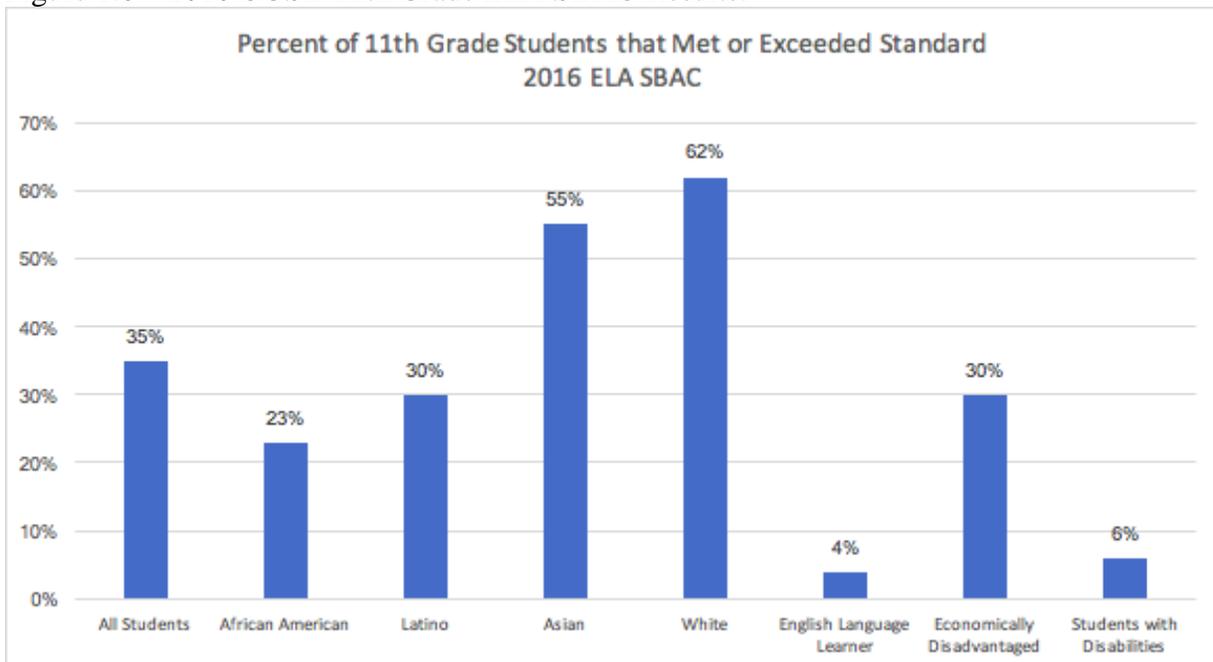
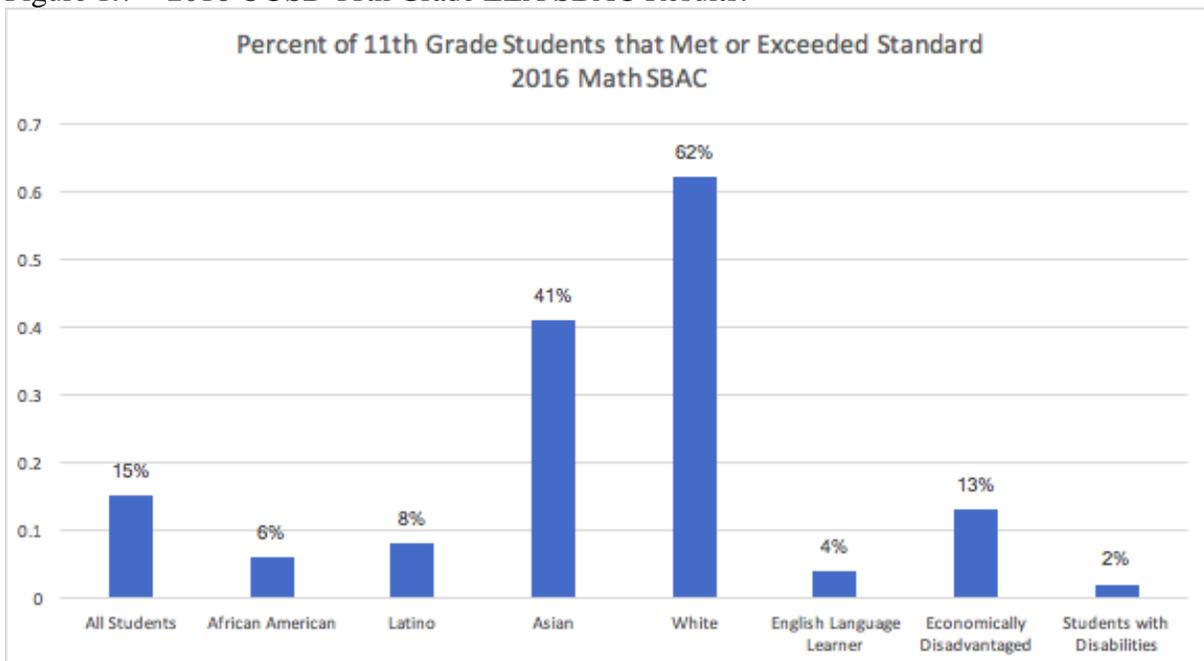


Figure 1.7—2016 OUSD 11th Grade ELA SBAC Results:<sup>8</sup>



Latitude’s school design is building off of two national models, High Tech High and Big Picture Learning, that have consistently achieved high outcomes for diverse student populations. Within Oakland, MetWest High School is based on the Big Picture Learning model, and it had the highest

<sup>7</sup> Data obtained from the California Department of Education (dq.cde.ca.gov).

<sup>8</sup> Data obtained from the California Department of Education (dq.cde.ca.gov).

graduation rate and highest UC/CSU A-G completion rate of all district high schools in 2015-2016. High Tech High is a charter management organization that operates five high schools in San Diego County with a student body comparable to Latitude’s projected demographics. Each of their high schools has a graduation rate above 92%, and at least 98% of all High Tech High graduates complete the UC/CSU A-G requirements. The Latitude school model incorporates key elements from both of these high performing school models to provide an additional quality high school option for Oakland students and families.

*Lack of diverse school communities*

Latitude intends to serve a student population that is representative of the socioeconomic, racial, cultural, and geographic diversity of the city of Oakland, California. According to the 2010 United States Census, Oakland is a linguistically and racially diverse city - 25% Hispanic or Latino, 26% White, 27% Black or African-American, and 17% Asian. We believe that the diversity of Oakland is a tremendous asset in preparing children for success in life in the 21st Century. Unfortunately, there are currently no public high school options in the city that fully reflect this diversity.

Figure 1.8—OUSD High School Demographic Data 2016-2017:<sup>9</sup>

OUSD High Schools	Enrollment 16-17	Econ. Disadv.	ELL	Latino	Afr- Am	Asian	White
Castlemont	759	86%	42%	60%	32%	1%	1%
CCPA	475	96%	29%	85%	12%	1%	0%
Fremont	764	90%	50%	64%	22%	4%	2%
Life	471	92%	23%	83%	7%	6%	0%
Madison	768	94%	30%	82%	14%	1%	1%
McClymonds	372	89%	7%	6%	79%	5%	4%
MetWest	171	77%	15%	58%	25%	6%	6%
Oakland High	1562	89%	25%	30%	32%	31%	2%
Oakland Tech	2031	46%	6%	17%	30%	21%	23%

<sup>9</sup> Data obtained from the California Department of Education (dq.cde.ca.gov).

Skyline	1843	78%	15%	40%	31%	14%	6%
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Latitude will be an intentionally diverse school in order to facilitate the achievement of all students. The Poverty & Race Research Action Council’s report “Can Racial and Socioeconomic Integration Promote Better Outcomes for Students?” provides strong research in this area.

*“In theory, charter schools, as schools of choice, could be far more integrated than traditional neighborhood public schools and could achieve this integration through voluntary parent choice. Public policy, however, generally does not encourage the creation of socioeconomically and racially diverse schools. In fact, to the contrary, many state charter laws provide an incentive to create high-poverty charter schools.”<sup>10</sup>*

While focusing charter school efforts on high-needs students has merit, there is strong evidence to suggest that the current tilt in the policy and philanthropic communities toward supporting charter schools that educate low-income and at-risk children in high-poverty settings results in an overly narrow approach. Widening the focus so that it also supports charter schools that provide high-needs students with a racially and economically diverse educational setting makes sense for a number of reasons:

- *Civic, Social, and Cognitive Benefits for All Students.* Socioeconomically and racially integrated schools are beneficial to all students who attend them because integration in public schools is important to fostering open-minded adults and good citizens. Students educated in diverse settings have been shown to develop higher-level critical thinking and cognitive skills. Furthermore, when low-income students graduate and search for jobs, those in economically mixed schools have access to valuable networks that can facilitate employment.
- *Resources for Improving Academic Performance.* Integrated charter schools hold particular promise for students currently in low-performing schools. Data show that many of the nation’s charter schools, which on the whole are disproportionately high poverty and racially isolated, still struggle to post significant academic gains for students. Numerous studies have shown that low-income students generally perform better in schools with a more balanced distribution of socioeconomic and racial groups. Investing more heavily in socioeconomically and racially integrated charter schools would provide low-income students with the documented benefits of peer-to-peer contact with a more diverse group of students, along with other resources related to school quality that, at least in the traditional public school context, are associated with increased school diversity.”<sup>11</sup>

*Please see Appendix A8 for the Poverty & Race Research Action Council’s full report.*

To successfully serve this type of diverse population and achieve these results, Latitude must be prepared to support a wide range of academic and social emotional needs. Central to this is

<sup>10</sup> See Kahlenberg and Potter (2012), “Can Racial and Socioeconomic Integration Promote Better Outcomes for Students”.

<sup>11</sup> See Kahlenberg and Potter (2012), “Can Racial and Socioeconomic Integration Promote Better Outcomes for Students”.

developing a school culture that supports students of different backgrounds in being, learning, and growing together. We believe this is best accomplished through a school culture and academic program that allows students to learn about, investigate, and interrogate the various histories and perspectives of Oakland and beyond. Too often, students from nondominant cultures are subtly and overtly expected to conform to the academic and cultural expectations of the dominant culture. Latitude’s academic program--the content, curricula, and learning experiences--as well as its school culture--the rituals, systems, and structures--will provide opportunities for students to make meaning of their own life experiences and grapple with those of their classmates and the broader Oakland community to build the integrated identity that is part of our graduate profile.

*Lack of Innovative Options*

At Latitude we believe that one of the reasons the public school systems have not achieved the outcomes they aspire to for their students is because the schools still look and feel like schools from the past fifty years. While there has been significant community and district investment in Linked Learning, the overall portfolio of schools remains traditionally organized and run. The student experiences far too often remain similar to how they have been historically; thus, we continue to see the same patterns of outcomes.

Underneath these overall trends, there are pockets of innovation and acceleration of outcomes. Enrollment demand at these schools demonstrates the community interest in new school models. Unfortunately, there is not sufficient capacity for high quality options for all Oakland families as discussed previously in this section. Schools such as Life Academy, CCPA, and MetWest have innovative models as well as some of the highest outcomes in the city. Consequently, they are the most in demand schools within the district.

Figure 1.9—OUSD High School Enrollment Demand:<sup>12</sup>

OUSD High School	Percent of 1st Choice Applicants
Castlemont	50%
CCPA (6-12)	500%
Fremont	36%
Life Academy (6-12)	836%
Madison (6-12)	166%

<sup>12</sup> Data obtained from Oakland Unified ([www.ousddata.org](http://www.ousddata.org)).

McClymonds	23%
MetWest	538%
Oakland High	46%
Oakland Tech	203%
Skyline	68%

At Latitude, we believe that our current conception of school needs to be reorganized to provide students furthest from success the opportunity to achieve and to provide all students the depth of learning across the essential academic and non-cognitive competencies needed for meaningful and productive adult lives. Our school model leverages the assets and resources of the city to provide students with a personalized, authentic learning experience that will be a unique offering and complement the existing portfolio of district and charter high schools.

As the school grows and demonstrates its ability to provide a high quality school experience, we anticipate being able to contribute to innovation in the broader high school eco-system in the following areas:

- Sharing our technology platforms for tracking and reporting student competency performance
- Supporting teacher communities of practice around high quality project based learning
- Demonstrating innovative strategies to support high needs student communities.

Needs of Sub-Groups

In addition to the need to be intentionally inclusive, Latitude is organized to serve a broad range of academic and social emotional needs of various student groups. As a school that is representative of all students in Oakland, we expect to be able to serve students who are academically accelerated as well as those who have traditionally struggled within the current landscape. The Latitude program has been designed to meet the language development, literacy, and social emotional needs of these varied student populations. Latitude’s design principles of personalization and relevance have driven the creation of an instructional program that focuses on each learner as an individual; collaborates around student specific academic, social emotional and post graduate goals; and designs a learning plan to achieve them.

Please see **Element 1 - Educational Program, Section H - Special Populations: Identification, Remediation, & Acceleration** of this petition for more information about how our educational model serves these various groups of learners.

**Latitude Community Engagement and Support**

Latitude 37.8 is a new high school model for Oakland, California that leverages the assets of the city to provide students with the experiences, skills, and network they need for a meaningful and productive life. Forged by a team of educators, designers, makers, artists, parents, students, civic leaders, and business leaders, Latitude will harness the dynamic resources of the Bay Area to provide students with experiential, place-based learning, personalized for each individual.

In the fall of 2015, a diverse team came together to respond to the challenge posed by the XQ Super School Project of determining a new vision of high school for Oakland students. To inform their design, the team engaged in a number of discovery activities that included research, school visits, and community engagement. The focus of this research was to determine both the hopes and aspirations of students for their high school experience, as well as their explicit needs. A survey was administered to over 250 middle and high school students to examine their schooling experience. The team then facilitated focus groups with two sets of middle school students to dig deeper into their hopes and needs for a high school experience. As an additional engagement strategy the team hosted a viewing of ‘Most Likely To Succeed’ and facilitated a discussion afterward. Through this research it became clear that students desired the opportunity to learn about the real world in collaborative projects that had meaningful impact on their communities. Armed with these perspectives, the Latitude XQ team developed a prototype for the high school program that was summarized in our final XQ application. We were proud to be ultimately one of 50 national finalists out of over 700 applications.

*Please see Appendices A1, A2, and A3 for Latitude’s XQ Team Roster, Community Engagement Data, and XQ Application.*

Over the past year, the school design work has moved the school from a concept to a program that will deliver powerful learning experiences for students and improve their educational and life outcomes. The Latitude Design Team, as described in the Executive Summary, met regularly throughout the year to build a prototype of the instructional program necessary to accomplish the school vision. Additionally, we recruited and hired the founding team that will be charged with the execution of the program. As these plans were developed, we continued our community engagement efforts to elicit feedback that informed the design iterations, as well as build a community of interested students and families.

*Please see Appendix A9 for Latitude Community Engagement Artifacts.*

In addition to our engagement with students and families, we have actively pursued partnerships with organizations and institutions across the city to support the execution of our school model. Through our engagement efforts to date, the following organizations have committed to being part of the Latitude community and provided letters of support for this petition to that effect:

- Gyroscope
- Galileo
- KQED
- Big Picture
- High Tech High
- National Equity Project

*Please see Appendix A10 for the organizational Letters of Support.*

These organizations reflect the beginnings of the overall Latitude network. As the school grows, we will resource staff within the school to continue to do outreach and engagement and partner with existing city and school district initiatives around youth engagement and work based learning.

## **B. Philosophy and Approach to Instruction**

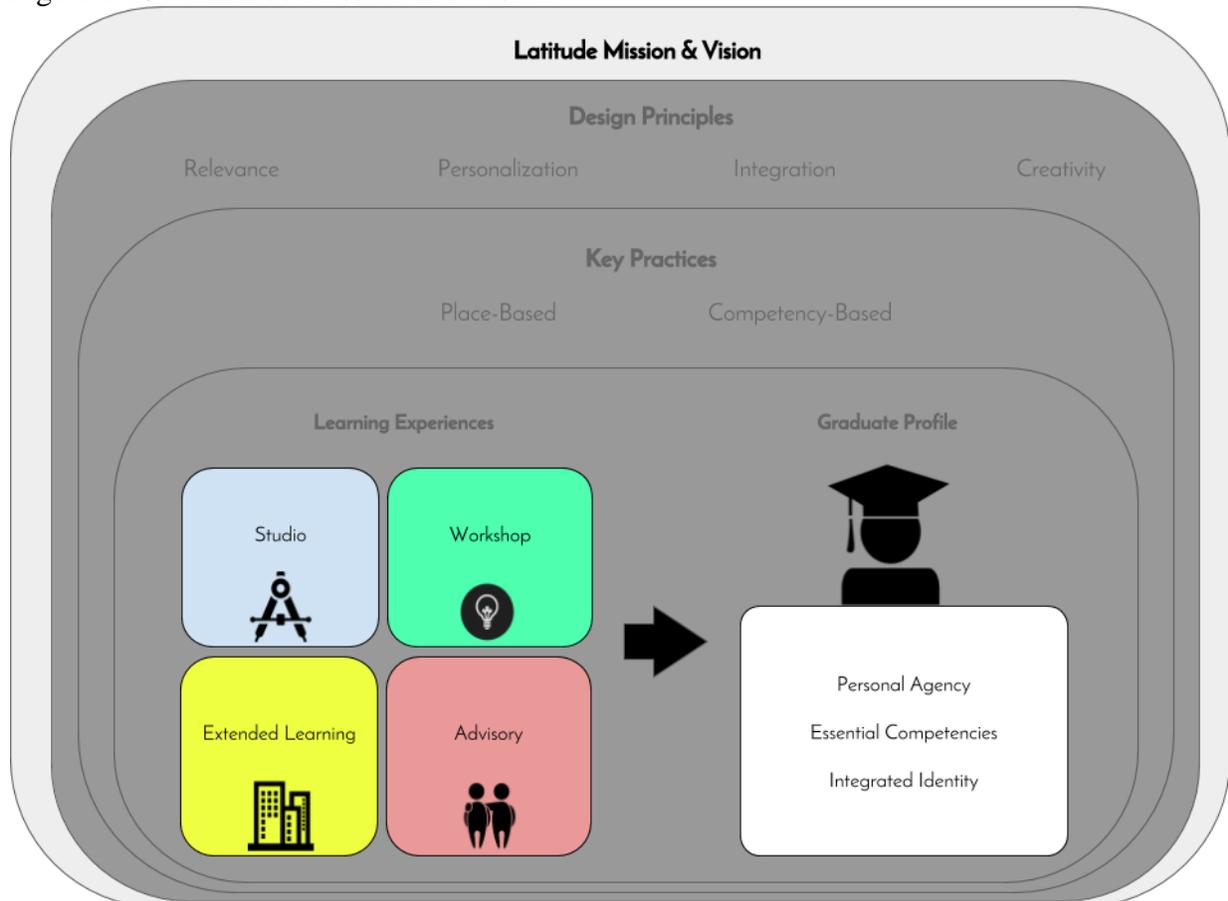
### **Latitude Vision Statement**

Latitude 37.8 High School graduates will have the personal agency, essential competencies, and integrated identity necessary to be prepared for a meaningful and productive life.

### **Latitude Mission Statement**

Latitude 37.8 High School facilitates self-directed, passion driven learning that leverages the assets and resources of the city to provide students with a personalized and authentic learning experience.

Figure 1.10—Latitude Mission and Vision:



## Educational Philosophy

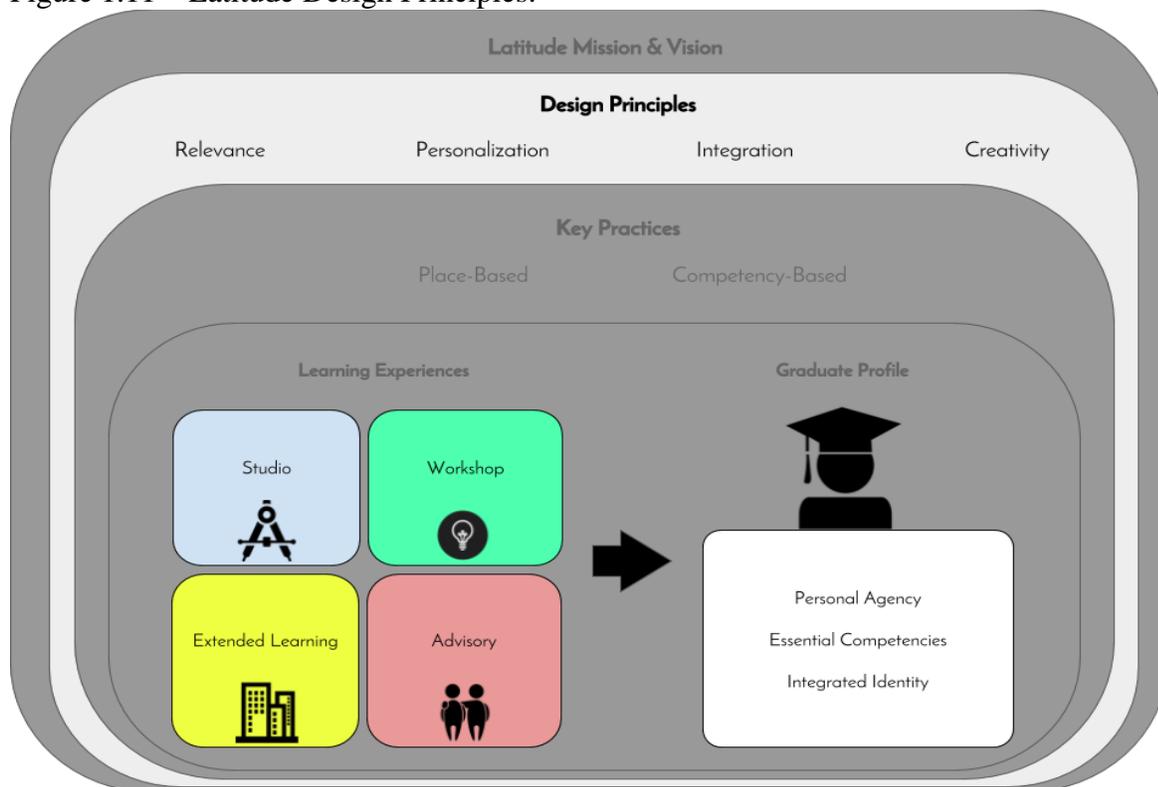
Latitude 37.8 High is a high school model in Oakland, California through which students leverage the assets and resources of their city to design and secure the experiences, education and network they need to be prepared for a meaningful and productive life. We are a network of educators, designers, makers, artists, parents, students, civic leaders, and business leaders committed to designing and opening a high school that facilitates self-directed, passion-driven learning for our city's youth in which the Bay Area is their personalized learning environment.

Students thrive when they have close relationships with adults who believe in their potential, hold them to high expectations, and mentor them through the steps necessary to achieve success. Latitude expands the definition of teacher to include members of the community, who have knowledge and skills to share and can provide applied learning opportunities in alignment with students' academic and life goals. Latitude transforms "high school" into a series of experiences that create confident, connected young adults with a strong supportive citywide network.

## The Latitude Learning Experience

Latitude's planned approaches to school mission and culture, teaching and learning, student agency and engagement, and to networks and partnerships is really a single integrated approach that is driven by the design principles of personalization, relevance, integration and creativity, which in turn become the four pillars of the Latitude student learning experience.

Figure 1.11—Latitude Design Principles:



## Personalization

At the foundation of the student experience at Latitude is a personalized pathway that is driven by the student's passions and structured through a competency-based evaluation system.

Personalized learning has become an educational buzzword for many things. However, at Latitude, a truly personalized education begins with knowing the students deeply:

- What are their interests?
- What motivates and drives them?
- How do they best learn?
- What are their cultural norms and expectations with respect to learning and school?
- Who is the family and community that surrounds them?
- What are the past experiences that impact their learning?
- What are their goals?
- What are their worries?

Personalized learning requires that we understand a student's needs so we can help craft a program that meets those needs and builds on his or her assets. Personalized learning without clearly detailed competencies can lead to low rigor and expectations that too often follow patterns of poverty and lack of power. Therefore, our personalized learning model is based on rigorous competencies, identified by the most current research on college and career readiness and designed to ensure success in the 21st Century. All students will be supported as they work to achieve mastery of these rigorous competencies, and all students will be supported as they design the personalized pathway they will utilize to achieve that mastery. Finally, personalization at the secondary level requires that students have a deep commitment and agency with respect to their goals - and the self-management, resilience, and perseverance to achieve those goals. Ours is a gradual release model in which we initially provide a certain level of structure and support to students as they develop these traits, then gradually release them to a more self-directed approach in the later years while staying alongside them with the support they need.

## Integration

Integration is the second pillar of Latitude's educational experience, both with respect to the actual learning and the cultural experience. Too often, school learning is siloed by content or by period and students do not understand the connection between what they learn in these silos and their life experiences. Our goal is to create an integrated and interdisciplinary curriculum that teaches math in the service of science and engineering, language arts in the service of science and social science, and the arts in the service of all. In this model, students will be required to integrate learning across content areas and apply that learning in interdisciplinary performance tasks.

Integration is also at the heart of the cultural experience at Latitude as an intentionally diverse school. Students will be organized into an advisory that will meet daily and provide opportunities to build community across differences. This group will also be the foundational humanities class that comes together to discuss relevant current events, read compelling contemporary works, and have difficult conversations about race, class, and power in the context of book study in seminar sessions that are guided by Socratic methodology. The entire community will regularly come together around cultural celebrations and more informal talks. We plan to expose our students to

some of the greatest artists, poets, historians, writers, and leaders in Oakland to help them expand their perspectives. Also, the larger network of adult allies that we will build for our students and all of the citywide partnerships will enable students to interact with adults from all backgrounds and fields, further building their confidence in diverse settings.

Integration is deeply intertwined with our approach to personalization. Only when a student is known, respected, and cared for as an individual is he or she able to have the confidence and security to actively engage in what is persistently a segregated and unjust society.

### Relevance

Relevance is our third pillar, and intersects with integration and personalization throughout. Too many students today express that they do not know why they are learning what they are learning or how it matters to them as individuals. Students become disengaged in the learning experiences and, as a result, agency declines. At Latitude, we hope to leverage the rich assets throughout the city of Oakland to facilitate learning experiences in authentic settings in partnership with actual practitioners. Our plan is to see students learning civics in City Hall, research skills in the Oakland Public Library, ceramics at the Crucible, drama with actors at the Gritty City Repertory Theatre, art history and design in the Oakland Museum of California, conservation in the bay with the Port of Oakland, and world language in cultural settings in which those languages are used. Connecting learning experiences to adults who are passionate builds engagement, and facilitating learning in real settings builds relevance and deeper understanding.

The competency-based evaluation system that guides all of the learning at Latitude will support this relevance by requiring students to perform, present, create, integrate, and debate. These evaluations will support students in demonstrating aptitude in a range of ways to ensure students are building capacity in presenting their learning for a variety of audiences and settings.

### Creativity

Our fourth pillar is creativity, with a focus less on the hard or technical skills and more on building a student's creative confidence in multiple settings and content areas. Students will be supported to meet their creative confidence competencies by first identifying where they have passion for innovation and creativity. Students will be required to take a foundational design course in 9th grade that will support them in developing their creative confidence pathway. Then, citywide networks will provide students opportunities to develop their creative agency in their areas of passion through internships with local partners such as startup companies, gaming companies, music studios as well as individual entrepreneurs, scientists, authors, makers and artists. Finally, their creativity will be enhanced throughout their Latitude experience through thoughtful integration of the arts.

### **What it means to be an educated person in the 21st Century?**

To be an educated person in the 21st century demands nothing less than global citizenship. Our students are entering a world undergoing technological, cultural, linguistic, climatic, economic, and social disruption. The world students will face after they graduate will look different than our world today, both in terms of challenges and opportunities; the jobs of tomorrow look different than the jobs of today. In addition, the world is increasingly global and interconnected,

requiring interdisciplinary, knowledgeable global citizens who can negotiate questions of justice and morality while grappling with the most complex problems facing our world, from climate change, to economic inequities, to international terrorism and conflict.

To be prepared for this evolving world, the vision for Latitude graduates exceeds common notions of educational attainment and academic outcomes for students. Our vision of the Latitude graduate is inclusive of college and career readiness. All Latitude students will graduate with A-G transcripts and powerful experiences across a broad array of career interests. Additionally, these college and career readiness indicators are a means to deeper life outcomes for all of our students. These outcomes include being able to articulate goals for themselves and having the ability to fulfill them. It also includes their ability to have agency and influence the world around them. This broader definition of a successful young person is influenced by the review, “Foundations for Young Adult Success: A Developmental Framework” which accounted for the broader range of outcomes. As such, a Latitude 37.8 High School graduate will have...

- **Personal Agency**-- Latitude graduates will have the agency to make choices about one’s life and have the ability to take an active role in their life path. Latitude graduates will be able to determine goals and plans to accomplish them while also leveraging their other skills, abilities, and mindsets to navigate challenges and make adjustments to their goals and plans.
- **Essential Competencies**-- Latitude graduates will demonstrate mastery of a core set of college and career readiness academic and non-cognitive competencies that allows them to perform effectively in a variety of roles and settings. These include academic competencies within traditional academic disciplines as well as non-cognitive competencies from the fields of design thinking and social emotional learning.
- **Integrated Identity**-- Latitude graduates will have a strong consistent understanding of themselves across a variety of settings and social contexts. Latitude graduates will have a strong sense of who they are, including where they have come from and where they see themselves going.

*See Appendix A11 for the Foundations for Young Adult Success: A Developmental Framework.*

To attain these broader outcomes for students, the Latitude High model expands and reimagines our vision of ‘school’ from a place to a set of experiences students have that enable their growth and mastery along academic and social emotional lines. The Latitude High experience plays an important role in leveling the playing field for all learners by ensuring all students have access to the resources and assets of the city to pursue their passions and leverage the resources and assets of the city in service of them.

### Latitude Competency Model

The foundation of the instructional program at Latitude is our competency model. This model articulates in student friendly language the specific skills, habits, and knowledge that students must attain to be prepared for their post-secondary lives and embodies what it means to be an educated person in the 21st century. The competencies have been backwards mapped from

college and career readiness expectations<sup>13</sup> to ensure all students graduate from Latitude with these skills. There are three different domains of competencies that are relevant to be prepared for a meaningful and productive adult life and that our instructional program supports:

Figure 1.12—Latitude Competency Framework:

<b>Academic</b>	
English Language Arts <i>Aligned to CCSS</i>	<ul style="list-style-type: none"> <li>● Reading Literature</li> <li>● Reading Informational Text</li> <li>● Writing Evidenced Based Arguments</li> <li>● Writing Informational Texts</li> <li>● Writing Narrative Texts</li> <li>● Engaging in Text Based Discussions</li> <li>● Giving Presentations</li> <li>● Conducting Research</li> </ul>
Math <i>Aligned to CCSS</i>	<ul style="list-style-type: none"> <li>● Mathematical Problem Solving</li> <li>● Mathematical Argumentation and Reflection</li> </ul>
History <i>Aligned to C3 Framework for Social Studies</i>	<ul style="list-style-type: none"> <li>● Analyzing Historical Outcomes</li> <li>● Analyzing Historical Perspectives</li> </ul>
Science <i>Aligned to Next Generation Science Standards</i>	<ul style="list-style-type: none"> <li>● Leading Scientific Investigation</li> <li>● Analyzing and Interpreting Data</li> <li>● Developing and Using Models</li> <li>● Applying Cross-Cutting Concepts</li> </ul>
Foreign Language	<ul style="list-style-type: none"> <li>● Speaking and Listening</li> <li>● Reading and Writing</li> <li>● Engaging in Cultures</li> </ul>
Health and Wellness	<ul style="list-style-type: none"> <li>● Applying Knowledge of Health Concepts</li> <li>● Analyzing Health Promotion and Risk Reduction</li> <li>● Engaging in Health Advocacy</li> </ul>
<b>Design Thinking</b>	
Design <i>Adapted from Stanford Design School</i>	<ul style="list-style-type: none"> <li>● Designing Processes</li> <li>● Building Empathy and Learning from Others</li> <li>● Defining Problems</li> <li>● Fabricating and Crafting</li> </ul>
<b>Social Emotional Learning</b>	

<sup>13</sup> See Conley (2012), “A complete definition of college and career readiness”.

<p>Non-Cognitive Skills <i>Aligned to SEL Standards and Big Picture Learning Model</i></p>	<ul style="list-style-type: none"> <li>● Positive Self Concept and Growth Mindset</li> <li>● Realistic Self Appraisal</li> <li>● Navigating Systems and Self Advocacy</li> <li>● Preference for Long Term Goals</li> <li>● Availability and Support of Adult Mentors</li> <li>● High Quality Leadership Experience</li> <li>● Community Involvement</li> <li>● Knowledge Acquired in a Field Outside School</li> </ul>
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The Latitude learning experiences and course sequence will ensure that all students have sufficient opportunity to develop mastery in these areas. Additionally, these competencies are aligned to the UC/CSU A-G expectations for each content area, and all students will earn comprehensive A-G credits.

Please see **Element 1 - Educational Program, Section C - Instructional Design** for additional information on the Latitude Competency model.

*Please see Appendix A12 for Academic Competencies and Continua from Building 21 and The School District of Philadelphia.*

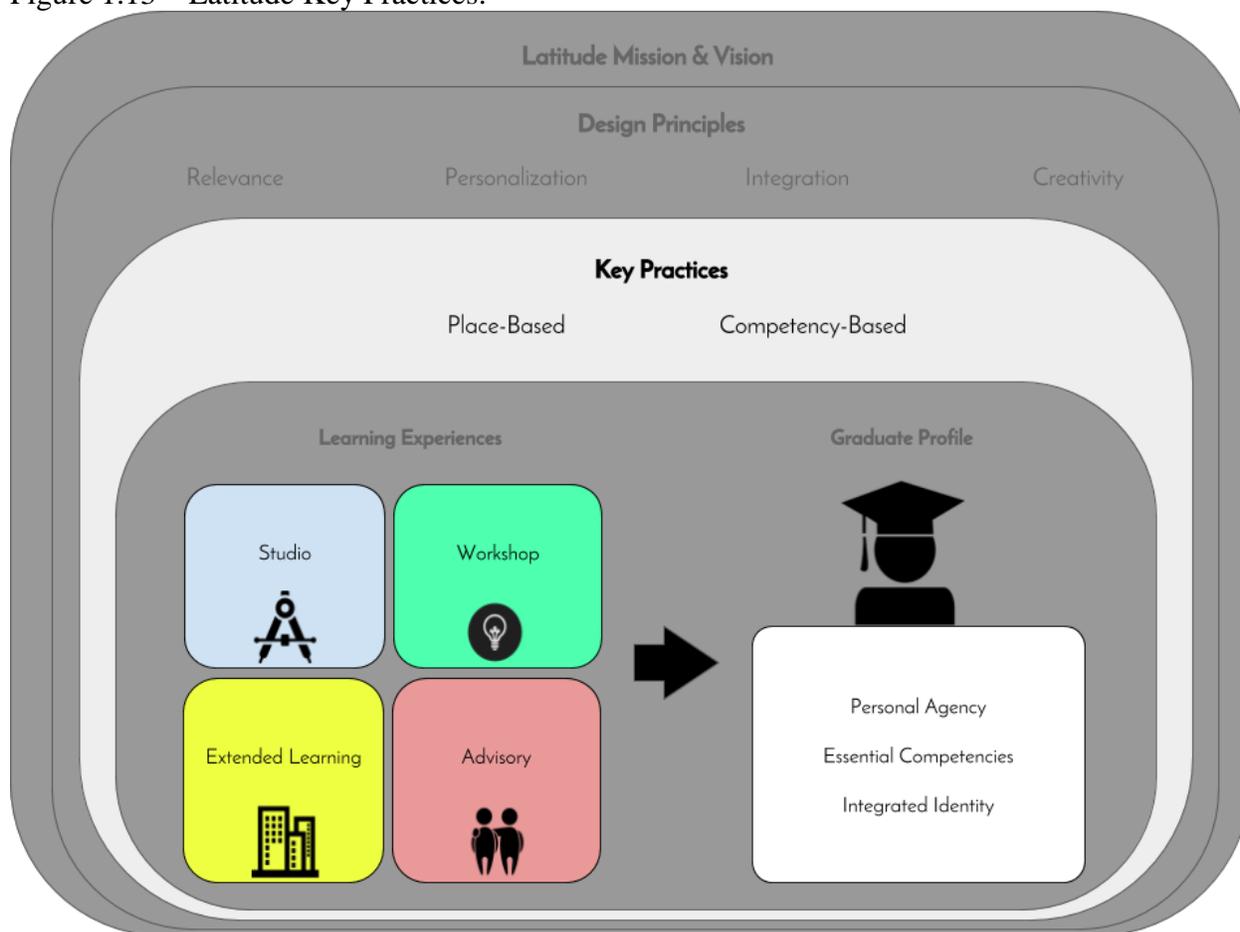
*Please see Appendix A13 for the Big Picture Learning Non-Cognitive Competencies Guide.*

**How Learning Best Occurs**

Students thrive when they have close relationships with adults who believe in their potential, hold them to high expectations, and mentor them through the steps necessary to achieve success. Latitude expands the definition of teacher to include members of the community, who have knowledge and skills to share and can provide applied learning opportunities in alignment with students’ academic and life goals. Latitude transforms “high school” into a series of experiences that create confident, connected young adults who have developed a strong supportive citywide network. Collaborating within a community of learners, students create work that matters, enlarging their sense of possibility about the impact they are capable of achieving.

To apply the Latitude design principles, there are two key practices of our program that reflect our beliefs about how learning best occurs.

Figure 1.13—Latitude Key Practices:



### Place Based

At Latitude, we seek to leverage all of the human, organizational, and physical resources of the city and community on behalf of our students. We apply a deep place and project based learning approach to create relevant and personalized learning experiences for our students. Project based learning is a natural fit for the application of our design principles in our instructional model as it supports the integration of content, creates authentic real-world connections, and allows students to explore their creativity as they develop and implement solutions. Research over the years has shown the many benefits of project based learning in service of the type of learning goals we have at Latitude and increasing student motivation and agency. Among the different studies of project based learning, researchers have found this approach to have positive impacts in the following areas<sup>14</sup>:

- **Academic Achievement**—Students learning through PBL retain content longer and have a deeper understanding of what they are learning than traditional methods, which in turn leads to increased performance on standardized tests.

<sup>14</sup> See Buck Institute of Education (2013), “Research Summary: PBL and 21<sup>st</sup> Century Competencies”.

- **21st Century Competencies**—Students demonstrate better problem solving and critical thinking skills, collaborate more effectively, and are able to apply their learnings to the real world when engaged in PBL.
- **Equity**—Project based learning is effective in engaging lower achieving students and diverse learners.
- **Student Motivation**—Students in project based learning environments demonstrate better attitudes towards learning, exhibit higher levels of engagement, are more self-reliant, and have increased attendance over students in more traditional environments.

Project based learning is an instructional approach that integrates sustained inquiry, project management, and the creation of a publicly-shared product. Students work to complete an extended project that engages them in solving a real-world problem or answering a complex question, and perhaps even making an impact on their community. Project based learning introduces students to the perspectives, tools and concepts disciplines use to make sense of the world. Project based learning also allows students to learn about themselves, their strengths and challenges, and their own relationship to the world.

At Latitude, our approach to project based learning will draw on the many years of experience of high quality implementation at High Tech High in San Diego. The founding team at Latitude brings significant instructional leadership experience to ensure strong implementation and results for our students. Our project based learning work is based in the framework for High Quality Project Based Learning (HQPBL). This framework will guide our instructional planning and the student learning experience.

#### *The High Quality Project Based Learning Framework*

Developed by a 27 member steering committee of education leaders from the U.S. and other nations, and informed by the perspectives of a 90 member advisory team, the High Quality Project Based Learning Framework elucidates the key elements that distinguish high quality implementation of PBL from less successful implementations. The framework describes High Quality Project Based Learning according to four categories: the **Principles** on which it rests, the **Purposes** it seeks to achieve, the **Processes** that contribute to student learning and growth, and the **Products** that emerge.

- **Principles**

*Equity*—Educational equity means that each child receives what he or she needs to develop to his or her full academic and social potential. High Quality Project Based Learning should not be reserved only for students who are high-achieving. All students benefit from acquiring the deeper learning and success skills that can be taught so effectively by High Quality Project Based Learning.

High Quality Project Based Learning promotes equity by holding all students to the same high expectations for project products, an ethic that is reinforced by shared norms and accountability. Moreover, it fosters an equitable environment when students' interests, cultures, and identities are valued and used to inform the issues and problems that

projects focus on—and when students’ unique gifts and talents are recognized and leveraged to improve project work.

A great project has a powerful effect on students that can help them reach their potential, and can even be transformative for young people. This is especially important for students farthest from educational opportunity. A project that makes a real-world impact can give students a sense of agency and purpose; they see that they can make a difference in their community and the world beyond it. An authentic project provides opportunities, for students who might not otherwise be exposed to them, to visit real-world settings, interact with professionals in the workplace, and develop a passion or career interest.

*Authenticity*—PBL research reveals that authenticity enhances students’ engagement in projects. Authenticity not only increases motivation, but it can also increase achievement. Authenticity is a complex concept, but it’s generally synonymous with making a learning experience as “real” as possible. Teachers and students can make projects authentic in multiple ways, and in varying degrees.

First, projects can have an actual impact on the world, as when students make a presentation to the school board proposing the redesign of a school playground, write books and create a tutoring program for younger readers, or conduct research projects and submit data that will be used by scientists to better understand climate change. Second, the context of a project can be a simulation or reflection of what happens in the world outside of school, even if students are not actually working in the real world—for example when high school students act as advisors to the president on economic or social policies. Third, the tasks, tools, processes, and performance standards that students use make a project authentic when those things reflect what people do in the world outside school or the workplace. For example, students in some PBL projects today follow the process of design thinking, used by professionals who design products and services. Finally, projects can have a personal authenticity because they speak to students’ personal concerns, interests, or issues in their lives, or because they engage the needs, values, language, and cultural practices of students’ communities.

*Student Agency*—Student agency is synonymous with experiencing control, autonomy, and power. It is exercised when students make decisions that affect their learning, including the way in which they learn, what they learn, and the pace at which they learn. Higher levels of student agency are associated with greater engagement and commitment to the learning process. Students vary in their readiness to take on certain responsibilities and challenges, and teachers must determine how much autonomy is appropriate for each student. As a principle of High Quality Project Based Learning, however, the general goal is to help students reach the highest level of student agency they are capable of achieving. With a sense of agency, students are more likely to welcome and address new challenges, including issues in their own lives and communities.

An aspect of agency is holding a growth mindset, in which students’ skills, knowledge, and interests can be developed through hard work, support and guidance, and effort.

Students with a growth mindset build confidence, rebound from setbacks, and are willing to put in the time and effort it takes to make projects successful.

- **Purposes**

The overarching purpose of High Quality Project Based Learning is to build the knowledge, skills, and confidence needed for learners to succeed in a complex and changing world. In addition to increasing the retention of knowledge and acquisition of deeper understanding, projects provide multiple opportunities for students to build skills valuable in the modern workplace: critical thinking, problem solving, communication, collaboration, and creativity/innovation. Of equal importance, however, is the explicit attention given to fostering learners' personal and social development, to help them become self-aware, and acquire the confidence needed to undertake and prevail in new challenges.

- **Processes**

*Sustained Inquiry*—High Quality Project Based Learning defines inquiry as a disciplined process of asking questions and gathering data necessary to achieve project goals. Through inquiry, the act of seeking information becomes the foundation of meaningful learning. Students confront problems and difficult tasks through an iterative approach of making meaning out of the information they have collected and determining if they have answered their questions or need to ask new ones. In contrast to “hands-on activities,” it is the project itself, carefully planned by the instructor (and at times, by the learners themselves) that structures student inquiry and guides learning activities toward project culmination.

The presence of inquiry, however, is not a sufficient marker of High Quality Project Based Learning. Inquiry must be sustained. By extending the project timeline, learners have the opportunity to grapple with significant conceptual and practical issues, and persevere in a productive struggle to achieve project goals. Project teams go through developmental phases as well as emotional ups and downs. Learning the collaborative skills necessary to contribute to an ongoing team may take time. Finally, if students are to develop the self-management and project-management skills that will be useful in college, career, and life, then they must be able to manage themselves and others over the course of weeks, rather than days. High Quality Project Based Learning provides opportunities for sustained inquiry over multiple working sessions.

*Project Management*—High Quality Project Based Learning projects are not simply launched and allowed to unfold, with students working on their own, without a process for completing tasks. That would be a recipe for unfocused drift, wasted time, and frustration for students and teachers. In High Quality Project Based Learning, projects are managed. Not just teachers but also students take on the role of project managers, to the extent appropriate for their age and experience.

Teachers and students in PBL use project management practices when designing a project; setting learning goals; organizing and accomplishing tasks; setting checkpoints

and deadlines, monitoring progress and testing ideas; reflecting on what is being learned; and wrapping up the project by sharing products publicly and assessing the results.

*Instruction and Facilitation*—Although Project Based Learning rightly emphasizes the key role of the learner, the importance of the teacher is often neglected. High Quality Project Based Learning explicitly addresses the central role of the teacher, and the prominence of traditional instructional practices as productive project activities. In addition to reading, writing, math, science, and other relevant academic subject content, many – if not most – projects require learners to develop specific skills. Some are practical (e.g., designing a survey, conducting an interview, using a measuring instrument, drawing a plan to scale), others are more conceptual (evaluating the reliability of a website, summarizing raw data using statistics, making suggestions for improving written work). Projects also often require students to develop new background knowledge (understanding the difference between federalism and states’ rights, supply and demand, persona and author) to be completed successfully. There are different strategies students can use to develop these skills and knowledge, and it is part of effective teaching to determine when it is most appropriate for learners to master these on their own or to receive targeted instruction or scaffolding through lectures, practice exercises, selected readings or videos, and the like.

In High Quality Project Based Learning, the teacher also acts as a facilitator and coach, enabling students to work productively and providing emotional support and encouragement. As the project unfolds, teachers learn about students as individuals and show their respect for students’ individuality and preferences. Teachers share students’ accomplishments and listen to their frustrations as informed “guides on the side” who engage with students to advance thinking, working, and learning.

*Reflection*—In High Quality Project Based Learning, both learners and teachers need to reflect throughout the project on the effectiveness of their inquiry and project activities, the quality of work completed, and the obstacles to be confronted and overcome. High Quality Project Based Learning aims to prepare learners who, when confronted with a new problem, size it up and reflect on whether they’ve seen this type of problem before, and whether they’ve already developed knowledge and strategies they can use to address it.

When reflection is applied to one’s own thinking processes (e.g., thinking about one’s thinking), psychologists refer to it as metacognition. Cast outward, it enables students to progress thoughtfully through project tasks and modify their behavior as needed. This is often known as “self-regulation”. Cast inward, it provides awareness of the learning and problem-solving strategies they are using, and enables students to better understand and modify these strategies.

- **Products**

*Applied Learning*—High Quality Project Based Learning is different from traditional instruction in that it emphasizes the active application of learning rather than the static acquisition of content. Project products provide opportunities for learners to demonstrate

what they have learned, as well as what they can accomplish with these knowledge and skills. By testing new knowledge and skills through application, nuance is revealed, and knowledge and skills are deepened. These become more memorable and consequently, more accessible in the future. The application process also enables learners to understand very concretely the worth of what they are learning, and how such knowledge and skills are used in the world outside of school.

*Public*—PBL provides the opportunity for students to create a product and share it with an audience beyond the classroom, when students display and describe their products in an exhibition, at a community meeting or other real-world setting, or online. This has several positive consequences. First, the products that result from a project are perceived as more real (i.e., authentic) and consequential than schoolwork that is only graded by the teacher and returned to students' notebooks. Since students tend to care more about work that will be made public and taken seriously by others, students are encouraged to do their best. Making project work public raises the stakes for both students and teachers. By creating a product, students make what they have learned tangible and thus, when shared publicly, discussable. Instead of only being a private exchange between an individual student and teacher, the social dimension of learning becomes more important. This has an impact on classroom and school culture, helping create a "learning community," where students and teachers discuss what is being learned, how it is learned, what are acceptable standards of performance, and how student performance can be made better.

*Balanced Assessment*—Assessment in High Quality Project Based Learning includes many of the practices found in traditional instruction, but it requires instructors to go beyond the assignments, quizzes, tests, and other tools with which they might be most familiar. Balanced assessment emphasizes the need for both formative assessment—used to inform the learner and teacher about progress toward a learning goal—and summative assessment—used to make a judgment about what has been learned. Both are important in High Quality Project Based Learning.

Summative assessment in High Quality Project Based Learning, like formative, is a combination of traditional and, for many teachers, new practices. In a traditional curriculum unit, for example, a teacher might give a test or ask students to write an essay to determine whether they have learned what the teacher intended. In a project, those tools might still have a place— especially to assess content knowledge and conceptual understanding—but so does a final evaluation of a team-created product and of students' ability to employ critical thinking/problem solving, collaboration, and project management skills. In addition to formative and summative assessment, other kinds of "balance" apply in High Quality Project Based Learning. A project should include self-assessment, in which students use evidence and reflection to evaluate their own progress and achievements. Peer assessment plays a role in evaluating the quality of a piece of work or one's participation as a member of a team.

In addition to assessing individual work, teachers in a project-based classroom might need to assess the work done as a group. Because a project requires students not only to

gain knowledge but to apply it, traditional measures of knowledge gained must be balanced with performance assessment.

*Please see Appendix A14 for the Framework for High Quality Project Based Learning.*

To support our implementation of high quality project based learning, we envision a facilities plan that redefines the traditional notion of facilities for ‘school.’ Latitude will operate in a ‘hub’ model in which we utilize two smaller, innovative facilities in different parts of the city that provide students with supports and resources as they access the various resources and participate in place based learning activities in that part of the city. By leveraging underutilized facilities and partnerships within the city, we will be able to redirect those resources to staffing and programming for students.

### Competency Based

Latitude will offer a competency based approach to our program to allow students to personalize their learning experience and allow flexibility in when and how students learn and demonstrate their achievement. Our instructional approach values the demonstration of mastery over conventional seat time requirements and is manifested in our partnerships with families for individualized learning plans and the authentic assessment practices that are integrated throughout the Latitude learning experience.

Competency education builds upon standards reforms, offering a new value proposition for our education system. Frequently, competency education is described as simply flexibility in awarding credit or defined as an alternative to the Carnegie unit. Yet, this does not capture the depth of the transformation of our education system from a time-based system to a learning-based system. Competency education also challenges the assumption that learning takes place within the classroom, encouraging schools to explore new ways to expand and enrich support for students. Competency-based approaches are being used at all ages from elementary school to graduate school level, focusing the attention of teachers, students, parents, and the broader community on students mastering measurable learning topics.

The research study ‘Making Mastery Work’ details the efforts at a dozen different schools to make the transition from the traditional model of schooling to a competency based approach. In examining their efforts, the authors of the study identified three key characteristics of a competency based education<sup>15</sup>:

- Students progress at their own pace, through:
  - A transparent system for tracking and reporting progress.
  - Flexible learner centric use of time, often beyond the typical school day and year.
  - Explicit methods of providing additional supports or opportunities for learning.
- Graduation is based upon demonstration of mastery of a comprehensive list of competencies, in which:
  - Courses are designed around a set of competencies aligned with the Common Core State Standards.

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<sup>15</sup> See Priest, et al. (2012), “Making Mastery Work”.

- “Credit” is awarded upon mastery of competencies associated with a course or smaller module, based on summative assessments.
- A transparent system for tracking and reporting progress is in place.
- Teachers skilled at facilitating differentiated learning environments:
  - Utilize frequent formative assessments to provide real time feedback to students and teachers on progress toward competencies and help guide instruction.
  - Develop robust approaches to supporting students as they move through the competencies, especially for those who progress slowly.

*Please see Appendix A15 for the Making Mastery Work Executive Summary.*

The Latitude design principles of personalization and relevance are central to our adoption of a competency based approach to our education program. The Latitude instructional model operationalizes these characteristics through our competency model, learning experiences, and program phases.

## **C. Instructional Design**

### **Introduction**

Following the establishment of the concept for Latitude 37.8 High School by a broad based community, the design team was charged this past year to build an instructional program that attained the vision and mission that had been established to prepare a diverse student body for meaningful, productive adult lives through a personalized and authentic learning experience. The Latitude founding team will continue to develop the instructional program as described in the curriculum development timeline later in this section.

The core elements of the Latitude instructional design include:

- Latitude competency system: Latitude’s competency system includes the descriptions of the competencies, the tools and systems for student assessment and reporting, and personalized student learning plans that determine when and how students learn and demonstrate their performance.
- Latitude learning experiences: Latitude learning experiences are organized around four key structures that operationalize each of our design principles: Studios, Workshops, Extended Learning Opportunities, and Advisory.
- Latitude program phases: Latitude is structured as a gradual release model. Instructors initially provide a higher level of structure and support and then release students to an increasingly self--directed approach in the later phases.

### **Latitude Competency System**

The Latitude Competency model is the foundation of our instructional program as it reorganizes all of the systems of the school around the development of mastery of the core set of

competencies that fulfill our graduate profile. There are three elements of the competency system that work in concert to maintain all stakeholders' focus on the learning and outcomes for each student: 1) Graduate Competencies 2) Assessment and Reporting and 3) Personalized Learning Plans. The Latitude learning experiences and program phases provide the opportunities and supports for students to develop mastery of the graduate outcomes.

Latitude Graduate Competencies

The Latitude Graduate Competencies reflect the skills, knowledge, and habits necessary to be prepared for a meaningful and productive adult life. The competencies that we develop will be based on national standards (i.e. CCSS, NGSS, C3, SEL) and college and career readiness research, and those used in practice by national partners. Our academic competencies are informed by the work of Stanford's Center for Assessment, Learning, and Equity and 'Learning What Matters,' a collaborative project of Building 21 and the Philadelphia School District. Our design competencies are built off of the work at the Stanford d.School's K-12 lab. Finally, the non-cognitive competencies that are part of our graduate profile were developed by Big Picture Learning and have been used in their schools across the country.

Each competency is described in a statement that articulates the specific skill, knowledge, or habit a student is expected to master. It is written in student friendly language so that all stakeholders can share a common understanding of the expectation. Most competencies also have sub skills that describe specific learning standards that guide instruction and assessment.

See the figure below for an example history competency:

Figure 1.14—Competency Example:



Please refer to **Element 1 - Educational Program, Section B - Philosophy and Approach to Instruction** for the full list of Latitude competencies.

*Please see Appendix A12 for Academic Competencies and Continua from Building 21 and The School District of Philadelphia.*

*Please see Appendix A13 for the Big Picture Learning Non-Cognitive Competencies Guide.*

### Latitude Assessment System

While the competency statements describe the key skills, knowledge, and habits of a Latitude graduate, the Latitude assessment system provides the information that informs each student’s personalized learning plan. There are a number of important components of the Latitude assessment system to effectively monitor, communicate, and document student learning:

#### *Competency Continua*

A continuum is a tool for scoring student performance tasks and providing clear, constructive feedback to students. Each competency has its own continuum that describes in detail the progression toward mastery in student-facing language. Continua are designed to make each step toward mastery clear and understandable to students and families. Performance levels - which correspond to grade levels - are the "stepping stones" toward college and career readiness.

The excerpt below illustrates that each competency is made up of a group of related standards, and that standards are the dimensions of analysis (horizontal) for each competency. Standards describe the discrete skills and knowledge for which growth and progress can be measured for each competency.

Figure 1.15—Example of Competency Continua:

#### **Learning Standards (Scoring Domains)** Rewritten as student-facing questions

	ELA.3 WRITING ARGUMENTS				
	Level 6	Level 7	Level 8	Level 10	Level 12
<b>Learning Standard</b> I can write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.					
<b>Performance Level Descriptor</b> How well do I introduce my claim (W1.a)?	I can write a thesis statement to introduce my claim.	I can write a thesis statement that clearly introduces my claim(s).	I can write a thesis statement that clearly introduces my claims(s).	I can choose a substantive topic that relates to an issue with local or global significance.	I can choose a substantive topic that relates to a compelling or provocative issue or controversy with local or global significance.
<b>Indicator</b> I can write a hook to engage my reader, such as an interesting fact, quotation or question.	I can write a hook to engage my reader, such as an interesting fact, quotation or question.	I can write a hook to engage my reader, such as an interesting fact, quotation or question.	I can write an engaging hook.	I can write a thesis statement that precisely introduces my claim(s).	I can write a thesis statement that knowledgeably and precisely introduces my claim(s).
<b>Indicator</b> I can provide some context or background information about my topic.	I can provide necessary context or background information that will help my reader understand my topic and my claim.	I can provide necessary context or background information that will help my reader understand my topic and my claim.	I can identify the most important counterclaim.	I can write a compelling hook to captivate my audience.	I can write a provocative hook to captivate my audience.
<b>Indicator</b> I can logically present my reasons in the order they will be discussed.			I can provide necessary context or background information that will help my reader understand my topic and my claim.	I can logically present my reasons in the order they will be discussed.	I can logically present and connect my reasons in the order they will be discussed.
<b>Indicator</b> I can identify the most important counterclaim(s).				I can identify the most important counterclaim(s).	I can identify one or more of the most important counterclaim(s).
<b>Indicator</b> I can provide necessary context or background information that will help my reader understand my topic and my claim.				I can provide necessary context or background information that will help my reader understand my topic and my claim.	I can purposefully integrate critical contextual and/or background information that helps to convey the importance and relevance of the topic to my audience.

Competency continua are an intentional shift away from traditional rubrics that typically describe what's missing in students' work, and that lack a learning progression. Continua enable educators to show students exactly where they are on the continuum toward mastery, where they are headed, and what they need to do to get there. This design is consistent with our principles of competency based learning and positive youth development. The continua help educators identify and build on strengths in student work, communicate expectations clearly and equitably, and provide continuous and timely feedback to guide students in their learning progression toward mastery.

*Evidence requirements*

For students to demonstrate their growth within each competency, there are specific evidence requirements to achieve that define the number of times a student must demonstrate mastery “on grade level” or higher before advancing to the next phase of the Latitude program. The purpose of the evidence requirements is to ensure that students have multiple opportunities to demonstrate proficiency or higher in different ways and different contexts.

Evidence requirements may only be filled via performance based assessments because they require the application of skills and knowledge to solve problems and create authentic work products. A single performance task can fulfill an evidence requirement across multiple unique standards, competencies, and subject areas. However, a single performance task cannot fulfill multiple evidence requirements for the same standard. Each evidence requirement requires multiple tasks to be fulfilled. Students must meet the evidence requirements for the focal competencies within each learning experience and phase in order to be promoted to the next phase.

Figure 1.15—Example Latitude Evidence Requirements:

<b>Latitude Program Phase</b>	<b>Focal Competencies</b>	<b>Evidence Requirements<sup>16</sup></b>
Phase 1	ELA Math Design Non-Cognitive	3 performance tasks per competency with an average scoring of at least 8.5 across all of the competencies.
Phase 2	ELA Math History Science Foreign Language Design Non-Cognitive	3 performance tasks per competency with an average scoring of at least 10.5 across all of the competencies.
Phase 3	ELA	3 performance tasks per competency

<sup>16</sup> Latitude and EFC reserve the right to amend these requirements based on learning from implementation.

	Math History Science Design Non-Cognitive	with an average scoring of at least 11.5 across all of the competencies.
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*Performance Based Assessment Tasks and Scoring*

These tasks are the authentic products that students produce through their learning experiences in each of the Latitude Learning Structures: Studio, Workshop, Extended Learning Opportunities and Advisory. These tasks are scored using the continua to document student performance on individual standards within each competency. Scores are assigned based on the demonstration of all the criteria at a given performance level. If the student work meets part of the criteria for one performance level, and part of the criteria for one or more higher performance levels, the standard is to be rated at the lowest performance level. This allows for the maintenance of high expectations while also providing specific information for additional supports or interventions as needed. If a student shows no evidence for a particular indicator within a standard, it is assessed as ‘insufficient evidence’ and returned for revisions. For a student to earn an ‘in between’ rating on the continuum (i.e. a level 9), they must demonstrate all of the criteria on the lower level and show significant progress toward the higher performance level. The picture below of a competency tracking system demonstrates how a student can be scored at multiple levels within the same competency, Writing Evidence-Based Arguments:

Figure 1.16—Example Scoring Tool for Competencies:

Log a demonstration

Student:  !

Demonstrated: 02/26/2016

Type of Experience: Studio

Context: Journalism

Performance Task: Argumentative essay

Artifact (URL):

ELA.3   Add competency

**Writing Evidence-based Arguments**  
*Write evidence-based arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.*

Introduce claims:  
x 9

Use evidence to develop claims and counterclaims:  
x 10

Use words and transitions to create cohesion:  
x 9

Maintain a formal style and objective tone:  
x 8

Provide a compelling conclusion:  
 6

Strengthen writing through revision:  
 6

### Grading and Credits

Students earn grades and credits through the accumulation of evidence and demonstration of mastery based on the scoring of their work. Grades are calculated by averaging the standard scores within each competency and then across all competencies within a subject area (i.e. ELA). Students must meet a minimum competency average for each subject area as well as complete all evidence requirements to earn credit in that subject area for that learning experience. All learning experiences are mapped to specific competencies that allow students opportunities to develop their mastery of those competencies and to demonstrate mastery via their summative performance tasks. Credits are awarded based on meeting all of the evidence requirements and competency averages within each learning experience.

Please see **Element 1 - Educational Program, Section C - Instructional Design** for the Graduation Requirements and UC/CSU A-G Alignment sections for further information regarding credits, graduation, and A-G course sequences.

Latitude Personalized Learning Plan

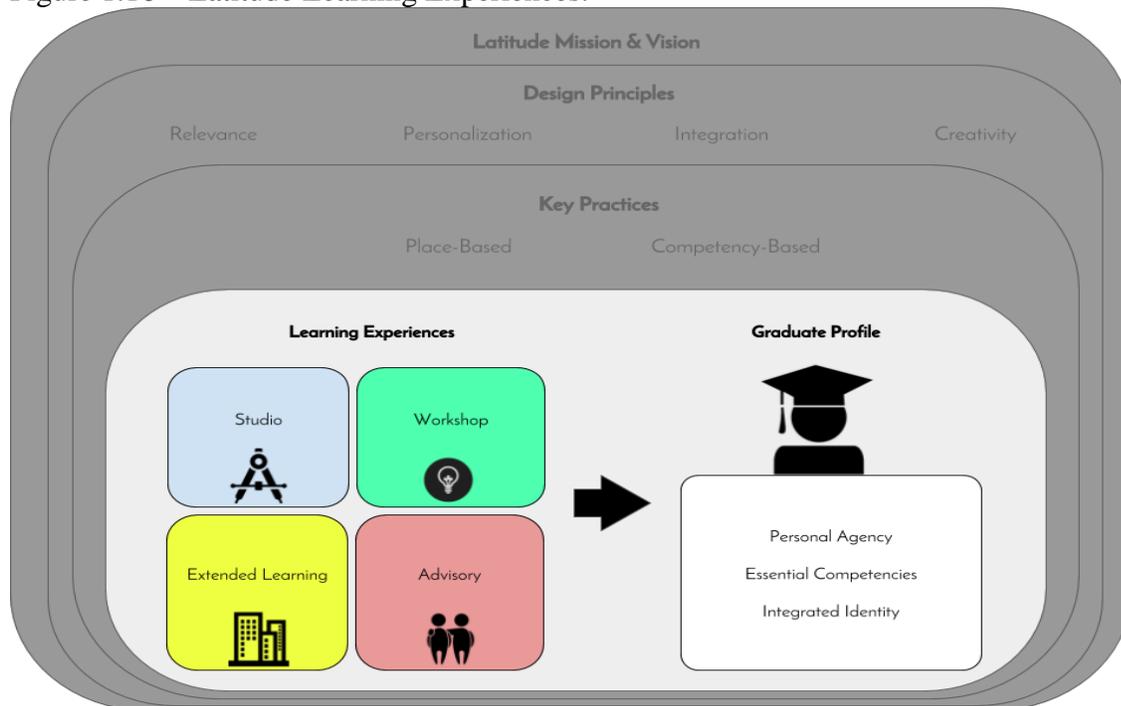
The Latitude Personalized Learning Plan has two purposes. The first is to manage what students are working on and how they are working on it. Learning plans are developed between students and advisors, and they are reviewed through quarterly exhibitions that include parents or caregivers, students, advisors, and mentors. Within advisory, students will also engage in daily and weekly goal setting and reflection so they can build the capacity to direct their own learning over time. As a gradual release model, the student learning plans will be more highly scaffolded in Phase 1, and students will earn increasing autonomy in designing their learning plans as they demonstrate increased capacity to direct their learning in Phases 2 and 3.

The second purpose is to continue to explore students’ longer term vision for themselves and their plans to achieve that vision. When students have met the criteria for each of their learning experiences in each phase, they will present a more formal gateway presentation in which they are required to present their accomplishment of that phase’s goals and a self reflection of their growth and readiness for the next phase to their learning team.

**Latitude Learning Experiences**

To support students’ attainment of the Latitude graduate profile and competencies, the instructional program is organized into four core learning experiences.

Figure 1.16—Latitude Learning Experiences:

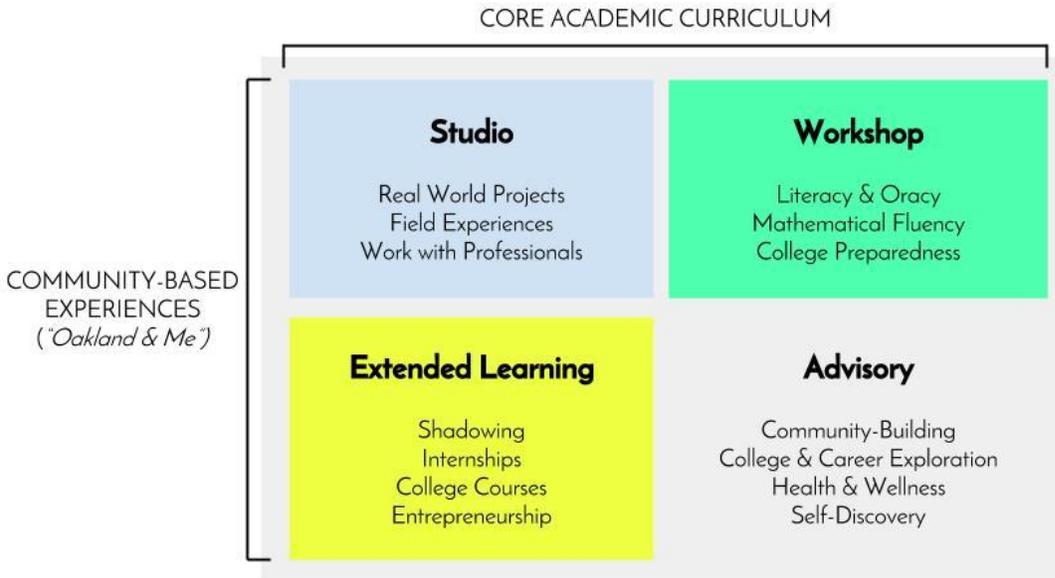


- **Studios** — Latitude’s studio model will engage students in experiential project-based learning grounded in the city of Oakland, exploring its cultural dynamism, entrepreneurial assets, and unique challenges. Instructors will facilitate learning experiences in authentic settings, in partnership with professionals from the community. Students’ project work will be organized into two interdisciplinary studios, Humanities Studio and Science and Design Studio, as they investigate, document, and develop creative solutions to real challenges confronting the Oakland community. The benefits of operating within a professional studio are many: from Day 1, Latitude students will have the opportunity to step into the shoes of professionals, to begin building a portfolio of work, to take on authentic leadership roles, and to develop the agency, skills and methods of inquiry that will facilitate their pursuit of independent projects in later phases.
- **Workshops** — Latitude’s Workshops will complement and enrich the work happening in our Studios. Students will develop foundational literacy, communication, and mathematical thinking skills through a highly differentiated, personalized learning approach, balanced with opportunities to share their learning and defend their reasoning through Socratic seminars and group-worthy mathematical inquiry.
- **Advisory** — Cultivating a strong sense of belonging will permeate all aspects of the Latitude experience, but advisory will be students’ home within the school throughout their time at Latitude. Advisory will provide students with the space and support to reflect on their evolving sense of identity. Throughout their time at Latitude, students will develop an ever clearer sense of purpose about the lives they hope to lead and reflect on how their values and beliefs align with their aspirations. The advisor’s job is to know each student and their family deeply, so that they can support each student’s unique college and career goals through a personalized educational plan.
- **Extended Learning Opportunities (ELOs)** —Advisors will support students in securing ELOs, such as internships or service learning experiences, off campus. They will coordinate Networking Power Lunches and Career Site Visits with professionals in the community. Advisors will support advisees in conducting regular informational interviews, so that the task of networking becomes second nature. Students will have the option of identifying their own ELOs, or they may choose an ELO from one of several core community partners that Latitude will cultivate. Within advisory, students will have dedicated time to reflect on their ELOs and to curate a digital portfolio that documents their evolving intellectual and career interests, as well as a virtual “rolodex” of their ever expanding network of professional contacts.

The following graphic indicates how these four learning experiences work together to support students’ progress towards the graduate profile:

Figure 1.17—Latitude Learning Experiences:

# Learning Experiences @ Latitude



## Studio

Latitude's studio model will engage students in High Quality Project-Based Learning grounded in the city of Oakland, exploring its historical legacy, cultural dynamism, entrepreneurial assets, and unique challenges. Instructors will facilitate learning experiences in authentic settings, in partnership with adult professionals from the community.

Students' project work will be organized into two interdisciplinary studios (detailed below):

- Humanities Studio (UC a-g credit in English, Social Studies, Performing Arts)
- Science & Design Studio (UC a-g credit in Science & College Prep Elective)
  - Phase I: Engineering/Coding & Design
  - Phase II: Physics & Design/Biology & Design/Chemistry & Design

*(Students will receive UC a-g credit in Mathematics through Math Workshop, described below.)*

In each studio, students will operate as a professional team. The benefits of operating as a professional studio are many: from Day 1, Latitude students will have the opportunity to step into the shoes of professionals, to begin building a portfolio of work, to take on authentic leadership roles, and to develop the agency, skills and methods of inquiry that will facilitate their pursuit of independent projects in later phases.

Latitude's Studios will integrate these signature experiences:

- **Real-World Projects**—Authentic community stories, issues, and challenges

- **Work with Professionals**—Mentorship by and collaboration with adult professionals in the community
- **Field Experiences**—Opportunities for students to experience firsthand the issues they are studying through interviews, investigating primary source documents, and visits to professional workplaces, as well as sites of historical, social, or artistic significance.

### *Humanities Studio*

In Humanities, students step into the shoes of journalists, historians, and ethnographers to investigate the stories and culture of Oakland. Students develop the habits of inquiry & methods of research underlying these professions. They learn to communicate powerfully—through writing, speech, and multimedia—to share the hidden stories of Oakland.

Figure 1.18—Example of a Humanities Studio Project:

#### **“Oakland & Me: Exploring the City’s Hidden Stories”**

**Real-World Project:** Students write, record, and edit professional quality audio podcasts exploring sites of historical, social, and artistic significance across Oakland. In the process, students conduct a deep study into the history of Oakland, digging into historical archives, conducting in-depth interviews with local historians, and documenting the oral history of Oakland changemakers.

**Work with Professionals:** For this project, the anchor community partners will be KQED radio & East Bay Yesterday (a producer of local history podcasts). Professionals from KQED and East Bay Yesterday will complement the work of Latitude teachers in mentoring students throughout their project process, offering writing and production workshops, sharing feedback on drafts of students’ scripts, and providing a public audience for students’ work. After multiple drafts and revisions, excerpts from students’ final podcasts will be aired on KQED. Their full-length podcasts, along with their accompanying research and photography, will be published online in their digital portfolios.

#### **Field Experiences:**

- Investigating primary source documents and photographs at Oakland History Room and Oakland Museum of California.
- Walking tours with Oakland Urban Paths and Oakland Heritage Alliance
- Conducting oral history interviews with community leaders, artists, and activists
- Facilitating a local history panel with historians/professors from UC Berkeley, CSU East Bay, Peralta Colleges, Mills College, and Holy Names
- Hosting a book reading and discussion with local history authors Gene Anderson, Ruben Llamas, and Rev. Dr. Martha C. Taylor
- Engaging in a professional critique session with journalists from KQED and East Bay Yesterday
- Attending a sound design and production workshop at KQED, Youth Radio, or Berkeley Media Center
- Participating in a photography & multimedia design intensive with Pochino Press

**Anchor Texts:**

- Legendary Locals of Oakland by Gene Anderson
- Oakland: The Story of a City by Ruth Bagwell
- Eye from the Edge: A Memoir of West Oakland, California by Ruben Llamas
- American Babylon: Race and the Struggle for Postwar Oakland by Robert Self
- From Labor to Reward: Black Church Beginnings in San Francisco, Oakland, Berkeley, and Richmond by Rev. Dr. Martha C. Taylor
- The Warmth of Other Suns: The Epic Story of America’s Great Migration by Isabel Wilkerson

*Please see Appendix A16 for the scope and sequence of Latitude’s 9th grade Humanities Studio.*

*Science & Design Studio*

In Science & Design, students step into the shoes of researchers and data analysts to design studies, conduct labs, unpack statistics, and visualize data undergirding the issues they are researching. Students learn to tell stories using math and science, communicating complex concepts through visuals and graphs, and develop familiarity with computational thinking and programming.

Students also step into the shoes of designers, engineers, and architects to develop innovative solutions to authentic community challenges. They practice the mindsets of a designer and develop facility with fabrication skills to represent their ideas through building and testing prototypes. As students tackle authentic design challenges rooted in Oakland community needs, their thinking will be enriched by workshops with local scientists, designers, and makers.

Figure 1.19—Example of a Science & Design Studio Project:

**Myth or Fact -- Lead Levels in Oakland Surpass Flint?**

**Real-World Project:** Students investigate lead pollution levels across the city of Oakland, to assess the validity of recent news reports that parts of Alameda County have lead contamination levels higher than levels in Flint, Michigan. This initial discovery process prepares students to design an affordable, portable lead testing kit for parents to use in their own backyards. After developing their prototype, students work in teams to test neighborhood soil and water quality using their designs and program data-embedded maps to present to EBMUD, Alameda County Hazardous Waste, and the Oakland City Council.

**Work with Professionals:** For this project, the anchor community partners will be UC Berkeley Department of Chemistry and Google’s Code Next Lab. Graduate students from UC Berkeley’s Department of Chemistry will support students in developing effective lead test procedures and analyzing data from soil and water sampling in different parts of the city. Professional computer programmers at Google’s Code Next Lab, at Fruitvale Station, will mentor students as they embed their lead data into digital maps that can be a resource for the broader Oakland community.

**Field Experiences:**

- Neighborhood soil and water testing, working with graduate students from UC Berkeley Department of Chemistry
- Interviews with physicians and nurses at Clinica de la Raza and West Oakland Health Center treating children with lead poisoning
- Wastewater treatment plant tours with East Bay Municipal Utility District
- Visit to San Leandro’s Garbage Pit and Material Recovery Facility
- Programming/coding workshops at Google’s Code Next Lab at Fruitvale Station

**Anchor Texts:**

- Full Body Burden by Kristen Iverson
- Yellow Dirt by Judy Pasternak

*Please see Appendix A16 for the scope and sequence of Latitude’s 9th grade Science and Design Studio.*

*High Quality Work*

The student work produced as a result of Latitude’s studios will embody the “Attributes of High Quality Work”, a set of descriptors adopted by several Deeper Learning schools, including Expeditionary Learning and High Tech High, to provide educators with a common vocabulary as they engage in using student work to improve teaching and learning.<sup>17</sup> This set of descriptors clearly articulates the three dimensions of High Quality Work as follows:

- **Complexity**
  - Complex work is rigorous: it aligns with or exceeds the expectations defined by grade-level standards and includes higher-order thinking by challenging students to apply, analyze, evaluate, and create during daily instruction and throughout longer projects.
  - Complex work often connects to the big concepts that undergird disciplines or unite disciplines.
  - Complex work prioritizes transfer of understanding to new contexts.
  - Complex work prioritizes consideration of multiple perspectives.
  - Complex work may incorporate students’ application of higher order literacy skills through the use of complex text and evidence-based writing and speaking.
- **Craftsmanship**
  - Well-crafted work is done with care and precision. Craftsmanship requires attention to accuracy, detail, and beauty.
  - In every discipline and domain, well-crafted work should be beautiful work in conception and execution. In short tasks or early drafts of work, craftsmanship may be present primarily in thoughtful ideas, but not in polished presentation; for long-term projects, craftsmanship requires perseverance to refine work in conception, conventions, and presentation, typically through multiple drafts or rehearsals with critique from others.

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<sup>17</sup> See EL Education (2015), “Attributes of High Quality Student Work”.

- **Authenticity**
  - Authentic work demonstrates the original, creative thinking of students—authentic personal voice and ideas—rather than simply showing that students can follow directions or fill in the blanks.
  - Authentic work often uses formats and standards from the professional world, rather than artificial school formats (e.g., students create a book review for a local newspaper instead of a book report for the teacher).
  - Authentic work often connects academic standards with real-world issues, controversies, and local people and places.
  - Authenticity gives purpose to work; the work matters to students and ideally contributes to a larger community as well. When possible, it is created for and shared with an audience beyond the classroom.

To support students in producing High Quality Work, Latitude teachers will use a consistent approach to designing and facilitating projects. Across all disciplines, teachers will consistently implement the stages of High Quality Project Based Learning as defined in “Work That Matters: The Teacher’s Guide to Project Based Learning”:

### 1. Project Launch

Here the goals are to:

- A. Get students excited about the project (the learning journey ahead)!
- B. Clarify what the project is, meaning what students will be *learning* through the project and how students will *demonstrate* their learning
- C. Share the *rationale* behind the project (*why* we are learning what we are learning and doing what we are doing)
- D. Share how students will be credited for their learning and work on the project.

### 2. Developing Deep Understanding

Here the goal is to design learning experiences that cause students to develop a deep understanding of the relevant content standards, concepts, and skills. Students are more likely to develop a deep understanding when teachers:

- design and facilitate lessons with clear *learning goals* and clear *evidence* to look for, listen for, and/or collect to assess student progress towards the learning goals
- design and facilitate lessons that cause students to think critically; make sense of texts, problems, information, or experiences; share their thinking, ideas, and understanding with their peers; and demonstrate their learning in writing and speech for timely feedback and/or self-assessment
- design and facilitate lessons that build on prior learning and connect to future learning (i.e., learning over time on the same topic, concept, or theme from multiple sources)
- design and facilitate lessons that incorporate structures and scaffolds that promote access/challenge for all learners (cooperative learning, small-group instruction, use of models/exemplars, think-pair-share, sentence starters, graphic organizers, etc.)

### 3. Analyzing Models of High-Quality Work

Here the goal is to design learning experiences that *cause* students to co-construct the essential elements of high-quality work for the specific product they will be working on, refining, and exhibiting to a real audience as a way of demonstrating a deep understanding of the relevant content and skills. Teachers do this by getting students to analyze models of high-quality work (professional work, ideally) and to co-construct criteria for a high-quality final product using a focus question such as: What makes a high-quality (*name of product*, e.g. argumentative essay, short film, photo essay, short story, podcast, persuasive speech, etc.)?

#### **4. Project Work Time**

Here the goal is to design learning experiences in which students are given *structured* time to make progress on their projects. Structure means students make it clear in writing what they hope to accomplish by the end of the class period and present their progress before the end of the class period. Structure also means that regular classroom rituals and routines are followed and that larger tasks are broken down into smaller chunks, so students regularly present progress on their project work throughout a class period.

#### **5. Feedback/Refinement<sup>18</sup>**

Here the goal is to design learning experiences that cause students to present their *products-in-progress* to their peers, teachers, or community partners for “kind, helpful, and specific” feedback. The *presenting students* will then refine and improve their *products-in-progress* based on feedback they found particularly helpful. Students are also reminded that the goal is to produce truly high-quality work (and work they are truly proud of) for a real audience, not to turn work in for a grade.

#### **6. Exhibition (Demonstrating Deep Understanding)**

Here students exhibit their learning and final products (in as professional and authentic a way as possible) to a real audience who may ask questions.

#### **7. Reflection**

In this stage, teachers facilitate learning experiences that *cause* students to reflect on their learning, skill development, academic and character growth, next steps, and the connections they can make between their learning and work on the project and their future success.

*Please see Appendix A17 for ‘Work That Matters: A Teacher’s Guide to Project Based Learning’.*

#### Workshop

Latitude’s Workshops will complement and enrich the work happening in our Studios. Students will develop foundational literacy, research, communication, and mathematical thinking skills through a highly differentiated, personalized learning approach, balanced with opportunities to share their learning and defend their reasoning through Socratic seminars and group-worthy mathematical inquiry.

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<sup>18</sup> See EL Education (2012), “Models, Critique, and Descriptive Feedback”.

Using LEAP Innovations’ Learning Framework for Personalized Learning as our foundation, Latitude’s workshops will be authentically:

- **Learner-Focused**—providing learning experiences that are relevant, contextualized, and designed around a deep understanding of each individual’s needs, interests, and strengths;
- **Learner-Demonstrated**—providing supports and pacing that fit students’ needs, demonstrate evidence of learning in multiple ways, and receive recognition based on demonstrated competency;
- **Learner-Led**—empowering learners to take ownership of their learning, adjusting dynamically to their skills, curiosity and goals.

*Please see Appendix A18 for the complete LEAP Learning Framework.*

Latitude’s Humanities Workshops will focus on developing powerful literacy and communication skills. Our vision for the workshops is to ensure that skill development feels purposeful and contextualized, while differentiating to meet the needs of each student. For instance, while tackling a Humanities Studio project documenting the stories of refugee youth in Oakland, in Humanities Workshop, students will read nonfiction articles about immigration patterns and policies to develop a deep shared understanding of topics relevant to their studios. To engender student ownership, these texts will be thoughtfully differentiated for students’ lexile levels, and instructors will curate customized playlists for each student, drawing on assessment data to develop personalized reading activities that challenge and extend each student’s learning. Students may also use workshop time to practice targeted reading skills through software tools such as Reading Plus, ThinkCERCA, Lexia, or DuoLingo.

To complement Latitude’s personalized learning approach, student-centered discussions and conversation protocols will be a core learning practice within Humanities Workshop to develop key competencies in analysis, critique, and public speaking. Throughout Phase I, all Latitude students will have regular opportunities to engage in and lead Socratic Seminars, World Cafes, tuning protocols, and dilemma consultancies. Latitude’s Humanities teachers will have extensive training in using Expeditionary Learning’s strategies for building academic literacy, as well as Arts Integration literacy strategies, such as those developed by Brown University’s Arts Literacy Project. Latitude’s curriculum for Humanities Workshop will draw from the Stanford History Education Group’s “Reading Like a Historian” and “Historical Thinking Matters” curricula, as well as Facing History and Ourselves’ curricula focused on “Race in U.S. History” and “Democracy and Civic Engagement.” We will also draw from Harvard professor Eleanor Duckworth’s Critical Explorers curriculum and the International Studies Schools Network’s Global Competence resources, though we will adapt their global framework to our local context.

As with Humanities Workshop, Latitude’s Math Workshop will integrate personalized learning, differentiated to meet the needs of each learner, with discussion-based mathematical inquiry practices rooted in the research of Stanford University’s Jo Boaler and Vanderbilt University’s Ilana Horn. Latitude math instructors will cultivate the key competencies of *Mathematical Problem-Solving and Mathematical Argumentation & Reflection* through melding high quality digital content with best practices developed by the Math for America fellowship and the Knowles Teaching Foundation.

Latitude's personalized learning approach will facilitate data collected at an individual student level, students setting their own pace and reaching mastery, and student choice over the optimal medium for their learning. To complement their personalized learning experiences, students will develop core mathematical mindsets and skills through an inquiry-focused math approach, exploring multiple methods of solving group-worthy problems and engaging in mathematical discussions to defend their reasoning. For mathematics, Latitude teachers will draw curriculum from the Interactive Mathematics Program, as well as materials developed by Stanford's youcubed. Our teachers will be trained in Common-Core aligned instructional strategies tested by the Teachers Development Group, focused on Cognitively Guided Instruction. This work is rooted in foundational research on Complex Instruction by Stanford researchers Elizabeth Cohen and Rachel Lotan, whose pedagogical approach promotes equitable collaboration within heterogeneous math classrooms.

### Advisory

Cultivating a strong sense of belonging will permeate all aspects of the Latitude experience, but advisory will be students' home within the school throughout their time at Latitude. Advisory will provide students with the space and support to reflect on their evolving sense of purpose. Throughout their time at Latitude, students will develop an ever clearer sense of purpose about the lives they hope to lead and reflect on how their values and beliefs align with their aspirations. All Latitude teachers and administrators will have an advisory to allow for small enough groups to be able to accomplish the program's goals. The advisor's job is to know each student and their family deeply, so that they can support each student's unique college and career goals through a personalized educational plan.

Latitude's goals for advisory focus on three key areas:

- Building a Strong Sense of Community
- Developing Non-Cognitive Competencies
- Career and College Discovery, integrated with Purpose Exploration

### *Building a Strong Sense of Community*

When properly facilitated, advisory period can be a time for the authentic relationship and community building that students need to feel safe and supported in their schools. University of Chicago researcher Camille Farrington has found that a strong sense of belonging within an academic community is associated with increased perseverance, better academic behaviors, and higher grades. Building students' sense of belonging is a critical lever for increasing the student engagement and the persistence necessary for students to achieve mastery. Advisory can play a key role in cultivating students' sense of belonging within a learning community.

*Please see Appendix A19 for the report, Academic Mindsets as a Critical Component of Deeper Learning.*

A key advisory structure that Latitude will use to build an inclusive community is the Circle of Power and Respect (CPR). In Phase I, advisors will draw from Teaching Tolerance's Perspectives for a Diverse America advisory activities to facilitate CPR. Serving as a shared foundation for Latitude's restorative justice model, Circle of Power and Respect helps students understand diverse perspectives and critically and honestly analyze ideas from a variety of

cultures. Grouped by the domains of Teaching Tolerance’s Anti-bias Framework: Identity, Diversity, Justice and Action, these activities create a safe, inclusive atmosphere in which students and their teachers can learn about each other and grow closer—even when discussing challenging subjects like racism and heterosexism. They become more open to diverse people and cultures, ready to take a stand for equity. Such connections and understandings help create the optimal social emotional conditions for learning. They foster awareness of social biases and reveal possibilities for transforming them.

*Please see Appendix A20 ‘Perspectives for a Diverse America: 20 Face to Face Advisories’.*

#### *Developing Non-Cognitive Competencies*

The research underlying Latitude’s approach to advisory is grounded in the body of research on non-cognitive competencies, which suggests that “In addition to content knowledge and academic skills, students must develop sets of behaviors, skills, attitudes, and strategies that are crucial to academic performance in their classes, but that may not be reflected in their scores on cognitive tests.”

At Latitude, we will adapt the open-source Personalized Leadership Training (PLT) Social-Emotional Learning curriculum to support students in developing these non-cognitive competencies. PLT leverages a Case Study format to increase students’ critical thinking and discussion skills alongside the development of their non-cognitive skills. Students also have the opportunity to apply PLT strategies to their own, real-life scenarios through Dilemma Consultancies with their peers.

*Please see Appendix A21 ‘The Role of Noncognitive Factors in Shaping School Performance’.*

*Please see Appendix A22 and A23 for HS PLT Lab Structures and Core Leadership Habits.*

#### *Career and College Discovery, integrated with Purpose Exploration*

A key goal of Latitude’s advisory is to demystify the path to college, as well as the path to a wide spectrum of careers. Latitude advisors will support students in exploring their Career and College options, expanding their sense of possibility about options for their future. Drawing on Big Picture Learning’s Real World Learning guide, advisors will lead students through Interest Exploration, Community Assets Mapping, and Development of Professionalism Skills. Advisors will support advisees in conducting regular informational interviews, so that the task of networking becomes second nature. Advisors will also coordinate regular Networking Power Lunches or Career Site Visits with professionals in the community. Students may complete a series of mini projects like What I Wish I’d Known<sup>19</sup>-inspired video interviews with adult professionals in the career fields they aspire to. Advisors will also coordinate formal college visits for their advisees, though students will already be familiar with local college campuses through on-site work in university libraries.

*Please see Appendix A24 Big Picture Learning’s Real World Learning Guide.*

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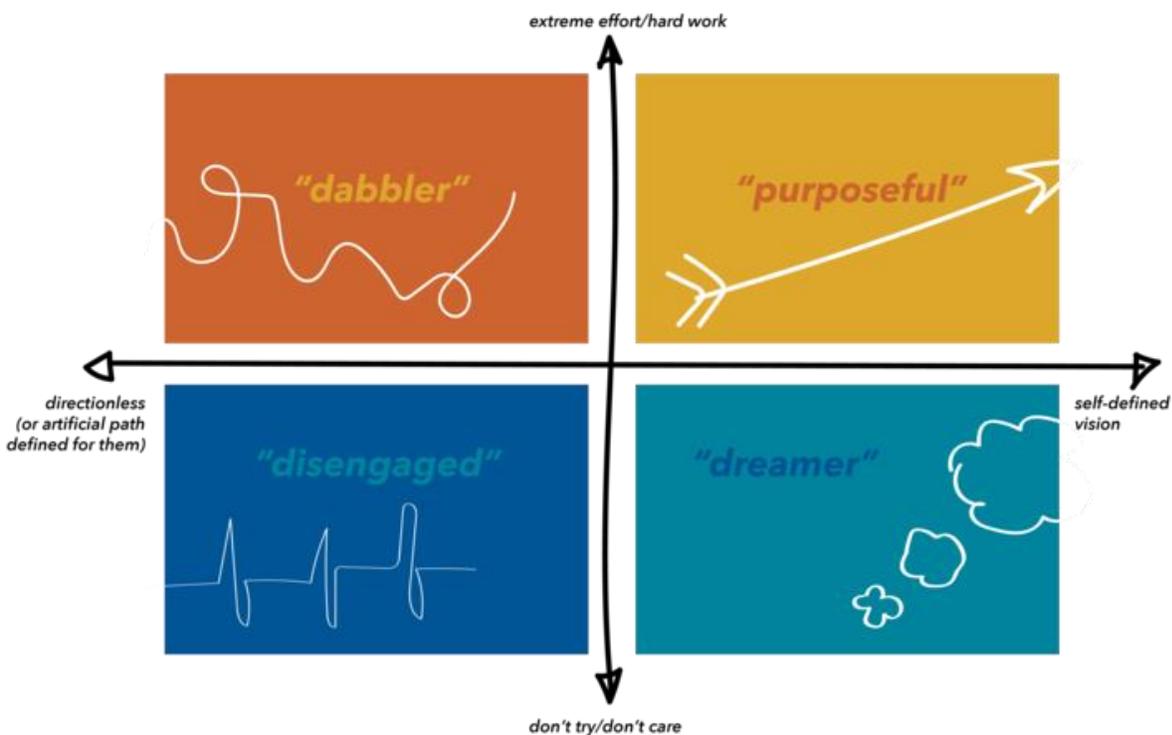
<sup>19</sup> See New York Times (2017), “From the Elders to the Kids: What I Wish I’d Known”.

As students discover the variety of career options available to them through direct interactions with a wide range of professionals, they will also be engaged in an ongoing cycle of Purpose Exploration activities. Advisory will provide students with the space and support to reflect on their evolving sense of purpose. Throughout their time at Latitude, our hope is that students will develop an ever clearer sense of purpose about the lives they hope to lead and reflect on how their values and beliefs align with their aspirations.

The research underlying Latitude’s approach to purpose exploration is grounded in the work of Kendall Bronk at Claremont Graduate University and Bill Damon, Director of the Stanford Center for Adolescence, who have both done extensive research into the formation of purpose in youth. Purpose, as defined by Damon, is “a stable and generalized intention to accomplish something that is at the same time meaningful to the self and consequential for the world beyond the self.”<sup>20</sup> Bronk’s research suggests that when young people identify a purpose in life and are working toward achieving it, they report higher levels of well-being and lower levels of depression.

In *The Path to Purpose*, Damon describes four broad categories of youth in the realm of purpose development: the disengaged, the dreamers, the dabblers, and the purposeful.

Figure 1.20—Four Categories of Youth in Purpose Development:



<sup>20</sup> See Bronk, et al. (2009), “Purpose, hope, and life satisfaction in three age groups”.

- The *disengaged* are students who express no purpose at all, and are not active in any endeavor that might turn into a purposeful pursuit.
- The *dreamers* are those who express ideas about a purpose they'd like to have, but who have done very little to try out any of their ideas.
- The *dabblers* are those who have engaged in activities that appear to be purposeful, but show little awareness of the meaning of these activities beyond the present. They often skip from one activity to the next without any coherent sense of what they wish to accomplish in their lives.
- The *purposeful* are those who have found something meaningful to dedicate themselves to, who have sustained this interest over a period of time, and who express a clear sense of what they're trying to accomplish in the world and why.

Damon's research findings show that statistically, only about 25% of high school students are in the "purposeful" quadrant. Latitude's advisory program will equip students to move toward the "purposeful" quadrant through a partnership with Project Wayfinder, a Stanford project that has developed research-based materials, activities, and experiences to help students sharpen their sense of purpose.

*Please see Appendix A25 'Purpose, Hope, and Life Satisfaction in Three Age Groups'.*

The advisor's job is to know each student and their family deeply, so that they can support each student's unique college and career goals through a personalized learning plan. We will carve out dedicated time for advisors to meet one-to-one with their advisees and families to reflect on the progress of the plan and make adjustments as needed.

Students will document their exploration of Career, College, and Purpose through an individual Journey Journal—in the form of a digital portfolio—that documents their evolving intellectual and professional interests, their "Minds on Fire" moments, and their career exploration reflections. The Journey Journal will include a visual map of all the destinations each student explores throughout their Latitude experience, as well as a virtual "rolodex" of their ever expanding network of professional contacts. It will also include a personalized reading list of books, magazines, and blogs relevant to their career interests and intellectual passions. Within advisory, students will have dedicated time to reflect on their explorations and to give their fellow advisees feedback on their written reflections.

#### *Advisory Structures*

In summary, to build a Sense of Community amongst students as well as Non-Cognitive Competencies, Career and College Readiness, and a Sense of Purpose within students, Advisory will utilize the following structures:

- Circles of Power and Respect
- Case Studies on Non-Cognitive Competencies & Applied Dilemma Consultancies

- Personalized Learning Plans, developed through One-to-One Advisor-Advisee Meetings
- Reflection Through Journey Journals

Together these structures will support students in their goal setting, tracking of progress, and action planning.

### Extended Learning Opportunities (ELOs)

Latitude’s Extended Learning Opportunities are designed to allow for students to explore their interests and pursue them with learning opportunities in the real world. To achieve our vision of developing students who are prepared for meaningful and productive lives, we believe that students must be intentionally supported as they engage with the city and world around them. This process is critical to deepen students’ understanding and vision for their future so that they can develop a plan for success that is authentic to them. Through these varied experiences, students will develop the kind of network of caring adults that will help them succeed in achieving their vision for themselves. Additionally, it is this type of experiential learning that not only provides students the opportunity to develop their academic competencies, but it creates the challenges, successes, and real world experiences that drive students’ growth in our non-cognitive competencies. Too often schools focus narrowly on the academic competencies without sufficient real world experiences that are what students ultimately face and struggle with once they graduate.

Latitude will staff a Community Partnerships Coordinator to lead our ELO program. This person will build the curriculum and materials for advisors to use as they support their individual students. Advisors will support students in securing ELOs and frequently reflecting on their experiences. They will coordinate Networking Power Lunches and Career Site Visits with professionals in the community. Advisors will support advisees in conducting regular informational interviews, so that the task of networking becomes second nature. Students will have the option of identifying their own ELOs, or they may choose an ELO from one of several core community partners that Latitude will cultivate. Within advisory, students will have dedicated time to reflect on their ELOs and to curate a digital portfolio that documents their evolving intellectual and career interests, as well as a virtual “rolodex” of their ever expanding network of professional contacts.

To support the development of meaningful Extended Learning Opportunities, the Latitude program is designed through its three phases to build student’s capacity to authentically engage with these experiences. Our structure for these ELOs is based on the work of the Big Picture Learning Network as we seek to connect student interest and real world learning. There are three main parts of our structure to support ELOs:

- 1. Interest Exploration**—This is the initial part of the ELO process as all learning experiences will be personalized by student interest. Through advisory, students will participate in a variety of different interest exploration activities from reflective type activities that push students to think about their interests to exposure type activities that broaden their understanding of what is possible in the world. Students may come with

very clear interests and passions; they may have lots of questions about themselves, their families, their communities, and jobs and careers; or they may be unsure what it is that they want to learn more about. A student may have never heard of 3D printing, or underwater welding, or nutrition counseling, or undertaking, but these may be the careers and interests that pique their curiosity and set them on a path to learning. Regardless of what point students enter in this process, Latitude will expose them to the wider world through the process of Interest Exploration.

2. **ELO Process**—The following steps are iterative, which most students will repeat multiple times throughout their careers at Latitude. Students will learn how to communicate and conduct themselves in a professional manner through this process. We believe the skills learned through this process are as valuable as many of the actual experiences students will have. It develops their agency to be able to pursue their interests for the rest of their lives.
  - a. *Research*--The first step in pursuing an area of interest for students will be research. With the support of their advisors and other Latitude staff, students will brainstorm and research possible organizations, companies, and individual contacts to interview to learn more about a potential area of interest.
  - b. *Contact*--Once students have identified potential contacts, they will reach out to them via email and phone. During this step, students will develop email and phone scripts with advisors as they build their capacity to engage professionally.
  - c. *Interview*--The goal of their contact and research is to obtain an informational interview. Students will be expected to complete numerous informational interviews before they decide upon an ELO. Advisors will support students in practicing for these experiences and reflecting on them afterwards.
  - d. *Shadow*--Following a successful interview, the next step for students is to set up a shadowing experience at their ELO site. Depending on the type of ELO they are pursuing, this may look like a job shadow, a class audit, or participating in an introductory experience. The goal of this step is to deepen students understanding of the work and experience they will have.
  - e. *Project Set Up*--At this step, students have decided on a specific ELO. To formalize it, there will typically be a meeting between the student, advisor, and mentor at the ELO. The mentor may be the professional the student will work with or it may be the professor of the class they will take. The purpose of the meeting is to develop shared understanding of the agreements by all parties and the scope of work that the student will accomplish.
  - f. *Documenting Learning*--This step is actually one that happens throughout the whole ELO process. Students will be required to document and reflect on all of their experiences from interest exploration through the specific projects they may complete through their ELO. Once a specific ELO is established, the student and advisor will determine which of the Latitude Graduate Competencies the student may demonstrate growth towards through the work he or she will complete. All of this work and reflection will be documented in an ongoing way in a digital portfolio.

- 3. Mentor Recruitment and Support**—This element of the ELO process is an ongoing one. Latitude’s Community Partnerships Coordinator will lead the mentor recruitment and support process. However, all Latitude staff and community members will contribute to the sourcing of potential mentors. Latitude will utilize the Big Picture Learning ImBlaze platform to track these contacts and make them accessible to students. Prior to the ELO process, the Community Partnerships Coordinator will provide orientation trainings for all mentors to set them up to support students effectively. During a specific student’s ELO experience, the advisor will be the primary contact and support for a mentor, and they will conduct site visits at least once a month to ensure it is a successful experience.

*Please see Appendix A24 for the Big Picture Real World Learning Guide.*

The focus of the ELO work will evolve during the Latitude phases as students build their capacity to engage with their community:

- **Phase 1**—This phase will focus on the interest exploration and initial ELO research steps including informational interviews and job shadowing. Additionally, through both the studios in Phase 1 and the advisory activities, students will build the practical skills to access their community. This content will include route planning, time management, and safety. The goal of this phase is for students to be prepared to start an ELO in Phase 2.
- **Phase 2**—This phase will be when students are actively pursuing their interests through ELOs. Initially, students will be expected to have at least one ELO, but as they gain experience managing their learning and continue to understand their interest, they may take on multiple ELOs. Each ELO will be aligned to student’s personalized learning plan and post secondary goals. Students may be pursuing ELOs with small groups or individually.
- **Phase 3**—This final phase is when students will be doing their most significant work through ELOs. For most students, their ELOs will be connected to their senior project capstone. It should also help them finalize their post secondary plan so that they are prepared with the skills, knowledge, and network necessary to achieve meaningful and productive lives after graduation.

### **Latitude Program Phases**

Latitude is structured as a gradual release model. Instructors initially provide a higher level of structure and support and then release students to an increasingly self-directed approach in the later phases. The following figure demonstrates how the students experience the Latitude Learning Experiences across the three phases as they build greater self direction and autonomy with their learning.

Figure 1.21—Latitude Phases:

## Student Progression Through Latitude



Phase 1 is structured around the Workshops and the Humanities, Science and Design Studios: highly scaffolded, project-based learning experiences that support students in developing the academic, design, and Non-Cognitive competencies essential for successful self-directed learning. In Phase 2, students’ educational plans become more personalized, as they experience greater voice and choice within their studios, as well as an increased emphasis on Extended Learning Opportunities off campus, such as professional internships. In the Graduation Phase, students apply the highest levels of mastery of the competencies as they prepare to move into adult life. The learning plans in this phase focus on demonstrating their high school achievement and implementing a plan to prepare for their post-secondary life.

### Curriculum Development Timeline

#### *Studio (High Quality Projects): Development Schedule*

Target Dates & Person Responsible	Deliverables & Key Tasks	Core Resources/ Exemplar Models
<b>Sept. - Oct. 2017</b>	<b>COMPETENCY FRAMEWORK</b>	-Common Core Standards

<p>Lillian Hsu (Lead) John Bosselman Aatash Parikh</p>	<p><b>&amp; STANDARDS ALIGNMENT</b></p> <ul style="list-style-type: none"> <li>-Identify the core competencies targeted in each phase of Latitude</li> <li>-Identify Common Core standards, NGSS standards, and Social Justice standards to be addressed through Studio Projects</li> <li>-Map the competencies to Common Core standards and NGSS standards</li> <li>-Develop comprehensive Latitude Competency Framework in easily accessible language for all school stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>-Next Generation Science Standards</li> <li>-Social Justice Standards: Teaching Tolerance Anti-Bias Framework</li> <li>-Resources from Competency Works</li> <li>-Learning What Matters Competency Framework from Building 21</li> </ul>
<p><b>Nov. - Dec. 2017</b></p> <p>John Bosselman (Lead) Aatash Parikh</p>	<p><b>PROJECT PLANS</b></p> <p>Develop in-depth Phase I project plans with all necessary components of a high quality project:</p> <ul style="list-style-type: none"> <li>-Key learning targets and essential questions</li> <li>-Anchor texts, differentiated for multiple lexile levels</li> <li>-Opportunities for real-world learning: field experiences and collaborations with professionals</li> <li>-Project milestones/ benchmarks</li> <li>-Project scaffolds and project management plan</li> <li>-Differentiation strategies to provide access points for a diversity of learners (ELL, Special Education, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>-Work That Matters: A Teacher’s Guide to Project-Based Learning</li> <li>-Exemplar Project Plans from High Tech High &amp; The Innovation Unit</li> <li>-Resources from Teaching Tolerance: Perspectives for a Diverse America</li> <li>-Resources from Stanford History Education Group &amp; Eleanor Duckworth’s Critical Explorers curriculum</li> <li>-Resources from Knowles Science Teaching Foundation</li> </ul>

	<ul style="list-style-type: none"> <li>-Strategies for supporting effective group work</li> <li>-Exhibition plan</li> <li>-Project reflection and assessment rubrics</li> </ul>	
<p><b>Jan. - Apr. 2018</b></p> <p>John Bosselman (Lead) Aatash Parikh</p>	<p><b>LESSON PLANS &amp; STUDENT-FACING MATERIALS</b></p> <ul style="list-style-type: none"> <li>-Develop templates and guidelines for daily lesson plans</li> <li>-Develop daily lesson plans for all Phase I projects</li> <li>-Develop student-facing materials to accompany each lesson plan</li> <li>-Test and refine lesson plans and student-facing materials through spring pilot with students</li> </ul>	<ul style="list-style-type: none"> <li>-Exemplar Lesson Plans from High Tech High</li> <li>-Exemplar Student Facing Materials from High Tech High</li> <li>-Resources from Facing History and Ourselves</li> <li>-Resources from Brown University’s Arts/Literacy Project</li> </ul>
<p><b>Jan. - Apr. 2018</b></p> <p>Lillian Hsu (Lead) John Bosselman Aatash Parikh</p>	<p><b>ASSESSMENT SYSTEM</b></p> <ul style="list-style-type: none"> <li>-Develop rubrics and assessment protocols for project artifacts, aligned to competency framework and standards</li> <li>-Identify SBAC Performance Task Interim Assessments</li> <li>-Test and refine rubrics and assessment protocols through spring pilot with students</li> </ul>	<ul style="list-style-type: none"> <li>-SBAC Performance Tasks Interim Assessments</li> <li>-Exemplar rubrics from Building 21</li> <li>-Knowledge and Thinking rubrics, developed by Stanford Center for Assessment, Learning, and Equity (SCALE)</li> </ul>
<p><b>Sept. 2017 - July 2018</b></p> <p>John Bosselman (Lead) Lillian Hsu</p>	<p><b>ADULT LEARNING PLAN &amp; SCAFFOLDS</b></p> <ul style="list-style-type: none"> <li>-Develop teacher capacity to implement high quality projects, create detailed daily lesson plans, and develop student-facing materials</li> </ul>	<ul style="list-style-type: none"> <li>-Materials from High Tech High Graduate School of Education’s Advanced Project Based Learning course</li> <li>-Materials from Knowles Science Teaching Foundation, UnboundEd, and EL</li> </ul>

	<ul style="list-style-type: none"> <li>-Develop teacher capacity to embed inquiry and literacy-rich strategies into project designs and daily lesson plans</li> <li>-Create and facilitate immersive summer training, modeling core High Quality Project practices</li> </ul>	<p>Education</p> <ul style="list-style-type: none"> <li>-Materials from High Tech High New Teacher Odyssey</li> </ul>
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*Workshops: Development Schedule*

Target Dates & Person Responsible	Deliverables & Key Tasks	Core Resources/ Exemplar Models
<p><b>Sept. - Oct. 2017</b></p> <p>Lillian Hsu (Lead) John Bosselman Gavin Ishihara-Wing</p> <p>Bryan Meyer (math consultant from Teachers Development Group)</p>	<p><b>COMPETENCY FRAMEWORK &amp; STANDARDS ALIGNMENT</b></p> <ul style="list-style-type: none"> <li>-Identify the core ELA and Math competencies targeted in each phase of Latitude</li> <li>-Build the 9-12 ELA and Math progression</li> <li>-Identify Common Core standards to be addressed through Workshops</li> <li>-Map the competencies to Common Core standards</li> <li>-Develop comprehensive Latitude Competency Framework in easily accessible language for all school stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>-Common Core ELA Standards</li> <li>-Common Core Math Standards</li> <li>-Learning What Matters Competency Framework from Building 21</li> <li>-Knowledge and Thinking rubrics developed by Stanford Center for Assessment, Learning, and Equity (SCALE)</li> </ul>
<p><b>Nov. - Dec. 2017</b></p> <p>John Bosselman (ELA Lead) Gavin Ishihara-Wing (Math Lead) Bryan Meyer</p>	<p><b>ASSESSMENT SYSTEM</b></p> <ul style="list-style-type: none"> <li>-Research and develop competency-based benchmark assessments for ELA and Math</li> <li>-Develop SBAC Interim Assessments</li> <li>-Research and adopt technology</li> </ul>	<ul style="list-style-type: none"> <li>-SBAC Interim Assessments</li> <li>-LEAP Learning Framework for Personalized Learning</li> <li>-Resources from EdSurge and iNACOL on data systems and learning platforms</li> </ul>

	platform for flexible tracking of student assessment data	
<p><b>Oct. 2017 - Apr. 2018</b></p> <p>John Bosselman (ELA Lead)</p> <p>Gavin Ishihara-Wing (Math Lead)</p>	<p><b>PERSONALIZED LEARNING MODEL</b></p> <p>-Research evidence-based models of personalized learning, including grouping strategies, technology platforms, and best practices</p> <p>-Develop first iteration of personalized learning model to meet the needs of Latitude students</p> <p>-Test and refine personalized learning model through spring pilot with students</p>	<p>-Resources and professional development from LEAP Innovations and The Highlander Institute</p>
<p><b>Jan. - Apr. 2018</b></p> <p>John Bosselman (ELA Lead)</p> <p>Gavin Ishihara-Wing (Math Lead)</p>	<p><b>LESSON PLANS, ANCHOR TEXTS, AND STUDENT-FACING MATERIALS</b></p> <p>-Develop guidelines for selection of texts differentiated by lexile levels</p> <p>-Develop daily lesson plans</p> <p>-Develop student-facing materials to accompany each lesson plan</p> <p>-Test and refine lesson plans and student-facing materials through spring pilot with students</p>	<p>-Curriculum from Interactive Mathematics Program</p> <p>-Curriculum from Stanford University's youcubed</p> <p>-Resources from UnboundEd</p>
<p><b>Sept. 2017 - July 2018</b></p> <p>John Bosselman (ELA Lead)</p> <p>Gavin Ishihara-Wing (Math Lead)</p> <p>Bryan Meyer</p>	<p><b>ADULT LEARNING PLAN &amp; SCAFFOLDS</b></p> <p>-Develop teacher capacity to facilitate effective learning in a personalized Workshop model</p> <p>-Develop teacher capacity to facilitate effective inquiry and</p>	<p>-Materials from the Teachers Development Group, focused on Cognitively Guided Instruction</p> <p>-Materials from Mathematical Agency Improvement Community (MAIC)</p>

	dialogue in Workshop small groups	-Best practices for math educator training from Math for America
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*Advisory: Development Schedule*

Target Dates & Person Responsible	Deliverables & Key Tasks	Core Resources/ Exemplar Models
<p><b>Sept. - Oct. 2017</b></p> <p>Lillian Hsu (Lead) Joi Ward John Bosselman Aatash Parikh</p>	<p><b>COMPETENCY FRAMEWORK &amp; STANDARDS ALIGNMENT</b></p> <p>-Identify the non-cognitive competencies targeted in each phase of Latitude</p> <p>-Identify College and Career Readiness progression</p> <p>-Develop schoolwide Habits of Heart and Mind</p> <p>-Develop comprehensive Latitude Competency Framework in easily accessible language for all school stakeholders</p>	<p>-Big Picture Learning Non-Cognitive Competencies</p> <p>-Learning What Matters Competency Framework from Building 21</p> <p>-Exemplar Habits of Heart and Mind from Coalition of Essential Schools and EFC Core Values</p>
<p><b>Oct. - Dec. 2017</b></p> <p>Joi Ward (Lead) Aatash Parikh John Bosselman Lillian Hsu</p>	<p><b>RESTORATIVE JUSTICE PRACTICES</b></p> <p>-Develop school-wide restorative justice system: principles and practices</p> <p>-Develop rhythms and rituals for advisory circles</p>	<p>-Resources from International Institute for Restorative Practices</p> <p>-Restorative Justice school-wide principles and practices from Eagle Rock School and Professional Development Center</p>
<p><b>Oct. - Dec. 2017</b></p> <p>Aatash Parikh (Lead) Joi Ward John Bosselman Lillian Hsu</p>	<p><b>ADVISORY CURRICULUM MAP</b></p> <p>-Develop curriculum map for Building Strong Sense of Community</p> <p>-Develop curriculum map integrating:</p>	<p>-Big Picture Learning Advisory Guide</p> <p>-Social-Emotional Learning secondary curriculum from Alpha Personalized Leadership Training program</p> <p>-College Readiness</p>

	<ul style="list-style-type: none"> <li>● Non-Cognitive Competencies</li> <li>● Social-Emotional Learning</li> <li>● Habits of Heart &amp; Mind</li> </ul> <p>-Develop College Readiness curriculum map for all Latitude phases</p>	Curriculum Maps from High Tech High and Naviance
<p><b>Jan. - Apr. 2018</b></p> <p>Aatash Parikh (Lead) Joi Ward John Bosselman Lillian Hsu</p>	<p><b>ASSESSMENT SYSTEM</b></p> <p>-Identify research validated scales to assess growth of non-cognitive competencies</p> <p>-Develop protocols and processes for:</p> <ul style="list-style-type: none"> <li>● Presentations of Learning</li> <li>● Student-Led Conferences</li> <li>● Exhibitions</li> <li>● Digital Portfolios</li> </ul>	<p>Academic Mindsets assessment developed by Stanford’s PERTS and the University of Chicago Consortium on School Research</p> <p>Tools from Carnegie’s Student Agency Improvement Community</p> <p>Dr. William Sedlacek’s Noncognitive Assessment (used by Big Picture Learning)</p> <p>Presentation of Learning, Student-Led Conference, and Exhibition protocols from High Tech High and Big Picture Learning</p> <p>Digital Portfolio systems and best practices from High Tech High and NuVu Studio</p>
<p><b>Jan. - Apr. 2018</b></p> <p>Joi Ward (Co-Lead) Aatash Parikh (Co-Lead) John Bosselman Lillian Hsu</p>	<p><b>ADVISORY LESSON PLANS</b></p> <p>-Develop weekly advisory “Rhythms and Rituals,” including advisory launch at New Student Orientation</p> <p>-Develop advisory activity sets and mini-projects around:</p> <ul style="list-style-type: none"> <li>● Purpose &amp; Identity</li> </ul>	<p>-Big Picture Learning Advisory Guide</p> <p>-Resources from Project Wayfinder</p> <p>-Resources from High Tech High’s College Prep Advisory Program</p>

	<ul style="list-style-type: none"> <li>● Social-Emotional Learning</li> <li>● Career Exploration</li> <li>● College Readiness</li> </ul> <p>-Test and refine advisory activity sets through spring pilot with students</p>	
<p><b>Oct. - Dec. 2017</b></p> <p>Joi Ward (Lead) Lillian Hsu</p>	<p><b>ADULT LEARNING PLAN &amp; SCAFFOLDS</b></p> <p>-Restorative Justice Training</p> <p>-Schedule times and develop practices &amp; protocols for communication with families</p>	<p>-Training of founding team through International Institute for Restorative Practices</p> <p>-High Tech High Home Visit and Student-Led Conferences protocols</p>

*Extended Learning Opportunities: Development Schedule*

Target Dates & Person Responsible	Deliverables & Key Tasks	Core Resources/ Exemplar Models
<p><b>Sept. - Oct. 2017</b></p> <p>Lillian Hsu (Lead) Joi Ward Aatash Parikh John Bosselman</p>	<p><b>COMPETENCY FRAMEWORK</b></p> <p>-Identify the non-cognitive competencies targeted through ELOs</p> <p>-Identify Post-Secondary College &amp; Career readiness Graduate Outcomes</p> <p>-Develop comprehensive Latitude Competency Framework in easily accessible language for all school stakeholders</p>	<p>-Big Picture Learning Non-Cognitive Competencies</p> <p>-Big Picture Learning 10 Distinguishers</p> <p>-Exemplar Post-Secondary Plans from Big Picture Learning</p> <p>-Learning What Matters Competency Framework from Building 21</p>
<p><b>Oct. - Dec. 2017</b></p> <p>Joi Ward (Co-Lead) Aatash Parikh (Co-Lead) John Bosselman Lillian Hsu</p>	<p><b>PERSONALIZED LEARNING PLAN &amp; CAPSTONE PROJECT GUIDELINES</b></p> <p>-Develop template for personalized learning plan</p> <p>-Explore technology platforms for digital housing of personalized</p>	<p>-Exemplars of Personalized Learning Plans from Big Picture Learning and Building 21</p> <p>-Capstone Project Guidelines and Models from Big Picture Learning, Eagle Rock School, and High Tech High</p>

	<p>learning plan</p> <p>-Develop first iteration of guidelines for senior capstone project</p>	<p>-Big Picture Learning's ImBlaze, an internship management platform</p>
<p><b>Oct. 2017 - Jul. 2018</b></p> <p>ELO Community Partnerships Coordinator (Lead)</p> <p>Joi Ward</p> <p>Lillian Hsu</p>	<p><b>ELO COMMUNITY PARTNERS</b></p> <p>-Develop a network of Community Partners for Extended Learning Opportunities</p> <p>-Develop digital platform for tracking community partners and ELOs</p>	<p>-Big Picture Learning Advisory Guide</p> <p>-Big Picture Learning ImBlaze Platform</p>
<p><b>Jan. - Apr. 2018</b></p> <p>ELO Community Partnerships Coordinator (Co-Lead)</p> <p>Joi Ward (Co-Lead)</p> <p>Lillian Hsu</p>	<p><b>ELO PROTOCOLS &amp; PROCESSES</b></p> <p>Develop protocols and processes for supporting students with:</p> <ul style="list-style-type: none"> <li>● Resume writing and refinement</li> <li>● Practicing professional workplace skills</li> <li>● Identifying potential ELOs</li> <li>● Conducting informational interviews and site visits</li> <li>● Securing an ELO</li> <li>● Building mentor relationships</li> <li>● Designing individual ELO projects</li> <li>● Reflecting on ELOs</li> </ul>	<p>-Big Picture Learning Advisory Guide</p> <p>-Big Picture Learning's ImBlaze, an internship management platform</p>
<p><b>May. - Jul. 2018</b></p> <p>ELO Community Partnerships Coordinator (Co-Lead)</p> <p>Joi Ward (Co-Lead)</p>	<p><b>ADULT LEARNING PLAN &amp; SCAFFOLDS</b></p> <p>-Training for Advisors on supporting students with ELOs</p>	<p>-Training from Big Picture Learning coach</p>

**Technology Skills at Latitude**

At Latitude, technology will be an integral part of all aspects of the student experience. Students will be expected to develop traditional technological proficiency in the areas of word processing, graphic design, spreadsheets, slide presentation, and internet research within their project based work in studios and extended learning opportunities. Additionally, students will build their capacity to use technology to expand their community and network through developing their online presence and utilizing communication tools to explore their interests and seek learning opportunities. Students will also use digital media tools (video, photos, music, etc.) to create authentic products for the community.

## **Latitude Graduation Requirements**

The Latitude graduation requirements reflect the demonstration of a student's growth in the areas of our graduate profile: Personal Agency, Essential Competencies, and Integrated Identify. These elements reflect the attitudes, skills, and dispositions we believe are necessary for students to pursue meaningful and productive lives. At Latitude, this expectation includes traditional college readiness requirements, such as fulfilling the UC/CSU A-G requirements, in addition to the deeper non-cognitive competencies that students need to demonstrate to continue to grow and thrive in their post-secondary lives. As a competency based school, students will have flexibility in how and when they demonstrate their readiness for graduation, and our instructional program is designed to provide all learners with the appropriate time and support to be successful.

### Latitude Graduate Competency Requirements

At Latitude our competencies define the essential skills, attitudes, and dispositions necessary to pursue a meaningful and productive life. As such, these are the core of our graduation expectations. Students will demonstrate their attainment of these competencies through the various Latitude Learning Experiences (Studios, Workshops, Advisory, and Extended Learning Opportunities). Through the demonstration of these competencies, learners will have accumulated the credits necessary to fulfill all of the UC/CSU A-G requirements.

### Senior Project Capstone

As a culminating experience for students at Latitude, each student must complete a senior project during Phase 3. This senior project is intended to be an opportunity for students to demonstrate their attainment of the Latitude competencies for graduation. The project must be accompanied by a substantive written component and will be included in a summative graduation defense with their learning team.

### Post-Secondary Plan

The final graduation requirement for students at Latitude will be the development of a post-secondary plan. This plan will be an iterative tool that is aligned to their personal learning plan throughout their time at Latitude and will reflect their aspirations for life after Latitude and concrete plans to attain those goals. Students will be expected to have completed relevant activities during their Latitude careers to be positioned to accomplish their postsecondary plans (i.e. college entrance exams, applying for financial aid, etc).

## **UC/CSU A-G Alignment and WASC Accreditation Plan**

Latitude will seek accreditation from the WASC (Western Association of Schools and Colleges) for the charter school. The timeline for securing accreditation for Latitude is aligned to supporting all High School students in earning credits that fulfill the University of California/California State University (UC/CSU) system A-G requirements during their 9th through 12th grade years. Academic courses at the high school level will be submitted and reviewed by the UC Office of the President for approval and in turn, all students at Latitude will have the opportunity to earn credits that fulfill the UC/CSU A-G requirements. All required coursework will be offered at Latitude or through approved institutions such as local community colleges. By virtue of our internal requirements at Latitude, all students will fulfill or exceed the UC/CSU A-G requirements (please see chart below) over the course of their four years at our school.

Figure 1.22—Latitude Sample A-G Course Map

Studio	Phase 1	Phase 2	Phase 3
Humanities Studio and Workshop	ELA (1 year) History (1 year)	ELA (2 years) History (1 year) VPA (1 year)	ELA (1 year)
Math Workshop	Math (1 year)	Math (2 years)	Math (1 year)
Science & Design Studio	Elective (1 year)	Lab Science (2 Years) Elective (2 years)	
Extended Learning Opportunities		Foreign Language (1 year)	Foreign Language (1 year)

### **Credit Recovery**

As a competency based school, our credit recovery systems are built into the fabric of our instructional program. Each learning experience provides students the opportunity to demonstrate their growth and earn credit in specific competencies. Additionally, students are supported to continue the process of revision and growth in order to attain the proficiency requirements for the competencies within a particular learning experience. Students are not ‘done’ until they have earned the appropriate credit, thereby embedding credit recovery into the structure of our instructional program.

For students who come to Latitude as credit deficient, we will engage in a rigorous transcript analysis and student assessment to determine which competencies are needed for acceleration. Their personalized learning plan will then reflect these needs to provide students the opportunity to demonstrate the competencies and earn the credits necessary for graduation.

### **Inform Parents of Transferability of Credit**

Parents will be notified of the courses we offer and the graduation requirements we prescribe in the Latitude handbook given to parents and students upon enrollment to the school. This handbook also publicizes the transferability of credits between Latitude and other public high schools, as determined through negotiations between Latitude and the CDE a minimum of two months prior to the start of the school year.

## Academic Calendar

### *School Year*

The proposed calendar for 2018-2019 will include 177 instructional days, which Latitude intends to adhere to as state and federal funding allows. However, Latitude and EFC retain the right to modify this proposed calendar to coordinate with the calendar of the district and the calendars of our professional development partners, and such modification shall not be considered a material revision of the charter.

*Please see Appendix A26 for the proposed 2018-2019 Latitude school calendar.*

### *School Day*

The instructional day at Latitude is 9:00 am to 4:00 pm Monday through Friday, which Latitude intends to adhere to as state and federal funding allows. The following table indicates how the instructional day will be utilized.

Figure 1.23—Daily Schedule

Start of School Day	9:00 am
Instructional Block (Advisory, Workshop, Studio, ELO)	9:00 am -12:00 pm
Lunch	12:00 pm -12:30 pm
Instructional Block	12:30 pm - 4:00 pm
End of School Day	4:00 pm

As students progress through the three phases at Latitude, the amount of time they will spend in the different learning experiences will shift based on their personalized learning plans.

*Please see Appendix A27 for student schedule examples.*

### *Instructional Minutes*

Latitude’s proposed academic calendar will be in compliance with the minimum number of annual instructional minutes outlined in Education Code 47612.5. This requires, at a minimum, 64,800 minutes for students in grades 9-12.

The annual instructional minutes at Latitude in these grades will be 70,200 minutes (not including lunch and passing times). These meet or exceed the number of instructional minutes required by the state in Education Code Section 47612.5. The table below demonstrates this comparison.

Figure 1.24—Instructional Minutes Comparison:

Grades 9-12 Required Minutes	64,800
Latitude Instructional Minutes	70,200

*Please see Appendix G for the Instructional Minutes Calculator.*

### **Staffing**

To recruit teachers who are qualified to deliver the proposed educational program, Latitude has developed a strong partnership with the High Tech High Graduate School of Education, a WASC accredited Master’s program that prepares teachers to design high quality project-based learning curriculum and develop pedagogical skills in project planning, management, and facilitation. Beyond High Tech High, Latitude also has strong national connections with the Deeper Learning network of schools, which includes Expeditionary Learning, Big Picture Learning, the Internationals Network for Public Schools, and the International Studies Schools Network, all of whom prepare teachers to teach using project-based learning as a primary pedagogical approach and can provide a pipeline of teachers for Latitude.

To support Latitude’s math program specifically, Latitude’s school leadership has built strong connections with the Math for America Fellowship program and is in the process of building relationships with Stanford University professor Jo Boaler, who is an international leader in mathematics education. Boaler runs a summer math program for local students that also serves as a training ground for developing math teachers; the teachers trained through Boaler’s youcubed program are another strong pipeline of math teachers for Latitude.

In terms of teacher recruitment, Latitude has a strong vision for diversity, equity, and inclusion within our school. Our plan is to move from intention to action through a formalized, intentional talent strategy. We will:

- Focus on recruitment and selection by consciously building strategic partnerships with sources of talent other than personal networks, such as universities, professional minority organizations, and leadership pipelines focused on candidates of color.
- Invest in training to ensure that interview processes and interviewers are aware of unconscious biases and that the process is fair and impartial.
- Invest in retention and development: we will track turnover rate by race, ethnicity, and gender, and we will provide targeted coaching and mentoring as well as continuously review our systems through the lens of teacher experience to retain high potential employees of color.

- Strategically hold organization-wide conversations about diversity issues and concerns, solicit feedback and input through internal diversity surveys, and communicate findings to all staff on a regular basis.
- Constantly scan for best practices inside our organization, and more broadly in both the nonprofit and for-profit sectors.

At the local level, we will build strategic partnerships with The Black Teacher Project, the National Equity Project, and San Francisco State University’s Raza Studies department to extend the reach of our recruitment efforts. Nationally, we will recruit strategically through the Deeper Learning Equity Fellows, the International Network for Public Schools, the National Latino Education Network, and the National Association of Black School Educators. Latitude will also plan to have a recruiting presence at the convenings for the Education for Liberation Network, National Association for Multicultural Education (NAME), and the California Alliance of African American Educators.

### **Professional Development**

To facilitate excellence in lesson design and instruction across all teachers, Latitude will invest significant time and staff resources into professional development and adult learning. All new faculty will participate in an intensive two-week New Teacher Odyssey that includes experiential learning, workshops, project tunings, and collaboration time with more veteran teachers. Latitude teachers will engage in ongoing professional development through daily morning meeting time and dedicated staff days. Teachers will work in cross-disciplinary teams to increase the integration and depth of subject matter, as well as to increase collegial learning through collaboration. To facilitate this collaboration, teaching partners will share a common prep period, a common office, and adjoining classrooms that open up into a common space where the partners can co-teach their shared group of students.

The Latitude leadership team will work diligently to provide exemplars of outstanding instruction to its teachers so that all teachers may achieve base mastery in Latitude teaching practices. Project designs will be documented and shared on teachers’ digital portfolios, and project work will be curated publicly in our facilities to make products and process transparent.

The Latitude leadership team prioritizes instructional coaching and will spend a significant percentage of its time observing in classrooms and debriefing with teachers. Latitude will have strong structures for collegial coaching, as well as official mentor-mentee partnerships for teachers undergoing induction.

Ensuring that teachers have the capacity to deliver the educational program with quality requires a deep understanding of adult learning, encompassing all the facets of a school that can impact teacher motivation, learning, and growth. In designing the professional development plan for Latitude teachers, school leadership will be attuned not only to the *content* of the professional development but to the *nuances of delivery and implementation*, as well as the additional *school levers and enabling conditions* that can complement formal PD and accelerate adult learning.

These School Levers & Enabling Conditions include:

- Strategic use of time and space to facilitate informal staff collaboration outside of regular meeting time
- Thoughtful cohorting of teachers and students to facilitate sustainable, focused collaboration
- Intentional pairing of veteran and novice teachers in team partnerships that share the same group of students
- Open-source, easily accessible documentation of exemplar curricula and instructional strategies
- Public curation of student work, both product and process
- Common language, norms, rituals and rhythms that enculturate standards of quality and shared mindsets around growth and transparency
- A strong sense of community and collegiality among staff to enable vulnerability and openness to critical feedback

The Nuances of Delivery and Implementation include:

- Thick symmetry between adult learning practices and the pedagogical practices we aspire for teachers to enact with students
- Consistent use of protocols to facilitate collaborative problem-solving, brainstorming, and idea tuning
- Distributed facilitation that enables all teachers to take on leadership roles and share their expertise
- Anchoring of professional development in multiple forms of data and student feedback
- Providing access points for multiple types of learners through different PD approaches, including: dialogue, experiential learning, reflection, and movement

Adult Learning at Latitude will fall into four key categories:

- Learning from Colleagues
- Learning from School Leadership
- Learning from Students
- Learning from Outside Experts

### Learning from Colleagues

Research into effectiveness of adult learning practices indicates that the most powerful levers for shifting teacher practice are not one-off PD workshops but regular opportunities for collaboration with and mutual learning from colleagues. At Latitude, we will leverage the strength of collegial learning in the following ways:

- Collegial Coaching Groups:
  - Teachers will be organized into heterogeneous collegial coaching groups with each group containing a mix of veteran and novice teachers.
  - Teachers in each group will participate in a regular rotation of Lesson Tunings, followed by in-person and video observations and debriefs focused on instructional practices.
- Protocol Groups:

- Teachers will engage in a regular rotation of Project Tunings, Dilemma Consultancies, Root Cause Analyses/Fishboning, and Equity Protocols to facilitate critical analysis of their curriculum and instruction.
- Best Practice Documentation and Sharing:
  - Teachers will have regular opportunities to document and share their most effective practices with their peers

Learning from School Leadership

Latitude’s school leadership, including the School Principal and Director of Instruction, will hold the responsibility for personalizing the adult learning experience for each teacher. This will include:

- Helping to set one-on-one personal learning goals for each teacher and developing a personal learning plan
- Engaging in an ongoing cycle of weekly classroom observations and debriefs
- Mid-year conversations revisiting and refining the personal learning plan
- End of year 3-2-Q (3 Celebrations, 2 Areas of Growth, and 1 Inquiry Question) reflection process, grounded in data, and modeled by the school leadership

Learning from Students

- Regular use of exit cards and student focus groups to elicit student feedback
- Regular use of Looking at Student Work Protocols to anchor discussions in student work
- Regular cycle of Project Tuning Protocols with student participants
- Yearly YouthTruth survey with student feedback for each teacher

Learning from Outside Experts

- Project “Slices” (experiential immersions in the community)
- Teacher “Shadow a Professional” Days
- Annual Community Networking Power Lunch with local professionals
- External trainings and conferences

Year One Professional Development Proposed Topics

<b>AUGUST (TWO-WEEK TRAINING)</b>	
<p><b>SCHOOL CULTURE &amp; COMMUNITY</b></p> <p>How will we build a strong sense of community from day 1? What are our rhythms and rituals to ensure that every student is known deeply and feels a profound sense of belonging?</p> <p>What is our shared vision around restorative practices? Around classroom management? What is our common approach when challenges/conflicts inevitably arise?</p>	<p><b>STUDENT LEARNING &amp; MOTIVATION</b></p> <p>What is High Quality Project-Based Learning? How do we design projects that embody Authenticity, Complexity, and Craftsmanship?</p> <p>What is our Competency Framework, and what personalized support will all students receive to grow in these competencies?</p> <p>What are the data cycles we will use to inform</p>

<p>What are our obligations as mandated reporters? What are our health and safety policies and emergency procedures?</p>	<p>decision-making around instruction and student support? What data systems will we utilize?</p>
<p><b>SEPTEMBER - OCTOBER</b></p>	
<p><b>SCHOOL CULTURE &amp; COMMUNITY</b></p> <p>How are we supporting students in developing and articulating their sense of identity, purpose, and passions?</p> <p>How are we scaffolding social-emotional learning tools in advisory and studio? Which SEL competencies are most crucial for this first year?</p>	<p><b>STUDENT LEARNING &amp; MOTIVATION</b></p> <p>How are we scaffolding for Inquiry and Literacy across all of our disciplines?</p> <p>How are we ensuring that students are doing the intellectual heavy lifting?</p>
<p><b>NOVEMBER - DECEMBER</b></p>	
<p><b>SCHOOL CULTURE &amp; COMMUNITY</b></p> <p>How are we preparing students to reflect on their learning through public Presentations of Learning? How are we building their metacognition and public speaking skills?</p>	<p><b>STUDENT LEARNING &amp; MOTIVATION</b></p> <p>How are we preparing students for their first Project Exhibition? How are we helping them document their products and process? How are we supporting them to share their learning with an authentic audience?</p>
<p><b>JANUARY - FEBRUARY</b></p>	
<p><b>SCHOOL CULTURE &amp; COMMUNITY</b></p> <p>Shadow a Student: All staff will take turns shadowing a student who is struggling or feeling a sense of disconnect from the community. What can we learn from stepping into the shoes of a student?</p>	<p><b>STUDENT LEARNING &amp; MOTIVATION</b></p> <p>How are students progressing along our Competency Framework? Which students are we not serving well? What adjustments in our practice do we need to make to ensure that all students' needs are being met?</p>
<p><b>MARCH - APRIL</b></p>	
<p><b>SCHOOL CULTURE &amp; COMMUNITY</b></p> <p>How are we deepening students' SEL toolbox? Which rhythms and rituals are taking hold? Which need refinement or replacement?</p>	<p><b>STUDENT LEARNING &amp; MOTIVATION</b></p> <p>Where do we see evidence of high quality work and intellectual complexity? How do we build on our strengths? What are our growing edges?</p>

<b>MAY - JUNE</b>	
<b>SCHOOL CULTURE &amp; COMMUNITY</b>  How are we preparing students for increased independence in phase 2 of the school? How are we leveraging year-end Presentations of Learning to launch students into the next phase?	<b>STUDENT LEARNING &amp; MOTIVATION</b>  Reflecting on Student Feedback: What are we learning from YouthTruth and family feedback? How can we use this feedback to inspire growth for each teacher and as a staff?

**D. School Culture**

At Latitude, students move toward success by demonstrating three fundamental characteristics: personal agency, essential competencies, and integrated identity. We built our school vision around supporting students in developing these foundational qualities. Accomplishing this vision begins with establishing a strong school culture. Below we describe each component of the vision and detail the systems, plans, and training we will use to realize it.

- **Latitude Vision**

Latitude 37.8 High School graduates will have the personal agency, essential competencies, and integrated identity necessary to be prepared for a meaningful and productive life.

Values

At Latitude we seek to develop the following characteristics in all students:

- **Personal Agency**—Students with personal agency make decisions about how they learn, what they learn, and the pace at which they learn. They seek understanding and respond actively to challenges, acting with purpose to obtain results for themselves and their community. Students will learn agility as they work to overcome physical and environmental constraints, redesign their environments to their needs, and reflect their identities, skills, and values.
- **Essential Competencies**—We aim to demystify and directly teach the essential competencies that 21st century citizens need for success, such as critical thinking, teamwork, problem-solving, and responsible decision-making. We will provide differentiated teaching to insure that students move through proficiency on to mastery of these skills. We will tailor learning to each student’s strengths, needs, and interest. They will have a voice and choice in what, how, when, and where they learn.
- **Integrated Identity**—To become successful adults, young people must develop an integrated identity, a sense of self that connects multiple times (past, present, and future), places (e.g. home and school, the U.S. and places of family origin), and social identities (e.g. race/ethnicity, sexuality, gender, religion). We will encourage our students to choose a curriculum that allows them to gain this essential self-knowledge.

## Trainings

At Latitude, we train teachers in the skills necessary to build a strong school culture. This includes:

- In-house training on engaging students effectively. We will provide ongoing professional development to support teachers in keeping students engaged in their own learning.
- All Latitude teachers will be trained in *Restorative Practices*, learning the following methods:
  - An introduction to *Restorative Practices*: the philosophy, key principles, and variety of approaches in a school setting.
  - Ways to build effective learning environments and strong learning relationships within classrooms.
  - Culturally responsive approaches
  - How to implement effective circle time
  - Classroom conferencing
  - Using language that supports desired student behaviors
- We will thoroughly train teachers and staff in a shared method of responding to student behavior.

## Practices

At Latitude, we will implement the following practices to build a strong school culture:

- Design Thinking - At Latitude, we believe that design thinking will enable young people to remake the world for themselves and their communities, an action that powerfully motivates student learning. Design thinking begins with identifying real-world problems and then trying to solve them, in the process developing one's imagination, values, knowledge-base, and skills. We will establish a school culture in which students and faculty will solve problems and approach challenges, large and small, by working together. We will honor our students' creative ideas, giving them confidence in their ability to change the world. At the same time, we will empower them with the following Design Thinking competencies:
  - Designing Processes
  - Building Empathy and Learning from Others
  - Defining Problems
  - Fabricating and Crafting
- Habits of Success - To become consistently successful, students must internalize certain habits of success, also called 'non-cognitive skills,' such as moderating one's emotions, working with others, and thinking through decisions. Developing these skills requires lots of practice, feedback, modeling, and coaching. Latitude teachers support students in developing the following non-cognitive competencies:
  - Positive Self Concept and Growth Mindset
  - Realistic Self Appraisal
  - Navigating Systems and Self Advocacy

- Preference for Long Term Goals
  - Availability and Support of Adult Mentors
  - High Quality Leadership Experience
  - Community Involvement
  - Knowledge Acquired in a Field Outside School
- Restorative Practices – As a restorative school, Latitude takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put things right. Restorative Practices utilize a range of methods and strategies both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.
  - Trauma Informed Model - A trauma-informed school requires a layered approach to create an environment with clear behavior expectations for everyone, open communication, and sensitivity to the feelings and emotions of others. The adults in our community (administrators, teachers, staff, parents, social services, and law enforcement) are prepared to recognize and respond to those who have been impacted by traumatic stress. In addition, we will provide students with clear expectations, social-emotional tools, and communication strategies to guide them through stressful situations. We aim not only to provide tools for coping with extreme situations, but also to create a culture of respect and support.
  - Culturally Relevant School - We will take several actions to support culturally responsive teaching. First, we will dislodge the idea that our students and communities operate on a “deficit,” possessing less talent or opportunity, replacing this idea with a sense of abundance and possibility. Secondly, teachers will be trained to recognize (and help students recognize) the cultural bias in educational materials (such as textbooks). Thirdly, teachers will be trained to make their teaching relevant to the cultures of their students.

### Structures and Systems

At Latitude, we will implement the following structures and systems to build a strong school culture:

- Advisory and Advisors - Advisors mentor students in navigating the areas of academic achievement, personal/social development, and college and career development, ensuring Latitude students are prepared for a meaningful and productive life. Advisors ensure that students develop schoolwide Habits of Heart and Mind, lead a weekly advisory “Rhythms and Rituals,” and facilitate activity sets and mini-projects built around exploring topics, such as purpose & identity, social-emotional learning, career exploration, and college readiness.
- Affinity Groups - Created based on student need, affinity groups provide students who share an identity (usually a marginalized identity) to meet in a safe space. Affinity groups provide emotional support and might lead to actions that create a more equitable experience at school.

- Retreats for Team Building - Latitude will build community with off-site retreats for both students and staff (e.g., white-water rafting, camping, orienteering). These programs help foster positive group dynamics through shared memories, as well as providing space and time to discuss deep issues, pushing out of comfort zones, and accomplishing team objectives.
- Intervention Systems - Latitude draws on the same Multi-Tiered System of Supports (MTSS) framework as other EFC schools to provide aligned academic and social emotional approaches to prevent student struggle and remedy existing gaps.

#### Additional Positive Culture and Climate Supports

At Latitude, positive culture is already embedded in the project-based curriculum and off-site learning. Because learning takes place outside of a school building, students will work with people of all socioeconomic, cultural, and racial backgrounds in the wider community. Latitude students will learn to understand diverse perspectives and concepts. As community engagement and whole-child development are key areas of focus for all EFC schools, Latitude will provide extended learning opportunities for its students and eventually for the wider community, as detailed below.

For students:

- Small group intervention instruction
- Homework help sessions
- Enrichment classes (e.g. arts, dance, sports, clubs)

For the community:

- School fairs (Back to School Night, Expo, Open House)
- Parent engagement classes (with topics on assisting children with homework, holding children accountable at home, nutrition, gang prevention, computer literacy, and social-emotional learning)

### **E. Student Recruitment and Enrollment**

Latitude 37.8 High School will serve 360 students in grades 9-12 once fully enrolled in Year 6. The school will open in the fall of 2018 with an initial cohort of 50 9th grade students. We will add a grade per year and increase the size of our incoming cohort in our third year to our target of 90 students per cohort. This slow growth model is strategic - it allows us to build a culture of academic achievement and develop and implement curricular models, materials, and instructional programs one grade level at a time. It will also allow us to build sustainably towards a student body that meaningfully represents the diversity of the city of Oakland.

One of the core design principles of Latitude is integration. In order to best prepare all students for a meaningful and productive life, we believe it is essential for students to build a strong sense of their personal identity and to be able to successfully engage across difference. To build these capacities in students, they must be exposed to a diverse community and be supported to engage

productively; thus, Latitude will be a diverse by design school that reflects the larger demographics of the city of Oakland. As such, Latitude will strive to represent Oakland's diversity from socioeconomic, racial, linguistic, and cultural perspectives as well as by learning needs and will build community both internally and externally.

## **Recruitment Plan**

In order to achieve the desired diversity for the Latitude community, we have embarked upon a city wide engagement plan to build support for the Latitude model and to make connections across many different groups. This effort leverages a variety of existing school, recreational, service, and religious communities to attain a student body that reflects all types of diversity in Oakland. Additionally, Latitude intends to utilize legally permissible means to enroll a profile of students representative of the racial, ethnic and socioeconomic diversity of the city of Oakland. In this regard, Latitude employs certain weighting mechanisms in relation to its lottery that foster diversity and that fit squarely within acceptable admissions protocols.

Please see **Element 7 - Means to Racial and Ethnic Balance** for information on student recruitment efforts, including the following:

- Outreach to families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families, and other youth at risk of academic failure

Please see **Element 8 - Admission Requirements** for information on student admission and enrollment processes and procedures, including:

- Recruitment efforts in Year Zero
- Target re-enrollment rate
- Ongoing student recruitment efforts

Also, please see **Element 8 - Admission Requirements** for information on student admission and enrollment processes and procedures, including specifics around any admission preferences for students, timelines, lottery procedures and policies around waiting lists.

## **F. Student Engagement and Satisfaction**

The Latitude Design Principles - Relevance, Authenticity, Personalization, and Creativity - were identified to drive student engagement and satisfaction. As students clearly stated during the XQ listening campaign, their primary concern was to have a program that connects their lives to their academic experience. The Latitude instructional program is designed to accomplish this goal by utilizing student interests and experiences to drive their learning and to create authentic learning opportunities in their communities.

## **Attendance**

At Latitude, the student attendance target is to maintain at least a 95% Average Daily Attendance rate for all students. Additionally, we will work to ensure that the chronic absence rate for the school is less than 10%. The school administration and staff will be responsible for tracking and monitoring student attendance. The primary intervention for student attendance is engagement

with the student and their family by the advisor. If attendance issues persist, a referral to the Latitude Coordination of Services Team (COST) will be submitted to gather additional data and develop an appropriate support plan.

### **High School Persistence**

The Latitude instructional program is designed to ensure all students progress towards high school completion and postsecondary readiness. Our advisory program is intended to develop the individualized relationship with a student and their family that is the foundation for school connectedness. The Latitude competency based instructional program provides students with flexibility in when and how they demonstrate their learning, which increases student engagement and ownership over their academic performance. Additionally, the learning experiences at the heart of a student's experience at Latitude - Studios, Workshops, Advisory, and ELOs - will be authentic and relevant, reducing the gap students often feel between their school experience and their real lives. Finally, Latitude will implement a comprehensive system to monitor student progress and intervene as necessary. The foundation of this system is the student's individualized learning plan and the learning plan teams. These structures will provide frequent, collaborative review of student progress toward graduation and their postsecondary goals. When necessary, learning plan teams and/or staff may submit a referral to the Latitude COST team and utilize the MTSS system to provide appropriate interventions to support student progress.

### **G. Community School: Ongoing Family Involvement and Satisfaction**

Involved parents anchor Latitude in the community. Recognizing that parents are a child's first teachers, we envision a true partnership between parents, teachers, and students in order to create a thriving school. Latitude will work to involve students in their own learning and to make them feel loved and seen at school. We will encourage all parents, even those who traditionally have not engaged with the school community, to participate. Towards our goal of valued and integral partnership, we will implement structures like home visits, student-led conferences, parent education events, and a Family Leadership Council.

#### Goals

- Create empowered families that actively participate in school decisions
- Build strong family and school relationships
- Maintain clear, consistent, and inclusive communication
- Galvanize community partners to best serve the students at Latitude

#### Family Engagement Strategies

Family involvement and community partnerships are fundamental to meeting the needs of the whole child. We encourage equal participation of and appreciation for all the individuals and organizations who work for and with our students. We recognize the challenge of developing a culture and program that is authentically inclusive of families and community members.

Towards our goal of valued and integral partnership, we will implement the following:

#### Establish Founding Families

From its inception, Latitude engaged parents in the development of the school, including several parents on the school design team, running focus groups, inviting feedback, and offering information sessions to gauge parent interest. We put effort into outreach and enrollment, educating the prospective families about the school philosophy and how they can become founding families.

#### Partnering with Parents

Latitude makes parents partners in the education of their children. Parents need to feel seen and heard. Latitude staff will make families welcome, know them well, and engage them actively in the life and decision-making of the school.

#### Communications

Latitude will communicate with families clearly, consistently, and inclusively, offering electronic and print versions of information and translating messages into the multiple languages of our community (especially into Spanish).

#### Sharing Student Work

Latitude will organize regular events that showcase student learning and projects, which creates a sense of pride and accomplishment and draws new families into the school. Additionally, Latitude will utilize an online platform to share student work and track progress with students, families, and teachers.

#### Administrative Support

Latitude will employ a family engagement coordinator, who will send out communications, organize regular coffee talks with the administration, and run a council modeled on the EFC Family Leadership Council.

#### Advisory Learning Teams

Teachers will spend scheduled time with parents and students in order to ensure that there is time for quality dialogue on student progress. These conferences will be mandatory for every family. Latitude students will lead these conferences, evaluating their own progress toward academic goals and presenting a portfolio of their work. Student-led conferences are a powerful way for students to take charge of their own learning, reflect on their work, and set new goals.

#### Parent Education

In addition to conferences, Latitude will hold regular group meetings with parents. Topics will include the shared curriculum, options for independent learning, supporting students with homework, and college counseling.

#### The Family Leadership Council

Parents will have a formal voice in the decision-making of the school through the Family Leadership Council (FLC). The FLC, which also includes one representative from each advisory, meets regularly to advise the principal and participate in important decisions affecting the school. Education for Change established a Family Leadership Council to ensure ongoing, consistent involvement and training for parent leadership development. Each EFCPS school site FLC will elect two representatives to the EFC Family Leadership Council. The EFC Family

Leadership Council participates in ongoing evaluation of the organization's programs and operations, schools and community concerns and priorities for improvement.

In 2011, Education for Change instituted a new governing board structure that mandates parent leadership on the governing board, as well as a clear pathway for the election of parents to the governing board. The election shall proceed as follows:

Beginning in fall 2011, two seats on the governing board are reserved for family representatives nominated by the EFC Family Leadership Council. These parent EFC board members will be recruited with the same criteria as for other board members: each parent board member shall possess one or more of the board-desired backgrounds, such as community, education, legal and finance. These members shall serve terms of one (1) year each, with no term limits.

In addition to the two elected formal board member seats, the school site Family Leadership Councils are expected to present feedback and information to the Education for Change governing board, giving family members two types of meaningful input on the strengths and weaknesses of all of its schools, programs and operations. The EFC Family Leadership Council and the school site Family Leadership Councils serve in an advisory role to the Education for Change governing board.

EFC promotes parent engagement programs at all of its schools. As enrollment at EFC is based on student and parental choice, consistent and continual communication with parents about the expectations the school has for their children is critical. At Latitude, parents/guardians are expected to participate in their children's Learning Team and to actively engage in their education by engaging in discussion about their evolving passions and interests, supporting their participation in ELOs and other learning experiences.

Latitude will also recruit and hire a Recruiting and Community Development Coordinator to guide the FLC, support coordination of events, and serve as the main liaison between the FLC and school administration. Parents will have a vital voice in every important decision made at Latitude such as budgeting, student programs, and curriculum through monthly FLC meetings and annual surveys.

### **Community Partnerships**

Building strong links with the local community is critical to Latitude's success. Latitude and EFC have partnered with individuals and organizations in the community that are dedicated to the success of our students by providing services, partnering for studio projects, or hosting students in an ELO. The following list represents the beginning of the larger Latitude network:

- The City of Oakland
- KQED
- Unity Council
- Gyroscope
- Galileo Learning
- Junior Center for Art and Science

- Port of Oakland
- Oakland Heritage Alliance
- Oakland Urban Paths
- Berkeley Community Media
- East Bay Yesterday Podcast
- Oakland Public Library
- California College of Arts
- Fab Lab at Laney College
- National Equity Project
- Office of Alternative Education, OUSD

Latitude and EFC will continue to reach out to a wide range of organizations to develop relationships and to provide much-needed support to the school community.

### Community Surveys

Parents are surveyed about their satisfaction with the school, including whether they feel welcome at the school site, the depth of their relationships with school staff, the degree to which the school empowers them to be part of the decision-making process, and how well the school communicates with them. EFC currently requires all of its schools to utilize the SCAI (School Climate Assessment Instrument) with students, parents, and staff because it is research-based and correlated to student achievement. We will also consider other metrics, such as parent participation in the various meetings and events, attendance at parent conferences, and the number and effectiveness of community partners.

## **H. Special Populations: Identification, Remediation, and Acceleration**

As a diverse by design school, Latitude will seek to reflect the diversity of learners across our city. The design principles, key elements, and learning structures have been designed with the notion that school must provide individual students the experiences necessary for them to attain our graduate outcomes. While we believe that our model is supportive of any type of learner, the Latitude school program will offer opportunities designed for groups of learners whose circumstances often make it more challenging to excel within traditional school models or approaches. Specifically, Latitude’s personalized and competency based approach will allow us to serve students who are over-aged, credit deficient, and/or require flexibility in their schedules and programming. In our collective experiences serving urban youth, including subgroups such as newcomers, homeless youth, and teen parents, this is often best accomplished through more flexible and relevant learning opportunities. By building systems to serve students with these diverse types of needs and leveraging the resources of the city, we will be able to serve an authentically diverse student body that reflects all of the different experiences of young people in our city, and in creating a personalized and relevant approach for all students, we will be able to serve a much larger range of students’ needs and facilitate a range of students’ passions.

### **A Multi-Tiered System of Supports**

*Ensuring all students succeed through our implementation of a Multi-Tiered System of Supports*

In 2012, EFC collaborated with Seneca Family of Agencies to develop the All In! Partnership, a nationally-recognized multi-tiered system of supports approach that merited a federal Invest in Innovation (I3) grant at four of six schools. The Unconditional Education model (UE) focused its resources on using data to coordinate early intervention, supporting students before they fail, and facilitating the provision and coordination of both academic and non-academic services, thereby removing barriers to student success.

The I3 grant period has formally passed and EFC has fine-tuned the UE model and now manages the implementation internally (formerly managed by Seneca). EFC utilizes the Multi-Tiered System of Supports (MTSS) tiered framework co-developed by EFC and Seneca to provide aligned academic and social emotional approaches to prevent student struggle and remedy existing gaps. EFC has established a Department of Student Support Services which manages the MTSS and Special Education for the organization.

MTSS establishes criterion for decision-making around three tiers of services, with Tier 1 services implemented school-wide, and Tiers 2 and 3 targeting students who require additional services to succeed. The integrated, data-driven approach of MTSS has been shown to be effective in enhancing student achievement school-wide, but its implementation is often hindered by the level of expertise required for implementation and coordination of different levels of service provision. Over the past four years, EFC has leveraged the capacity of Seneca Family of Agencies, whose core competency lies in service coordination and the delivery of more intensive education and social emotional services, as the primary lead in managing our MTSS system. Together, Seneca and EFC have created and implemented a MTSS model formally resourced by a federal Invest in Innovation grant at four of our schools. As the grant concluded, EFC worked with Seneca to bring MTSS leadership into EFC. Beginning in 2017-18, EFC has launched a Department of Student Support Services which formally manages the implementation of MTSS across all of its schools. Seneca continues to be a significant partner, particularly around behavioral health systems for our youth, and Seneca leadership continues to sit on the EFC Department of Student Support Services leadership team.

*Please see Appendix A28 for Student Support Services organization chart.*

The graphic below illustrates the levels of interventions Latitude is committed to providing as part of a comprehensive student support system. Latitude facilitates a Coordination of Services Team that oversees the implementation of the tiered support system. Clinicians, Behavior Interventionists, and Student Support Assistants provide Tier 2 and 3 behavioral interventions, as they have expertise in providing intensive support services for students who require targeted support in learning positive behaviors. Tier 2 and 3 socio-emotional interventions can be provided by Advisors, Clinicians and other strategic staff as appropriate. The Education Specialist (traditionally the Resource Specialist holding a Special Education teaching credential) provides Tier 2 and 3 Academic interventions. Tier 2 reading and math interventions are also provided by Latitude's Reading and Math Specialists and can even be facilitated in the context of Workshop. Tier 1 behavioral interventions are implemented by classroom teachers with support from the administration and Student Support Services staff through the PBIS framework. Tier 1 Academic interventions are provided by the classroom teacher and the school support staff. Tier

1 Social Emotional Interventions were identified as a need at the school and is described in more detail below.

*Please see Appendix A29 for the EFC MTSS Overview.*

Process

Figure 1.25—Seneca MTSS Model:

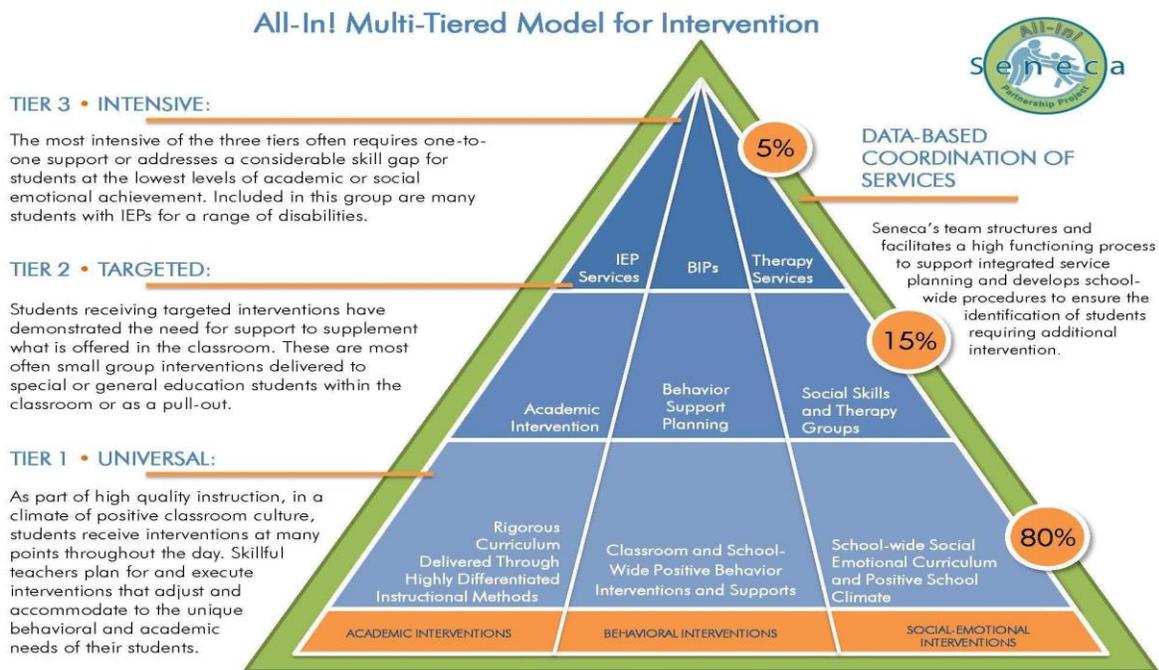


Figure 1.26—EFC Interventions Chart:

	ACADEMIC (School personnel)	BEHAVIORAL (Clinician and/or other school personnel; advisors)	SOCIAL EMOTIONAL (Clinician and school personnel)
Tier 3	Special Education (alternative curriculum to core provided by Ed Specialist)	Behavior Intervention Planning (BIP) and Case Management	Individual and Family Therapy
Tier 2	Academic Intervention and Special Education (supplemental support in/out of classroom setting; leveraging workshop)	Parent/family coordination; Individualized contracts; check in check out	Social skills and therapy Groups

<b>Tier 1</b>	Rigorous Curriculum delivered through Highly Differentiated Instructional Methods; Personalized Learning and individualized goal setting/progress monitoring	Classroom and School-wide Positive Behavior Systems (PBIS); Advisory; Restorative Practices and Structures	School-wide Social Emotional Curriculum and positive School Climate; Advisory
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The development and implementation of the EFC Multi-Tiered System of Supports continues to be an ongoing inquiry, launched in partnership with Seneca four years ago. We are not yet getting the results we seek and continue to prototype and iterate our approach. Our goals are as follows.

**Goal 1: To increase the capacity to deliver effective interventions for all students through the implementation of a multi-tiered framework**

Intervention Assessment and Planning

On an annual basis, EFC Student Support Services leadership, as part of the annual site planning process, examine the current status of student supports and create a schoolwide intervention plan that builds on the particular strengths, challenges and aspirations of the individual school community. The assessment process provides the opportunity to dive deeply into the culture of the school, build trusting relationships with staff, and pose questions that will inform the collaborative creation of shared goals and strategies for the school year.

*Please see Appendix A30 for sample EFC Interventions Plan.*

The EFC MTSS approach ensures that systems are in place to promote continuous performance improvement through the collection and analysis of multiple sources of data and feedback, which are administered and analyzed by the Student Support Services Team:

1. An annual staff survey that provides insight from staff members regarding the effectiveness of current interventions, including whether or not services are integrated, data-driven, and youth-centered.
2. Data on the distribution of staff and student time across the three tiers of service.
3. Behavior, culture, engagement, and academic growth data for students receiving interventions.
4. The Alliance for the Study of School Climate’s (ASSC) School Climate Assessment Instrument (SCAI) is implemented annually, which considers climate across eight dimensions - physical environment, faculty relationships, student interactions, leadership and decisions, management and discipline, learning and assessment, attitude and culture, community relations, and special education - effectively encompassing the critical components of school climate identified in current research.<sup>21</sup>

All of these assessment components are synthesized, and the school team uses this information to create a responsive implementation plan that contains prioritized goals and strategies for each new school year as part of the larger school site planning process.

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<sup>21</sup> Austin et al., 2011; Zulig et al., 2010.

### Coordination of Services Team (COST)

This team consists of 8-10 key stakeholders, including administration, intervention staff (representatives delivering Tier 2 and three interventions including members of the special education and mental health teams) and classroom teachers. The team creates a uniform, comprehensive referral form for teachers to use when concerns arise about a student's academic, behavioral, or social-emotional challenges. Each week, the team discusses teacher referrals, triaging students for more in-depth discussion and matching them with correct support services, including supportive interventions that can be implemented by teachers within the classroom. Teams also spend time focusing on school-wide academic, behavioral and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs. Each week, the team also completes one-week reviews and eight-week reviews for students who have been assigned to specific interventions.

*See Appendix A31 for a COST system flow chart and Appendix A32 for a COST form.*

### Cross-System Collaboration

Students with the most critical need of support, including those with disabilities, are often served by multiple providers both on and off campus. The EFC MTSS approach ensures that expertise and services provided by mental health, child welfare, and probation agencies are seamlessly integrated into a student's school-based intervention plan. This includes providing education to teachers and school staff around the role of these public agencies and coaching them around their responsibility and opportunities for coordination on individual cases.

### **Goal 2: To increase achievement for struggling students<sup>22</sup>, including students with disabilities**

The primary focus is to ensure that high quality, universal interventions are implemented at Tier 1, through the provision of training and support in differentiated school-wide academic, behavioral, and social emotional curricula as detailed in earlier sections of this document. Tier 2 and Tier 3 services are provided by a team of credentialed and licensed service professionals (i.e. special education providers, school psychologists, reading specialists, therapists, social workers, speech-language pathologists, occupational therapists, and behavioral analysts). These high quality, customized, data-driven interventions are designed to reduce the need for later referral to higher levels of service. The multi-tiered framework serves as a vessel for the delivery of evidence-based practices that are selected based on the unique needs of the school and students. Students identified for Tier 2 services will engage in six to ten week cycles of intervention focused on remediating specific gaps. All intervention specialists engage in regular progress monitoring to evaluate the effectiveness and to gain valuable information about adjustments needed. A team of interventionists provides both push-in and pull-out instructional supports aligned with Tier 2 and Tier 3 student goals. With such prompt and targeted intervention, many students quickly improve and can be sufficiently supported by school-wide or classroom-based Tier 1 interventions. Students who do not respond to Tier 2 interventions are considered candidates to receive support at the third tier of intensive services. This is a critical aspect of our approach - leveraging Tier 1 to minimize the need for Tier 2 and leveraging Tier 2 to minimize

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<sup>22</sup> Students receiving Tier 2 or 3 academic, behavioral, and/or social-emotional interventions

the need for Tier 3. Overall, where EFC has been particularly successful is providing intensive Tier 3 services as appropriate AND leveraging Tier 2 to minimize the need for Tier 3. In a typical system, an IEP often triggers both Tier 2 and 3 services, but at Latitude and across EFC, the COST process can trigger intensive supports without an IEP. For example, at Learning Without Limits, another EFC school, almost one-fourth of the student population received Tier 2 and Tier 3 services, but only 7% have IEPs.

*Please see Appendix A33 for a list of Academic Interventions.*

#### Tier One, Academic

Our academic leadership team, comprised of administrators, coaching staff, and the Instructional Leadership Team, work to build capacity of Latitude teachers to implement research-based curricula, instructional methods, and assessments focused on differentiation and the engagement of diverse learners. Fidelity to the implementation of identified curricula and assessments are monitored by regularly observing classrooms and helping the school to establish systems to track classroom data. Use of data to personalize instruction is a focus at Latitude. In workshops, teachers will use a small group personalized approach leveraging online adaptive software, using data to form strategic and flexible homogenous groupings to target direct instruction. In studios, teachers will leverage the multiple access points and diverse instructional strategies inherent in project-based learning to facilitate student engagement and investment, leverage heterogeneous grouping to facilitate scaffolding and peer support, technology for modification, adaptation and text access, and targeted project-aligned mini-lessons to provide strategic direction instruction.

#### Tier Two, Academic

The intervention team reviews formal and informal school-wide data at each of our three cycles throughout the year to develop targeted intervention groups. In addition, the intervention team reviews formative data at monthly grade level meetings. The COST team works to develop thresholds for the initiation of Tier 2 services, considering data gathered from various assessments. Students are identified to participate in 8-10 week cycles of academic intervention groups, targeting the specific content gaps revealed through assessment data. Each student's progress is assessed at the end of the cycle by the COST team to determine if they are ready to return to Tier 1 levels of support, if they need an alternative type of intervention, or if they may be candidates for Tier 3 services.

#### Tier Three, Academic

Tier 3 academic services are primarily provided for students with Individualized Education Programs (IEPs) who require intensive daily instruction in a curricular program that replaces the general education curriculum in a specific content area because the general education curriculum even with modification is not appropriate based on the individual student's needs. These are push-in and/or pull-out services provided by trained special education teachers as indicated by the student's IEP and progress on IEP goals are closely monitored over time. IEP goals are reviewed at least annually and students are re-assessed for Tier 3 services every three years.

#### Tiered Behavioral Services

The foundation of the school culture approach is Positive Behavioral Interventions and Supports (PBIS), a program utilized in many EFC schools and supported by the EFC Department of

Student Support Services and our partners at Seneca Family of Agencies. PBIS is not a curriculum or a program. It is part of our larger MTSS framework for behavior support. It is an approach designed to intervene effectively and prevent escalation of problematic behaviors. PBIS emphasizes four integrated elements: (a) using data strategically to inform decisions, (b) setting clear measurable outcomes, (c) identifying practices that will deliver those outcomes, and (d) establishing systems that efficiently and effectively support implementation of these practices. At the foundation of PBIS is classroom-level support and training to ensure teachers are creating supportive and rigorous classroom cultures with clear systems and procedures in place to promote positive behavior and that they have a strong toolkit of strategies to prevent and address problematic behaviors at a Tier 1 level. The school then needs a set of support systems at Tiers 2 and 3 to ensure students with more intensive behaviors have access to those resources.

Latitude utilizes School-Wide Positive Behavioral Interventions and Supports (SWPBS), an evidence-based practice that has proven effective at reducing behavioral challenges for students, including students with disabilities.<sup>23</sup> SWPBS provides the architecture for building system change within a school that is aimed at bringing about positive school climate. An SWPBS team is formed, consisting of six to ten key stakeholders with representation from administrative leadership, intervention and support staff, general education teachers, and family/community liaisons. The team undergoes a training series (2-3 days per school year) to build understanding of the model's core features, explore various behavioral intervention strategies at each tier, and learn about the tools and process of monitoring progress and fidelity.

#### Tier One, Behavioral

The SWPBS team plays a key role in the development and implementation of Tier 1 practices. Through a collaborative process that takes into account the unique culture and climate of the school, the team works to (1) identify school-wide behavioral expectations, (2) create a clear picture of what these expectations look like and (3) ensure that these behavioral expectations are explicitly taught to students. Once these expectations are clearly articulated and taught to the entire school community, the team creates a system in which students can be positively acknowledged for demonstrating these behaviors. Another important role of the SWPBS school team is to review the school's disciplinary practices for clarity and consistency and to ensure that office discipline referral (ODR) information is collected in such a way that data can be easily monitored and aggregated for the purpose of tracking outcomes and making informed decisions about referring students to higher levels of intervention. Our Culture lead is a key member of our SWPBS team. He coordinates and delivers in class supports to our higher needs students, tracks and analyzes behavior data, and communicates with teachers and families, in order to provide comprehensive behavioral and emotional supports to our students.

#### Tier Two, Behavioral

The COST team works to develop thresholds for the initiation of Tier 2 services, considering data gathered office discipline referrals and attendance. The team works to create behavior support plans for students in need of additional or alternative support strategies in the classroom. One such evidence-based practice that facilitates this process is *Check-In Check-Out (CICO)*. This approach offers additional motivation and counseling support for students who struggle to meet the school-wide expectations. Students on CICO receive 2 daily "check-ins," or 10 minute

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<sup>23</sup> Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002.

counseling sessions, from a trusted staff member around a small set of behavioral goals. These goals are created based off of the school-wide expectations and the individual student's strengths and growth areas. Staff work with the student to create an incentive menu that incorporates the student's interests. Students can then use the points that they earn by meeting their behavioral goals to purchase incentives. Each student's progress is assessed after eight weeks to determine if they are ready to return to Tier 1 levels of support, or if they may be candidates for Tier 3 services.

#### Tier Three, Behavioral

These services include Functional Behavioral Analysis (FBA). FBAs identify antecedents to problem behaviors, the purpose or function of the problem behavior, possible replacement behaviors that could be taught to the student and strategies for ensuring that desirable behaviors are reinforced and problem behaviors are not. The process culminates in the development of an individualized behavior plan that is carried out and closely monitored by the team. Trained staff deliver Behavior Intervention Services to aid students in utilizing replacement behaviors, remaining engaged in class activities, and accessing classroom curriculum.

#### Tier One, Social-Emotional

To assess school-wide climate and social-emotional needs, Latitude collects data annually through the SCAI. Research supports that children growing up in violent communities in high poverty experience a level of stress that limits their abilities to excel academically. Research also supports that adolescents' developmental struggles can become barriers for academic success. Therefore, Latitude has identified Tier 1 social emotional-learning as an area of need. We are exploring multiple steps towards building our Tier 1 SEL program, including the implementation of trauma-informed practices and a school-wide social-emotional curriculum leveraging Restorative Justice.

Please see the section below on social-emotional learning.

#### Tier Two, Social-Emotional

The COST team works to develop thresholds for initiation of Tier 2 social-emotional services, considering office discipline referral and attendance data, as well as information gathered through the student surveys. Advisors will also provide referrals and qualitative data on students who are struggling. Students are identified to participate in 6-10 week cycles of group and individual therapy, such as Brothers on the Rise and Superflex, targeting the specific risk-factors revealed through assessment data. Progress is measured through appropriate, standardized tools such as the Strengths and Difficulties Questionnaire. Each student's progress is assessed at the end of the cycle to determine if they are ready to return to Tier 1 levels of support, or if they may be in need of intensive, Tier 3 services.

#### Tier Three, Social-Emotional

These services include individual and family therapy, provided by licensed clinical professionals. Clinicians collaborate with youth and families to complete the Children and Adolescent Needs and Strengths (CANS) assessment to identify the domains of greatest need for intervention. The assessment provides a basis for the development of an individualized treatment plan, which consists of measurable goals that are used to monitor treatment progress. Clinicians also utilize

the Partners for Change Outcome Measurement System to track clients' own view of their progress throughout the course of treatment.

*See Appendix A34 for a list of Social Emotional and Behavioral Interventions.*

### Professional Development and Coaching

An essential goal of the MTSS approach is to build internal capacity for sustained implementation within each school community. This is done in large part through ongoing and responsive professional development on a wide range of topics, such as *Recognizing and Responding to the Effects of Trauma*, and *Self-care for Teachers Experiencing Vicarious Trauma*. All trainings are aimed at supporting teachers' capacity to meet the needs of struggling students and students with disabilities within the classroom/school setting. A customized professional development structure is set each school year, with additional content adjustments made throughout the year to respond to the emerging needs of teachers. At Latitude, teachers will participate in select trainings as appropriate.

### Caregiver Involvement

In a review of the literature, the National Center for Family and Community Connections with Schools found that parent involvement has been shown to benefit students' academic, behavioral, and social outcomes.<sup>24</sup> EFC works to promote active caregiver involvement both at the school-wide community level, and the individual student level. Processes are in place to enable family members to experience themselves as active participants in the education of their children. In some cases, this might include building bridges, by supporting leadership in establishing welcoming environments (the Family Center, communication in parents' primary language, etc.) and events (parent meetings, cultural performances, fairs, etc.), and working with active parents to serve as family liaisons and perform outreach work with the larger parent community. Based on the expressed need of each school community, EFC provides trainings and workshops for parents to address such topics as child development, positive parenting, and behavior management.

## **Support for Students with Disabilities**

### Philosophy

Our general belief at Latitude is that ALL children are able to excel and succeed if instruction is aligned and differentiated to their needs and designed to accelerate and individualize.

Therefore, the best way to support the great majority of students who qualify for Special Education services is through differentiated, scaffolded, and individualized instruction in general education settings where children have access to appropriate content and concepts and are provided the support and modifications many of our other populations require to access the curriculum. Our RTI-based interventions system, in partnership with our comprehensive assessment system, supports students with disabilities by providing them maximum interventions and supports through the general education program.

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<sup>24</sup> Henderson & Mapp, (2002), "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement".

## Overview

Latitude shall comply with all applicable State and Federal Laws in serving children with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”). California law gives schools various options on how to deliver special education and related services either as (1) an arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA. Latitude will make written verifiable assurances that it will become an independent local educational agency (LEA) and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a). All six of the EFC schools are currently independent LEAs as members of the El Dorado County Office of Education (“EDCOE”) Special Education Local Plan Area (“SELPA”). EFC will submit an application for Latitude to become a member of the EDCOE SELPA as well. If not accepted, then we reserve the right to remain a public school of the Authorizer for purposes of special education, pursuant to Education Code Section 47641(b). EFC is participating in the Oakland Public Schools Pledge conversation about an OUSD-charter partnership specific to special education and intends to continue leading and engaging in that work.

Latitude shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The School shall not discriminate against any pupil with a disability in the admissions process or any other aspect of operation. The school recognizes its responsibility to enroll and support students with disabilities.

The School shall be solely responsible for its compliance with the IDEIA, Section 504 and the ADA. The facilities to be utilized by the School shall be accessible for all children with disabilities. The facilities to be utilized by the School shall provide children with disabilities equal access to all aspects of the educational program.

As described above, Education for Change Public Schools has a strategic partnership with Seneca Center to implement a comprehensive multi-tiered system of supports in alignment with our mental health and Special Education programs. We integrate Special Education into the larger interventions framework and ensure that it is in greater alignment with the larger school-wide student support system. The foundation of this system is a comprehensive assessment program that regularly assesses students using a variety of tools to track progress and growth every six to eight weeks. This data is reviewed by the school’s leadership teams, and students not making appropriate progress are flagged for interventions. If a student continues to not make progress, the teacher refers the student to the COST team. Through the MTSS program, teachers are coached and supported in developing both behavioral and academic interventions plans for their students. Students not making adequate progress through the in-class Tier 1 interventions within six to eight weeks can receive either a revised Tier 1 intervention plan or more intensive Tier 2 services. Should the team observe evidence that a child may be eligible for Special Education services after numerous Tier 1 and Tier 2 interventions, they can submit a referral for Special Education to the COST team who will develop an assessment plan if appropriate.

A student with an Individualized Education Plan will have access to ALL of the interventions available school wide as part of their individualized education plan. The Coordination of Services team in partnership with the Special Education provider or lead ensures student plans are developed strategically and implemented with fidelity and utilizes all the resources available at the school to inform the development of the IEP. For example, a Special Education student could have as part of their IEP 45 minutes daily of a Tier 2 reading intervention available to all general education students to address his reading goals, receive strategic instruction from the Education Specialist twice a week specific to executive functioning skills, and participate in an after-school support group to address socio-emotional goals. While this student is receiving strategic services from a designated and appropriately-credentialed Special Education provider, he is also receiving services and interventions available to all General Education students as part of his plan. The EFC Special Education program is designed specifically to accelerate a student's growth in target areas and ensure that student's ability to succeed in the General Education setting both academically and socially.

EFC is proud of its Special Education programs, and we have presented at the California Charter Schools Association several times on the topic of implementing quality special education programming and integrating resources from Special Education, mental health, and general education to ensure Special Education students receive the services and supports they need to be successful. Our belief is that the great majority of Special Education students can be served effectively in a general education setting with targeted support. EFC has leveraged county mental health, MediCal and SELPA low incidence resources to effectively serve students with moderate to severe disabilities. One example is a young man we have renamed Joseph Starr who entered an EFC school as a fourth grader scoring Far Below Basic in both mathematics and ELA with an IEP indicating he required a Non-Public School placement for extreme behavior challenges. We supported him in the general education setting with targeted support services, and he recently graduated from the school proficient in both mathematics and ELA and meeting all of this academic and behavioral goals. EFC is the only charter operator in Alameda County that has a Memorandum of Understanding with Alameda County Behavioral Health services to leverage MediCal reimbursement for mental health services, and we are the only charter operator with EPSDT contracts in place at every site.

*Please see Appendix A35 for the Joseph Starr story.*

#### Services for Students under the IDEIA (Search and Serve)

Latitude intends to be an LEA member of the EDCOE Charter SELPA in accordance with Education Code section 47641(a). Latitude makes the following assurances:

- **Free Appropriate Public Education** – The School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school and that no assessment or evaluation will be used for admissions purposes. No student will be denied admission to the school because he or she is in need of special education services.
- **Full Educational Opportunity** – The School will assure that all students with disabilities have access to the full range of programs available to non-disabled students
- **Least Restrictive Environment** – The School will assure that students with disabilities

are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment in accordance with each student's IEP.

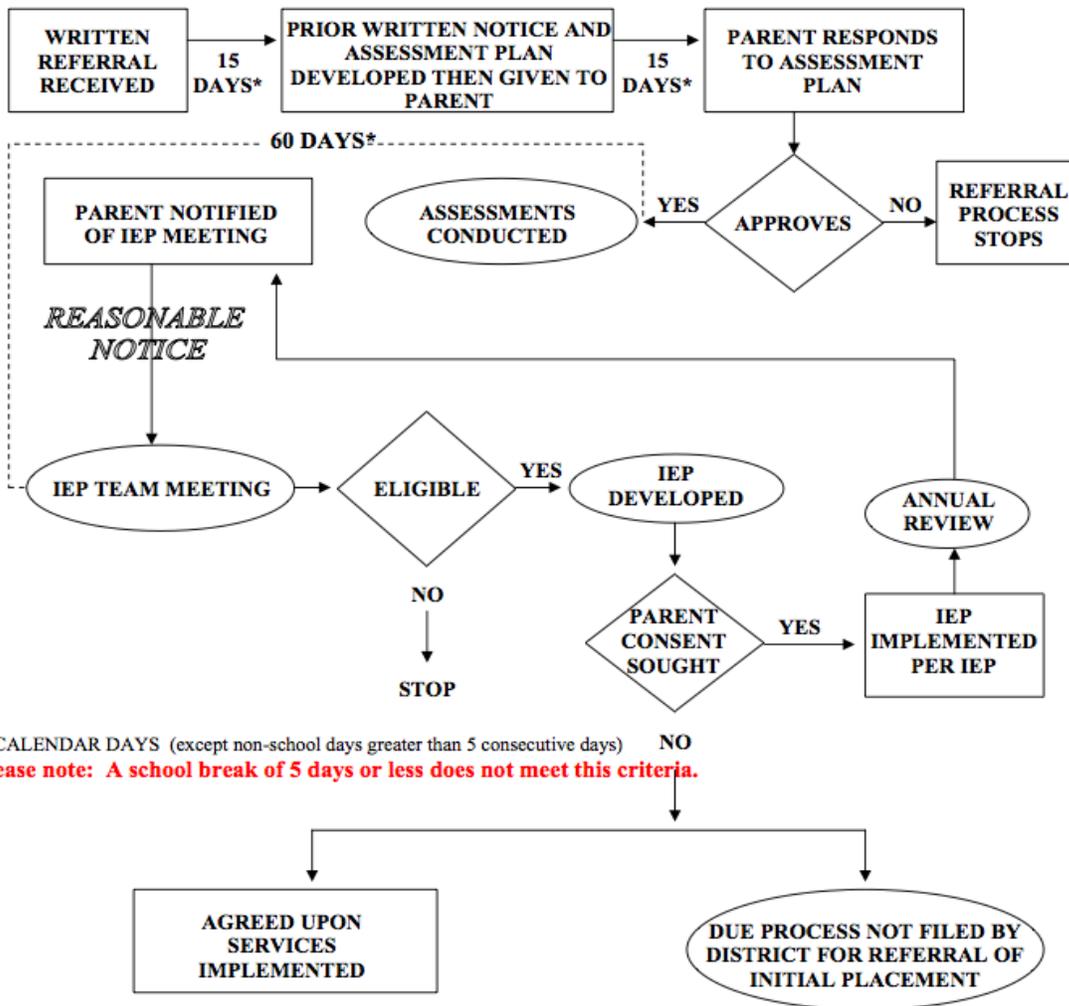
- **Individualized Education Program** – The School will assure that an Individualized Education Program (“IEP”) is developed, reviewed and revised for each eligible student under the IDEIA
- **Assessments** – The School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition a reassessment shall be conducted at least once every three years, in accordance with the IDEIA, and more often if conditions warrant or requested by the student's parents or teacher. Parents will receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and student-led conferences.
- **Confidentiality and Procedural Safeguards** – The School will assure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.
- **Personnel Standards** – The School will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities
- **State Assessments** – The School will assure that students with disabilities either under the Individuals with Disabilities Improvement Act (“IDEIA”) or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the Smarter Balanced Assessment.
- **Child Find** – The School will assure that all students with disabilities are identified in accordance with the policies and procedures of the EDCOE SELPA

### Search and Serve

Latitude shall actively and systematically seek out all individuals with exceptional needs and provide for the identification and assessment of an individual's exceptional needs and the planning of an instructional program to meet the assessed needs. Identification procedures shall include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modification of the general instructional program.

A student shall be referred for special education instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Parents have the right to request in writing that their child be assessed to determine eligibility for special education services. Through the COST process, a student may be referred for assessment to determine eligibility for special education services. The flowchart below outlines the process once a referral has been:

Figure 1.27—EFC Referral Process:



The referral process is a formal, ongoing review of information related to students who are suspected of having additional needs and show potential signs of needing special education and related services. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by Latitude within 15 days. Parents will be informed via the Special Education lead that special education and related services are provided at no cost to them.

If Latitude concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s written consent for assessment.

Assessment

The Special Education site lead will be responsible for gathering all pertinent information and sharing such information with the EFC Department of Student Support Services. Information gathered will be used as tools to determine the student’s disability, eligibility for services, and

determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

Unless conflicting with SELPA policies and procedures, Latitude will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.
- Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. Learning Without Limits will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

#### Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. Latitude will ensure that all aspects of the IEP and school site implementation are maintained. Latitude will provide modifications

and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE). Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate
- The principal or administrative designee;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Others familiar with the student may be invited as needed.

Latitude views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by Latitude, in cooperation with the EDCOE SELPA in which Latitude is a member.

Upon the parent or guardian's written consent, the IEP will be implemented by Latitude. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where and when they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;

- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- When Latitude seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

### IEP Reviews

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEIA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Latitude will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed three times annually (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will meet the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

In addition, the school shall comply with the SELPA Local Master Plan and perform all corrective actions deemed necessary by the SELPA. The Director of Student Support Services at Education for Change will manage the budget and contract for appropriate services and take responsibility for meeting the special education compliance and quality requirements.

### Professional Learning for Special Education Staff

The Director of Student Support Services at Education for Change and other team members will work with the SELPA team to provide regular professional development that builds the capacity

of the special education staff in the areas of promising instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. Latitude will send its Special Education staff to the Education for Change trainings in addition to strategic SELPA trainings. All staff members will be provided a personalized professional learning plan that will identify high leverage capacity-building learning activities for the teacher. In addition, Special Education teachers will receive training to ensure they have research-based instructional strategies specific to supporting Special Education students – strategies like the Slingerland method, or Lindamood Bell, Wilson Reading, Orton-Gillingham, or Davis Math. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilities.

### Free and Appropriate Education

Since Latitude intends to operate as an LEA of the EDCOE SELPA in accordance with Education Code section 47641(a), the CDE shall have no responsibility to ensure that the students who attend Latitude are provided a free appropriate public education. In accordance with state and federal law, each student eligible under the IDEIA will be provided a free and appropriate education in the least restrictive environment. The decisions regarding the specific services each student will receive are the responsibility of the Individualized Education Program Team. The team includes the involvement of parents and the decisions are formulated in a written plan (referred to as an IEP).

### Section 504 of the Rehabilitation Act

Latitude recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

A 504 team will be assembled by the Principal of Latitude and includes the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and its effect upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the

student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. A student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

### **Parents with Disabilities**

Communications with parents with disabilities must be as effective as communications with other parents. Appropriate auxiliary aids and services (such as Braille materials or a sign language interpreter) will be made available whenever they are necessary to ensure equally effective communication with parents with hearing, vision, or speech disabilities.

### **Dispute Resolution and Complaint Procedures**

The Education for Change policy is to comply with applicable federal and state laws and regulations. EFC is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, there is a board-adopted complaint policy and procedure to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Learning Without Limits program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program.

*Please see Appendix A36 for the Uniform Complaint Policy and Procedure.*

## **Support for Students Who Are Academically Low-Achieving**

### *Multi-Tiered System of Supports*

Latitude has high expectations for all students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Latitude has developed a comprehensive assessment system designed to track and monitor student growth. These are both summative and formative assessments that track student growth and monitor their mastery of grade-level standards. Teachers will use the assessment system to inform their overall planning, differentiate for specific children, and develop strategic lessons to accelerate growth.

Latitude as part of Education for Change Public Schools implements a comprehensive multi-tiered system of supports (MTSS) in partnership with the Seneca Center to provide students the academic, behavioral and social-emotional supports they need.

MTSS is a framework for providing comprehensive support to students and is not an instructional practice. It is a prevention-oriented approach to linking assessment and instruction that can inform educators' decisions about how best to teach their students. A goal of MTSS is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

A rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. Many schools use more than one intervention within a given level of prevention.

- **Primary (Tier 1) prevention:** high quality core instruction that meets the needs of most students
- **Secondary (Tier 2) prevention:** evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students
- **Tertiary prevention (Tier 3):** individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention

At all levels, attention is on fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths. See Key Element 5 above for greater detail on our multi-tiered system of supports.

## **How Our Support System Works**

Once a student is identified as not making appropriate growth academically or a student is struggling socially or emotionally, the classroom teacher will immediately develop an in-class interventions plan that clarifies the student's current level of performance, documents areas of concern, and outlines a specific plan to differentiate, modify, and individualize instruction for that student. Modifications or accommodations could include changes in seat assignments, strategic grouping, giving fewer more targeted assignments or problems, or providing additional resources or tools to complete an assignment (manipulatives, calculator, computer, etc.). The student will be assigned strategically to different groups to support his or her learning. (S)he may be in a heterogeneous group if there is a cooperative learning assignment where children are expected to work collaboratively to solve a problem. (S)he would be assigned to a homogeneous group for mini-lessons or for guided reading to ensure (s)he is getting instruction in his or her Zone of Proximal Development. In-class supports are explained in greater detail below.

If a student makes inadequate progress in the classroom or across classrooms with Tier 1 interventions, the teacher would then refer the child to the Coordination of Services Team (COST) to access more of the school's resources for addressing the specific child's challenges. At the COST, the COST facilitator would convene all necessary stakeholders and allies in the child's learning to ensure the group has greater understanding of the whole child. This team conducts a Root Cause Analysis and incorporates data from the after-school program, from home, and from other teachers across the school. Based on the Root Cause Analysis, a COST plan is developed for that child that outlines the areas of strength, areas of concern, and a strategic plan to support that child utilizing both Tier 1 and Tier 2 interventions. Tier 2 interventions would include all potential resources outside of the classroom setting that could supplement the Tier 1 interventions taking place in the classroom.

*Please see A37 for the Academic Interventions List.*

If the student makes inadequate progress at Tier 2, the COST reconvenes and the team collects additional data. At this juncture, the COST may alter the COST plan by adding or subtracting interventions or recommending Tier 3 interventions, which are generally individualized intensive intervention that may supplant some of the instruction taking place in the regular education class. If the student has demonstrated that he or she may be eligible for Special Education services, the COST may refer the child for assessment by the IEP team to determine eligibility for Special Education services.

#### Professional Development and Data Analysis

Latitude believes not only in collecting data from a range of sources to inform its academic programs and ensure students' success - but also that professional development for teachers to effectively analyze and *use* the data is critical. Using data to inform planning and instruction will be a vital component of Latitude's success in addressing the needs of low-achieving students. We structure professional development to regularly look at the relevant competencies and a range of data to ensure all students are on track.

We have based our collaboration on the Professional Learning Community model of Richard and Rebecca DuFour. We will provide teachers with collaborative structures and clear processes for:

- Engaging in inquiry-based dialogue
- Analyzing student data together
- Sharing best instructional practices
- Strategic planning to meet the needs of underperforming students

Our professional development approach leads our teachers to:

- Analyze student data to create differentiated groups with individual instructional plans
- Employ small-group instruction throughout the curriculum to meet each student's academic needs as indicated by current data
- Utilize the strategies in John Sheffellbine's *Results for English Language Learners* framework to successfully scaffold instruction, so all students can access to the core curriculum
- Collaboratively plan lessons that maximize the engagement of all students, particularly low-performing students

In August, teachers analyze SBAC data to identify students who are potentially at risk of becoming low achieving and to plan for their needs based on gap areas. Throughout the year, in approximately six-week cycles, teachers continue to engage in formal data analysis. As described above, they go through a structured process of engaging with their data to create action plans aligned to goals. During these sessions, assessments are analyzed through the lens of both whole-class and individual learning gaps.

The following are two examples of data analysis tools that teachers at Latitude may use to improve instruction, dialogue, and prioritize next steps:

- **Analysis of Practices and Results:** A reflection form and process through which teachers examine, from the previous year, grade level performance and trends, individual class performance and trends, personal professional goals and accomplishments, and individual student trends, e.g. students who gained or dropped significantly
- **ELA Interim Analysis:** A reflection for teachers to connect test questions to standards being assessed, common student misunderstandings on those questions/standards, possible sources of confusion, and next steps to address misunderstandings

As a part of Education for Change, Latitude will also benefit from shared best practices and collaboration facilitated by the network. EFC's rigorous focus on using data to inform instruction and holding all students to high academic standards both aligns with Latitude's policies and practices to date and will support Latitude in continuing to improve and achieve, taking its results to the next level.

### **Support for Students Who Are High-Achieving**

Latitude believes that all children possess gifts and talents that are unique and precious. The high achieving students at Latitude will benefit from all the same programmatic structures that low-

achieving students will. The curriculum will have multiple opportunities for the high-achieving students to expand their knowledge and skills through higher level inquiry and small group instruction. As student capabilities expand, the state content standards will be met at an ever-increasing rate and the pace of the rigorous curriculum will accelerate.

Teachers will develop proficiency level descriptors for each competency, which will define what it means to be exceeding grade level mastery. These descriptors will allow students to self-assess and give them a “road map” for the skills they need to develop to exceed grade level mastery. Teachers will use these descriptors to ensure that high achieving students are challenged with instruction that meets their distinctive needs. Attention will also be paid to high achieving students who might be sliding by without working hard, monitoring their work to make sure they are performing to their potential.

Most of the curriculum for high achieving students will be within whole class instruction. Lessons and assessments will be designed for different levels of performance with high achieving students expected to stretch and reach for the more demanding work. The major pedagogy that will serve high achieving students is inquiry learning. The inquiry model for incorporates many GATE strategies. Inquiry learning will offer students the opportunities to pursue topics to greater depth through both individual and small group work; students will have the opportunity to become experts on a particular subject. This inquiry model will also offer the element of choice, as students will be able to choose a particular focus (eg. which animal habitat to develop expertise in; which historical artifacts to recreate and interpret for their Ancient Egypt museum exhibit). Finally, inquiry learning will offer multiple opportunities for students to self-assess and make judgments about their work as they engage in project-based learning.

## **I. Special Populations: English Language Learners**

### **Introduction and Vision**

Latitude aims to ensure educational equity for English Language Learners, which means that each child receives what he or she needs to develop his or her full academic and social potential. In order to effectively educate ELLs, Latitude strives to create an educational program that:

- promotes the students’ sociocultural integration
- cultivates their language proficiency
- holistically supports their academic achievement

Latitude’s approach to supporting English Language Learners is based on the understanding that immigrant adolescents arriving with limited knowledge of English are emergent bilinguals and have a large array of abilities, knowledge, and experiences—linguistic, cognitive, artistic, social—in many other spheres. Latitude’s instructional model recognizes the importance of focusing on emergent bilinguals’ social, emotional, and academic development beyond that of just learning English. Building on the students’ existing strengths, Latitude’s approach focuses

on preparing English Language Learners to succeed in college and careers in the United States and on the development of complex language practices.

Latitude will meet all state and federal requirements for English Language Learners as pertains to annual notification to parents, student identification, placement, program options, English Language Development (ELD) and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. English Language Learners have access to all programs, services and resources described in this document.

### **Identification and Reclassification of English Learners**

A cornerstone of Latitude's vision for equity is our school-wide goal to reclassify each of our English Language Learners as English proficient by the end of Phase 2. Latitude utilizes multiple criteria in determining whether to reclassify a pupil as proficient in English, including but not limited to all of the following:

- **Home Language Survey:** The School will administer the home language survey upon a student's initial enrollment into the School if this is the student's first time in a California public school. Students in the country less than twelve months will be given the state's Designated Primary Language Test (currently, the Interim Standards -Based Tests in a student's first language) to determine the student's academic proficiency when tested in the home language.
- **Transcripts & Cumulative Folders:** All students transferring will be given the appropriate assessment unless the student's results from a previous school are included in the cumulative record. After receiving the cumulative records, the Director of Instruction will review the information in Latitude's student information system and CALPADs for accuracy.
- **ELPAC Testing:** All students who indicate that their home language is other than English will be given the English Language Proficiency Assessments for California (ELPAC), the successor to the CELDT. State and federal law require that local educational agencies administer a state test of English language proficiency (ELP) to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) is transitioning from the CELDT to the ELPAC as the state ELP assessment by 2018. The ELPAC will be aligned with the 2012 California English Language Development Standards. It will be comprised of two separate ELP assessments: one for the initial identification of students as English Language Learners and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

All students who indicate that their home language is other than English will be given the ELPAC within 30 days of enrollment to evaluate their Listening, Speaking, Reading and Writing abilities in English. This test is given at least annually between July 1 and October 31 until the student is re-designated as fluent English proficient.

Latitude will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. All parents or guardians of students classified as English Language Learners are notified in writing. The School translates materials as needed to ensure that parents of ELLs understand all communications and are involved in all processes related to the English language development of their child.

As soon as the ELPAC data is received from the state, it will be imported into Latitude's student information system.

- Parental Notification of Initial Assessment Results and Program Placement: All Parents of EL students who are administered the annual ELPAC must receive official notification within 30 calendar days, informing them of their child's:
  - Annual English language proficiency level and how it was assessed
  - Official language classification
  - Instructional program placement
  - Progress expectations for the student's program option
  - Reclassification, or program exit criteria
  - Instructional program for ELLs with a disability (with an Individualized Education Program [IEP]) and how such program will meet the objectives of the IEP

Parents of ELLs and IFEP students are informed of the above information via the school's Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria. Parents are advised to contact the school if they should need additional information.

Latitude will utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including but not limited to:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC
- Student performance on the English Language Arts portion of the SBAC
- School and teacher evaluations/assessments of whether the student has mastered grade-level standards
- Parental opinion and consultation

Pursuant to the Every Student Succeeds Act, English Learner pupils who are reclassified as fluent English proficient will be monitored for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed (20 United States Code Section [U.S.C.] 6841[a][4][5] and 5 CCR Section 11304). All teachers will be notified annually of all English Language Learners in their classrooms, including reclassified fluent English proficient students. Teachers will monitor student progress through weekly data reviews and will access our Multi-Tiered System of Support if any academic or language development concerns are identified. Additionally, the school leadership team will review the progress of all English Learner and reclassified fluent English proficient students at least once a year to inform programmatic changes to provide greater supports for this group of students. The Charter School will prepare a report on the number and percentage of English learners who exit the language

instruction educational programs based on their attainment of English language proficiency, and the number and percentage of English learners meeting challenging State academic standards for each of the 4 years after such children are reclassified fluent English proficient, in the aggregate and disaggregated, at a minimum, by English learners with a disability.

*Please see Appendix A38 for the EFC Reclassification Form.*

### **Strategies for ELL Students**

Anchored in research on adolescent English language acquisition, Latitude's strategy for supporting ELLs takes a dual pronged approach:

- Studios: Integrated English Language Development
- Workshops: Systematic/Designated English Language Development

### **Studios**

In Studio, Latitude practices a full inclusion model for all students, including ELLs. In Latitude's Studios, teachers engage all students in deeper learning through a project-based curriculum. Embedded within this project-based learning approach are core pedagogical practices grounded in research on English language acquisition and academic literacy, so that English Language Learners receive consistent Integrated ELD strategies.

All teachers at Latitude will be trained in strategies from Susana Dutro's E.L. Achieve Constructing Meaning, an Integrated ELD approach that provides teachers with the process for identifying the language required in discipline-specific content, then designing backwards to embed this explicit language instruction into content area teaching. Based on this backward design and a gradual release of responsibility, the Constructing Meaning process prompts teachers to: understand the role language plays in content learning, decide what language knowledge students need to access content and express understanding, and provide appropriate, explicit oral and written language instruction and practice.

Our approach to integrated ELD emphasizes the following core tenants in implementation of practices to serve English Learners:

- Acquiring Reading skills in a second language is similar to the process of acquiring Reading skills in a first language
- Formative assessments are essential for gauging progress, strengths, and weaknesses and for guiding instruction
- EL students need increased opportunities to develop sophisticated academic English vocabulary
- It is important to assess students' prior knowledge and build background (content) knowledge before reading challenging text
- Academic English-Language Development (AELD) instruction cannot be separated from English Language Arts or other core content-area instruction
- Teachers need extensive professional development and support in using curriculum materials effectively to teach academic English

- Teaching academic English includes providing students with access to core curriculum, explicitly teaching them academic vocabulary and grammar, and including both content and language objectives for instructional planning and teaching
- EL students need multiple opportunities for structured, oral English-language practices about academic topics and text

Three key principles, drawn from research into adolescent language development, lie at the core of Latitude Studios’ instructional design for English Language Learners:

1. Leveraging Heterogeneity & Collaboration
2. Experiential Learning
3. Language and Content Integration

*Please see Appendix A39 ‘Pedagogies and Practices in Multilingual Classrooms: Singularities in Pluralities’ and Appendix A40 ‘Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners’.*

### Leveraging Heterogeneity & Collaboration

Latitude’s approach to supporting English Language Learners is based on the understanding that immigrant adolescents, who are emergent bilinguals and arriving with limited knowledge of English, still have a large array of abilities, knowledge, and experiences—linguistic, cognitive, artistic, social—in many other spheres. Latitude’s Studio instructional program is designed to leverage cultural and linguistic diversity by using heterogeneous and collaborative structures that build on the strengths of every member of the school community. Students who are not proficient in English or who have low literacy skills generally do not lack cognitive or intellectual capacity and come to school with rich and varied experiences and perspectives to offer. The challenge for teachers is how to leverage this diversity for all students in the classroom.

It is for this reason that heterogeneity and collaboration are inextricably linked. Well-designed collaborative groupings enable students of different levels to access material, learn from one another, and broaden their perspectives. Heterogeneity in a classroom is not only a challenge to be overcome; it is an asset to be leveraged. If students are not organized into collaborative groupings and not working on projects that require joint effort, there is little opportunity for them to benefit from the diversity their classmates bring. In contrast, when students work on collaboratively structured projects, they have the opportunity to study a problem in depth, and to work in an environment in which variety is expected.

Collaborative structures of the classroom can also be useful for students who need native language support to grasp the content. Through small group discussions, students have the opportunity to first comprehend the content in their native language (thereby developing their native language) before needing to articulate their understanding (through discussions, projects, presentations) in English. Research indicates that content knowledge in one language transfers to another, and that developing students’ native languages supports growth in English.

Studio Practices to Leverage Heterogeneity & Collaboration for ELLs:

- Students are grouped heterogeneously with respect to English proficiency level, academic background, native language, and literacy level.
- Projects are carefully structured but are also open-ended enough to provide multiple access points for different levels of students to meaningfully engage.
- Curriculum is interdisciplinary.
- Instruction is student-centered, draws on students' prior experiences, including their experience of immigration and knowledge of their native languages and countries, and provides ample room for student discussion and collaborative work.
- Native languages of students are acknowledged positively and used as a resource. Projects that require students to read and write in their native languages are incorporated into the curriculum.
- The predominant form of instruction is collaborative learning so that students have multiple opportunities to interact with one another using oral language (both English and native languages) to discuss content.
- Class times are extended and additional supports are provided to students in order to enable deep and effective learning to happen in a heterogeneous community (e.g. smaller classes, para-professionals or co-teaching with another teacher, carefully structured peer support, homework help after or before school, writing centers, etc.).
- Teachers are organized in teams and have time on a weekly basis to collaborate to create curriculum, plan common activities, and address the academic and social needs of the same group of students.

### Experiential Learning

The experiential learning at the core of Latitude's Studio model is supported by language acquisition research that indicates conceptual understanding precedes language. Accordingly, language emerges most naturally in purposeful, language-rich, interdisciplinary study. Conceptual understanding often cannot come just from reading words off of a page, especially when those words are not in students' first language. Providing students with rich experiences beyond the classroom offers an entry point into texts – (i.e., if students have an experience with a topic such as listening to a holocaust survivor speak, they are better able to access text that discusses that topic), engaging them in ideas and learning, from which language and content understanding can emerge.

External experiences provide students with the opportunity to apply and extend their developing linguistic, socio-cultural, and cognitive skills in meaningful settings. Field experiences outside the classroom (e.g. research projects about community issues, visits to local museums, interview projects with people outside the school, a lab experience in a real science lab, meeting a Holocaust survivor), enable students to see the connections between what they are learning and the outside world and to better understand the relevance of their reading.

The following language acquisition research informs the design of Latitude's experiential learning:

- Merrill Swain’s work<sup>25</sup> highlights the importance of *meaningful output*. According to Swain, meaningful output is central to language acquisition because it provides learners with opportunities to work with developing language in contextualized, meaningful situations. In our project-based setting, ELLs have rich context and authentic purposes for their interactions. They regularly engage in group tasks which allow them to negotiate meaning and produce meaningful output in English. In short, our students are constantly engaged in conversations with peers and teachers that foster meaningful output.
- Researcher Jim Cummins<sup>26</sup> underscores the importance of *embedding academic language in context*, making academically demanding content easier for ELLs to understand. Through the hands-on learning that happens in Latitude’s Studios, academic content is regularly embedded in rich context. Students frequently engage in hands-on learning, with materials, tools, and manipulatives that give ELLs context for their academic learning.
- Stephen Krashen<sup>27</sup> asserted that learners have an *affective filter* that influences how much learning can take place. Students who have high learner anxiety, low self-confidence, and low motivation are said to have high affective filters that can prevent them from learning. English Language Learners are especially prone to having a high affective filter. At Latitude, our small class size, the design principle of personalization, as well as our focus on social-emotional learning, creates a school culture in which our ELLs can experience a lower affective filter, making the learning more accessible to them. The high motivation that results from engaging in PBL also reduces this filter for ELLs.
- Krashen also hypothesized that English learning requires *comprehensible input* -- meaningful input based on real communication that is immediately comprehensible to the language learner. His theory is represented by the formula  $i + 1$ , with the “i” representing the input and “+1” representing the next level where language is advanced just enough so that the learner is challenged but able to learn. Embedded within Latitude’s Studios are ample opportunities for students to receive comprehensible input. English Language Learners are strategically grouped with peers who can provide this  $i + 1$  input. In addition, teachers differentiate reading selections to be comprehensible to English learners. Because our teachers most often use authentic texts relevant to the project, as opposed to a monolithic textbook, they can select the appropriate texts for emerging readers. Programs such as Newsela are used to support this differentiation.

#### Studio Practices that Leverage Experiential Learning for ELLs:

- Strong emphasis on field work and learning outside of the classroom.
- Collaborations with community organizations and use of other resources beyond the school walls to provide additional support for students and families.
- Support for extended learning opportunities such as internships and community

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<sup>25</sup> See Swain, M. (1985), “Communicative competence: Some roles of comprehensible input and comprehensible output in its development”.

<sup>26</sup> See Cummins, J. (1984), “Bilingualism and special education: Issues in assessment pedagogy”.

<sup>27</sup> See Krashen, S. (1982), “Principles and practice in second language acquisition.”

- service activities.
- Organization of curriculum primarily around project-based activities that culminate in a product (experiment, research paper, art work, debate, presentation, exhibition, etc.)
- Use of movies, visuals, outside speakers, pictures, etc. to provide students with a shared experience to enhance access of content and multiple access points to content.
- Assessment of students through portfolios that comprise authentic tasks and/or classroom projects developed over a period of time to demonstrate understanding.

### Language and Content Integration

Integrating language and content is connected to experiential learning and to collaboration. Providing ELLs with rich experiences and tangible, hands-on ways to access materials builds their knowledge of a content area and provides a need to develop the language to explain the acquired knowledge. Language in this sense is an outgrowth of content. However, when small groups negotiate the meaning of the content and clarify understanding, the language becomes a vehicle for deepening content comprehension. In order to discuss the content effectively, teachers need to provide support for students to develop the necessary vocabulary and language structures. These are acquired through multiple opportunities to apply them in conversations and activities.

Collaboration among different content teachers supports students in developing their language skills. An interdisciplinary project centered on a common theme helps to broaden students' understanding of the content, providing them with more opportunities to use language to explain that content. Moreover, the vocabulary and language structures needed to access that content are often reinforced in several classes when students are engaged in interdisciplinary study, enhancing their ability to use the language structures and vocabulary in multiple contexts.

### Studio Practices that Support Language and Content Integration for ELLs:

- Every teacher teaches content, and every teacher teaches language.
- Teachers proactively seek language learning opportunities in all content (e.g. identifying language features of content and eliciting or explaining rules and providing students with opportunities to apply them in context).
- Projects/activities include clear content and language objectives.

To support the integration of Language and Content across all Studio classes, teachers at Latitude will be trained by the Internationals Network for Public Schools in the “14 Strategies for Helping ELLs Thrive in Heterogeneous Classroom.”<sup>28</sup>

The Common Core Standards raise the expectations for all students and will require a higher level of expertise and support for our English learners. Latitude will use integrated the English Language Development Standards in tandem with the Common Core Standards and Next Generation Science Standards. Teachers will use research-based instructional strategies to support English learners in the content areas.

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<sup>28</sup> See Internationals Network for Public Schools (2012), “Great Minds Think Differently: Strategies for Helping ELLs Thrive in Heterogeneous Classrooms”.

*Please see Appendix A41 'Language Demands and Opportunities in Relation to Next Generation Science Standards for ELLs', Appendix A42 'Mathematics, the Common Core, and Language', and Appendix 43 'Realizing Opportunities for ELLs in the Common Core English Language Arts and Disciplinary Literacy Standards'.*

#### *Common Core English Language Arts*

Specific strategies will be used to support English Learners as they tackle the CCSS in Language Arts and the English Language Development Standards. Teachers will provide instruction in units of study to assist students in building vocabulary. Different sources on one topic help build context and accelerate vocabulary acquisition. To support writing, students will be exposed to different types of writing, assignments will be meaningful to the student and assessment will focus on content and not only mechanics. Speaking and listening for English learners will require other conversation protocols.

#### *Common Core Mathematics*

During mathematics instruction, the overall focus will be on the mathematical thinking and not the accuracy in language. This oral discourse is key for ELs as noted in the ELA/ELD Framework. Just as teachers focus on meaningful and engaging activities designed to build content knowledge before strategically delving into specific about the language of this content, the CA ELD Standards are organized with the focus on meaning and interaction first and the focus on knowledge about the English language and how it works afterward.<sup>29</sup> This meaning making will take place during Number Talks and Student Led Solutions. The Mathematical vocabulary will be taught within the context and not in isolation. Finally, the software used in our blended learning program allows students to manipulate models and hear feedback orally in a differentiated way.

#### *Next Generation Science Standards*

In science integrated instruction will involve support through extensive models and diagrams. This strategy will allow learners to describe functions and relationships before acquiring the technical vocabulary. Additionally, English Learners will have extensive academic discourse to build their ability to reason orally before moving onto written. As ELs progress along the ELD continuum, teachers can adjust the level of support they provide students in the academic vocabulary of science. Finally, examples of journal, reports and other written assignments along with opportunities to revise language will support learners as they master the Next Generation Science Standards.

#### *Social Studies*

Although the California Social Science Standards have not been changed, the School will build the competence of students in ELD and content in anticipation of a rigorous set of expectations aligned with the Common Core State Standards. This preparation includes practice with academic discourse, units of study, extensive use of maps and graphic organizers.

### **Workshop--Systematic/Dedicated ELD & Interventions**

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<sup>29</sup> See p.80, Chapter 2, California Draft ELA/ELD Framework.

Latitude's Workshop model provides an opportunity for teachers to support English Language Learners with Systematic/Dedicated ELD. Workshop Teachers will be trained in Susana Dutro's E.L. Achieve Systematic ELD curriculum and framework to provide differentiated targeted ELD instruction in alignment with students' English proficiency levels and areas of need.

Systematic ELD is a dedicated program focused explicitly on teaching language that English Language Learners:

- are not likely to learn outside of school or efficiently pick up on their own,
- do not explicitly learn in other subject areas, and
- need to use for effective academic learning, classroom participation, and real-life purpose

As part of systematic ELD, ELL students will receive explicit Academic English language instruction. Academic English language instruction at Latitude will include three components: cognitive tasks, academic language, and proficiency.

- Cognitive tasks include explicit teaching of language functions. Latitude Workshops will teach language functions by explicitly teaching ELLs to:
  - ❖ Describe
  - ❖ Ask questions
  - ❖ Estimate
  - ❖ Infer
  - ❖ Identify cause & effect
  - ❖ Predict
  - ❖ Compare & contrast
  - ❖ Persuade
  - ❖ Summarize
- Academic language includes linguistic functions. Latitude Workshops will teach linguistic elements by teaching ELLs:
  - ❖ Academic vocabulary
    - Domain-specific and general
    - Morphology
  - ❖ Syntax and grammatical features
    - Sentence structures
    - Parts of speech
    - Verb tense/mood
    - Subject/verb agreement
  - ❖ Discourse patterns
- Proficiency includes language fluency. Latitude Workshops will maximize student opportunity to practice Listening, Speaking, Reading and Writing to accelerate the development of fluency in each of these areas.

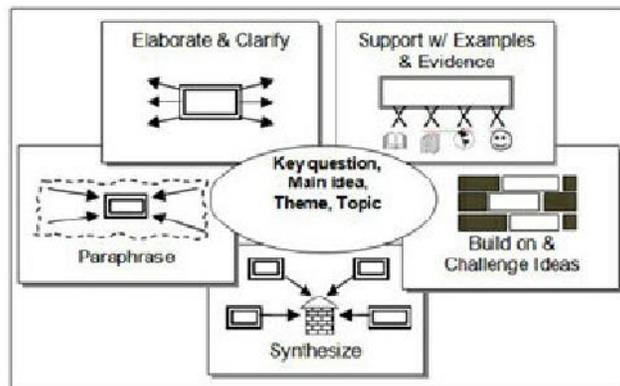
Instructional practices focus on:

- Identifying discipline-specific language
- Connecting Listening, Speaking, Reading and Writing
- Building receptive and expressive academic language

Academic language proficiency is a separate skill from everyday speech and writing. It is the language of texts, of academic discussion, and professional writing. Without it, students will not achieve long-term success in school and beyond. Formal, academic English is used to problem-solve, weigh evidence, and think critically. It is required to negotiate the dense-print paperwork associated with adult independence, such as: banking, healthcare, and property rental. Yet, once many students reach the Intermediate and Advanced levels of ELD, they no longer receive formal language instruction. When students learning English transition into core content courses, increased emphasis on subject matter knowledge allows little time for language instruction.

This shift often leaves the Intermediate English learner orally fluent, but with critical gaps in language knowledge and vocabulary. Accessing prior knowledge and assuring student motivation and interaction is critical to assure student learning, but it is not enough. Academic English must be continuously developed and explicitly taught across all subject areas. Latitude teachers will ensure ELLs are provided with Academic English language instruction so they can access core content. Latitude’s Director of Instruction will work with Jeff Zwiers, a senior researcher at Stanford University Graduate School of Education and the director of the Academic Language Development Network. This network has developed a series of teaching resources to support the development of academic language and specifically, academic discourse. His approach focuses on the development of five conversation skills across disciplines. The diagram below illustrates these critical academic conversation skills. Latitude teachers will explicitly integrate these conversation skills into Workshop and receive coaching and support in using these tools to build student capacity around academic discourse.

*Please see Appendix A44 for the Academic Language for Thinking Skills Chart.*



## ELD Interventions

EFC’s MTSS system developed in partnership with Seneca Center is designed to target the root

cause of a student's individual challenges. Students not making progress academically because there are specific challenges with their English language development, will receive a targeted ELD intervention at Tier 1.

Latitude teachers trained in Duto's framework will be able to pinpoint language development gaps and provide targeted direct instruction in the gap area. Should that student not make adequate progress and require additional ongoing Tier 2 support in addition to the Tier 1 targeted ELD instruction, he or she would receive Tier 2 ELD interventions during the workshop block. The student can also receive targeted support during the summer interventions program. Latitude is also exploring other supports for newcomers such as newcomers pull-out class and leveraging strategic technology.

As a personalized learning school, we continue to research and seek strong English Language Development programs that are online and adaptive. We are considering Achieve 3000 Intervention to support English Language Learners at CELDT levels 3 and higher who are not making progress (at EFC, this is the subgroup that struggles to make continued progress). Achieve 3000 tracks student learning in ELD standards, specifically focuses on Academic English and vocabulary development, and is adaptive to a student's reading level. In their ELL Lexile Study, English Language Learners using Achieve 3000 showed gains more than 2.5 times their expected Lexile growth. Again, because the online curriculum space is growing daily and research on effectiveness is being produced monthly, we reserve the right to continue to research this space and select the strongest program with proven results for our struggling English Language Learners.

In addition to finding a strong online adaptive program to supplement and support our interventions programming, Latitude will provide targeted Tier 2 instruction using a research-based comprehensive interventions curriculum like *Language Central*, a product EFC and Seneca have used for ELD interventions effectively over time.

### *Newcomers*

Students brand new to the country and/or English have unique and personal needs. Research on students new to the country identifies a few important elements for their success. The way Latitude addresses those elements is listed below.

#### **1. Systematic Support of Students**

All newcomer students who enter Latitude spend their initial day or half day being administered an extensive battery of assessments of language, the ELPAC or other appropriate verbal language assessments and content knowledge, Latitude's internal assessments in English and in their native language when possible and appropriate. Based on the newcomers' results, students are given a combination of a personalized plan, designated supplemental English Language Development and mainstream classes.

#### **2. Heterogeneous Grouping**

Informed by best practices from the International Network of Public Schools, which serve 100% newcomers, Latitude's approach to serving newcomers will be to group students heterogeneously with other students at varying levels of language acquisition.

They will be supported by classroom teachers and supplemental staff, but the learning of English from peers will be a core part of their program for part of their day.

### **3. Coordinated Efforts**

Newcomer Programs, Programs for Advanced ELLs, and Mainstream Classes. This coordination and ongoing support is done by the student's advisor, classroom teacher, or the school based ELL coordinator. Our small school structure and teacher teaming allows this coordination to happen cohesively so that no student slips between the cracks.

### **4. Extended Instructional Time**

Effective newcomer support programs recognize that newcomers may not necessarily develop high levels of proficiency in English literacy and content knowledge if they are only provided with the traditional academic year of 180 six-hour days. Instead, adolescent newcomers must be immersed in language-rich environments, engaged with challenging content in English, and provided with effective instruction for more time than are their native English-speaking counterparts. Latitude will provide targeted summer school and after-school programs that are meant to supplement the instruction students receive during the regular school year. A strong research base supports the notion that, provided instruction is deemed effective, greater time on task is essential to the success of students performing below grade level, ELLs in particular. To be most successful, supplemental programs should be designed to meet individual student's' specific academic needs and be well-coordinated with the overall instructional program. In addition to increasing the overall instruction time, effective newcomer programs increase the amount of instructional time focused on language and literacy development, which Latitude will provide newcomer students through our Workshops.

*Please see Appendix A45 'Research-Based Recommendations for Serving Adolescent Newcomers'.*

## ELEMENT 2: MEASURABLE PUPIL OUTCOMES

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*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Ed. Code §47605(b)(5)(B).*

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code §47605(b)(5)(C).*

*“In accordance with SB 1290, Latitude 37.8 High School pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.*

*Latitude’s pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:”*

*[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(B)].*

*“By July 1, 2018, and annually thereafter: Latitude 37.8 High School shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):*

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.*
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.”*

*“Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:*

- *The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.*
- *The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.*

*The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.”*

## **Pupil Outcomes**

### 21<sup>st</sup> Century Learning

To be an educated person in the 21st century demands nothing less than global citizenship. Our students are entering a world undergoing technological, cultural, linguistic, climatic, economic, and social disruption. The world students will face when they graduate looks dramatically different than our world today, both in terms of challenges and opportunities; the jobs of tomorrow look different than the jobs of today. In addition, the world is increasingly global and interconnected, requiring interdisciplinary, knowledgeable global citizens who can negotiate questions of justice and morality while grappling with the most complex problems facing our world from climate change, to economic inequities, to international terrorism and conflict.

To be prepared for this evolving world, the vision for Latitude graduates exceeds common notions of educational attainment and academic outcomes for students. Our vision of the Latitude graduate is inclusive of college and career readiness. Students will leave with UC/CSU A-G transcripts, as well as experience across a broad array of potential career interests. However, we have broader aspirations in which college and career readiness serve as means to deeper life outcomes we hold for all of our students. These outcomes include being able to articulate goals for themselves and having the ability to fulfill them. It also includes the ability to have agency and influence the world around them. This broader definition of a successful young person is informed by the study, “Foundations for Young Adult Success: A Developmental Framework”<sup>30</sup> which details a broad range of outcomes necessary for success not just in school, but life. Informed by this research, Latitude 37.8 High School has set the following outcomes for its graduates:

- **Personal Agency**-- Latitude graduates will have the agency to make choices about their lives and the ability to take an active role in their lives’ paths. Latitude graduates will be able to determine goals and plans to accomplish them while also leveraging other skills,

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<sup>30</sup> Foundations for Young Adult Success

abilities, and mindsets to navigate challenges and make adjustments to goals and plans as needed.

- **Essential Competencies**-- Latitude graduates will demonstrate mastery of a core set of college and career readiness academic and non-cognitive competencies that allows them to perform effectively in a variety of roles and settings. These include academic competencies within traditional academic disciplines as well as non-cognitive competencies from the fields of design thinking and social emotional learning.
- **Integrated Identity**-- Latitude graduates will have a strong, consistent understanding of themselves across a variety of settings and social contexts, including a strong sense of who they are, where they have come from, and where they see themselves going.

To attain these broader outcomes for students, the Latitude High model expands and reimagines our vision of ‘school’ from a place to a set of experiences students have that enable their growth and mastery along academic and social emotional lines. The Latitude High experience plays an important role in leveling the playing field for all learners by ensuring all students have access to the resources and assets of the city to pursue their passions and leverage them in service of their learning.

Latitude Competency Model

The foundation of the instructional program at Latitude is our competency model. This model articulates in student friendly language the specific skills, habits, and knowledge that students must attain to be prepared for their post-secondary lives and embodies what it means to be an educated person in the 21st century. The competencies have been backwards mapped from college and career readiness expectations to ensure all students graduate from Latitude prepared for future success. There are three different domains of competencies that are relevant to be prepared for a meaningful and productive adult life, which our instructional program is designed to support:

Figure 2.1—Latitude Competency Framework:

Academic	
English Language Arts <i>Aligned to CCSS</i>	<ul style="list-style-type: none"> <li>● Reading Literature</li> <li>● Reading Informational Text</li> <li>● Writing Evidenced Based Arguments</li> <li>● Writing Informational Texts</li> <li>● Writing Narrative Texts</li> <li>● Engaging in Text Based Discussions</li> <li>● Giving Presentations</li> <li>● Conducting Research</li> </ul>
Math <i>Aligned to CCSS</i>	<ul style="list-style-type: none"> <li>● Mathematical Problem Solving</li> <li>● Mathematical Argumentation and Reflection</li> </ul>
History	<ul style="list-style-type: none"> <li>● Analyzing Historical Outcomes</li> </ul>

<i>Aligned to C3 Framework for Social Studies</i>	<ul style="list-style-type: none"> <li>Analyzing Historical Perspectives</li> </ul>
Science <i>Aligned to Next Generation Science Standards</i>	<ul style="list-style-type: none"> <li>Leading Scientific Investigation</li> <li>Analyzing and Interpret Data</li> <li>Developing and Using Models</li> <li>Applying Cross-Cutting Concepts</li> </ul>
Foreign Language	<ul style="list-style-type: none"> <li>Speaking and Listening</li> <li>Reading and Writing</li> <li>Engaging in Cultures</li> </ul>
Health and Wellness	<ul style="list-style-type: none"> <li>Applying Knowledge of Health Concepts</li> <li>Analyzing Health Promotion and Risk Reduction</li> <li>Engaging in Health Advocacy</li> </ul>
<b>Design Thinking</b>	
Design <i>Adapted from Stanford Design School</i>	<ul style="list-style-type: none"> <li>Designing Processes</li> <li>Building Empathy and Learning from Others</li> <li>Defining Problems</li> <li>Fabricating and Crafting</li> </ul>
<b>Social Emotional Learning</b>	
Non-Cognitive Skills <i>Aligned to SEL Standards and Big Picture Learning Model</i>	<ul style="list-style-type: none"> <li>Positive Self Concept and Growth Mindset</li> <li>Realistic Self Appraisal</li> <li>Navigating Systems and Self Advocacy</li> <li>Preference for Long Term Goals</li> <li>Availability and Support of Adult Mentors</li> <li>High Quality Leadership Experience</li> <li>Community Involvement</li> <li>Knowledge Acquired in a Field Outside School</li> </ul>

The Latitude learning experiences and course sequence will ensure that all students have sufficient opportunity to develop mastery in these areas. Additionally, these competencies are aligned to the UC/CSU A-G expectations for each content area, and all students will earn comprehensive A-G credits.

Please see **Element 1 - Educational Program, Section C - Instructional Design** for additional information on the Latitude Competency model.

Graduation Requirements

Latitude believes that students must develop Personal Agency, Essential Competencies, and Integrated Identity to pursue meaningful and productive lives. The Latitude graduation requirements are developed in alignment with this graduate profile. Essential Competencies are

defined by completion of the UC/CSU A-G Requirements, which all students must complete for graduation. These courses in turn are in alignment with the California Common Core Standards (CCCS), California State Standards (CSS), and Next Generation Science Standards (NGSS). In addition, students must demonstrate a developing sense of Personal Agency and Integrated Identity.

All students at Latitude, including students who have special needs, students who are English Language Learners, and/or students who are socioeconomically disadvantaged, will be expected to meet these outcomes, but may be provided additional support and/or accommodations as needed and/or legally required according to each student’s Individual Education Plan (IEP). As a competency based school, students will have flexibility in how and when they demonstrate their readiness for graduation, and our instructional program is designed to provide all learners with the appropriate time and support to be successful. The complete Graduation Requirements are detailed in Element A of this charter.

### Measurable Pupil Outcomes in Alignment with State Priorities (LCAP) and OUSD Collective MPOs

Pursuant to Education Code Section 47605(b)(5)(B), the figures below describes Latitude’s outcomes that align with the state priorities and its goals and actions to achieve the state priorities, as identified in Element A of the charter.

In addition, Latitude will develop API and AYP outcomes both for participation percentages and performance thresholds upon reinstatement in their future forms (these were suspended at the time of this submission). Finally, Latitude has aligned these outcomes with the Oakland Unified School District’s Collective MPOs.

Figure 2.2—Measurable Pupil Outcomes

Metric	Description	Grade Levels	Projected Subgroups	Target
CAASPP Math	By the end of the charter term, increase the proportion of students scoring level 3 or 4 by at least 5% points <b>OR</b> achieve 70% of students scoring level 3 or 4. <sup>31</sup>	Gr 11	All Students	5% point increase OR 70% proficient
			African-American	
CAASPP ELA			Latino	
			Economically Disadvantaged	
			English Learners	
			Special Education	

<sup>31</sup> Latitude will only have one year of growth data at the time of renewal.

Scholastic Reading Inventory (SRI)	Each year 70% of students will increase one grade level on the Scholastic Reading Inventory or achieve proficiency.	Gr 9-12	All Students	70% progress at least one year or are proficient
			African-American	
			Latino	
			Economically Disadvantaged	
			English Learners	
			Special Education	
CELDT/ELPAC	Each year, 40% of ELs will improve one proficiency level <b>OR</b> maintain proficiency on CELDT/ELPAC.	Gr 9-12	English Learners	40%
Chronic Absence Rate	By the end of the charter term, less than 10% percent of students will be absent more than 10% of enrolled days.	Gr 9-12	All Students	10%
			African-American	
			Latino	
			Economically Disadvantaged	
			English Learners	
			Special Education	
Graduation Rate	Each year, achieve a high school cohort graduation rate of at least 90%.	Gr 12	All Students	90%
			African-American	
			Latino	
			Economically Disadvantaged	

			English Learners	
			Special Education	
School Safety	Each year, at least 70% of students and families positively rate school safety.	Gr 9-12	Families	70%
		Gr 9-12	Students	70%
Academic Instruction	Each year, at least 70% of students and families positively rate academic instruction	Gr 9-12	Families	70%
		Gr 9-12	Students	70%
Decision - Making	Each year, at least 70% of students and families positively rate their voice in school decision-making and/or opportunity for feedback.	Gr 9-12	Families	70%
		Gr 9-12	Students	70%

\*EFC is a leader in the development of an Oakland Public Schools Pledge which has initiated a working group focused on the development of a common School Performance Framework for all public schools in Oakland, both charter and district-run. This process may change the EFC MPOs moving forward.

**Charter School Outcomes Aligned to State Priorities**

CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES	
<b>State Priority #1.</b> The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
<p><b>Annual Goal</b></p> <p>A. Ensure all teachers are appropriately assigned and fully credentialed to support a high-quality, broad course of study.</p> <p>B. Research and adopt CCSS, NGSS, and CSS aligned curricular materials proven successful for similar populations</p> <p>C. Ensure school facilities are maintained and in good repair</p>	<p><b>Annual Targets</b></p> <p>Latitude will make annual progress toward the following targets:</p> <ul style="list-style-type: none"> <li>❖ 95% teachers meet California credentialing requirements for the subject area and grade level assigned</li> <li>❖ 0% Teacher Misassignments</li> <li>❖ At least 80% family satisfaction with school facilities on SCAI</li> <li>❖ At least 75% staff intend to return to Latitude for the following year</li> </ul>

	❖ 100% of requirements met on EFC facilities checklist
<p><b><u>Annual Actions to Achieve Targets</u></b></p> <ul style="list-style-type: none"> <li>● Implement an annual teacher retention plan that includes building ample time into schedule for planning/preparation/collaboration; conducting surveys to assess morale and needs; providing coaching and regular feedback; creating opportunities for teacher leadership; holding site leadership accountable for developing a strong professional learning culture.</li> <li>● Implement an annual teacher recruitment plan that includes providing a competitive salary and benefits proposal; beginning recruitment for teachers in winter; implementing recruitment plan in fall; utilizing signing bonus incentives as needed; partnering with teacher preparation programs and teacher recruitment programs to attract teachers; incentivizing referrals within the organization; partnering with teacher preparation organizations to recruit and place teaching fellows; developing and setting aside resources for pipeline programs.</li> <li>● Implement facilities walkthroughs four times annually using a walkthrough rubric; develop standards for facilities.</li> </ul>	
<p><b><u>State Priority #2.</u></b> Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</p> <p><b><u>State Priority #4.</u></b> Pupil achievement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>A. Statewide assessments (CAASPP, or any subsequent assessment as certified by SBE)</li> <li>B. The Academic Performance Index (API)</li> <li>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</li> <li>D. Percentage of pupils who have passed an AP exam with a score of 3 or higher</li> <li>E. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i>) or any subsequent assessment of college preparedness</li> </ul>	
<p><b><u>Annual Goals</u></b></p> <ul style="list-style-type: none"> <li>A. Teachers develop and implement strong CCSS, NGSS, and CSS aligned units of study and lessons that push student thinking at the higher levels of Bloom’s taxonomy</li> <li>B. Students are spending increased time learning in their Zone of Proximal Development by implementing Guided Reading integrated with adaptive online software proven for our target population</li> <li>C. All teachers and students have access to 21st century technology and personalized learning opportunities.</li> <li>D. All teachers receive targeted, high-quality professional development aligned to high priority instructional practices that positively impacts student academic achievement and social-emotional development.</li> </ul>	<p><b><u>Annual Targets</u></b></p> <p>Latitude will make annual progress toward the following targets:</p> <ul style="list-style-type: none"> <li>❖ +5% students either scoring level <math>\geq 3</math> or making at least one level growth OR 70% of students scoring proficient (including significant subgroups) on the ELA section of CAASPP</li> <li>❖ +5% students either scoring level <math>\geq 3</math> or making at least one level growth OR 70% of students scoring proficient (including significant subgroups) on the Math section of CAASPP</li> <li>❖ Each year, 40% of ELs will improve one proficiency level OR maintain proficiency on CELDT/ELPAC.</li> </ul>

<p>E. All staff implement a rigorous Response to Intervention model to address the Tier1, Tier2, and Tier3 academic, behavioral and social needs of all students.</p>	<ul style="list-style-type: none"> <li>❖ Each year, achieve at least a 90% cohort graduation rate (including significant subgroups).</li> <li>❖ Each year, achieve at least a 90% UC A-G completion rate (including significant subgroups).</li> </ul>
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**Annual Actions to Achieve Targets**

- Ensure all students have access to and meet UC/CSU A-G requirements.
- Identify, develop, and/or purchase curriculum materials to ensure alignment to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and the English Language Development Standards (ELDS).
- Align and leverage data management systems to track student progress toward proficiency in relation to growth targets.
- Maintain small class sizes and flexible groupings to ensure that all students are known well and are able to develop at their optimum rate.
- Identify and use a learning management system to manage individual playlists, schedules, and learning modalities for each student.
- Develop and teach high quality project based learning studios that integrate social studies and ELA and science and design, allowing students to learn deeply for authentic reasons.
- Use a benchmark assessment system (formative+summative) to allow students to demonstrate subject-area mastery, aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and the English Language Development Standards (ELDS), at their optimal pace.
- Assess students using performance tasks and SBAC interim assessments.
- Implement and refine Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).
- Partner with High Tech High and Big Picture Learning to support teachers in implementing cross-cutting practices.
- Provide all English Learners with designated ELD instruction targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency.
- Provide students with instruction to develop their home language and/or become fluent in additional world languages.

**State Priority #3.** Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

**Annual Goals**

- A. Build parent understanding of Common Core standards and overall instructional design
- B. Build parent capacity to monitor and guide student learning and growth
- C. Develop a robust parent leadership culture and body

**Annual Targets**

- Latitude will make annual progress toward the following targets:
- ❖ 90% families participate in learning team meetings.
  - ❖ Parent leadership: Increase number of parent leaders by two leaders annually until there are 2 parent leaders representing every cohort of students
  - ❖ Families positively rate (average of 3.5 or

	<p>higher) school climate in the areas of:</p> <ul style="list-style-type: none"> <li>● Leadership Decisions</li> <li>● Community Relations</li> <li>● Attitude and Culture</li> <li>● Learning/Assessment</li> </ul>
<p><b><u>Annual Actions to Achieve Targets</u></b></p> <ul style="list-style-type: none"> <li>● Support Family Leadership Committee (FLC) in developing parent understanding of Latitude graduate profile, including personal agency, essential competencies, and integrated identity.</li> <li>● Leverage parent leadership to promote a supportive school culture that implements restorative practices.</li> <li>● Recruit Parent Reps and develop capacity to facilitate Family Leadership Committee (FLC) committee aligned to clear, defined goals.</li> <li>● Provide leadership training for parent leaders.</li> <li>● Expand parent communication and translation services.</li> <li>● Actively recruit bilingual staff when hiring new staff members.</li> <li>● Implement one home visit per family per year.</li> <li>● Hold quarterly Learning Team meetings with parents, students, advisors, and mentors.</li> <li>● Expand parent education opportunities.</li> <li>● Provide opportunities for families to advise school through formal and informal parent leadership structures.</li> <li>● Engage families in community events and capacity-building learning experiences built around parent interests, assets, and inquiries.</li> <li>● Host community events, including back to school nights and celebrations of learning.</li> </ul>	
<p><b><u>State Priority #5.</u></b> Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>A. School attendance rates</li> <li>B. Chronic absenteeism rates</li> <li>C. Middle school dropout rates (EC §52052.1(a)(3))</li> <li>D. High school dropout rates</li> <li>E. High school graduation rates</li> </ul> <p><b><u>State Priority #6.</u></b> School climate, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>A. Pupil suspension rates</li> <li>B. Pupil expulsion rates</li> <li>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</li> </ul>	
<p><b><u>Annual Goals</u></b></p> <ul style="list-style-type: none"> <li>A. Family Services: Engage families as partners in student achievement, school culture and community engagement. Empower families to review data and make decisions around site investments</li> <li>B. Response to Interventions: Implement a rigorous Response to Intervention model to address the Tier 1, Tier 2, and Tier 3 academic, behavioral and social needs of all students.</li> </ul>	<p><b><u>Annual Targets</u></b></p> <p>Latitude will make annual progress toward the following targets:</p> <ul style="list-style-type: none"> <li>❖ &lt;10% of all students are chronically absent</li> <li>❖ ≤ 5% of enrolled students are suspended out of school</li> <li>❖ 0% of enrolled students are expelled</li> <li>❖ 95% average daily attendance (P2-ADA)</li> <li>❖ Each year, achieve less than a 5% dropout rate (including significant subgroups)</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Each year, achieve at least a 90% cohort graduation rate (including significant subgroups).</li> <li>❖ Family average <math>\geq 3.5</math> on Domain 7: Attitude and Culture of the SCAI Survey</li> <li>❖ Student average <math>\geq 3.5</math> on Domain 7: Attitude and Culture of the SCAI Survey</li> <li>❖ Teacher average <math>\geq 3.5</math> on Domain 7: Attitude and Culture of the SCAI Survey</li> </ul>
<p><b><u>Annual Actions to Achieve Targets</u></b></p> <ul style="list-style-type: none"> <li>● Use advisory to provide a small venue in which students are supported socially, emotionally, and academically.</li> <li>● Facilitate professional development about cycles of inquiry to support teacher practice at Latitude and identify interventions.</li> <li>● Implement an RTI program and COST process to align supports for all students.</li> <li>● Provide wrap-around social-emotional support to students through case managers who support relationships among students, families, and staff.</li> <li>● Provide individual and group therapy by School Counselors through the Response to Intervention (RTI) program.</li> <li>● Develop and implement a safety plan prior to the first day of school.</li> </ul>	
<p><b><u>State Priority #7.</u></b> The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.  “Broad course of study” includes the following, as applicable:  <u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)  <u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>	
<p><b><u>Annual Goals</u></b>  D. 100% of students are enrolled in a broad course of study that includes English, Mathematics, Social Sciences, Science, Visual Arts, Health/Physical Education, and Academic Electives that meets or exceeds the UC/CSU A-G requirements</p>	<p><b><u>Annual Targets</u></b>  Latitude will make annual progress toward the following targets:  ❖ 95% of students are receiving a broad course of study including arts and PE</p>
<p><b><u>Annual Actions to Achieve Targets</u></b></p> <ul style="list-style-type: none"> <li>● Implement studio learning model.</li> <li>● Develop Extended Learning Opportunities program to support personalization and access to a broad course of study.</li> <li>● Facilitate health and wellness programs that support students physical health.</li> </ul>	
<p><b><u>State Priority #8.</u></b> Pupil outcomes, if available, in the subject areas described above in CA Ed Code Section 51210, as applicable.</p>	
<p><b><u>Annual Goals</u></b>  A. Teachers are able to teach writing across the curricula and improve ELA outcomes</p>	<p><b><u>Annual Targets</u></b>  Latitude will make annual progress toward the following targets:</p>

<p>B. Teachers are able to teach targeted and strategic ELD and scaffold and shelter content for EL students</p> <p>C. Teachers are able to design and implement units of study that are multidisciplinary - integrate the arts and technology, build student capacity to collaborate around a common goal, build student leadership and facilitation skills, and improve student academic discourse</p>	<ul style="list-style-type: none"> <li>❖ CCSA Statewide Rank: +1 OR at least a 4 OR a at least a 6 for similar schools</li> <li>❖ 70% percent of students increase one grade level on the Scholastic Reading Inventory or achieve proficiency.</li> </ul>
<p><b><u>Annual Actions to Achieve Targets</u></b></p> <ul style="list-style-type: none"> <li>● Develop and implement portfolio assessment system.</li> <li>● Assess and track portfolios and passages on a rubric to inform student progress and instruction.</li> <li>● Train and coach teachers in designing High Quality Project Based Learning that includes or culminates in evidence to demonstrate Latitude competencies.</li> <li>● Deliver High Quality Project Based Learning units that include or culminate in authentic products delivered to authentic audiences.</li> <li>● Cultivate partnerships with local organizations and individuals and connect to resources in order to support, mentorships, apprenticeships, fieldwork, and service.</li> <li>● Train and coach teachers to develop literacy rich project based learning units</li> <li>● Provide professional development focusing on complex text and academic discourse.</li> <li>● Facilitate professional development about cycles of inquiry to support teacher practice at Latitude and identify interventions.</li> </ul>	

**Annual Update**

The LCAP and any revisions necessary to implement the LCAP as part of the EFC and Latitude Strategic Planning Process, including outcomes, actions, and methods of measurement listed above, shall not be considered a material revision to the charter, and shall be maintained by the charter school at the school site.

### ELEMENT 3: METHODS TO MEASURE PROGRESS

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.”Ed. Code §47605(b)(5)(C).*

*“Pursuant to the transition to California’s Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, Latitude 37.8 High School will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.”*

#### Methods to Measure Pupil Outcomes

##### Theory of Action on Assessments

EFC will support teachers at Latitude in providing instruction that develops student mastery of grade-level content standards. EFC and Latitude believe that high quality instruction should yield high levels of learning and performance on multiple forms of assessments. Further, we believe that ongoing monitoring of student performance on assessments tells us what students are learning and not learning. The more we understand this process, the better we are able to adjust instruction to meet student needs and design instruction for achievement of the measurable pupil outcomes. Taken together, measurable pupil outcomes and student performance on assessments are at the heart of community accountability for student learning.

##### Multiple Measures/Assessments Selected

The Assessment Matrix below includes multiple forms of assessments to be used at Latitude and supported by EFC. This formal assessment system is designed to ensure all students make adequate and consistent progress toward the measurable pupil outcomes and that teachers at Latitude and administrators and staff at EFC can monitor that progress for each student.

##### Assessment Matrix

Figure 3.1—Latitude Assessment Matrix

Subject	Grade Levels	Assessment	Annual Frequency
ELA	Gr 9-12	Standards-based unit assessments	2 - 3x
ELA	Gr 9-12	Scholastic Reading Inventory (SRI)	3 - 4x
ELA	Gr 11	SBAC	1x
ELA	Gr 9-12	Writing Performance	2 - 3x

		Task	
Math	Gr 9-12	Standards-based unit assessments	5 - 8x
Math	Gr 11	SBAC	1x
ELD	Gr 9-12	CELDT (will transition to ELPAC)	1x
Science	Gr TBD	California Science Test (CST)	1x
Physical Fitness	Gr 9	Physical Fitness Test (PFT)	1x

The measurable pupil outcomes draw upon the California Frameworks for their subject areas and the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and the English Language Development Standards (ELDS). They are specific, measureable, attainable, results-based and time-bound to ensure that school improvement efforts are concrete, motivating and realistic. Performances on these measures, taken together, will indicate each child’s progress toward “meeting statewide standards,” as required by law, though no one measure alone will constitute a sole indicator of satisfactory or unsatisfactory progress.

The assessment landscape is rapidly changing, with new and innovative products emerging in alignment with the CCSS, NGSS, CSS, and ELDS. As such, with the exception of assessments mandated within the California Assessment of Student Progress and Proficiency (CAASPP), assessment tools as listed are to be considered preliminary and EFC and Latitude do not commit to using the specific assessment tool listed. Rather, the School commits to using assessments that can be given frequently, allow instant reporting, are diagnostic, provide data on growth, and provide growth towards grade-level standards mastery.

Criterion-Referenced and Formative Assessments

Criterion-referenced/standards-aligned assessments and diagnostic/formative assessments are key parts of the EFC and Latitude specific assessment plan. Criterion-referenced assessments will be used to monitor whether students are mastering grade level standards, and to identify focus standards for each classroom. These assessments will also be disaggregated to identify trends, find specific areas of instructional strength and weakness, and to ensure students are making progress towards grade-level mastery of all state standards.

Formative assessments will be used not just to inform instruction but also to track and monitor student growth and learning. Latitude distinguishes between three types of formative assessments as distinct from organization-wide benchmark assessments.

- Checks for understanding will take place continuously and give teachers immediate information about student understanding to allow for immediate feedback to students.

- Common Formative Assessments are created or found during grade level collaboration time and are connected to individual learning targets deconstructed from standards and/or groups of targets.
- Interim benchmark assessments are cumulative common formative assessments that give teachers information not just about the most recent unit of study, but about all major content and skills covered in the year up to the time of administration.

Latitude teachers will regularly use checks for understanding, common formative assessments, and interim assessments. Additionally teachers will utilize blended learning data to track usage and progress on blended learning programs. Teachers will use collaborative time to analyze the results of common formative assessments and interim benchmark assessments, share best practices surfaced by the results of assessments, and make plans to intervene on behalf of students who have not yet mastered the covered material.

In addition, assessment data will be captured in student report cards. Latitude’s report cards will report on student progress on the Latitude competencies. Using this report card format, teachers assign scores that are aligned to the SBAC performance bands using multiple forms of data including performance tasks, formal assessments, quizzes, classwork. Report card scores are not based on cumulative averages, but rather against the criteria of whether the student has demonstrated mastery of the competency.

#### State Assessments

Pursuant to California Education Code Section 47605(c), Latitude, with support from EFC, will conduct state pupil assessments, including the CAASPP, the California English Language Development Test (CELDT) or English Language Proficiency Assessments of California (ELPAC), and any other assessments as mandated by (e.g. SABE or its equivalent, California Fitness Exam). Latitude is subject to all state (API) and federal (AYP) assessment and accountability requirements.

The results of these state assessments will be an indicator of overall school wide performance, class performance, grade-level performance, and subgroup performance. These tests will be one of multiple assessment methods used to document and monitor student growth on a continuum of achievement.

#### State Assessment Modifications and Accommodations

Children with disabilities under the Individuals with Disabilities Improvement Act or Section 504 are included in State standardized testing and will be afforded the appropriate accommodations/ modifications where necessary and appropriate.

#### **Promotion and Retention Policies**

Education for Change has a board-approved policy called the EFC Student Intervention and Promotion Policy. It is aligned with California’s Education Code Section 48070-48070.5.

#### Theory of Action

There is very little research to support retention as a strategy for academic acceleration should a student be academically behind. In general, Education for Change does not believe retention

without a targeted and strategic acceleration program is of benefit to a struggling student. In addition, it is opposed to formulaic retention triggers that do not take into consideration individual circumstances, age of child, access to strategic programming, and the student's personal feelings.

### Retention Policy

As such, EFC's retention policy is as follows:

If students have received comprehensive academic and social/emotional interventions and fail to make adequate progress, a site may consider those students for retention if all of the retention criteria are met. Final retention decisions for students meeting the indicated will be made at the site level by the COST team with Home Office final approval.

#### *Criteria:*

1. The COST team must conclude that retention is in the best interests of the student and consider emotional and social consequences.
2. Schools must have provided a retained student with a comprehensive interventions plan the year prior and followed the interventions requirements outlined in the intervention policy (including parent contact and progress reporting in the timeline outlined).
3. There must be a distinct and targeted retention plan developed for that student - one that provides a master teacher with a track record of accelerating instruction, a comprehensive interventions plan that includes summer school, before/after school programming, in-school interventions classes, and social/emotional support that academically motivates the student.
4. Identification of students at-risk of retention must take place at least eight weeks prior to the end of the school year. Parent(s)/guardian(s) of identified students must be notified in writing at least six weeks prior to the end of the school year. Retention plans must be developed by the COST team and approved by the Home Office at least three weeks prior to the end of the school year.

Retention decisions will be reversed in the fall if the student scores at levels 3 or 4 in either English Language Arts or Mathematics on the California state assessment.

#### *Retention of English Language Learners*

English Learners at EL levels 1, 2, or 3 who have been enrolled in schools in the United States three years or fewer may not be retained. Should a teacher or parent feel that retention would benefit a student who meets this criteria, they must make a formal request to the Home Office.

#### *Retention of Students in the Programs for Exceptional Children*

Special education students can only be retained as part of their Individualized Education Plan.

### **Use of Assessment Data**

#### Integration of Technology and Assessment Systems

Education for Change uses Illuminate Education as a technology platform to house student information and assessment data. Additionally, we use Schoolzilla to create reports for teachers, coaches, and principals. All EFC standards-based benchmark assessment data, CAASPP data, and CELDT/ELPAC data is housed in Illuminate and imported into Schoolzilla for reporting. All assessments are scanned into Illuminate and the data is available instantly. In addition, teachers are able to create scan sheets for teacher-created formative assessments and create standards-based formative assessments. Via the Schoolzilla platform we create customized reports using data from Illuminate. These reports allow teachers and administrators to analyze growth, conduct detailed item analysis, and create intervention groups to monitor performance of intervention groups.

EFC is committed to the importance of data inquiry cycles and sharing data with parents and community. Data is shared regularly with the Family Leadership Council and the Staff Leadership Council and shared more broadly with all parents through newsletters released throughout the school year. In addition, schools facilitate data accountability and inquiry sessions at the classroom level.

### Cycles of Inquiry

EFC will facilitate professional development about cycles of inquiry to support practice at Latitude. Teachers and administrators at Latitude will be engaged in on-going cycles of inquiry into their practice and its connection to the measurable pupil outcomes described in the matrix above. A new cycle of inquiry will begin every 6 to 8 weeks and will include review of assessment data in English Language Arts and Mathematics, and performance in Writing, Science, History-Social Studies, ELD, and social emotional learning. Teachers will be guided to examine how students performed on multiple measures during that six to eight week cycle, identify patterns of underperformance or high performance, and identify focus students who are not making adequate progress. Collaborative teams will use these opportunities to form questions that arise from the data, develop hypotheses around the questions, develop an instructional response plan, and pursue different strategies or actions to improve student outcomes. Teachers will be coached in using various inquiry protocols to ensure Latitude is building teacher capacity to facilitate and conduct cycles of inquiry both formally and informally.

### Use and Reporting of Data to School Stewards and Stakeholders

It is the goal of EFC and Latitude to ensure every family has access to student performance data on a regular basis. EFC will support Latitude to communicate student progress and attainment of measurable pupil outcomes regularly with students and their families. This will include school-wide meetings for families, and learning team meetings with students, families, advisors, and mentors on a quarterly basis. Families will have constant access to student performance through the use of an online platform that tracks student progress against the competencies and archives student work.

In addition, EFC and Latitude will utilize multiple streams of data to review program effectiveness and inform programmatic decisions on a regular basis. Sources of data include, but are not limited to, CAASPP results, benchmark assessment results, unit assessment results, student reflections, portfolio evaluations, report cards, student, staff and family satisfaction surveys, discipline referrals, attendance rates, and student/family attrition rates.

EFC will provide Latitude with disaggregated data by subgroups, grade-level, individual class, and student. Data will be collected, analyzed, and disseminated in a transparent manner that promotes accountability and continuous improvement amongst members of the school community. EFC and Latitude will employ a universal inquiry cycle to review the various types of data generated about the school program.

EFC and Latitude will continuously review academic content and instruction in light of the data produced in accordance with this section, and will make improvements in curriculum, instruction and professional development as appropriate. To this end, a school improvement plan will be developed each year with input from the School's community, staff, and board.

Charged with stewardship of public school funds, the EFC Board will systematically review Latitude's data in order to monitor trends in student learning outcomes and ensure that there are sufficient and appropriate financial and human resources to properly enact the School's program and remain true to the charter. The Board will work in conjunction with the EFC and Latitude leadership and community to make necessary changes in response to identified needs as reflected in the school's data streams.

In accordance with Title III, Latitude will adhere to all mandated reporting guidelines in relation to English Learners, including notification to parents regarding CELDT results and reclassification. In accordance with IDEIA, Latitude will comply with all state and federal laws regarding reporting requirements for children with IEPs.

#### Reporting to Broader Community

##### *Local Control Accountability Plan ("LCAP")*

Latitude will use these multiple forms of data to assess progress toward the goals outlined in **Element 2** of this charter.

Pursuant to Education Code Section 47606.5, on or before July 1, 2018, and each year thereafter, Latitude will produce a Local Control Accountability Plan ("LCAP"), which shall update the goals and annual actions to achieve the goals identified in **Element 2** of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. Latitude shall submit the LCAP to CDE annually on or before July 1, as required by Education Code Section 47604.33.

##### *School Accountability Report Card (SARC)*

Latitude will compile data each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the authorizing agency, families, Board of Directors, SSC, ELAC, and the community at large.

#### Reporting and Accountability to Authorizer

EFC and Latitude will promptly meet all reasonable inquiries for data from the Authorizer or other authorized agency and assure timely scheduled data reporting to our Authorizer in compliance with the law; further EFC and Latitude hereby grant authority to the State of California to furnish copies of all test results directly to the Authorizer, as well as to the School.

#### CDE Visitation/Inspection

The School will comply with a CDE requested visitation process to enable the CDE to gather information needed to validate the School's performance and compliance with the terms of this charter. The School agrees to and submits to the right of the CDE to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

#### Response to Inquiries

Pursuant to Education Code Section 47604.3 the School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the State Board of Education, and the State Superintendent of Public Instruction.

## **ELEMENT 4A: GOVERNANCE STRUCTURE**

*“The Governing Structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” California Education Code Section 47605 (b)(5) (D).*

*Latitude 37.8 High School shall be a directly funded charter school and will be operated by the California non-profit public benefit corporation, Education for Change, pursuant to Education Code Section 47604.*

*As an independent charter school, Latitude, operated by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Latitude.*

*EFC shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Latitude amends the bylaws, EFC shall provide a copy of the amended bylaws to the CSD within 30 days of adoption.*

*EFC shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Latitude shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on EFC’s website will satisfy this requirement.*

*The District reserves the right, but is not obligated, to appoint a single representative to the EFC governing board pursuant to Education Code section 47604(b).*

### **LEGAL AND POLICY COMPLIANCE**

*Latitude shall comply with all applicable federal, state, and local laws and regulations, and CDE policy as it relates to charter schools, as they may be amended from time to time.*

*Latitude shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.*

*EFC shall comply with the Brown Act and the Public Records Act.*

### **NOTIFICATION OF THE CDE**

*Latitude shall notify the CSD in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Latitude. Unless prohibited by law, Latitude shall notify the CSD in writing of any internal investigations within one week of commencing investigation.*

*Latitude shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. The CDE will follow all privacy requirements with respect to confidential pupil and personnel data provided to the CDE.*

## **STUDENT RECORDS**

*Upon receiving a records request from a receiving school/school district, Latitude shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Latitude shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Latitude closes, Latitude shall comply with the student records transfer provisions in Element 16. Latitude shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.*

*Latitude acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Latitude to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Latitude and of the CDE. Latitude further acknowledges that it has the obligation to provide all of such information to the CDE that is required by these referenced authorities in a timely manner so that the CDE may meet its obligations under those authorities as well. To the extent that there is information that the CDE has, but that Latitude does not have that Latitude needs in order to meet its obligations, the CDE shall provide the same to Latitude in a reasonably timely manner upon request under Education Code section 47604.3. ”*

*Latitude will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from CDE and other authorized reporting agencies.*

*Latitude in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the CDE and shall consult with the CDE regarding any such inquiries. Latitude acknowledges that it is subject to audit by CDE if CDE seeks an audit of Latitude it shall assume all costs of such audit. This obligation for the CDE to pay for an audit only applies if the audit requested is specifically requested by the CDE and is not otherwise required to be completed by Latitude by law or charter provisions.*

*Members of EFC's Governing Board, any administrators, managers or employees, and any other committees of Latitude shall at all times comply with federal and state laws, nonprofit integrity standards and CDE's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.*

*Latitude and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.*

*To the extent that Latitude is a recipient of federal funds, including federal Title I, Part A funds, Latitude has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. Latitude agrees that it will keep and make available to the CDE any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs.*

*Latitude also understands that as part of its oversight of the school, the Charter Schools Division may conduct program review of federal and state compliance issues.”*

*Latitude agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:*

- *Latitude is subject to CDE oversight.*
- *The CDE’s statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Latitude.*
- *The SBE is authorized to revoke this charter for, among other reasons, the failure of Latitude] to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.*

*Accordingly, the CDE hereby reserves the right, at CDE cost, pursuant to its oversight responsibility, to audit Latitude books, records, data, processes and procedures through the Charter Schools Division or other means. The audit may include, but is not limited to, the following areas:*

- *Compliance with terms and conditions prescribed in the charter,*
- *Internal controls, both financial and operational in nature,*
- *The accuracy, recording and/or reporting of school financial information,*
- *The school’s debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *The school’s enrollment process, suspension and expulsion procedures, and parent involvement practices,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

*Latitude shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day’s notice to Latitude. When 30 days notice may defeat the purpose of the audit, the CDE may conduct the audit upon 24 hour’s notice.*

*In addition, if an allegation of waste, fraud or abuse related to Latitude operations is received by the CDE, Latitude] shall be expected to cooperate with any investigation undertaken by the Charter Schools Division, at CDE cost. This obligation for the CDE to pay for an audit only*

*applies if the audit requested is specifically requested by the CDE and is not otherwise required to be completed by Latitude by law or charter provisions.”*

## **NON-PROFIT PUBLIC BENEFIT CORPORATION**

Education for Change, Inc., is a California nonprofit 501(c)(3) corporation incorporated in 2005 which manages six charter schools, each separately chartered by the Oakland Unified School District or Alameda County Office of Education. The charter applicant and holder for all Education for Change schools is the Board of Directors (“Board of Directors or Governing Board”) of Education for Change, which operates in accordance with its adopted corporate bylaws, which shall be maintained to align with this charter and applicable law. The Oakland Unified School District is expected to be the chartering authority for all EFC schools with the exception of Cox Academy and Lazear Charter Academy, both chartered by the Alameda County Office of Education. Each EFC school maintains a separate budget and undergoes its own financial audit each year. EFC also creates combined financial statements annually.

EFC complies with all state, federal and local regulations and laws applicable to its operation, and will comply with the CDE guidelines and requirements for charter schools. It retains its own counsel as needed. It has purchased and will maintain as required general liability, workers compensation, property, errors and omissions and unemployment insurance policies.

Latitude will operate autonomously from the SBE, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the CDE and the School. Pursuant to California Education Code Section 47604(c), the SBE shall not be liable for the debts and obligations of Latitude, operated by a California nonprofit benefit corporation or for claims arising from the performance of acts, errors, or omissions by Latitude as long as the SBE has complied with all oversight responsibilities required by law.

Members of EFC’s governing board, any administrators, managers, or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards, and CDE’s Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any existing applicable statutes or regulations applicable to charter schools.

*See Appendix B1 for the EFC Articles of Incorporation and Appendix B2 for the EFC Corporate Bylaws*

Education for Change will:

- Collaborate with the California Department of Education (CDE).
- Be operated as an independent 501(c)(3) tax-exempt California nonprofit public benefit corporation.
- Be governed by its Board of Directors, as defined by the California Corporations Code.
- Operate in accordance with all applicable federal, state, and local laws, the Articles of Incorporation, and Bylaws of the nonprofit corporation, which will be maintained to align with the charter.
- Operate public schools and not charge tuition.

- Encourage ethnic diversity in its programs, policies, and practices.
- Not discriminate in any programs, policies and practices based upon race, ethnicity, religion, gender, sexual orientation, or disability or any other characteristic described in Education Code Section 220.
- Be nonsectarian in its programs, admission policies, employment practices, and all other operations.

#### Term and Renewal

The duration of the charter will be five years, beginning July 1, 2018. Renewal of the Latitude charter shall be in accordance with the standards set forth in the Education Code Section 47605. Education for Change will submit a petition for renewal by January 31 of the year Latitude's charter is scheduled to expire.

### **Education For Change Governing Board**

#### Board of Directors Responsibilities

The Board of Directors of EFC is responsible for:

- Legal and fiscal well-being of the organization and each EFC school.
- Hiring and evaluating the EFC Chief Executive Officer.
- Approving and monitoring the implementation of the organization's policies.
- Developing and monitoring an overall operational business plan that focuses on student achievement.
- Approving and monitoring the organization's annual budget and fiscal policies.
- Acting as fiscal agent. This includes the receipt and management of funds for the operation of the organization in accordance with all applicable laws and the mission statement of the organization.
- Contracting with an external auditor to produce an independent annual financial audit according to generally accepted accounting practices.
- Regularly measuring both student and staff performance.
- Encouraging active involvement of students, parents/guardians, grandparents, and the community.
- Performing all of the responsibilities provided for in the California Corporations code, the Articles of Incorporation, Bylaws, and this charter as required to ensure the proper operation of the organization and member schools.
- Oversight in hiring, evaluation, and, when necessary, termination of members of the faculty and staff, upon recommendation of CEO
- Strategic Planning
- Approving and monitoring the implementation of the organization's policies and ensuring the terms of the charter are met
- Approving admission requirements
- Overseeing school facilities and safety
- Ensuring there are policies to enable student behavior and performance including but not limited to academic achievement and mitigation, attendance, dress and decorum, maintenance of a clean campus, open campus and other privileges, participation in extracurricular activities, and discipline proceedings.

The Board may initiate and carry on any program or activity or may otherwise act in a manner that is not in conflict with or inconsistent with or preempted by any law and that is not in conflict with the purposes for which the schools are established.

The Education For Change Governing Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of its schools any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, hiring and evaluation of the CEO, termination of employees, and the adoption of board policies. These delegated duties will focus on implementation rather than policy setting as this is the responsibility of the Board. Delegation of said duties will be in writing delineating the specific tasks to be delegated and the timeframe of these duties.

The mandate of the Governing Board and stakeholders of Education for Change is to promote the guiding mission of Latitude as articulated in this charter. In order to do so, the EFC Board is empowered to operate as the decision-making body in regard to school-wide policies. The governing structure is designed to foster participation by all stakeholders and assure the effectiveness of local school control and accountability. As such, the EFC Board will exist to affirm or reject policy recommendations and to evaluate the Chief Executive Officer.

### **Composition of the Education For Change Governing Board**

The EFC Board of Directors will consist of at least 5 but not more than 11 voting members. EFC recruits qualified and appropriate candidates for the board from education, nonprofit, community, business, and legal organizations so that the current board is diverse in skill sets, perspectives, and backgrounds and can fully and responsibly govern the organization and schools while maintaining a unifying and passionate commitment to the vision and mission of EFC. The Board has appointed a Board Chairman, a Treasurer, and a Secretary. The Education for Change board reserves the right to expand its board member seats should a law change or the need arise. Should a law change or desire for additional skill sets necessitate a change in Board composition, such change may be made by the Education for Change Governing Board in alignment with the bylaws and the articles of incorporation.

The SBE reserves the right, but is not obligated, to appoint a single representative to the EFC governing board pursuant to Education Code section 47604(b).

*See Appendix B3 for EFC Board Directors Biographies of and Appendix B4 for a Leadership Skills Matrix outlining the skills and competencies of the board and leadership team.*

All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance at the Board meeting, based upon the presence of a quorum.

When necessary and applicable, OUSD is responsible for providing facilities under Proposition 39 and its implementing regulations.

The Board may include an executive committee and other special purpose committees as deemed necessary. The EFC Board has met regularly since its inception with the Chair of the Board

presiding over the meetings. The EFC Board will continue to meet regularly. EFC will comply with the Brown Act.

EFC maintains in effect general liability and board errors and omissions insurance policies.

Latitude complies with the CDE policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as Latitude has been given written notice of the policy change.

### **Recruitment, Selection, and Development of Education for Change Board Members**

The qualifications sought in candidates interested in serving on the Board include but are not limited to:

- Dedication to furthering the vision and mission of EFC;
- Willingness to volunteer for one or more board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;
- Expectation that all children can and will realize high academic achievement; and
- Specific knowledge, experience, and/or interest in at least one element of governance for EFC.

New board members are recruited and selected based on the provisions of EFC's bylaws. The CEO of Education for Change works closely with the Board of Directors to ensure that they are in full alignment with the organization's mission, culture, and goals.

Education For Change has sought, and continues to seek, qualified and appropriate candidates for the board from education, nonprofit, community, business, and legal organizations so that the current board is diverse in skill sets, perspectives, and backgrounds and can fully and responsibly govern the organization and schools while maintaining a unifying and passionate commitment to the vision and mission of EFC. In addition, the board seeks EFC family representation through a Family Leadership Council nomination structure that has EFC parents and guardians, through the Family Leadership Council, to nominate and elect two family representatives to serve on the Board of Directors (see Family Leadership Council section below).

### **Development of Board Members**

All board members receive an annual training on open meeting laws, conflict of interest policy, ethics, essential policies and procedures, legal and financial responsibilities, and charter school oversight. EFCPS also ensures new board members receive training on basic roles and responsibilities, committees, board recruitment, public relations and marketing, evaluating the board and CEO, running an effective meeting, expulsion policies, human resources policies, and Special Education. Training may include attending conferences whereby relevant governance training is available and additional trainings and workshops to be held at special and regularly scheduled Board meetings each year. Trainings may be provided by the EFC's legal counsel, the California Charter Schools Association, or other experts.

### **Board Member Terms**

Each EFC Board member serves a term of three (3) years, with the opportunity to renew for an unlimited number of terms. There shall be no term limit (number of consecutive times a member may run for election).

Board members' terms will expire in accordance with the Bylaws. Terms for the current Directors shall expire as stated in the chart below. Board members shall have experience in one or more areas critical to charter schools success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising.

Figure 4.1—Education for Change Board of Directors with Term Expiration Dates:

<b>Member</b>	<b>Position</b>	<b>Term Expiration Date</b>
Brian Rogers	Finance Committee	July 2019
Mike Barr	Finance Committee	July 2018
Sudhir Aggarwal	Student Outcomes Committee	July 2018
Nick Driver	Chair, Executive Committee	July 2019
Adam Smith	Finance Committee, Communications advisor	July 2019
Eva Camp	Student Outcomes Committee, Executive Committee	July 2019
Dirk Tillotson	Vice Chair Student Outcomes Committee, Executive Committee	February 2019
Roy Benford	Board Member	May 2019
Camika Robinson	Family Leadership Council Representative	February 2019
Paul Byrd	Family Leadership Council Representative, Executive Committee	February 2018

## **Chair of the Governing Board**

Each year, the EFC Board will elect a Chair pursuant to the Bylaws. Any voting member of the Board may be eligible for this position. The Chair may choose to resign the Chairmanship with a letter of resignation, in which case the EFC Board will elect a new Board Chair for the remainder of that term.

## **Governing Board Meetings**

The Education for Change Governing Board shall meet at least every other month or more often as needed.

*See Appendix B5 Governing Board Meeting Schedules, 2017-2018*

The Education for Change Governing Board solicits the participation of members of the community who do not have a direct stake in or accountability for Latitude's educational mission and outcomes as expressed in this charter. Members of the community are always welcome to attend board meetings consistent with open meeting requirements.

Latitude and the EFC Board shall comply with the Brown Act and the Public Records Act. All EFC Board meetings are held in accordance with the Brown Act. Regular meeting agendas are posted at least 72 hours prior to regular meetings on the EFC website, at the Education for Change headquarters, and on each EFC campus. Special meeting agendas are posted at least 24 hours prior to special meetings. Meeting minutes and Board actions are always posted within 72 hours following the meeting on the website.

## **Standing Committees**

The EFC Board has both standing and temporary (ad hoc) committees to focus on specific tasks and/or policies such as those listed in the initial description of the Board's purview stated previously. All EFC Board committees shall be comprised with board members serving as chairs. Education for Change may appoint faculty, parents, community members or other members of the public with varying areas of expertise to its advisory committees. The purpose of a committee is to provide advice, expertise and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the school. All non-board member committee members will be selected by the Board of Directors upon recommendation of the CEO.

Standing committees include, but are not limited to, the following:

- Finance: all finance-related matters are handled first on this committee, as well as fundraising
- Student Outcomes: Performance, curriculum, instructional delivery, professional development, and technology
- Executive: responsible for recruiting and making recommendations for selection of new board members and leading the evaluation and selection of the CEO

Changes to standing committees (e.g., composition, purview, etc.) may be made at any time by the EFC Board and shall not be considered a material revision to the charter.

The EFC Board has clearly defined the purpose and decision-making authority of each standing committee. Consistent with legal requirements, standing committees will continue to make it a practice to seek input of the stakeholders by publishing their meeting times and agendas and by communicating with the school community on a regular basis. Meetings of the standing committees will be in accordance with the Brown Act.

The EFC Board has the option of establishing Board policy through recommendations by standing committees or Board-established ad hoc committees that can draft policy recommendations to submit to the EFC Board. In non-policy decisions, whenever possible, and appropriate, the EFC Board will seek input from standing or Board-established ad hoc committees. The EFC Board will not be required to seek input on any matter that would legally be heard in closed session pursuant to the Brown Act.

### **Fiscal Management**

The Chief Executive Officer is responsible for all budgetary matters. On a day-to-day basis, the Chief Operating Officer (COO) operates and makes recommendations to the CEO for the Latitude budget, with input from the Principal, Instructional Leadership Team and Family Leadership Council. The COO works closely with an outside CPA for the audit of the school's end of year financial statements and for appropriate review of procedures and internal control. The EFC Board may authorize the Finance Committee to make final financial decisions regarding portions of the schools' budget.

### **Compensation for Board Members and Committee Leadership**

Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted. As stated in our bylaws, except for the Board Chairman and Vice Chairman, officers also shall not be directors.

### **Revocation**

SBE's right to revoke the Latitude charter shall be subject to prior appeal rights under California Education Code 47607. In accordance with Education Code Section 47607, SBE may revoke the Latitude charter on any of the following grounds:

- Latitude, as part of EFC, commits a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Latitude, as part of EFC, fails to meet or pursue any of the student outcomes identified in the charter.
- Education for Change fails to meet generally accepted accounting principles, or engages in fiscal mismanagement.
- Latitude violates any provisions of law.

Prior to revocation and in accordance with California Ed Code Section 47607(d), SBE will notify Education for Change in writing of the specific violation. SBE will give Education for Change a reasonable opportunity to remedy the violation.

In accordance with Education Code Section 47607, SBE shall retain the right to revoke the charter without notice and a reasonable opportunity to remedy, if the SBE finds in writing that Education For Change, or Latitude, is engaging in or has engaged in activities that constitute a severe and imminent threat to the health and safety of the students. Dispute resolution procedures are inapplicable to revocation proceedings.

### **Conflict Of Interest**

Education For Change has adopted a conflict of interest document that complies with the Political Reform Act. Members of Education For Change’s Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and CDE’s Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

*See Appendix B6 for EFC Conflict of Interest Code*

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid under the provisions of California State Charter Schools Act or other relevant state and/or federal statutes, the remainder of the charter shall remain in effect unless mutually agreed otherwise by SBE and the Governing Board of EFC. The CDE and EFC agree to meet to discuss and resolve any issue differences relating to invalidated provisions in a timely, good faith fashion in accordance with dispute resolution procedures set forth in the charter.

### **Amending the Governing Structure**

The governing structure of Education for Change may be revised. Amendments to this charter may be proposed in writing and submitted to the Governing Board by any stakeholder. Amendments must then be approved by the Governing Board. Material revisions shall be submitted to SBE in accordance with Education Code Section 47607 and are governed by the standards and criteria of Education Code Section 47605.

### **Governance Structures**

Education for Change believes that we best serve our students with a distributive leadership structure that involves and includes parents, teachers and site leadership. To that end, EFC has created the following two councils.

#### Staff Leadership Council

The Staff Leadership Council was formed so that staff members from each school could provide information from and to the Home Office. Staff Leadership Council members are elected by their site staffs and approved by the principals, and all staff are invited to the meetings. Because the member must be able to engage in discussions and inform organization-wide issues, principals are encouraged to nominate staff who have had site leadership responsibilities. They are also encouraged to nominate at least one teacher and one operations staff person. Typically, administrators are not part of the meetings, so that staff members may feel free to discuss issues.

The Staff Leadership Council meeting notes are distributed after meetings. Any staff member can ask for clarification or comment on items discussed during the meeting. The role of the Staff Leadership Council is to:

1. To advise the Home Office leadership on instructional, operations, and budgetary issues, in order to ensure that the staff has the opportunity to consistently provide input into decision-making and collaboratively craft solutions to problems.
2. To assist the Home Office leadership in developing proposals to address issues faced by Education for Change.
3. To aid in the implementation of the new initiatives amongst the entire organization.

In addition, Staff Leadership Council members are encouraged and able to participate on EFC Governing Board Committees to help inform board policies and provide valuable input to the Board in execution of their responsibilities.

### Family Leadership Council

Parent involvement is a key success factor at Latitude, and one of the foundational elements of the school. The same is true for Education for Change, which has established a Family Leadership Council to ensure ongoing, consistent involvement and training for parent leadership development. Each EFCPS school site FLC will elect two representatives to the EFC Family Leadership Council. The Family Leadership Council participates in the ongoing evaluation of the organization's programs and operations, schools and community concerns and priorities for improvement.

*See Appendix B7 for the Family Leadership Council Guidebook*

Education For Change has instituted a governing board structure that facilitates parent leadership on the governing board, as well as a clear pathway for the election of parents to the governing board. Two seats on the governing board shall be reserved for family representatives nominated by the Education for Change Family Leadership Council. These parent EFC board members will be recruited with the same criteria as for other board members: each parent board member shall possess one or more of the board-desired backgrounds, such as community, education, legal and finance. These members shall serve terms of one (1) year each, with no term limits.

Latitude and all other Education for Change schools shall have active school site Family Leadership Councils composed of two family members from each classroom. Latitude's school site Family Leadership Council shall have up to two for each advisory. Each year, Latitude's

Family Leadership Council shall elect two representatives to serve on the Education for Change Family Leadership Council.

In addition to the two elected formal board member seats, the school site Family Leadership Councils are expected to present feedback and information to the Education for Change governing board, giving family members two types of meaningful input on the strengths and weaknesses of all of its schools, programs and operations. The Education for Change Family Leadership Council and the school site Family Leadership Councils serve in an advisory role to the Education for Change CEO and governing board.

EFC promotes parent engagement programs at all of its schools. As enrollment at EFC is based on student and parental choice, consistent and continual communication with parents about the expectations the school has for their children is critical. Parents/guardians are expected to actively engage in their children's education by being active in school events, assisting their children at Latitude at the highest levels, scheduling specific homework time, and providing a quiet environment for their children's studies.

### **Relationship Between EFC and the Latitude Principal**

EFC, as the nonprofit operating Latitude, is responsible for overseeing the operations of the school. Under the policies established by the Board of Directors of EFC, the school principal or director reports to EFC Leadership for day-to-day management issues. The principal coordinates with EFC Home Office support and supervision on all campus-level planning and decision-making that involves the school's professional staff, parents/guardians, and community members in establishing and reviewing the school's educational plans, goals, performance objectives, and major classroom instructional programs. This allows the principal, teachers, parents/guardians, and community members to make school-based decisions within the boundaries of the decisions and policies set by the Board of Directors. The Education for Change Home Office has numerous positions designed to support the principals in the management and operation of his/her school.

*See Appendix B8 for the EFC Home Office Organization Chart*

### **School Supervision by Chief Team**

As specified above, the Board of Directors delegates day-to-day management responsibilities of the larger organization to the Chief Executive Officer who then delegates management of principal and school sites to the Chief Team. Different Chiefs are assigned to supervise a school in all of the aspects of its day-to-day operations, working with the other Home Office staff, the Board of Directors, the Authorizer, children, parents, and community members. The Chief Team is responsible for the orderly operation of the Education for Change schools and the supervision of all employees in that school. Our responsibilities include:

- Oversee all sites, with bottom line responsibility for both fiscal and academic performance
- Work on the implementation of annual site planning and budget development process for sites
- Develop and lead Principals and Assistant Principals in their roles as instructional leaders and site managers

- Support site leadership to ensure high quality implementation of approved instructional programs, including standards, assessments, instructional guidelines, and culture.
- Support principals in effective and efficient budget and human resource management
- Act as liaison with Home Office staff to ensure school sites receive necessary support; work closely with Home Office staff to improve systems and processes to serve the schools
- Develop and appraise site administration effectively. Take corrective action as necessary on a timely basis and in accordance with company policy. Consult with Human Resources as appropriate.
- Cultivate relationships with local district officials and community leaders to further EFC and individual school goals.
- Demonstrate knowledge of, and support, the EFC mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Work collaboratively with the Instructional Management team to support the development of instructional leadership at the administrative, coach, and teacher leader level.

### Latitude Principal

The Latitude Principal leads and manages Latitude, inspiring staff, families and community members to provide the best environment and structure for student learning. He has the freedom and flexibility to make or suggest improvements on existing practices, as well as to request financial, instructional and material supports from the Home Office.

The Latitude Principal's primary responsibilities are:

- Lead Latitude in accordance with the EFC vision and mission
- Lead and manage the planning and implementation of Latitude's strategic site plan
- Provide instructional leadership guidance including monitoring of the implementation of the established curriculum, identifying professional development needs for the staff, maintain high expectations and standards for all student achievement, coordinate administration of standardized testing, and monitor and support classroom instruction
- Manage and lead staff leadership teams (which includes representatives from administration, teachers, support staff)
- Facilitate communication between all school stakeholders
- Supervise, evaluate, and ensure discipline of all other employees according to the mission, philosophy, and obligations defined in the charter petition. Provide overall supervision of student teachers, interns, and other unpaid classroom and school volunteers at the school.
- Oversee the day-to-day operations of the school
- Report to the school's stakeholders, including the CEO and the EFC Board, on the progress of the school in achieving educational success
- Oversee and support the development and implementation of all programs
- Involve parents and the larger community
- Develop a sense of community while respecting and responding appropriately to the strengths and needs of staff. Be available to staff on a consistent daily basis to help

address their individual and collective needs. Act as a liaison, when necessary and appropriate, between parents and staff. Actively seek parent, student and staff input and involvement in key decisions that affect the school.

- Be available to parents on a regular basis. Keep parents informed of and involved in policy changes at the school. Encourage parent support and cooperation and enlist their efforts to sustain well-kept school structure. Plan and conduct interesting and informative parent meetings.
- Attend EFC's administrative meetings as necessary and stay in direct contact with EFC changes, progress, etc.
- Communicate and coordinate as necessary with EFC staff on Board meeting agendas, including professional development scheduling, grant writing and fundraising, policies and procedures, documenting and sharing of best practices, and annual budgeting
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Collaborate with other EFC principals and Home Office staff

### **Grievance Procedure for Parents and Students**

Education For Change will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under the Title IX of the Education Amendments of 1972 (Title IX and Section 504 of the Rehabilitation Act of 1973 (Section 504 including any investigation of any complaint filed with EFC alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws.

EFC will adopt and publicize any grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

EFC will implement specific and continuing steps to notify applicants for admission and employment, students and parents of students, employees, sources of referral of applicants for admission and employment that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity that it operates and that it is required by Title IX and Section 504 not to discriminate in such a manner.

## ELEMENT 4B: OPERATING PLANS & PROCEDURES

### Project Plan

Latitude has developed a comprehensive project plan to support the planning year prior to the opening of Latitude August 2018. Please see below for the project plan.

Figure 4.2—August 2017-August 2018 Project Plan:

Task	Person	J	A	S	O	N	D	J	F	M	A	M	J	J	A
Instructional Program															
Finalize competencies and continua	Principal, Teachers														
Develop studio curriculum	Teachers														
Identify studio instructional materials	Teachers														
Finalize studio assessments	Teachers														
Develop workshops curriculum	Teachers														
Identify workshops instructional materials	Teachers														
Develop workshop assessments	Teachers														
Develop advisory curriculum	Teachers														
Identify advisory instructional materials	Teachers														
Finalize personalized learning plan template	Teachers														
Develop digital portfolio system	Teachers														
Develop Extended Learning Opportunity curriculum	ELO Coordinator														
Develop project management and documentation processes	Teachers														
Finalize SPED support plans	Principal, EFC														
Develop professional development plan	Principal, Teachers														





Complete PCSPG Grant	Project Manager																
Finalize Year 1 Budget	Principal																
Train office manager in fiscal systems	EFC																
<b>Task</b>	<b>Person</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>A</b>		
<b>Technology</b>																	
Identify and develop data platform	Project Manager																
Implement contact management system for community partnerships	ELO Coordinator																
Determine and purchase technology for staff and students	Principal																
Establish network and infrastructure	EFC																
Deploy technology	EFC																
<b>Task</b>	<b>Person</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>A</b>		
<b>Facilities</b>																	
Secure temporary space	EFC																
Prepare temporary space	EFC																
Finalize environmental reviews	EFC																
Develop architectural plans for permanent facility	EFC																
Submit plans for state approval	EFC																
Purchase necessary furniture	EFC																
Start construction	EFC																
<b>Task</b>	<b>Person</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>A</b>		
<b>Operations</b>																	
Finalize safety plan	Principal																

Secure food vendor	EFC																
Purchase Year 1 supplies	EFC																
Establish student information system	Principal																

**Staffing Plan**

Please see below for the School Staffing Model and Rollout Table:

Figure 4.3—Latitude Staffing Model:

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Principal	1	1	1	1	1	1
Assistant Principal	1	1	1	1	1	1
Classroom Teachers (Core Subjects)	2	4	9	15	18	22
Classroom Teachers (RSP, ELD)		1	1	1	1	2
Community Partnership Coordinator		1	1	1	1	1
Family Engagement and Recruitment	1	1	1	1	1	1
School Operations Support Staff	1.5	1.5	1.5	1.5	3	3
Total FTEs	6.5	10.5	15.5	21.5	26	31

**Transportation**

The school will be located in proximity to public transportation and be readily accessible. We will not provide transportation to and from school. There will be transportation needs for students to engage in aspects of the instructional program, as detailed in Section 1. The transportation needs of all the students will be provided for by Latitude. We will rely on public transportation as much as possible and when necessary, rent a vehicle that meets the transportation and safety needs of our children. We will also be inquiring into external partnerships to support transportation. Our founding team has experience (with High Tech High in San Diego) securing transportation partnerships. We have budgeted to accommodate the transportation costs for students.

## **Nutrition**

All students will be provided with two opportunities to eat throughout a regular school day at Latitude. Students can eat breakfast before the official school day begins. Students will all be provided lunch around noon. Latitude is committed to ensuring that all meals are nutritious and healthy and meet all Federal Nutritional guidelines. We are in the process of exploring which vendors will be best positioned to deliver nutritious, healthy, and quality meals. Education for Change currently uses San Lorenzo Unified to provide lunch for all other EFC schools.

## **Insurance**

EFC maintains Commercial General Liability Insurance at \$1,000,000 per occurrence and \$2,000,000 in aggregate, Umbrella Liability Insurance at \$5,000,000 per occurrence and \$5,000,000 in aggregate, Workers Compensation Insurance (including employer's liability coverage) at \$1,000,000 per each incident, Commercial Auto Liability Insurance (including leased, hired, and non-owned) at \$1,000,000 per occurrence with a \$5,000,000 excess coverage, Educator's Legal Liability Insurance at \$1,000,000 per occurrence with excess coverage included as part of the umbrella at \$5,000,000 with an aggregate of \$6,000,000, Cyber Liability Insurance at \$1,000,000 per occurrence, Student and Volunteer Accident Insurance at \$100,000 medical maximum benefit and a \$250,000 aggregate limit per occurrence, a blanket limit of \$6,888,710 for Personal Property is maintained and a \$5,068,518 blanket limit for Business Income and Extra Expense is maintained as well, a Fidelity Bond is maintained at a \$100,000 limit for employee theft, a \$50,000 limit for all other theft, a \$25,000 limit for funds transfer fraud and counterfeit currency coverage.

## ELEMENT 4C: BUDGETS / FINANCIAL PLAN

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### **Budgets**

Preliminary estimated budgets for the next five years and five years of cash flow for Latitude are attached.

*See Appendix B9 for Preliminary Estimated Budgets and Appendix B10 for Cash Flow and FCMAT Calculator*

*See Appendix B11 for Budget Narrative*

### **Fiscal Autonomy**

Education for Change will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the instructional program.

The business philosophy of EFC is entrepreneurial and community-based. Every effort will be made to maximize revenue from all sources while maximizing the effectiveness of all expenditures through the utilization of a “better, faster, cheaper” and “in the best interest of the students” test.

### **Local Control and Accountability Plan**

*In accordance with California Education Code sections 47604.33 and 47606.5, Latitude shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)*

### **Budget Development/LCAP Development**

Budget development will begin each year immediately following the January announcement of the governor’s TK-12 State Budget Proposals and be continually refined through the May Revise to the Final State Budget Act. Budgeted resources will always be consistent with Latitude’ goals as identified by the EFC Board and the annual site planning process guided by the ongoing cycles of data inquiry. A year-end estimate of actuals and interim reports will be submitted as well.

EFC has developed and is implementing a comprehensive annual site planning process across all of its schools. Data inquiry takes place every trimester following benchmarks assessments. The timeline for the site planning process begins in mid-January and continues through June when the EFC Board approves first the LCAP and then the aligned budgets. The goals for this process are as follows:

- Develop a clear vision
- Engage all stakeholders authentically

- Ensure all stakeholders have a clear and shared understanding of the instructional program, resource allocation, and priority focus moving forward
- State compliance to the LCAP
- Develop a transparent and strategic action plan and aligned budget that ensures resources (time, people, money) are prioritized to accelerate student outcomes and meet identified targets

## **Financial Reporting**

The Chief Operating Officer in collaboration with the principal of Latitude in coordination with the CEO of EFC submits an annual budget to the EFC Board of Directors during the spring of each year. The EFC annual fiscal period runs from July 1 through June 30.

*In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the CDE will apply each year of the term of this charter;*

- *September 1 – Final Unaudited Financial Report for Prior Year*
- *December 1 – Final Audited Financial Report for Prior Year*
- *December 1 – First Interim Financial Report for Current Year*
- *March 1 – Second Interim Financial Report for Current Year*
- *June 15 – Preliminary Budget for Subsequent Year*

EFC has developed financial planning, financial reporting systems and budgets. The school principal and Chief Operating Officer in conjunction with appropriate EFC staff are responsible for producing monthly financial reports and designing a policy of internal controls to ensure fiscal responsibility. The principal, EFC staff, and the EFC Board has also developed other policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, student information systems, and parental involvement.

Financial records will be regularly maintained and a financial report prepared quarterly for the EFC Board of Directors. The EFC Board Finance Committee will work closely with the COO and the Finance Team to ensure fiscal oversight.

EFC has established strict policies governing internal controls. These policies ensure that the internal control mechanisms address legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, and budget development, financial reporting, property management and procurement.

## **Attendance Accounting**

The school maintains contemporaneous documentation of attendance in a format acceptable to the State. Required reports regarding daily attendance will be completed and submitted to the requesting agencies.

## **Budget Allocation And Vendor Selection**

The EFC Board is responsible for approving annual budgets, with substantial input from the Chief Operating Officer (COO) and the Chief Executive Officer (CEO). The COO and principal develop the budget proposals and have latitude in determining how funds are best used within budget categories. EFC may delegate authority to the principal to select vendors below a contract amount to be determined, but retains overall responsibility for contract approvals. EFC has created an economy of scale by creating a highly accountable internally-staffed back office business service department.

### **Potential Users Of Financial Information**

Financial statements such as a Balance Sheet, Income Statement, and Statement of Cash Flow are prepared by the Home Office. Financial statements are used by the independent auditors who the EFC Board contracts each year. The financial statements are also available for review as desired by any of the school's officers, managers, or Board members who want to assess the school's financial condition. In addition, Board members use the financial statements to confirm existing policies or to create new policies. Finally, EFC submits its annual audited financial statement to the appropriate authorities within the California Department of Education, State Controller's Office, and the Alameda County Superintendent of Schools as described above.

### **Federal Funds**

To the extent that Latitude is a recipient of federal funds, including federal Title I, Part A funds, Latitude has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. Latitude agrees that it will keep and make available to the CDE any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of ESSA include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

Latitude also understands that as part of its oversight of the school, the Charter Schools Division may conduct program review of federal and state compliance issues.

Latitude shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding financial records, from CDE and shall consult with CDE regarding these inquiries.

#### *Cash Reserves*

*EFC acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.*

#### *Third Party Contracts*

*EFC shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Latitude, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.*

#### **Programmatic Audit**

EFC will compile and provide to CDE an annual performance report on behalf of Latitude. This report will include the following data:

- Summary data showing pupil progress toward the goals and outcomes specified in Element 2
- A summary of major decisions and policies established by the EFC Board during the year
- Data regarding the number of staff working at the school
- A summary of any major changes to the school's health and safety policies
- Data regarding the numbers of pupils enrolled, the number on waiting lists, and the number of pupils suspended and/or expelled

#### **Revenue Flow/Depository/Accounting**

As a directly funded charter school, most of the school's state and federal revenue flows directly from the state to the school's account in the County Treasury.

Funds flowing through CDE (payments in lieu of property taxes, supplemental instructional hours, etc.) will be transferred via cash journal in the most expeditious manner possible.

All such revenue deposits will be recorded in the financial system at CDE. All expenditures, including payroll, will be drawn on the District Treasury, which enables the CDE financial system to account for all revenue and expenditures. Revolving accounts with a local financial institution may be established for day-to-day expenditures from the General Fund, Food Services, and other miscellaneous accounts. All expenditures over \$500.00 from local accounts will continue to require two signatures.

## **Attendance Accounting Procedures**

Existing attendance accounting procedures that provide excellent checks and balances will continue to be used unless a more efficient system can be devised that will satisfy state requirements.

## **Mandated Costs Reimbursement Program**

In order to meet the health, safety, and public accountability requirements of all public school children , the school will be required to comply with the following programs and activities:

- Annual Parent Notifications II
- Behavior Intervention Plans
- California English Language Development Test
- Comprehensive School Safety Plan
- Criminal Background Check
- Emergency Procedures: Earthquake and Disasters
- Habitual Truant Conferences
- Open Meeting Act/Brown Act
- Pupil Classroom Suspension by Teacher
- Physical Performance Tests
- Pupil Exclusions
- Pupil Health Screenings
- Pupil Promotion and Retention
- Suspensions and Expulsions
- School Accountability Report Cards
- School Bus Safety I and II
- Standardized Testing and Reporting
- STRS Creditable Compensation
- Any other current or future mandates of charter schools

It is the expressed intent of EFC to comply with all of the aforementioned mandates and file directly for reimbursements. If a reimbursement claim can be filed only through CDE, CDE agrees to fold EFC's claim into its claim and pass through Latitude' funds when received.

Latitude in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the CDE and shall consult with the CDE regarding any such inquiries. Latitude acknowledges that it is subject to audit by CDE if CDE seeks an audit of Latitude it shall assume all costs of such audit. This obligation for the CDE to pay for an audit only applies if the audit requested is specifically requested by the CDE and is not otherwise required to be completed by Latitude by law or charter provisions.

### ***Internal Fiscal Controls***

*EFC will develop and maintain sound internal fiscal control policies governing all financial activities.*

#### *Apportionment Eligibility for Students Over 19 Years of Age*

*EFC acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)*

#### *Local Control and Accountability Plan*

*In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)*

*EFC shall be deemed the exclusive public school employer of the employees of Latitude for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.”*

*The SBE may charge for the actual costs of supervisory oversight of Latitude, not to exceed 1% of the charter school’s revenue, or the SBE may charge for the actual costs of supervisory oversight of the Latitude not to exceed 3% if Latitude is able to obtain substantially rent free facilities from the SBE. Notwithstanding the foregoing, the SBE may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.”*

## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

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*“The qualifications to be met by individuals to be employed by the school.”—California Education Code Section 47605(b)(5)(E)*

### ***EQUAL EMPLOYMENT OPPORTUNITY***

*Latitude and EFC acknowledge and agree that all persons are entitled to equal employment opportunity. EFC shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.*

### ***ESEA/ESSA AND CREDENTIALING REQUIREMENTS***

*Latitude shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Latitude shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1). Latitude shall maintain current copies of all teacher credentials and make them readily available for inspection.*

*As part of the Fall Information Update, Latitude will notify the CDE in writing of the application deadline and proposed lottery date. Latitude will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.*

### ***OBLIGATION TO REPORT TO CALIFORNIA COMMISSION ON TEACHER CREDENTIALING***

*Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.*

### ***EMPLOYMENT OF FELONS***

*The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the employment of persons convicted of violent or serious felonies.*

Latitude is driven by its own mission and vision, as well as the Education For Change Mission to provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on the continuous refinement of high quality instruction. In order to achieve excellence and nurture diversity, Latitude and Education for Change must have a strategy and a plan to ensure the School has the human capital and talent necessary to realize its vision.

Education for Change will comply with Education Code 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance of employees and contractors. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The EFC Chief Operating Officer (COO) shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The COO will also monitor fingerprinting and background clearance of all non-teaching staff. Prior to employment, each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result and documents establishing legal employment status.

### **Equal Employment Opportunity**

Education for Change acknowledges and agrees that all persons are entitled to equal employment opportunity. EFC shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### **Code of Professionalism**

All members recognize the magnitude of the responsibility educators accept in their chosen profession. In order to ensure the effectiveness of our programs and the success of students in meeting learning outcomes, all staff members must be committed to our collective mission and vision. Every stakeholder is accountable for the academic and social growth of our students.

Members of EFC's Governing Board, any administrators, managers or employees, and any other committees of the EFC Board shall at all times comply with federal and state laws, nonprofit integrity standards and CDE's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

### **Employee Recruitment and Selection**

Education for Change will not discriminate against any employee on the basis of race, color, creed, age, gender, national origin, disability, religion, sexual orientation, or marital status.

Education for Change will adhere to California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

Education for Change implements specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability or any other characteristic described in Education Code Section 220 in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

### **Criminal Background Clearances And Fingerprinting**

EFC shall comply with all requirements of Education Code sections 44237 and 45125.1. EFC shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

EFC shall maintain on file and available for inspection evidence that (1) EFC has performed criminal background checks and cleared for employment all employees prior to employment; (2) EFC has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) EFC has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. EFC shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, EFC shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

All employees must furnish or be able to provide:

1. Proof of negative tuberculosis (TB) testing or negative chest X-ray for TB in accordance with Education Code Section 49406
2. Fingerprinting for a criminal record check. Education for Change will process all background checks as required by Education Code Section 44237
3. Documents establishing legal employment status

### **Immunization And Health Screening Requirements**

EFC shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. EFC shall maintain TB clearance records and certifications on file.

Employees' job classification and work basis will be specified in individual employment agreements. These agreements may take the form of employment contracts, at-will employment agreements, or other agreements. All agreements not specifically stating that they are employment contracts will be deemed to be at-will employment agreements. Agreements may be renewed based on demonstration of meeting or exceeding the requirements of individual agreements and adhering to policies, procedures, and expectations. These expectations will be designed to support the mission and vision of the school and to comply with state laws.

EFC is dedicated to hiring professional and highly qualified staff. All staff to be hired at the school must demonstrate an understanding and commitment to EFC's mission, vision, and educational philosophy. The Director of Recruitment and the Chief Talent Officer at the EFC Home Office will be responsible for staff recruitment – posting the position in strategic websites and publications; working with the principal on presenting at career fairs, conferences, and appropriate events; reaching out to and networking at events with innovative and experienced educators; and utilizing print and news media as appropriate. The Principal will be responsible for selecting all staff with support from the EFC Home Office. The Principal will establish a Selection Committee composed of site staff, students (as appropriate), and parents that will work with the Principal to select staff.

To ensure the selection of the highest quality staff, we will implement the following selection process:

1. Request resumes, cover letters and written responses to essay prompts (Home Office Recruitment team),
2. Brief screening interview (by phone) as needed (Home Office Recruitment team),
3. Follow-up interview, including a sample teaching lesson or other demonstration of job-related abilities (site level selection team),
4. Verification of credentials and past employment, state and federal background checks, and professional and personal reference checks (Home Office Human Resources Manager),
5. Finalize a selection (Home Office Recruitment team),
6. Finalize contract and extend offers of employment (Home Office Human Resources Manager).

### **Employee Qualifications and Job Descriptions**

All EFC and school staff commit to:

- Abide by federal, state, and local laws;
- Maintain a professional relationship with all students;
- Refrain from the abuse of alcohol or drugs during the course of professional practice;
- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property;
- Comply with state, federal, and local laws regarding the confidentiality of student records;
- Fulfill the terms and obligations detailed in the charter;
- File necessary reports of child abuse; and

- Maintain a high level of professional conduct.

## **ESSA And Credentialing Requirements**

EFC shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. EFC shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1). EFC shall maintain current copies of all teacher credentials and make them readily available for inspection.

## **Founding Team**

Education for Change has already hired a founding team for Latitude. This founding team includes 15 years of experience in high-performing charters.

## **Home Office**

Education for Change as a charter management organization has an experienced Home Office team responsible for supporting Latitude and its team in implementing a quality instructional program in alignment with the charter petition.

The following positions are EFC Home Office positions that will support Latitude in its operations:

### **Management Team**

- Chief Executive Officer – Manages the strategic direction of EFC
- Chief Strategy Officer - Manages strategic priorities
- Chief Academic Officer– Leads the Instructional Leadership Team
- Chief Talent Officer – Leads recruitment, selection, retention and development of human capital; leads human strategic initiatives
- Chief of Leadership Development - Manages and supervise all schools; leads leadership development initiatives
- Chief Operations Officer - Leads the central and site-based Operations teams

### **Instructional Leadership Team**

- Deputy Chief of Student Support Services
- Director of Data Systems and Analysis
- Data Manager

### **Finance and Operations Team**

- Human Resources Team
- Community Engagement Specialist

- Student Recruitment Team
- Director Internal Operations
- Finance Team
- Facilities Manager
- IT Team

*See Appendix B12 for job descriptions for the CEO and Appendix B13 for the COO job description and the Appendix B14 Chief of Leadership Development job description. These are the PRIMARY Home Office leaders with respect to supporting sites. Any other Home Office job descriptions can be made available as requested.*

The following job descriptions outline the school positions, including qualifications and responsibilities. They will be revised as necessary to reflect the specific needs of Latitude.

### **Principal**

Under direction of the Chief of Schools, the Principal is responsible for the day-to-day operations of Latitude. The Principal’s responsibilities include management and oversight of all instruction and operations. In collaboration with the EFC Home Office, the Principal develops and implements school level policies in compliance with EFC’s organization-wide policies, administers and supervises the school and its employees, supports staff and parent leadership and a model of shared decision making, manages the implementation of the instructional program in alignment with the school’s approved instructional frameworks and annual site plans, fosters a culture of positive, engaged learners, and serves as strong advocates for the school’s philosophy.

*See Appendix B15 for the Principal job description*

### **Teachers**

As with students and parents/guardians, teachers make a specific choice to be part of the Latitude team. EFC teachers meet the requirements for employment as stipulated by the California Education Code section 47605(1). Primary teachers of core, college preparatory subjects (English–language arts, mathematics, science, history, and special education) hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. In the case of teachers teaching more than one subject, they hold a valid certificate, permit or other document for each subject area. These documents are maintained on file at EFC and at the school and are subject to periodic inspection by CDE and the Alameda County Office of Education. Teachers in non-core, non–college preparatory subjects meet the requirements the State allows for a charter school.

EFC follows the development of the regulations to implement “Highly Qualified” requirements under the No Child Left Behind Act (NCLB) and ensures that the qualifications for all teachers follow the regulatory guidelines set by the state with regard to this law. This includes monitoring that the “highly qualified” teacher requirements of NCLB are met which ensure that teachers meet the following three criteria unless otherwise exempt under the law:

1. Teacher possesses appropriate state certification or license;

2. Teacher holds a bachelor's degree; and
3. Teacher passed a rigorous test, relevant major or coursework, or state evaluation demonstrating subject matter competency.

Selection of teachers is based on their teaching experience, the degree of subject matter expertise, their “fit” with the team and the organization at large, their ability to develop strong relationships with colleagues, students, and families, and their ability to demonstrate effective classroom instructional capabilities. Inexperienced or emergency credentialed teachers are hired on educational experience, work experiences deemed beneficial to education, and résumés with good references. All teaching staff must meet guidelines and standards set by the school and EFC.

Responsibilities and essential qualities for the teachers include:

- Preparing and implementing effective lesson plans and units of study that lead to student understanding of curriculum content
- Assessing and facilitating student progress in line with the student and school outcome goals
- Maintaining accurate records
- Participating in professional development activities
- Maintaining frequent communication with students and their families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance
- Consistently delivering Latitude's instructional program with a high level of student engagement and appropriate rigor
- Consistent cognitive planning with adopted curricula
- Engaging in ongoing collaborative work with colleagues to strengthen Latitude's ability to deliver high level outcomes for all students
- Aligning instruction to the needs of English Language Learners, Special Education, High and Low Achieving students
- Being self-reflective and always striving to improve at the craft of teaching
- Using data effectively to improve student, grade level, and school academic outcomes
- Consistently holding all students to high standards of work and behavior
- Maintaining open and effective lines of communication with all stakeholders
- Maintaining a positive, organized, and productive learning environment
- Developing strong and productive relationships with students

*See Appendix B16 for the Teacher Job Description*

### **Other Staff**

A pool of day-to-day at-will (on-call) qualified substitutes, with appropriate background clearances, is established and a list of qualified substitutes is maintained.

At Latitude, additional staff persons include:

- Cafeteria Worker

- Custodian
- Office Manager
- School Services Assistant
- Assistant Principal
- Parent Coordinator
- IT Specialist

*See Appendix B17 for the Cafeteria Worker Job description*

*See Appendix B18 for the Custodian Job description*

*See Appendix B19 for the School Services Assistant Job description*

*See Appendix B20 for the Office Manager Job description*

*See Appendix B21 for the Assistant Principal Job description*

*See Appendix B22 for the Parent Coordinator Job description*

*See Appendix B23 for the IT Specialist Job description*

## **Evaluations**

The principal and assistant principal are responsible for evaluating all teachers and support staff. School staff evaluation is performed at least annually. The principal may request support from the EFC academic support team to observe teachers in the classroom in order to determine their effectiveness as facilitators of learning and their ability to reach children using various modalities. A critical part of teacher evaluation and retention will be based on their growth as a teacher, student achievement, professionalism, and “fit” with the larger organization and school.

*See Appendix B24 for Principal Evaluation Rubric, Appendix B25 for the Principal Evaluation Survey, and Appendix B26 for the Principal Evaluation Performance Assessment*

*See Appendix B27 for Teacher Evaluation Rubric and Appendix B28 for Teacher Evaluation Summary Form*

Just as staff are expected and encouraged to grow and achieve at high levels, so are these expectations applied to the principal and the school. The EFC Home Office staff work with the sites to ensure that the mission of the school is being met, that all students are meeting high levels of achievement, that staff are well supported, and that the sites are safe learning environments.

EFC shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

EFC will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from CDE and other authorized reporting agencies.

## **Facilities Acquisition**

The Petitioners have established a facilities team to evaluate and select a suitable location for Latitude. The members of the facilities team have various levels of expertise in commercial real

estate transactions, lease negotiations, and building code. The goal of the facilities team is to lease a temporary facility/space that is within budget and will be ready for classes to begin in the fall of 2018 and to build a permanent facility by fall of 2019. Education for Change currently owns property in the Fruitvale that can be used for the first hub. The team includes EFC's CEO (Hae-Sin Thomas), COO (Fabiola Harvey), Chief Strategy Officer (Sundar Chari), Director of Strategic Finance (Richard McNeel), and Pacific Charter School Development COO (John Sun).

The Education for Change team has experience in securing property and developing a brand new school facility. EFC opened Epic Charter in Fall 2014 on a property that was formerly a CalTrans warehouse. EFC worked with external partners to secure a lease to the land; as of Fall 2013, the 'school building' was a shell of a warehouse that had to be completely gutted so that a brand new school property could be designed and constructed on site. Students walked into a brand new school building in Fall of 2014. With foresight, EFC purchased property at East 12th Street and 29th Avenue, in the Fruitvale. With the support of external partners like Pacific Charter School Development, EFC is prepared to design and build a new school building to serve the Oakland community once again.

*"If Latitude is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Latitude shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, Latitude will occupy and use any District facilities, Latitude shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Latitude shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Latitude and the District.*

*Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Latitude's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.*

*Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.*

*For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. Latitude and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal or request for material revision of the charter petition. If Latitude and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal or material revision of the charter petition, the approval of the renewal or request for material revision of the charter petition shall be conditioned upon*

*Latitude and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal or material revision of the charter petition, whichever comes first. During such time period Latitude shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Latitude and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Latitude shall vacate the District facilities on or before June 30th of said school year.*

*Latitude agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.*

*In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Latitude from conducting its educational programs. If Latitude will share the use of District facilities with other District user groups, Latitude agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).*

*The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:*

- *Use: Latitude will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Latitude.*
- *Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Latitude for use. Latitude, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.*
- *Leasing; Licensing: Use of the District facilities by any person or entity other than Latitude shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.*
- *Programs, Services, and Activities Outside Instructional Program; Third Party Vendors*
  - (i) *Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and*

includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Latitude), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- *Minimum Payments or Charges to be Paid to District Arising From the Facilities:*

(i) *Pro Rata Share:* The District shall collect and Latitude shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) *Taxes; Assessments:* Generally, Latitude shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Latitude's legal or equitable interest created by the use agreement.

- *Maintenance & Operations Services:* In the event the District agrees to allow Latitude to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Latitude.

(i) *Co-Location:* If Latitude is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Latitude shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) *Sole Occupant:* If Latitude is a sole occupant of District facilities, the District shall allow Latitude, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Latitude shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- *Real Property Insurance:* Prior to occupancy, Latitude shall satisfy requirements to participate in OUSD's property insurance or, if Latitude is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Latitude shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Latitude is co-locating or sharing the OUSD facility with another user.

#### *Non-District-Owned Facilities*

*Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Latitude shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Latitude to use and occupy the site as a charter school. Latitude shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Latitude may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Latitude intends to move or expand to another facility during the term of this Charter, Latitude shall adhere to any and all CDE policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Latitude shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.*

*Facility Compliance: Prior to occupancy or use of any school site or facility, Latitude shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Latitude is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Latitude shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the CDE. Latitude cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Latitude shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.*

*Pest Management: Latitude shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.*

*Asbestos Management: Latitude shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.*

*If Latitude fails to submit a certificate of occupancy or other valid documentation to the CDE verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If Latitude moves or expands to another facility during the term of this charter, Latitude shall provide a certificate of occupancy or other valid documentation to the CDE verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the CDE for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Latitude shall not begin operation in any location for which it*

*has failed to timely provide a certificate of occupancy to the CDE, unless an exception is made by the CSD and/or the local planning department or equivalent agency.*

*Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.*

## **ELEMENT 6: HEALTH & SAFETY PROCEDURES**

*“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in.”-- California Education Code Section 44237. 47605 (b) (5) (F)*

### **HEALTH, SAFETY AND EMERGENCY PLAN**

*Latitude shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Latitude each school year.*

*Latitude shall ensure that all staff members receive annual training on Latitude’s health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.*

*Latitude shall provide all employees, and other persons working on behalf of Latitude who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).*

*Latitude shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).*

*Latitude shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Latitude.*

*Latitude shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.*

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

*Latitude, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.*

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

*Latitude shall comply with all requirements of Education Code sections 44237 and 45125.1. Latitude shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.*

*EFC shall maintain on file and available for inspection evidence that (1) EFC has performed criminal background checks and cleared for employment all employees prior to employment; (2) EFC has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) EFC has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. EFC shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, EFC shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.*

*EFC shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.*

#### ***IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS***

*EFC shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. EFC shall maintain TB clearance records and certifications on file.*

*EFC shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. EFC shall maintain student immunization, health examination, and health screening records on file.*

#### ***SAFE PLACE TO LEARN ACT***

*EFC shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.*

#### ***COMPETITIVE ATHLETICS***

*Charter School shall comply with the requirements of Education Code section 221.9 with respect to the disclosure requirements regarding competitive athletics, and shall comply with the requirements of Education Code section 33479.1 et seq. with respect to any athletic program that it offers.*

#### ***GUN-FREE SCHOOLS ACT***

*EFC shall comply with the federal Gun-Free Schools Act.*

#### ***TOBACCO USE PREVENTION***

*EFC shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.”*

### **SUICIDE PREVENTION POLICY (GRADES 7-12)**

*Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, pursuant to Education Code section 215.*

### **TRANSPORTATION**

*The Charter School shall meet the requirements of Education Code section 39831.3 with respect to any transportation services provided to or from school or a school activity.*

### **DATA PRIVACY**

*Charter School shall take the required steps to protect the data privacy of its pupils, including but not limited to complying with the requirements of Education Code section 49073.6 with respect to any maintenance of any information obtained from social media in its pupil records.*

*Charter School shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.*

## **Comprehensive Sexual Harassment Policies and Procedures**

Education for Change and Latitude are committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Education for Change has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed prior to hiring any employees. All supervisors are required to participate in regular trainings around their legal responsibilities.

*See Appendix B29 for the EFC Employee Handbook*

## **Role of Staff as Mandated Child Abuse Reporters**

All classified and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by schools within the Alameda County Office of Education Service Area.

Latitude shall provide all employees, and other persons working on behalf of Latitude who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

## **TB Testing**

EFC shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. EFC shall maintain TB clearance records and certifications on file.

### **Medication in School**

The school adheres to Education Code Section 49423 regarding administration of medication in school.

Latitude shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

### **Vision/Hearing/Scoliosis**

The school adheres to Education Code Section 49450 et seq. as applicable to the grade levels served.

### **Blood-Borne Pathogens**

The principal, or designee, meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The principal, or designee, has established a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Latitude shall ensure that all staff members receive annual training on EFC’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

### **Facility Safety**

Latitude will comply with Education Code §47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code, including provisions for seismic safety. Latitude agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

### **Fire, Earthquake, and Evacuation Drills**

Students and staff will participate in earthquake drills every other month, fire drills monthly, and at least one lock-down drill annually.

## **Emergency Preparedness**

The school adheres to an Emergency Preparedness Handbook. This handbook includes but is not limited to the following responses: fire, flood, earthquake, terrorist threats, hostage situations, and heart attacks. Education for Change requires that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.

Latitude shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Latitude.

### Procedures

The school will have adopted procedures to implement the policy statements listed above prior to operation. The school safety plan is guided by Education Code Section 35294(a). Latitude shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

*See Appendix B30 for a sample EFC Safety Plan*

### Custodian of Record

Per California Department of Justice Requirements, Education for Change has identified LaRayne Povlsen, the Director of Human Resources and EFC Board Secretary, as the Custodian of Record.

## **ELEMENT 7: MEANS TO ACHIEVE RACIAL & ETHNIC BALANCE**

*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”—California Education Code Section 47605(b)(5)(G)*

Latitude will start with 50 students in August of 2018. The school will maintain a waiting list to ensure the school will meet enrollment goals. It is the absolute goal of Latitude to serve the general student population of Oakland, and the school will strive to achieve a racial and ethnic balance that will reflect the general population of Oakland and to be a diverse by design school, consistent with California Education Code section 47605(d)(1).

Each fall, the principal in conjunction with the Home Office, will review the currently enrolled student demographics. If at any time a significant disparity among the racial and ethnic demographics of our students is identified, the principal will initiate dialogue and meetings with community leaders from the underrepresented racial groups. The objective of that dialogue will be to guide Latitude into creating more culturally inclusive and competent marketing strategies, and ultimately, a more culturally inclusive and competent school. The COO at the Home Office will take the lead with the Principal in developing and implementing a comprehensive recruitment and outreach strategy.

### **Recruitment Strategies**

#### *Earned Media*

Earned Media is one of the most effective strategies for garnering widespread attention to a charter school. Latitude will utilize the experience and relationships of its founding team members to strategically get articles placed in local newspapers that focus on the innovative programs offered at the School.

#### *Collateral Materials/Leave Behinds*

Professionally designed brochures, flyers, and posters will showcase the benefits and opportunities that an education from Latitude will provide. All materials will be created with the end-reader kept in mind and will be assured to make no false claims. These collateral materials will be minimally printed in English and Spanish and will be designed to demonstrate the diversity and cultural appreciation that occur at Latitude. All marketing material samples will be provided to CDE upon request.

#### *Grassroots Community Outreach*

The Principal and other staff will all be tasked with conducting public presentations to the community in an effort to gain awareness. Latitude leadership will annually present to rising ninth graders at the Education for Change middle schools, and with permission from Oakland Unified, Latitude will present and/or leave brochures or other collateral materials at the middle schools within the district. EFC will provide presentations or collateral materials to organizations that serve middle-school youth like other charter schools, recreation centers and after school

programs. In addition, EFC will rely on its established design partnership community to target interested families.

#### *Latitude Open Houses*

In the spring and fall of every year, Latitude will host community informational meetings, so that interested parents or community members can come and learn about the opportunities that will be provided by Latitude. EFC Home Office leadership will be invited to attend and participate in all open houses, especially should parents have specific questions that should be directed to Home Office personnel. Information for each of these open houses will be distributed to all the local daily and weekly newspapers, on radio where available, and via a concerted online and word of mouth grass roots strategy. Dates and times for the open houses have not yet been confirmed, but they will be set to maximize the number of parents that are able to attend. Proposed dates include meetings in December, February, March, and April of each year. Meetings will be held on weeknights and on weekends.

Latitude also understands that as part of its oversight of the school, CDE may conduct program review of federal and state compliance issues.

*Please see Appendix B31 for Latitude's Community Engagement and Recruitment Plan*

## **ELEMENT 8: ADMISSION POLICIES AND PROCEDURES**

*“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d)”—California Education Code Section 47605(b)(5)(H)*

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

*Latitude shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the CDE upon request.*

### **HOMELESS AND FOSTER YOUTH**

*Latitude shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Latitude shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Latitude is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Latitude shall comply with all applicable provisions of Education Code sections 48850 – 48859.*

### **NON-DISCRIMINATION**

*Latitude shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Latitude may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.*

*Latitude shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.*

### **PARENT ENGAGEMENT**

*Latitude shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise*

*discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Latitude.*

As a non-sectarian, tuition-free public school, Latitude will admit all grade-level eligible pupils who wish to attend up to the school's capacity, in accordance with Education Code §47605(d)(2)(A). Latitude will be a school of choice, and in compliance with Education Code §47605(f), no student will be required to attend Latitude 37.8 High School. Admission shall not be determined based on the place of residence of the pupil or of his/her parent or guardian. However, in the event of a public random drawing, admissions preference may be granted to residents of Oakland.

In accordance with Education Code §48000(a), children must meet minimum age requirements for enrollment. Latitude will abide by any future amendments to the Education Code regarding minimum age for public schools. Proof of the child's age must be presented at the time of enrollment as described in Education code §48002. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

### **Admission and Enrollment Process**

Latitude is participating in the Oakland Common Enrollment process. In order to ensure that all students will be placed appropriately and benefit fully from Latitude, parents will be strongly encouraged to participate in a pre-admission meeting and a school tour. Upon admission, parents will be encouraged to attend a family orientation.

All students who wish to attend Latitude shall be admitted, up to capacity. Admission to Latitude shall not be determined by the place of residence of the student or his or her parent in the State, except as provided in Education Code Section 47605(d)(2). If the number of pupils who wish to attend Latitude exceeds the school's capacity, attendance, except for existing pupils of the School, shall be determined by a public random drawing ("lottery"). Students currently enrolled in the school are exempt from the lottery. Within the context of this admission process, Latitude seeks to deliver on the spirit and intent of Brown vs. Board of Education by using legally permissible means to enroll a profile of students representative of the racial, ethnic and socioeconomic diversity of the city of Oakland. In this regard, Latitude employs certain weighting mechanisms in relation to its lottery that foster diversity and that fit squarely within acceptable admissions protocols. Weightings for geography and socioeconomic status ("SES") are employed as described below. These weightings are adjusted to account for the numbers of students from a particular zipcode cluster that have been admitted from returning students, sibling preferences and employee or founding family preferences.

In the event applications for admission exceed availability, priority for admission shall be assigned in the following order:

1. Siblings of students admitted to or attending the Charter School.

2. Children of employees of Latitude<sup>32</sup> or founding families<sup>33</sup> (this priority will be capped at 10% of total enrollment).
3. Applicants residing within the boundaries of the Oakland Unified School District.
4. Applicants residing outside of Oakland..

### Weighting

- **Geographic**—In order to meet the requirement that preference for admission be offered to students who reside in the Oakland Unified School District, Latitude will ensure that at least 85% of slots for admission will be allocated to students residing in Oakland. Latitude identifies attendance regions consisting of several contiguous zip code areas or “clusters.” Using United States Census data, Latitude determines the percentage of school aged students residing within each zip code cluster and provides weighting within the lotteries designed to encourage a corresponding level of enrollment from each zip code cluster.
- **SES**—Similar to the zip code weightings, weightings are implemented to encourage SES diversity. Weightings for SES are designed to ensure that at least 50% of admitted students are eligible to receive free and reduced price meals under the NSLP.

In the event of a single weighted lottery,

- Children of Latitude employees or founding families will be given five additional entries in the lottery.
- Students residing within the boundaries of OUSD, if there is space within the applicant’s zip code cluster, would be given one additional entry in the lottery.
- Students residing within the boundaries of OUSD who meet the SES criteria (qualify for free or reduced lunch) would be given one additional entry in the lottery.

All applications drawn after reaching capacity will be placed on a wait-list, in order in which they are drawn. Any applications submitted by the deadline and not accepted through the public random drawing due to capacity limitations will be placed on the wait-list in the order determined by lottery. Applications received after the deadline will be offered admission (spots on the wait-list) in the order received AFTER all applicants who submitted by the lottery deadline have been served.

Families who submitted completed application forms prior to the deadline will be notified in writing regarding the date, time, and location of the public lottery, and rules for the lottery process. Date, time, and location of the public lottery and rules for the lottery process are included in site FAQs and are posted online. Parents do not have to be present to participate in the lottery. The lottery drawing will be held on the school grounds in spring. EFC will ensure that the lottery process will be:

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<sup>32</sup> Latitude employees must be working in at least a .5 FTE (Full Time Equivalent) role.

<sup>33</sup> Founding families is defined as families who contribute at least 80 hours to support the launch of the school prior to the 2018-2019 academic year.

- Public, transparent, and fair
- Held in a public space large enough to accommodate all interested
- Facilitated by an uninterested party charged with conducting the process

Results will be mailed to all applicants and follow-up phone calls will be made. Families of students who are offered admission will have three weeks to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address, and immunization records. Any families who decline admission or who fail to confirm will lose their position to the next name on the waiting list. The waiting list will be kept on file at the school and will be valid for the duration of the school year. If a student leaves the school, that space will be offered to the next person on the waiting list by mail and by phone. A student who is offered a position off of the waiting list will be required to confirm in writing their intent to enroll.

Upon admission to Latitude, the registration process is comprised of the following:

- Completion of a student registration form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements, e.g. birth certificate;
- Authorization for the school to request and receive from schools the student has attended or is currently attending;
- A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be provided;
- A copy of any existing 504 or Individual Education Plan (IEP) for the student shall be provided.

### **Family Educational Rights And Privacy Act (FERPA)**

Latitude, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

*Please see Appendix B32 for the Common Enrollment Student Application (online), and Appendix B33 for 17-18 Enrollment Information Sessions Flyer.*

## ELEMENT 9: ANNUAL FINANCIAL AUDITS

*“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”*

*- California Education Code Section 47605(b)(5)(I)*

*“In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the CDE will apply each year of the term of this charter;*

- o On or before July 1, an annual update required pursuant to Section 47606.5.*
- o September 15 – Final Unaudited Financial Report for Prior Year*
- o December 15 – Final Audited Financial Report for Prior Year*
- o December 15 – First Interim Financial Report for Current Year*
- o March 15 – Second Interim Financial Report for Current Year*
- o July 1 – Preliminary Budget for Subsequent Year”*

### *Audit and Inspection of Records*

*Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:*

- Charter School is subject to CDE oversight.*
- The SBE’s statutory oversight responsibility continues throughout the life of the Charter and requires that the SBE, among other things, monitors the fiscal condition of Charter School.*
- The SBE is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.*

*Accordingly, the CDE hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures. The audit may include, but is not limited to, the following areas:*

- Compliance with terms and conditions prescribed in the Charter agreement,*
- Internal controls, both financial and operational in nature,*
- The accuracy, recording and/or reporting of Charter School’s financial information,*
- Charter School’s debt structure,*
- Governance policies, procedures and history,*
- The recording and reporting of attendance data,*
- Charter School’s enrollment process,*
- Compliance with safety plans and procedures, and*
- Compliance with applicable grant requirements.*

*Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the CDE may conduct the audit upon 24-hours notice.*

## **Fiscal Audit**

An annual independent financial audit of the books and records of EFC will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of EFC will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The Education for Change Board of Directors will hire an independent auditor who has, at a minimum, a CPA, experience in education finance, and is approved by the State Controller on its published list as an educational audit provider is familiar with the Audit Guide for Charter Schools. This auditor will complete an annual audit of Latitude's financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and the Audit Guide for Charter Schools. It will verify the accuracy of EFC and Latitude's financial statements (including balance sheets, income statements, and cash flow statements), attendance and enrollment reporting practices, internal controls, and any other documents or systems required by law.

EFC will prepare the necessary unaudited financial reports to be submitted to CDE. Two interim reports and a year-end report, in a format to be provided by CDE, that will include actual and revised budget figures, projected revenues, expenditures, and fund balances will be submitted to CDE unless a different system is agreed to by all parties. In addition, year-end financial statements audited by a Certified Public Accountant will be submitted to CDE within four months following the close of the fiscal year. The cost of the audit will be a fixed cost in the annual budget to ensure EFC is able to comply with this requirement.

The annual audit will be completed and forwarded to the State Controller, the County Office of Education, and to the CDE by the 15<sup>th</sup> of December of each year. At the conclusion of the audit, any exceptions or deficiencies will be reviewed by the Audit Committee with the Chief Operating Officer. The Audit Committee will report the findings and recommendations to the Board of Directors. The Board will then report to the CDE to address how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Authorizing Entity. EFC will agree to writing a timeline for resolution of audit exceptions and deficiencies. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent fiscal audit of Latitude is public record to be provided to the public upon request.

EFC will be responsible for its own financial services (accounting, budgeting, and payroll) and personnel services.

EFC shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. In receiving this funding directly, EFC is responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. EFC shall provide CDE with all financial and related reports, including enrollment attendance, to enable CDE to meet its requirements by law.

## ELEMENT 10: SUSPENSION & EXPULSION PROCEDURES

*“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action.*

*The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” —California Education Code Section 47605(b)(5)(J)*

### **Code of Conduct**

The goal of the Latitude Code of Conduct is to create conditions that foster student self-discipline in a warm, supportive school climate that is conducive to maximum learning for all students. The Code of Conduct is a general guide for behavior, not a mechanism for rigid control. The individual personalities of students or extenuating circumstances will be considered before corrective measures are prescribed. (*Reference Ed Code Sections 48900 and 48915 and Health and Safety Code 11007*)

The code of conduct will be presented in the student/parent handbook. Every family will receive a new copy of the Parent-Student handbook annually; it will be available in both English and Spanish.

Each student and his or her parent or guardian will be provided with a copy of the following discipline policies including suspension and expulsion and will be required to verify that they have reviewed and understand the policies prior to enrollment.

At Latitude, all students will dress in alignment with the Latitude dress code. The school dress code will be set by the leadership at the school site with input from the Family Leadership Council and student leadership, and the principal will be accountable for enforcing the approved dress code.

*Please see Appendix B34 for a sample Student-Parent Handbook (from High Tech High).*

## **Suspension and Expulsion**

The following Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Latitude. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook, which is sent to each student at the beginning of the school year. The School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow all applicable federal and state laws when imposing any form of discipline on

a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

### **Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at the School or at any other school, or 3) a School sponsored event. A pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

### **Suspension Offenses**

#### Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.

8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
18. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

20. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.
23. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

#### Non- Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

#### **Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

- 1) **Conference:** Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

- 2) **Notice to Parents/Guardians:** At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.
- 3) **Suspension Time Limits/Recommendation for Expulsion:** Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

## **Expellable Offenses**

### Discretionary Expellable Offenses:

Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an

intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

#### Non -Discretionary Expellable Offenses

Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Governing Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

#### **Authority to Expel**

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Board following a hearing before it or by the Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the EFC's

governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

### **Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. The Administrative Panel will determine whether to recommend expulsion of the pupil to the governing board within three days after the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five

days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous

examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **Students With Disabilities**

A pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

- 1) **Notification of SELPA**—The School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who the School or SELPA would be deemed to have knowledge that the student had a disability.
- 2) **Services During Suspension**—Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.
- 3) **Procedural Safeguards/Manifestation Determination**—Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the IEP Team shall review all

relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability.
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior
3. Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

- 4) **Due Process Appeals**—The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the School, the student

shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

- 5) **Special Circumstances**—Latitude personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
  2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
  3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.
- 6) **Interim Alternative Educational Setting**—The student's interim alternative educational setting shall be determined by the student's IEP team.
  - 7) **Procedures for Students Not Yet Eligible for Special Education Services**—A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to The School's supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.

If the School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put. If the School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

### **Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as

defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion-hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

### **Written Notice to Expel**

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the CDE. This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

The Board's decision to expel shall be final.

### **Disciplinary Records**

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the CDE upon request.

### **Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the District or their school district of residence.

### **Rehabilitation Plans**

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

### **Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat

to others or will be disruptive to the school environment. The Home Office team shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

*“Latitude shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves Latitude without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last known address. Latitude shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).”*

*“Latitude shall define any student dismissal under the Charter School’s disciplinary procedure, or termination of a student’s right to attend the Latitude under its disciplinary procedure, as an “expulsion” under the Education Code.”*

*“In the case of a special education student, or a student who receives 504 accommodations, Latitude will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability; or 2) if the conduct in question was the direct result of the LEA’s failure to implement the 504 plan or IEP. If it is determined that the student’s misconduct was not caused by or had direct and substantial relationship to the child’s disability or the conduct in question was not a direct result of the LEA’s failure to implement the 504 plan or IEP, the student may be expelled.”*

## ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or the federal social security.”—California Education Code Section 47605(b)(5)(K)*

### **Work Basis**

Employee hours per week will be based upon individual employee work agreements. The standard work week for all staff is 40 hours per week.

### **Compensation**

EFC provides total compensation to individual employees that is competitive with other private and public schools for comparably qualified and experienced employees, i.e., Latitude offers compensation that assures the successful recruitment of employees that enable the school to fulfill its mission and goals. Specific salaries and stipends are identified within the individual work agreements.

*See Appendix B35 for the EFC Teacher Salary Schedule*

### **Benefits**

Mandatory benefits such as workers compensation, unemployment insurance, Medicare and social security (for non-STRS or non-PERS employees) are provided by EFC, as well as life, health, dental, vision, and related benefits as part of the total compensation package for each employee determined as part of the individual work agreement.

*See Appendix B36 for EFC Benefits Guide*

### **Retirement**

EFC will make any contribution that is legally required of the employer including STRS, PERS, and federal social security.

Eligible certificated employees participate in State Teachers Retirement System (STRS), in which the employer and the employee each contribute the statutory amount. Eligible classified employees participate in Public Employee Retirement System (PERS), in which the employer and the employee each contribute the statutory amount. All employees, with the exception of STRS participants, participate in the Federal Social Security Program. EFC also currently provides an option to participate in a 403b retirement plan with no employer match. If the IRS decides in the future that Public Charter Schools are not eligible to participate in STRS or PERS, EFC plans to provide an employer match via a 403b retirement plan or 457 retirement plan or both, that would be competitive in the market place. Also note that certificated employees would participate in the Federal Social security program if they are ruled ineligible for STRS by the IRS. Currently, EFC eligible employees participate in PERS and STRS.

## ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”—California Education Code Section 47605(b)(5)(L)*

*“Pupils who choose not to attend Latitude may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in Latitude shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.”*

No student may be required to attend Latitude. Students of Oakland Unified School District (OUSD) are free to attend other OUSD schools with available spaces rather than Latitude under its choice policy. Alternatively, students may wish to seek inter- or intradistrict attendance alternatives in accordance with OUSD policy. Parents/guardians will be informed that no student shall be granted an automatic right to enrollment in any school or program of OUSD on the basis of that student’s enrollment or application to Latitude.

### **ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES**

*“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.”—California Education Code Section 47605(b)(5)(M)*

*“Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.”*

Education for Change shall be deemed the exclusive public school employer of Latitude teachers, staff and other employees of Latitude for purposes of the Educational Employment Relations Act. EFC recognizes the employees’ rights under the EERA provisions to organize for collective bargaining. No employee shall be required to work at Latitude or EFC.

## ELEMENT 14: MANDATORY DISPUTE RESOLUTION

*"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."—California Education Code Section 47605(b)(5)(N)*

*EFC will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. EFC will not, at any time, refer complaints to the CDE.*

*The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.*

*EFC will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with EFC alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. EFC will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.*

*EFC will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.*

*EFC will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.*

*EFC shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.*

## **Disputes with the SBE**

*The staff and Governing Board members of Latitude and EFC agree to attempt to resolve all disputes between the SBE and Latitude regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.*

*Any controversy or claim arising out of or relating to the charter agreement between the SBE and Latitude except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below*

*(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the SBE's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:*

To EFC, c/o CEO:

Latitude

% Education for Change

333 Hegenberger Rd, Suite 600

Oakland, CA 94621

To Lisa F. Constancio, Director

Charter Schools Division

California Department of Education

1430 N Street, Suite 5401

Sacramento, CA 95814

*(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00pm, or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic*

confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

## ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

*“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”—California Education Code Section 47605(b)(5)(p)*

### REVOCATION OF THE CHARTER

*The SBE may revoke the Charter if Latitude commits a breach of any provision set forth in a policy related to charter schools adopted by the State Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The SBE may revoke the charter of Latitude if the SBE finds, through a showing of substantial evidence, that Latitude did any of the following:*

- *Latitude committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.*
- *Latitude failed to meet or pursue any of the pupil outcomes identified in the Charter.*
- *Latitude failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.*
- *Latitude violated any provision of law.*

*Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the State Board of Education will notify Latitude in writing of the specific violation, and give Latitude a reasonable opportunity to cure the violation, unless the State Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.*

*Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.*

### CLOSURE ACTION

*The decision to close Latitude, either by the governing board of EFC or by the State Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the State Board of Education; the governing board of Latitude votes to close Latitude; or the Charter lapses or is surrendered.*

### CLOSURE PROCEDURES

*The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education*

website. All references to “Charter School” apply to Latitude including its nonprofit corporation and governing board.

### *Designation of Responsible Person(s) and Funding of Closure*

*Prior to or at the time of the taking of a Closure Action by either the governing board of EFC or the State Board of Education, the governing board of EFC shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Latitude will fund, these activities.*

### *Notification of Closure Action*

*Upon the taking of a Closure Action, Latitude shall send written notice of its closure to:*

- 1. The CDE CSD. Latitude shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Latitude, Latitude shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.*
- 2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Latitude within 72 hours of the Closure Action. Latitude shall simultaneously provide a copy of the written parent notification to the CSD.*
- 3. Alameda County Office of Education (ACOE). Latitude shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Latitude shall simultaneously provide a copy of this notification to the CSD.*
- 4. The Special Education Local Plan Area (SELPA) in which Latitude participates. Latitude shall send written notification of the Closure Action to the SELPA in which Latitude participates by registered mail within 72 hours of the Closure Action. Latitude shall simultaneously provide a copy of this notification to the CSD.*
- 5. The retirement systems in which Latitude’s employees participate. Within fourteen (14) calendar days of the Closure Action, Latitude shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Latitude shall provide a copy of this notification and correspondence to the CSD.*
- 6. The California Department of Education (CDE). Latitude shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Latitude shall provide a copy of this notification to the CSD.*
- 7. Any school district that may be responsible for providing education services to the former students of Latitude. Latitude shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Latitude shall provide a copy of these notifications, if any, to the CSD.*
- 8. All Latitude employees and vendors within 72 hours of the Closure Action. Latitude shall simultaneously provide a copy of the written employee and vendor notification to the CSD.*

*Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:*

- 1. The effective date of the closure of Latitude*
- 2. The name(s) and contact information for the person(s) handling inquiries regarding the closure*
- 3. The students' school districts of residence*
- 4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements*

*In addition to the four required items above, notification of the CDE shall also include:*

- 1. A description of the circumstances of the closure*
- 2. The location of student and personnel records*

*In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:*

- 1. Information on how to enroll or transfer the student to an appropriate school*
- 2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results*
- 3. Information on student completion of college entrance requirements, for all high school students affected by the closure*

*Notification of employees and vendors shall include:*

- 1. The effective date of the closure of Latitude*
- 2. The name(s) and contact information for the person(s) handling inquiries regarding the closure*
- 3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Latitude, by which Latitude shall provide employees with written verification of employment*

*Within 30 days of the effective date of closure, Latitude shall provide all employees with written verification of employment. Latitude shall send copies of such letters to the CSD.*

### *Records Retention and Transfer*

*Latitude shall comply with all applicable laws as well as CDE policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Latitude records, including student records. These requirements include:*

- 1. Latitude shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of*

*Latitude. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.*

2. *Latitude's process for transferring student records to receiving schools shall be in accordance with CDE procedures for students moving from one school to another.*

3. *Latitude shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the CDE procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Latitude closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with CDE procedures.*

4. *Latitude must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Latitude will coordinate with the CSD for the delivery and/or pickup of student records.*

5. *Latitude must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.*

6. *Latitude must provide to the CSD a copy of student attendance records, teacher gradebooks, Latitude payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.*

7. *Latitude shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.*

8. *Latitude shall provide to the responsible person(s) designated by the governing board of Latitude to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.*

#### ***Financial Close-Out***

*After receiving notification of closure, the CDE will notify Latitude and the authorizing entity of any liabilities Latitude owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.*

*Latitude shall ensure completion of an independent final audit within six months after the closure of Latitude that includes:*

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Latitude.

*This audit may serve as Latitude's annual audit.*

*Latitude shall pay for the financial closeout audit of Latitude. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Latitude will be the responsibility of Latitude and not CDE. Latitude understands and acknowledges that Latitude will cover the outstanding debts or liabilities of Latitude. Any unused monies at the time of the audit will be returned to the appropriate funding source. Latitude understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the SELPA in which Latitude participates, and other categorical funds will be returned to the source of funds.*

*Latitude shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:*

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

*These reports must be submitted to the CDE and the authorizing entity in the form required. If EFC chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.*

*For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Latitude with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.*

#### *Disposition of Liabilities and Assets*

*The closeout audit must identify the disposition of all liabilities of Latitude. Latitude closure procedures must also ensure appropriate disposal, in accordance with Latitude's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Latitude have been paid or otherwise addressed. Such disposal includes, but is not limited to:*

1. *Latitude, at its cost and expense, shall return to the CDE any and all property, furniture, equipment, supplies, and other assets provided to Latitude by or on behalf of the CDE. The CDE discloses that the California Education Code sets forth the requirements for the disposition of the CDE's personal property and Latitude shall bear responsibility and liability for any disposition in violation of statutory requirements.*
2. *The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.*
3. *The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.*
4. *The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.*

*If Latitude is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Latitude, the corporation shall be dissolved according to its bylaws.*

*Latitude shall retain sufficient staff, as deemed appropriate by the EFC governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.*

*EFC's governing board shall adopt a plan for wind-up of Latitude and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.*

*Latitude shall provide CDE within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Latitude will make the payments.*

*Prior to final close-out, Latitude shall complete all actions required by applicable law, including but not limited to the following:*

- A. *File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.*
- B. *File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).*
- C. *Make final federal tax payments (employee taxes, etc.)*
- D. *File its final withholding tax return (Treasury Form 165).*
- E. *File its final return with the IRS (Form 990 and Schedule).*

*This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Latitude's authorization to operate as a charter school or cause Latitude to cease operation. Latitude agrees that, due to the nature of the property and activities that are the subject of this Charter, the CDE and public shall suffer irreparable harm should Latitude breach any obligation under this Element 16. The CDE therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the*

*CDE. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.*