Board Office Use: **Legislative File Info.**	
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Introduction Date	8/13/2025
Enactment Number	
Enactment Date	

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To Board of Education

From Dr. Denise Saddler, Interim Superintendent
Jenine Lindsey, General Counsel
Kelly Krag-Arnold, Director, Office of Charter Schools

Meeting Date August 13, 2025

Subject Submission – Latitude 37.8 High School Charter Renewal Petition – Grades 9-12 – July 1, 2026-June 30, 2031

Ask of the Board Acceptance of Submission, as of July 1, 2025, of Latitude 37.8 High School charter renewal petition – Grades 9-12 – July 1, 2026-June 30, 2031, with Initial Public Hearing set for August 27, 2025, pursuant to Education Code Section 47605.

Background Latitude 37.8 High School ("Latitude") is a charter school under the Education for Change ("EFC") charter management organization which has been authorized by the State Board of Education ("SBE") since it was initially approved for a 5-year term beginning July 1, 2018. Due to the impacts of the COVID-19 pandemic, Education Code Section 47607.4 extended this term an additional three years, resulting in a charter term which currently expires on June 30, 2026.

Although OUSD is not currently the authorizer for Latitude, the enactment of AB 1505 in October 2019 modified the SBE's statutory authority, removing charter school authorization from its designated responsibilities. Per Education Code Section 47605.9(b), any charter school currently under the authority of the SBE must submit renewal petitions to the governing board of the school district within the boundaries of which the charter school is located. Therefore, on July 1, 2025, Latitude submitted its renewal petition to OUSD. As Latitude was placed in the Middle Tier by the California Department of Education, the charter school is eligible for a 5-year term. If approved, OUSD would become the authorizing entity for Latitude beginning July 1, 2026.

As outlined in Education Code Section 47605(b), the Initial Public Hearing for Latitude will take place within 60 days of the renewal submission. Representatives from the school will present and the OUSD Board will have an opportunity to ask the lead charter petitioners questions following the presentation.

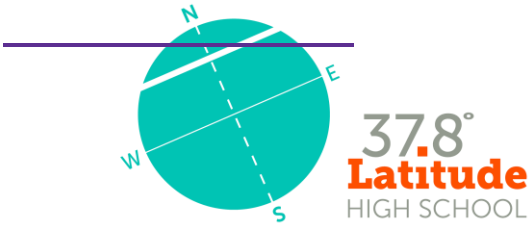
The OUSD Office of Charter Schools is conducting an evaluation of the renewal petition and will prepare and post a Staff Report 15 days prior to the Decision Public Hearing, in accordance with California Education Code.

Discussion Board members will have the opportunity to ask the lead charter petitioners questions at the Initial Public Hearing.

Fiscal Impact No direct fiscal impact.

Attachment(s)

- Latitude Renewal Petition – Redline
- Latitude Renewal Petition – Clean







Latitude 37.8 High School

Renewal Charter Petition

~~Approved By~~

~~California State~~

Submitted to:

Oakland Unified School District Board of Education

~~on~~

July ~~12, 2018~~1, 2025

For the term ~~of~~ July 1, ~~2018~~2026 - June 30, ~~2023~~2031

Submitted by:

~~Hae-Sin Thomas~~
~~Lead Petitioner~~

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~~**Statement of Assurances**~~

~~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~~Larissa Adam and Education for Change Public Schools

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Affirmations, Declarations, and Assurances

Affirmation of Conditions Described in Education Code Section 47605(e)

Latitude 37.8 High School (also referred to herein as "Latitude" or the "Charter School"):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code ("Ed. Code") § 47605(e)(1))

~~1.~~2.Shall not charge tuition~~,~~ (including fees~~,~~ or other mandatory payments for attendance at ~~the charter school~~Charter School or for participation in programs that are required for students~~.~~ except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))

~~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.~~

~~2.~~3.~~4. Will be open to all students, on a space available basis, and shall~~Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race~~, color, national origin, creed, sex,~~ or ethnicity, religion, sexual orientation, ~~mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.~~immigration status. (Ed. Code § 47605(e)(1))

~~3.~~4.~~5. Will not exclude~~Except for legally permissible admission ~~based on~~ preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the ~~student's or parent's/guardian's~~ place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a ~~conversion~~charter school shall ~~give~~adopt and maintain a policy giving admission preference to ~~students~~pupils who reside within the former attendance area of ~~the~~that public school. (Ed. Code § 47605(e)(1))

5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District ("OUSD" or "District") except as provided for in Education Code

section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))

a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))

b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))

c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))

d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, 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 report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))

7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))

8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))

9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))

10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code
~~6. Will~~, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code ~~Sections~~sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))

~~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.~~

2. ~~12. Will~~Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))

3. Shall at all times maintain all necessary and appropriate insurance coverage.

4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 *et seq*. and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))

5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))

6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)

7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, martial status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))

~~2.~~8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; ~~section~~Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990~~.~~, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)

~~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."~~

~~3.~~9. ~~14. Will~~Shall 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, ~~§~~section 5; and MGL c. 89, 71 ~~§~~sections (f) and (I).

Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C.

10. ~~15. Will comply with the~~ ch. 119 § 11431 *et seq*.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.

11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)

12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)

13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

a. The California Code of Regulations

~~a.~~b. 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~~ Title IX of 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~~Amendments 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(l).~~

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.

b.c. 29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 1972 (20 U.S.C. Sec. 1681 *et seq*.)

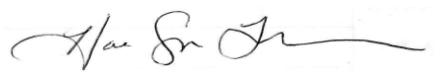
30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).

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.



Hae-Sin Thomas, CEO, Education for Change

OUSD Petition Checklist

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

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

	Appx. M Exclusive Employer Declaration	☒	☐
Electronic PDF copy of entire application		☒	☐
Electronic copies of completed budget templates		☒	☐

Additional Documents To Be Included In The Petition:

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

~~**Executive Summary**~~

d. ~~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~~Displaying all required postings at school site and online
e. Following the minimum and maximum age requirements for enrollment
f. Providing the minimum number of instructional minutes

NOTE: Throughout this Charter there is specific "District Required Language" (DRL), including but not limited to the above *Affirmations*, *Declarations*, *and Assurances* section. All DRL should be highlighted in gray. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

EXECUTIVE SUMMARY

We respectfully present this petition for charter renewal for Latitude 37.8 High School for the 2026–2031 term. Since opening its doors in 2018, Latitude has provided a rigorous, personalized academic program to high school students across Oakland. Latitude's educational model—centered on project-based learning, real-world inquiry, and strong student-mentor relationships—has proven effective in supporting academic success and postsecondary readiness.

In the 2024-25 school year, Latitude served approximately 385 students in grades 9–12. The student body reflects the diversity and resilience of Oakland: over 70% of students qualify as socioeconomically disadvantaged, 27% are English Learners, 22% receive special education services, and the majority identify as Latinx. The Charter School also enrolls foster youth, newcomer students, and students experiencing housing insecurity. Latitude is designed to serve those furthest from opportunity—and to do so with a student-centered, real-world learning model that equips all learners to succeed in college, career, and civic life.

As a middle-performing school under Education Code Section 47607.2(b), Latitude demonstrates academic results that meet or exceed state averages in key indicators, including graduation rate, A–G college eligibility, and English Language Arts proficiency. The Charter School's trajectory of continuous improvement, strong instructional foundation, and alignment to community needs provide a clear and compelling rationale for renewal.

Overview of Latitude 37.8 High School

Latitude 37.8 High School is an innovative public charter high school in Oakland, California, operated by Education for Change ("EFC") Public Schools. Opened in 2018, Latitude was founded to reimagine what high school can be—one that centers students as active participants in their learning and leverages the dynamic resources of the city as an extended classroom. Rooted in the belief that students thrive when they are known, challenged, and supported, Latitude provides an academically rigorous, hands-on, and personalized learning experience that prepares students for success in college, career, and life.

Located in the Fruitvale neighborhood, Latitude serves ~~ethnically~~a racially, culturally, and economically diverse student ~~bodies.~~

~~The staff and community of Education for Change Public Schools and the Latitude 37.8 High School~~ population reflective of the broader Oakland community~~ are submitting this petition for~~. Through 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 hthomas@efcps.net, (510) 568-7936
Board Chair (name, email, mobile phone)	Nick Driver ndriver@csmci.com, (415) 225-4661
Affiliated Charter Management Organization	Education for Change Public Schools

Latitude 37.8 High School

Latitude 37.8 is a new high schoolplace-based, competency-based model in Oakland, California that leverages the assets of the city to provide, the Charter School empowers students with the experiences, skills, and network they need for ato pursue 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 individualwork, build lasting networks, and develop a strong sense of self, purpose, and possibility.

Latitude Vision and Mission

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 Founding 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".[1] 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.

[1] 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:

Latitude emerged from a community-driven design process launched in response to the XQ Super School Challenge in 2015. A diverse team of educators, parents, students, designers, civic leaders, and community members came together to explore how high school could better serve Oakland youth. After conducting focus groups, surveys, and community engagement sessions, the team identified the need for a school that provides real-world learning opportunities, emphasizes equity and personalization, and connects students to their city. Latitude was named one of 50 national XQ finalists from more than 700 applications.

Since its founding, Latitude has developed into a robust model that combines academic rigor with real-world relevance. Students engage in interdisciplinary projects, build portfolios of work, and connect with professionals and mentors throughout Oakland. The Charter School is intentionally diverse by design and built to serve a wide range of learners, including English Learners, students with IEPs, and those who are historically underserved.

Graduate Profile

The Latitude graduate is more than college-eligible. All students complete the UC/CSU A–G course sequence and graduate with a digital portfolio of work, meaningful internships, and strong adult relationships that support their transition to life beyond high school. Students demonstrate:

- **Personal Agency** – The ability to set goals, make decisions, and navigate challenges with confidence and adaptability.
- **Essential Competencies** – Mastery of academic, cognitive, and social-emotional skills aligned to college, career, and civic success.
- **Integrated Identity** – A cohesive sense of self grounded in culture, community, and purpose.

This profile is guided by the research framework *Foundations for Young Adult Success* and reflects a broader understanding of what students need to thrive.

Design Principles and Instructional Model

Latitude is organized around four guiding principles that shape every aspect of the student experience:

- **Relevance** – Students engage with real-world problems and apply learning to their lives and communities.
- **Personalization** – Each student's path is informed by their goals, strengths, and needs.
- **Integration** – Learning is interdisciplinary, connected across academic domains and cultures.

- **Creativity** – Students build creative confidence and learn to innovate in diverse contexts.

These principles are brought to life through two key practices:

- **Place-Based Learning** – The city becomes the classroom, with learning experiences rooted in Oakland's neighborhoods, organizations, and issues.
- **Competency-Based Progression** – Students advance based on mastery, not seat time, supported by clear continua, authentic assessments, and personalized learning plans.

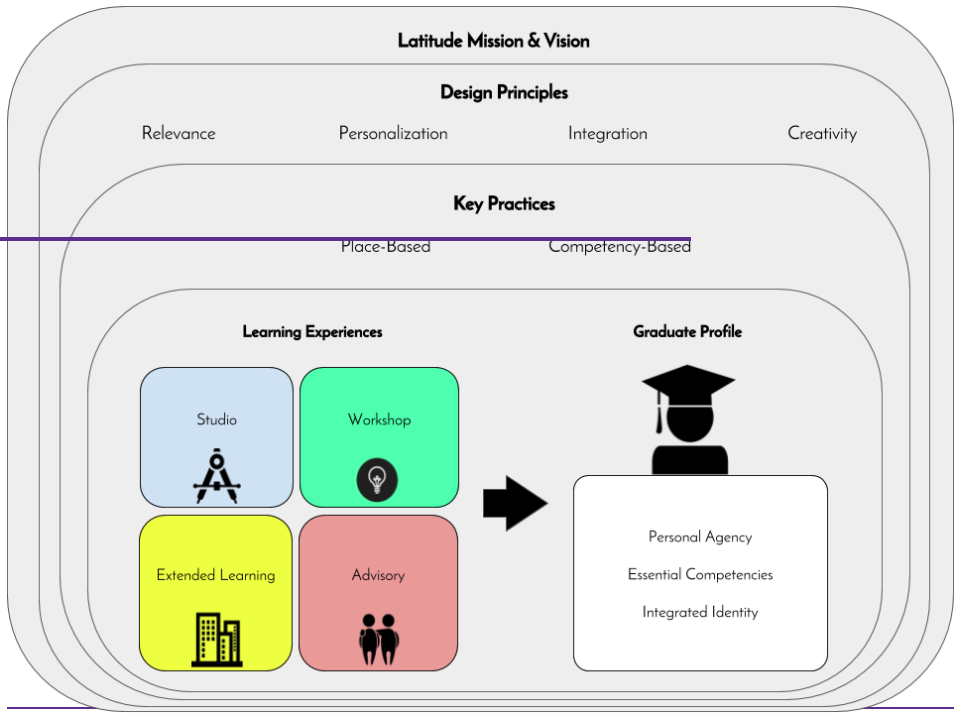
Core Learning Structures

Latitude's instructional program is built on four core learning experiences:

- **Studios** – Interdisciplinary, project-based courses (e.g., Humanities, Science & Design) where students tackle real-world challenges through research, fieldwork, and creative problem solving.
- **Workshops** – Courses in math and literacy that build foundational academic skills through personalized, inquiry-driven instruction.

- **Advisory** – A four-year advisory model that supports students in building identity, community, and postsecondary plans, led by an advisor who knows them deeply.
- **Extended Learning Opportunities ("ELOs")** – Internships, service learning, and job shadowing experiences that connect students with mentors, expand their networks, and give them hands-on experience in fields of interest.

Figure 0.1—Latitude School Model:



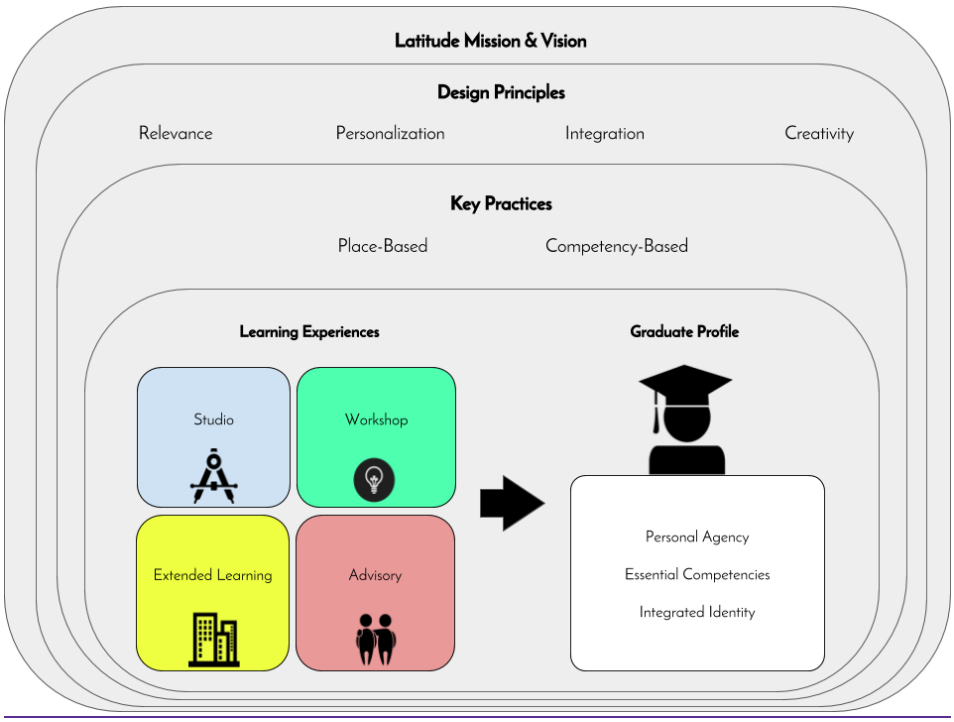
~~Phases of Latitude Program:~~

~~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.[2] The design principles, key practices, and learning structures have been developed ~~upon~~based on the notion that ~~school~~schools 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~~Our model ~~is supportive of~~supports all types of learners from ~~any type of~~diverse life ~~circumstance.~~circumstances. Latitude's personalized and competency-based approach ~~will provide~~provides the flexibility to serve students who are over-age, credit deficient, ~~and/~~or require ~~flexibility in their schedules and program~~nontraditional scheduling, such as newcomers, homeless youth, ~~and~~or teen parents, as well as high-achieving, accelerated ~~students~~learners. By building systems to ~~serve~~support students with ~~these diverse types of~~a wide range of academic and social-emotional needs, and by leveraging the rich resources of ~~the city to support them, we will be~~Oakland, Latitude is able to serve an authentically diverse student body that ~~reflects all of the different experiences~~mirrors the full spectrum of young people in our city.

[2] ~~Latitude intends to join the Diverse Charter Schools Coalition (www.diversecharters.org).~~

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 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 , 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 to keep artists in the city, produced a about reducing gun violence in the United States, 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 and supported OUSD schools through the School Design Lab. She also coached the intrepid teaching staff at Rudsdale 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.

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 .

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 -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**~~Key Achievements and Evidence of Progress

Since its initial authorization in 2018, Latitude 37.8 High School has demonstrated clear and measurable growth in academic outcomes, equity, and instructional quality. This trajectory reflects the Charter School's commitment to continuous improvement and the impact of its personalized, equity-centered instructional model. Notable progress from 2022 to 2024 includes:

- **ELA Proficiency Increased by 7.7 Percentage Points** – From 41.2% in 2022 to 48.9% in 2024, outperforming both OUSD (33.1%) and California (47.0%) averages.
- **Math Performance Maintained Gains Amidst Statewide Declines** – Despite pandemic learning loss trends, Latitude's math proficiency (18.5%) in 2024 remains higher than comparison OUSD high schools.

- **90.9% A–G Completion Rate (Class of 2023)** – Significantly above the OUSD high school average (53.7%) and state average (50.4%), reflecting strong college readiness supports.

- **92.7% Graduation Rate (Class of 2024)** – Exceeding both the OUSD high school average (80.6%) and California (86.7%).

- **Reclassification and English Learner Growth** – The Charter School reclassified 21 English Learners in 2023–24, up from 12 in 2022–23, and assessments indicate steady gains in English Language Proficiency Assessments for California ("ELPAC") proficiency levels.

- **High Student Engagement through Personalized Learning** – 100% of students complete an internship, and all seniors present a capstone portfolio as part of graduation.

These results are driven by Latitude's instructional leadership team, commitment to teacher coaching, and use of real-time assessment data to inform targeted interventions. The Charter School has established robust advisory structures, expanded dual enrollment opportunities, and enhanced instructional alignment in math and English Language Development ("ELD") over the past two years.

These results are especially significant given the Charter School's mid-size enrollment, pandemic-era opening years, and the population it serves.

Accountability Framework

Pursuant to the amendments made to Education Code Section 47607 and the creation of Section 47607.2 by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard, and the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, AB 1505 created a three-tiered system for evaluating charter school performance, with an additional category for Dashboard Alternative School Status (DASS) schools. The three performance categories are:

- **High Performing** – Presumptive renewal if the charter school meets the established criteria under EC 47607(c)(2).
- **Low Performing** – Presumptive non-renewal if the charter school meets the criteria for non-renewal, unless the chartering authority approves a two-year term under EC 47607.2(a).

- **Middle Performing** – Charter schools that do not fall into the high or low categories may be renewed unless closure is in the best interest of students, as evaluated using the Dashboard and EC 47607.2(b).

The state indicators include:

- English Language Arts ("ELA") and Mathematics performance
- English Learner Progress Indicator ("ELPI")
- College/Career Indicator ("CCI")
- Graduation Rate
- Suspension Rate
- Chronic Absenteeism

Latitude 37.8 High is classified as a middle-performing school. In determining renewal for middle-performing schools, authorizers must give greater weight to academic performance indicators.

Latitude meets or exceeds the state average in several academic indicators and has demonstrated measurable progress in areas aligned with the statutory requirements. These results, coupled with a sound instructional program and strong operational compliance, provide a clear basis for renewal under Education Code Section 47607.2(b).

Dashboard Performance

Latitude 37.8 outperforms large Oakland high schools[3] on key renewal indicators:

- College/Career Readiness (CCI): Latitude leads with 66.7% of students prepared, well ahead of Castlemont (16.3%) and even Oakland Tech (60.1%).
- Graduation Rate: Latitude posts the highest rate at 92.7%, edging out Tech (91.4%) and Skyline (91.0%), and far surpassing Castlemont (68.8%).
- ELA (CAASPP DFS): At -11.6, Latitude students are closest to meeting standards, significantly ahead of Tech (-50.6), Skyline (-78.1), and Castlemont (-188.1).
- Math (CAASPP DFS): With a score of -103.4, Latitude outperforms all four comparison schools in math, including Oakland Tech and Skyline, indicating relatively stronger math achievement.

Latitude demonstrates strong academic performance and postsecondary readiness, particularly when compared to other large Oakland high schools. Its leading scores in college/career readiness (66.7%), graduation rate (92.7%), and ELA proficiency (DFS: -11.6) show that the

[3] "Large Oakland high schools" include: Castlemont, Oakland Tech, Skyline, and McClymonds.

Charter School is not only meeting but often exceeding district and peer benchmarks, even while serving a high-need student population. These outcomes indicate that students are being effectively supported to graduate on time and prepared for life beyond high school.

In mathematics, Latitude's DFS of -103.4 is not only within the expected range for a middle-tier school—it is in fact the strongest among all five comparison schools, outperforming even Oakland Tech and Skyline. While math remains an area for continued focus, this relative strength reflects the Charter School's capacity to support growth across disciplines.

The consistent performance across multiple indicators—especially those prioritized in California's charter renewal law, such as CCI and graduation rate—justifies Latitude's renewal under the AB 1505 middle-tier charter renewal framework. The data clearly support that Latitude is delivering a sound educational program and strong academic outcomes, warranting a full renewal term.

Figure 0.2—Oakland High School Comparison (2024):

	CCI	Grad Rate	ELA SBAC	Math SBAC
Latitude 37.8	**66.7%**	**92.7%**	**-11.6**	**-103.4**
Castlemont	16.3%	68.8%	-188.1	-193.9
McClymonds	56.5%	84.3%	-128.4	-223.7
Oakland Tech	60.1%	91.4%	-50.6	-133.8
Skyline	61.4%	91.0%	-78.1	-153.8

Moreover, the Charter School's students outperformed the State in ELA scores, with 48.91% meeting or exceeding ELA standard, an increase from 43.7% in 2023, compared to 47.04% from the State. While the Charter School's SBSA Math scores have declined recently, we are prioritizing improving math proficiency along with other priorities described below.

Additionally, the most recently available data for College-Going Rates shows the Charter School has a significantly better college-going rate than Alameda County and the State:

Name	High School Completers	High School Completers Enrolled In College	College-Going Rate	Enrolled In College (In-State)	Enrolled In College (Out-of-State)	No Record of College Enrollment
Latitude 37.8 High	41	31	75.6%	68.3%	7.3%	24.4%
SBE - Latitude 37.8 High	164	124	75.6%	68.3%	7.3%	24.4%
Alameda	16,431	11,471	69.8%	58.5%	11.3%	30.2%
State	456,167	282,972	62.0%	55.0%	7.0%	38.0%

Source: DataQuest, College-Going Rates for California High School Students, 2021-22.

Priorities for the Next Charter Term

1. Improve Math Proficiency Through Competency-Based Instruction and Data-Driven Intervention

Latitude has adopted a competency-based instructional model that emphasizes mastery over seat time. In the next charter term, the Charter School will deepen implementation of personalized math pathways, leverage embedded formative assessments, and continue to monitor student progress using SBAC Distance from Standard metrics. This work includes using adaptive tools (e.g., MAP, IXL) and ensuring that performance-based assessments align with core competencies in mathematical reasoning, application, and communication.

2. Expand Access to Dual Enrollment and A–G Course Completion

To sustain its high college and career readiness rate (CCI: 66.7%), Latitude will expand partnerships with local colleges and career-focused organizations. All seniors will continue to take at least one dual enrollment course, and access to A–G aligned courses will remain a key instructional priority. Efforts will include better advising, expanded UC/CSU-aligned offerings, and support for credit-deficient students through competency-based recovery pathways.

3. Strengthen English Learner (EL) Services and Reclassification Rates

Building on its integrated ELD and designated ELD structures, Latitude will refine data use practices—primarily through the ELPAC and internal formative assessments—to ensure more targeted EL supports. The Charter School will continue to offer sustained professional development in integrated language development strategies across all content areas.

4. Reduce Chronic Absenteeism Through Tiered Student Support and Family Engagement

Latitude will refine its attendance team infrastructure and leverage Positive Behavior Intervention Systems (PBIS) and social-emotional learning (SEL) strategies to proactively improve attendance. Additionally, the Charter School will engage families through community events, multilingual communication, and home-school collaboration that addresses barriers to attendance, such as transportation and mental health needs.

5. Deepen Community and Family Partnerships to Build a Responsive School Culture
Recognizing that strong school culture is foundational to student success, Latitude will continue to invest in family leadership structures (e.g., Parent Unity Coalition, English Learner Advisory Committee ("ELAC")) and increase multilingual outreach. Parent voice will shape priorities through annual surveys and participation in events such as exhibitions of student learning. The Charter School will also expand advisory-based student leadership and embed student agency in ongoing improvement cycles.

Summary

Latitude 37.8 High School has demonstrated measurable progress and strong performance in the metrics that matter most: literacy, graduation, and postsecondary readiness. The Charter School has consistently outperformed comparable district schools and the state in key areas while maintaining an inclusive, equity-centered model. Latitude fulfills the legislative intent of middle-tier charter renewal, offering an essential public school option for Oakland students.

Renewal of Latitude 37.8 High School is not only warranted, but it is also in the best interest of the students and families of Oakland.

Element 1 – Educational Program

"The educational program of the charter school, designed, among other things, to identify those whom the charter 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(c)(5)(A)(i)

"The annual goals for the charter school 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, 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(c)(5)(A)(ii)

"If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A to G" admissions criteria may be considered to meet college entrance requirements." – Ed. Code § 47605(c)(5)(A)(iii)

Local Control Accountability Plan (LCAP)

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 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(c)(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, including but not limited to the following:

- 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.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other 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 local control and accountability plan and annual update...' (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

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.

Mathematics Placement Policy

If Charter School serves ninth grade, 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.

Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School's petition. Therefore, if offered, Charter School's petition will contain a reasonably comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

Home and Hospital Instruction

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of

special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance.

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

Student Enrollment and Grade Levels Served

Charter School will serve a student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

	Projected Student Enrollment for Each Year by Grade Level and Total Enrollment				
Grade Level	**Year 1 (2026-27)**	**Year 2 (2027-28)**	**Year 3 (2028-29)**	**Year 4 (2029-30)**	**Year 5 (2030-31)**
9	100	100	100	100	100
10	109	100	100	100	100
11	110	109	100	100	100

12	93	110	109	100	100
Total	412	419	409	400	400

Maximum Enrollment for Charter Term: 419

Special Education

The Charter School shall continue to comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA.

The Charter School is its own LEA for purposes of special education, in conformity with Education Code Section 47641(a) and is a member in good standing of the El Dorado County Charter ("EDCOE") Special Education Local Plan Area ("SELPA").

The Charter School complies with all state and federal laws related to the provision of special education instruction and related services, and all SELPA policies and procedures, and utilizes appropriate SELPA forms. The Charter School shall not discriminate against any pupil with a disability in the admission process or any other aspect of operation. The Charter School shall not ask or require students or parents to waive the right to a free appropriate public education in order to attend the Charter School.

The Charter School shall continue to be solely responsible for its compliance with the IDEA, Section 504 and the ADA. The facilities utilized by the Charter School shall be accessible for all students with disabilities.

Services for Students under the IDEA

The Charter School participates as a member of the EDCOE SELPA in accordance with Education Code section 47641(a) and makes the following assurances:

- *Free Appropriate Public Education* – The Charter School assures that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school.
- *Child Find* – The Charter School assures that all students with disabilities are identified in accordance with the policies and procedures of the SELPA.
- *Full Educational Opportunity* – The Charter School assures that all students with disabilities have access to the full range of programs available to students without disabilities.

- *Least Restrictive Environment* – The Charter School assures that students with disabilities are educated with students without disabilities to the maximum extent appropriate. This is 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 Charter School assures that an Individualized Education Program is developed, reviewed and revised for each eligible student under the IDEA.
- *Assessments* – The Charter School assures 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 IDEA, and more often if conditions warrant or requested by the student's parents or teacher. Parents 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 Charter School assures that the confidentiality of identifiable data is protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents are provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.
- *Personnel Standards* – The Charter School attracts, recruits and hires appropriately trained and credentialed personnel to provide special education services to children with disabilities.
- *State Assessments* – The Charter School assures that students with disabilities either under the IDEA or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

The following description regarding how special education and related services shall be provided and funded is being proposed by Latitude for the sole purpose of providing a reasonably comprehensive description of the special education program in this charter renewal petition and is not binding on the District. The specific manner in which special education and related services shall be provided and funded shall be as set forth in the SELPA MOU.

Latitude agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Latitude students, staff, facilities, equipment and records as required or imposed by law.

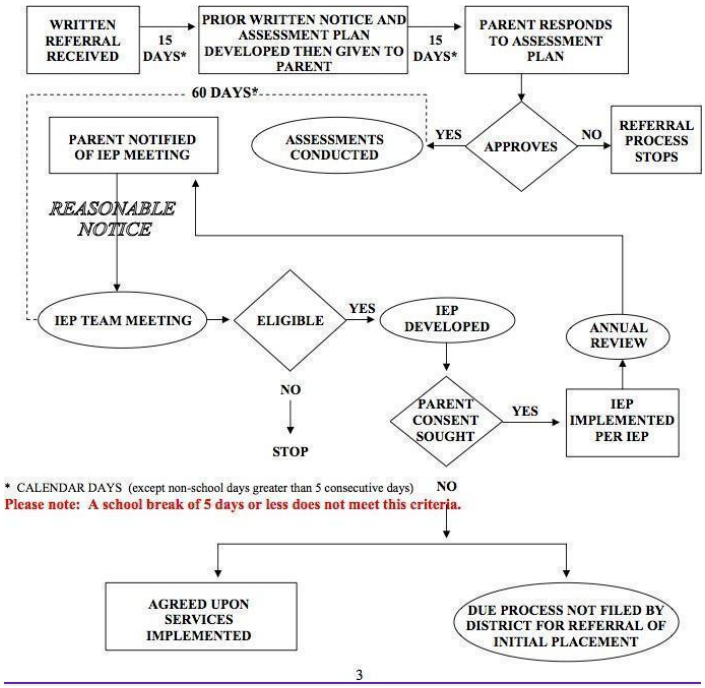
Identification and Referral

Latitude actively and systematically seeks out all individuals with exceptional needs and provides for the identification and assessment of an individual's exceptional needs and the

planning of an instructional program to meet the assessed needs in a timely method, in accordance with the policies and procedures of the EDCOE SELPA. Identification procedures include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures are coordinated with school site procedures for referral of students with needs that cannot be met with modification of the general instructional program. Latitude obtains the cumulative files, prior and/or current IEP and other special education information on any student upon completion of the enrollment process.

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 Coordination Of Services Team ("COST") process, a student may be referred for assessment to determine eligibility for special education services. The flowchart in **Figure 1.2** below outlines the process once a referral has been.

Figure 1.2—EFC Referral Process



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The referral process is a formal, ongoing review of information related to students who are suspected of having special 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 fifteen (15) days. Parents will be informed via the Student Support Services Coordinator that special education and related services are provided at no cost to them.

Upon receiving a parent request for assessment, Latitude contacts the parent to inform them of receipt of the written requests and schedules a meeting with the parent to further discuss the request (meeting to take place within 15 days of receiving the request). If Latitude and the parent determine they want to move forward with granting the request for assessment, the parent will receive a written Assessment Plan within fifteen (15) days (of the original request. The parent will be given at least fifteen (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 IEP meeting held within sixty (60) days of receipt of the parent's written consent for assessment.

If for any reason Latitude determines assessment is not appropriate, Latitude meets with the parent to discuss the request and responds in writing with a Prior Written Notice ("PWN") documenting why the assessment request is not being granted. If Latitude determines an assessment is **not** appropriate, in addition to providing a PWN documenting why the AP is not being granted, Latitude also provides information to the parent regarding COST/SST and how their student may benefit from this process as well as information about Section 504 plans (and the possibility of eligibility for a Section 504 plan).

Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. 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
- Parent input

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

- Parents or guardians of any student referred for assessment must give their written consent for the Charter School to administer the assessment.
- The assessment will be completed, and an 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 the student's 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.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- 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. Latitude 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.

Latitude 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 FAPE.

Development and Implementation of IEP

Once assessments are completed, a meeting will be held within the 60-day timeline, to review the results and determine special education eligibility. If the student is found eligible, the team will develop an Individualized Education Program which is designed to identify what areas will be targeted for intervention and how such an intervention will actually be carried out. Before the student receives any special education services, this program must be developed at the IEP team meeting, and parents must provide written consent. Latitude will ensure that the IEP is implemented.

Latitude provides a range of special education programs and services for eligible students in grades TK (transitional kindergarten) through eighth grade. Students receiving special education and related services will be educated with general education peers to the maximum extent appropriate. These students will be integrated as much as possible in school activities and general education classroom activities as determined by the IEP team. Special education and related services will be provided on behalf of the student, without cost, except for those fees that are charged to general education students.

At Latitude, each student's IEP team considers the full continuum of program options to ensure that all students are provided FAPE in the least restrictive environment. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the general educational environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

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 student's parent(s)/legal guardian(s)/surrogate parent, or an individual selected by the parent. It is important to note that no individual or agency is authorized to sign with consent to an IEP unless they possess educational rights for the student.
- The student, if appropriate.
- An administrator or an administrative designee (other than the student's teacher) who is knowledgeable of program options appropriate for the student. This person must be authorized to make decisions and allocate resources.
- Not less than one special education teacher of the student, or, if appropriate, not less than one special education provider of the student.
- Not less than one general education teacher. Generally, the student's current general education teacher attends the meeting. If the student does not have a general education teacher, the teacher with the most recent and complete knowledge of the child and who is qualified to teach a student of their age should attend. Any assessor(s) who conducted an assessment and is presenting their report for the IEP team or an individual with the appropriate qualifications to present the assessment report on behalf of an assessor.
- For students with suspected learning disabilities, at least one member of the IEP team other than the student's general teacher who has observed the student's educational performance in an appropriate setting.
- Other persons who possess expertise or knowledge necessary for the development of the IEP.

Latitude views the parent/guardian 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. Latitude 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 Charter School will ensure the parent's 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. 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
- Statements of yearly goals
- Individuals responsible for helping to accomplish the goals
- Criteria and evaluation procedures for measuring the achievement of the educational goals
- A statement of the specific special education program, the related services needed by the student, and the degree of participation anticipated in the general education program
- The rationale for placement decisions
- The date that special education service(s) will begin and how long the service(s) should continue
- Determination of participation in state and Charter LEA-wide assessments
- 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
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- 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

Latitude understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Latitude students in accordance with the policies, procedures and requirements of the SELPA and state and federal law.

Latitude shall be responsible for all school site implementation of the IEP. Latitude shall also provide all home-school coordination and information exchange. Latitude shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

IEP Meetings, Review, and Reporting

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting the student's needs and make any necessary changes. In accordance with IDEA 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 Charter School. Once the request is received, Latitude will have thirty (30) days, not including school vacations greater than five days, to hold the IEP meeting in alignment with state and federal laws.

IEP meetings are also held when an Individual Transition Plan ("ITP") is required at the appropriate age and when Latitude seeks to suspend or remove a student for a period of ten (10) days or more, in order to determine if the student's misconduct was a manifestation of the student's disability.

Unless otherwise specified on the student's IEP, parents will be informed three times a year (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 their annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. 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 achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal. Parents will receive additional reports on their individual student's progress at student-led conferences.

In addition, Latitude complies with the EDCOE Local Plan and performs all corrective actions deemed necessary by the EDCOE SELPA. The principal will work with EFC Student Support Services department and Finance team to manage the budget and contract for appropriate services and take responsibility for meeting the special education compliance and quality requirements.

Special Education Staffing and Professional Learning for Special Ed and General Ed Staff

Latitude will attract, recruit, and hire appropriately trained and credentialed personnel or agencies to provide special education services for students with disabilities as required by the Education Code and the IDEA. Latitude shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Latitude shall ensure that all special education staff hired or contracted by Latitude is qualified pursuant to SELPA policies, as well as meet all legal requirements. Latitude shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Latitude students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

The Student Support Services Coordinator and other team members will work with the EDCOE leadership to provide regular professional development that builds the capacity of the special education and general education staff in the areas of evidence based 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 special education trainings, in addition to strategic EDCOE trainings. In addition, all staff members will be provided a personalized professional learning plan that will identify high leverage capacity-building learning activities for the teacher. Special Education teachers will receive training to ensure they have research-based instructional strategies specific to supporting Special Education students – strategies like breaking down learning concepts and presenting information in a variety of ways and training in particular approaches/ curriculum such as SIPPS, Wilson Reading, Orton-Gillingham, Unique Learning, and Edmark Reading. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilities.

In addition, all General Education teachers receive annual training on Multi-Tiered System of Supports ("MTSS") and the COST process, assessment and identification of students with disabilities, accommodations and modifications in the classroom and other topics as needed (identified through the COST Process). For example, this year, the Latitude team received intensive professional development on PBIS to build capacity around Tier 1 behavior support. Additionally, all staff have access to a number of PD/workshop series personalized to teachers as appropriate.

Interim and Initial Placements of New Charter School Students

Latitude shall comply with Education Code Section 56325 with regard to students transferring into Latitude within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Latitude from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, Latitude shall provide

the pupil with FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Latitude shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Latitude from a district operated program under the same special education local plan area of Latitude within the same academic year, Latitude shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Latitude agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to Latitude with an IEP from outside of California during the same academic year, Latitude shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until Latitude conducts an assessment pursuant to paragraph (1) of subsection(a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by Latitude, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

Latitude shall be solely responsible for selecting, contracting with, and overseeing all non- public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to Latitude and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

Latitude has policies for responding to parental concerns or complaints related to special education services. Latitude shall receive any concerns raised by parents/guardians regarding related services and rights.

The Latitude's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

Latitude may initiate a due process hearing or request for mediation with respect to a student enrolled in Latitude if it determines such action is legally necessary or advisable. In the event

that the parents/guardians file for a due process hearing, or request mediation, Latitude shall defend the case.

SELPA Representation

Latitude understands that it shall represent itself at all SELPA meetings.

Funding

Latitude understands that it shall be subject to the allocation plan of the SELPA, which it uses, along with its general fund as needed, to provide special education and related services to students.

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 Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Student Services Coordinator or Dean of MTSS 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 IDEA but found ineligible for special education instruction or related services under the IDEA, 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 impact 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 and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- 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.

- Medical diagnosis and doctor's recommendations

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 IDEA, a referral for assessment under the IDEA 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 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 Charter 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 the teacher reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each 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 disability.

Education for Change Mission and Vision

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, 21st century education. The EFC mission puts this belief into action:

We will 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, 21st century education.~~ By doing so, we believe we will achieve the EFC vision:

EFC students challenge the predictable patterns of performance and access to opportunity in this country by demonstrating the essential academic competencies, personal agency, and integrated identity necessary to be prepared for a meaningful and productive life.

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~~K-12 pipeline to success in college and career. ~~**We invest in**~~**We recruit and develop** the most talented, passionate teacher leaders aligned around a common vision of excellence for instruction, committed to improving their practice and disrupting the predictable outcomes in cities like Oakland. **We invest** in building the capacity of educators to deliver a powerful, aligned, and impactful instructional program that dramatically accelerates learning for our children. And **we build and maintain** **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~~ensure success for ALL of 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.~~ children.

~~Education for Change~~We believe this work must be guided by the following common set of core values:

1. Connected

We continually work to build trusting relationships among students, families, staff, and the Oakland community at large. We are an all-hands-on-deck network driven by empathy. We value our collective identity and the individual identities of our community

members and scholars such that we have a sense of collective ownership and responsibility for each other and for our scholars.

2. Inclusive

We proactively disrupt predictable patterns of opportunity, power, privilege, and performance. We create an inclusive environment where multiple perspectives are not only valued but sought, where people from all backgrounds feel seen and heard and can thrive, and where we all feel a deep sense of accountability to our mission.

3. Interdependent

Our success at every level is dependent on our individual and collective sustainability. To that end, we are transparent, creative, and collaborative problem-solvers who seek to build trusting relationships. We are curious and are open to new ideas while also putting systems in place to ensure continuity so that our employees can stay, grow, thrive, and help make good on our promise to our students and families.

4. Learners

We support each other to develop and grow so that we can leverage our collective power, intelligence, and passion on behalf of our students. We lean on home-grown leaders who are rooted in our community. Individuals feel known and are provided opportunities to maximize their potential in alignment with their passions and goals.

EFC 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~~ Please see **Appendix 4 - the EFC 2023-2028 Strategic Plan**, which further details the EFC Theory of Action.

Latitude Vision

Latitude 37.8 High School is an innovative 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~~ charter high school in Oakland, California ~~designed to offer a high quality public~~, celebrating over six years of transforming 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:~~

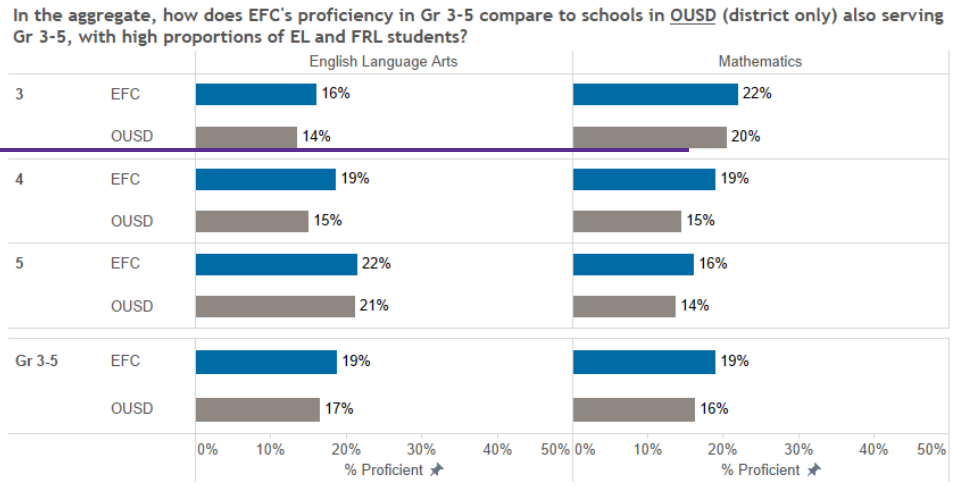
The Instructional Model	Teacher development	Supporting the whole child
• Coherent, research-based standards-aligned instructional model • EFC standards-aligned benchmarks • Grade-level coherence – instructional goals, content, instructional strategies, pacing • Structures that support high levels of student engagement • Rigor – higher levels of Blooms taxonomy	• Structures that enable coaching, modeling, training, feedback • Data-based inquiry • Grade-level collaboration • Teacher leadership/ decision-making structure • Appropriate levels of teacher planning time built into schedule	• Family leadership council • MTSS - a multi-tiered system of academic, behavioral, and social-emotional supports • Schoolwide school culture policy with clearly communicated values and expectations and an aligned curriculum • Structures and practices to promote physically healthy kids

~~Academic Success~~

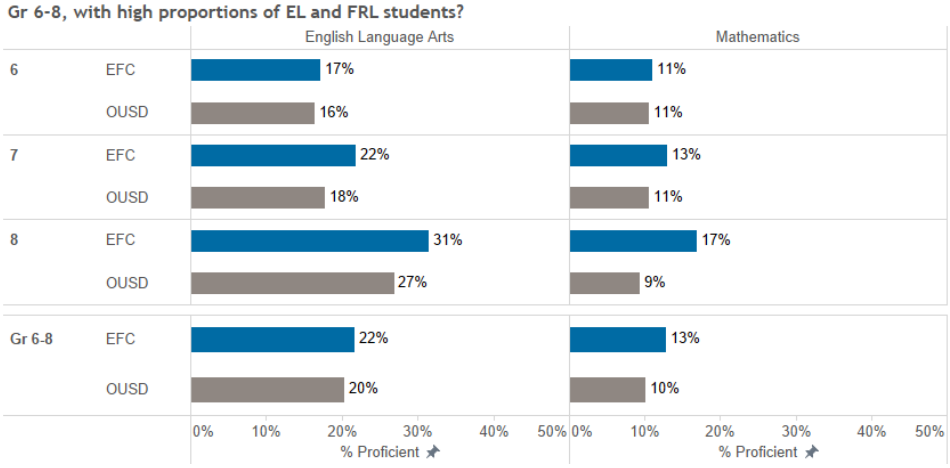
~~All of EFC's schools have experienced academic gains over the past ten years. With respect to serving high poverty students, EFC manages some of the highest performing elementary schools in the Fruitvale, and currently Learning Without Limits is~~ By leveraging the ~~highest performing Oakland elementary 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:~~



~~Figure 0.4 – EFC-OUSD Middle SBAC Proficiency Comparison:~~



~~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:

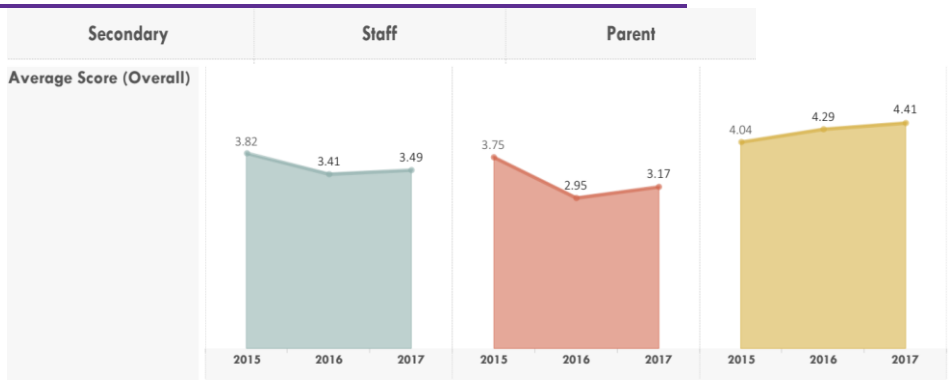
- **We collaborate.** We are a team. We plan together, observe and analyze each other's work, collaborate with our coaches and site leaders, partner with our families, and together make decisions about our programming
- **We are a learning organization.** We approach our practice with an inquiry stance 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
Total Revenue	**$1.02 M**	**$1.58 M**	**$2.95 M**	**$3.99 M**	**$4.56 M**	**$5.14 M**
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
Total Instructional Expenditures	**$559k**	**$893k**	**$1.53 M**	**$2.29 M**	**$2.68 M**	**$3.30 M**

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
Total Supporting Services Expenditures	**$558k**	**$677k**	**$1.12 M**	**$1.60 M**	**$1.87 M**	**$1.82 M**
Total Expenses	**$1.12 M**	**$1.57 M**	**$2.65 M**	**$3.89 M**	**$4.55 M**	**$5.12 M**
NET INCOME	**$109k**	**$1.3k**	**$299k**	**$58k**	**$86k**	**$23k**
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~~

~~*"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~~vibrant assets of the city~~ to provide~~, Latitude provides students with the experiences, skills, and ~~network they need~~connections necessary for a meaningful and productive life. ~~Forged by a team of~~Our school is the product of collaboration among educators, designers, makers, artists, parents, students, civic leaders, and business leaders, ~~Latitude will harness~~all dedicated to harnessing the dynamic resources of the Bay Area~~ to provide students with experiential, place-based learning, personalized for each individual~~. Latitude offers an academically rigorous, hands-on curriculum that emphasizes experiential, place-based learning tailored to individual needs. Through real-world, collaborative projects, students engage with their community, building impactful relationships with people and organizations. We are committed to supporting every student's personal growth, equipping them with the tools to succeed in college and beyond through mentorship and trusted adult relationships.

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.*

~~**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, 21st 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

1. 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.~~

Introduction to Latitude

Latitude 37.8 High School was founded in 2017 as a public charter school in Oakland, California, with a vision to provide a rigorous, hands-on education that prepares students for both college and career success. The Charter School's name, Latitude 37.8, reflects the geographic coordinates of Oakland, symbolizing its commitment to the local community. Latitude was built on the belief that students should be actively engaged in their education through experiential learning and personalized academic experiences. The Charter School's founders sought to create a learning environment that emphasizes critical thinking, collaboration, and real-world problem-solving, offering students a chance to engage with the world outside the classroom while building strong academic foundations.

Since its inception, Latitude has grown significantly in both size and impact. Initially starting with a small cohort of students, the Charter School now serves approximately 385 students across grades 9 through 12. Each grade level is designed to provide students with increasing levels of autonomy and exposure to career opportunities, with a strong emphasis on internships, college courses, and community-based learning. The Charter School's unique blend of project-based learning, competency-based assessment, and real-world connections has positioned it as a leader in alternative education within Oakland.

Latitude 37.8 High School is located in the Greater Fruitvale neighborhood at 1045 Derby Avenue in Census tract 4061, a community known for its racial, cultural, and ethnic diversity. The neighborhood spans two and a half square miles, bordered by 14th Avenue to the west, the Oakland Estuary to the south, High Street to the east, and Interstate 580 to the north. The 2020 US Census places the population of the 94601 zip code at 50,369, with 14,930 households, of which 68% are families. Around 37.3% of households have children under 18, reflecting the area's young population. The community is diverse, with 48% of residents identifying as Hispanic, 16% as Black, 19% as Asian, 12% as White, and 3% as Mixed, according to the 2020 Census. The median household income is $62,825, below the state's average of $91,905.

Latitude serves students from this diverse community and the greater Oakland area, intentionally designed to reflect the city's cultural richness. The surrounding Fruitvale neighborhood is home to a vibrant commercial area with locally-owned businesses and several community organizations offering health, housing, legal, economic, and educational resources. However, the area also faces significant challenges, including high rates of crime, poverty, and homelessness, which have been exacerbated by the pandemic. According to Oakland's community stressor model, the Fruitvale ranks high in indicators like homicides, homelessness, and youth education challenges. Despite these hardships, Latitude's student population represents a broad cross-section of Oakland, benefiting from the neighborhood's diversity while providing students with the opportunities and support necessary to navigate these systemic challenges and thrive academically.

Student Demographics

Latitude is a diverse-by-design institution, drawing students from the greater Oakland area, including the Fruitvale neighborhood. The Charter School reflects the rich racial, ethnic, special education, English Learner, and cultural diversity of Oakland. Approximately 73% of students at Latitude are eligible for free or reduced-price lunch, indicating a predominantly low-income student body. The student population at Latitude includes a significant number of English learners and students with individualized education programs (IEPs). This diversity is supported by the Charter School's focus on providing a rigorous and inclusive educational experience, tailored to meet the needs of all learners. Through a combination of project-based learning, real-world experiences, and personalized instruction, Latitude aims to provide all students with the opportunity to succeed academically and prepare for college and career paths.

Latitude's admission process is designed to ensure equitable access to its diverse student population. The Charter School utilizes a zip-code-based lottery system, managed through a computerized algorithm, to allocate spots. This system prioritizes secondary-aged youth from within Oakland, with approximately 85% of spots reserved for students residing in Oakland, ensuring that the Charter School remains accessible to local families. Approximately 15% of spots are available to students from outside of Oakland, further promoting diversity and inclusion. The lottery system is designed to be proportionate to the number of students from each

zip code, providing a fair and transparent process for admission. This approach ensures that Latitude remains an institution that serves the greater Oakland community while promoting diverse perspectives within the student body.

Figure 1.~~1~~3—Latitude ~~Enrollment Plan~~Student Demographics:

	~~Year 1~~SED %	~~Year 2~~SPED %	~~Year 3~~EL %	~~Year 4~~	~~Year 5~~	~~Year 6~~
~~GRADE~~Latitude Demographics*	~~2018 - 2019~~73%	~~2019 - 2020~~22%	~~2020 - 2021~~27%	~~2021 - 2022~~	~~2022 - 2023~~	~~2023 - 2024~~
~~9~~OUSD Comparison Demographics	~~50~~ 81%	~~50~~16%	~~90~~33%	~~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:~~

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	~~FRL %~~	~~SPED %~~	~~EL %~~
~~Latitude Projected Demographics~~	~~50%~~	~~15%~~	~~25%~~
~~OUSD Comparison Demographics~~[4]	~~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.*~~

*Source: 2024 CBEDS Report

Please see **Element 7 - Means to ~~Racial and Ethnic~~Achieve Student Population 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~~Policies and Procedures** 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~~Policies and Procedures** 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.

[4] ~~Data obtained from OUSD Fast Facts 2016-2017.~~

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

The community surrounding Latitude 37.8 High School faces significant educational challenges, particularly in terms of academic outcomes and college readiness. Data from the 2024 Families in Action Oakland[5] report reveals that Oakland public schools are grappling with persistent disparities in math and ELA proficiency. For example, 70% of students in Oakland public schools are performing below grade level in math, with Latinx students exhibiting particularly low math proficiency, at just 16%. English Language Arts performance shows a similar trend, with only 26% of Latinx students reading at grade level, and a wide disparity in outcomes between Black, Latinx, and White students. This data indicates the urgent need for schools like Latitude to not only provide quality instruction but also support systems tailored to the specific needs of these underperforming groups, especially for students of color, English learners, and low-income students.

Furthermore, the report highlights the importance of preparing students for post-secondary success. While graduation rates are improving, with 76% of Latinx students graduating in 2023, there are still significant gaps in A-G college eligibility, particularly for Black and Latinx students. Only 67% of Latinx students and 55% of Black students graduated with the qualifications needed to attend a California state university. This underscores the necessity for a high-quality high school that not only addresses academic gaps but also prioritizes college readiness and career pathways. Latitude's focus on real-world learning, internships, and college partnerships is critical in meeting these community needs, providing students with the resources and experiences they need to thrive in higher education and the workforce.

5 Families in Action Oakland. *2023 Data Report*. Families in Action Oakland, 2024.

Figure 1.4—Similar School Comparison:

Similar School Comparison: EL (>=25%) and FRPM (>=70%)		
	% Met or Exceeded Standard on ELA SBAC (11th)	% Met or Exceeded Standard on Math SBAC (11th)
Latitude	49%	18%
OUSD Similar Schools	21%	7%

Source: CASPP Research Files

In terms of measures of academic skills, the data also demonstrates a significant need for additional high quality school options. On the ~~2016~~2024 SBAC assessment, only ~~35~~21% of OUSD 11th graders attending schools serving similar populations (EL>=25% and FRPM>=70%) met or exceeded the standard in ELA and only ~~15~~7% 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[6]~~

~~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%~~

~~[6] Data obtained from Oakland Unified (www.ousddata.org) and the California Department of Education (dq.cde.ca.gov).~~

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%

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 demonstratetable demonstrates significant differences in graduation, UC/CSU A-G completion ratesCollege and Career Readiness Indicator, and SBAC performance across different subgroupshigh schools within OUSD.

Figure 1.4 – OUSD High School Cohort Graduation Rates by Subgroups 2015-2016:[7]

[7] Data obtained from the California Department of Education (dq.cde.ca.gov).

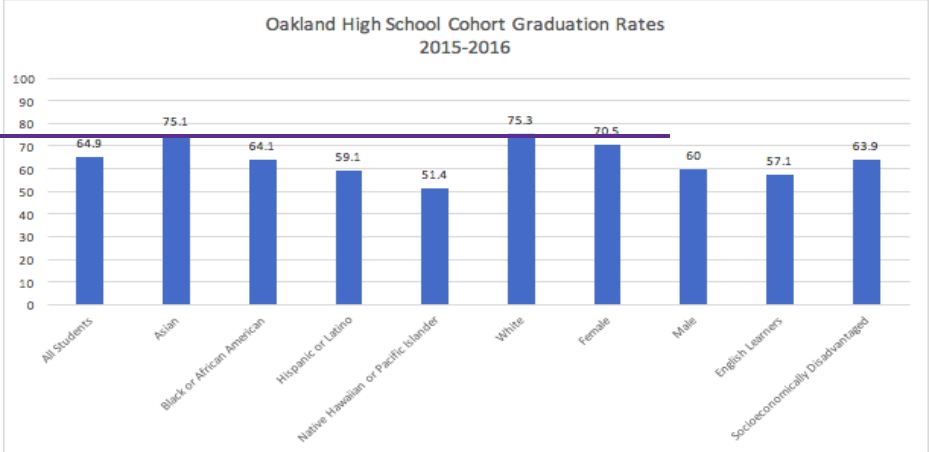
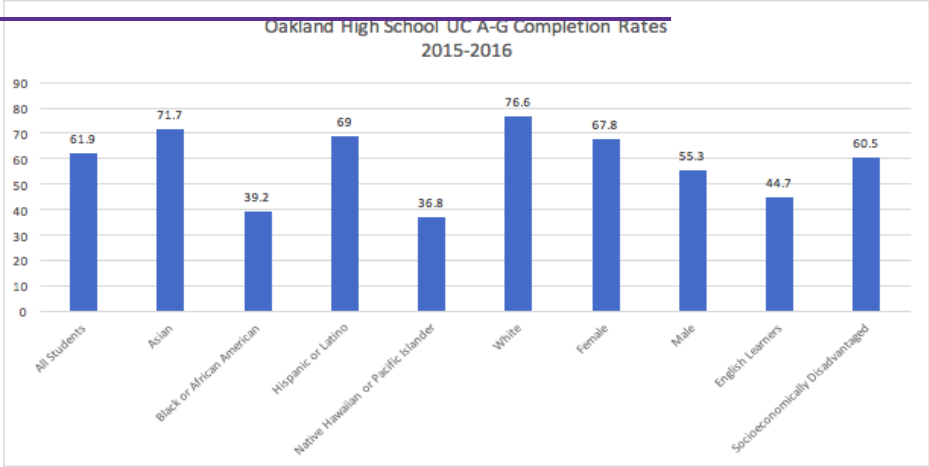
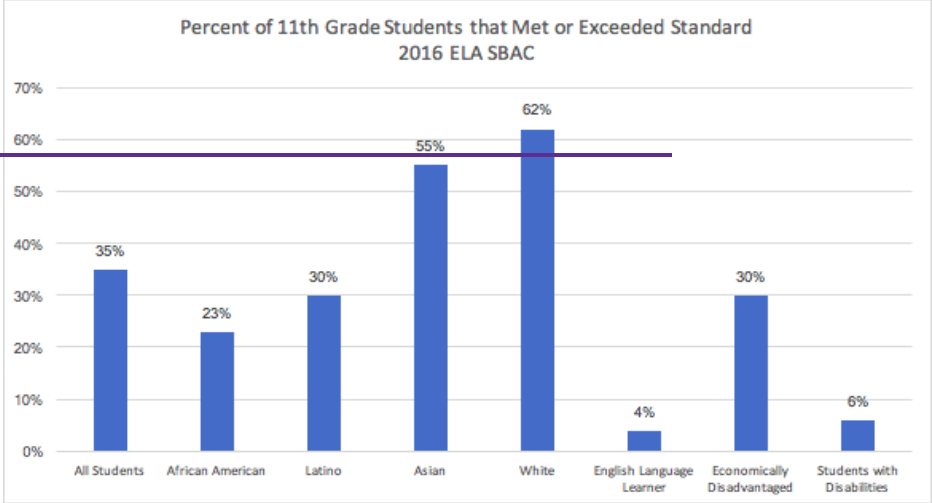


Figure 1.5—~~OUSD High School UC/CSU A-G Completion Rates by Subgroups 2015-2016:~~[8]

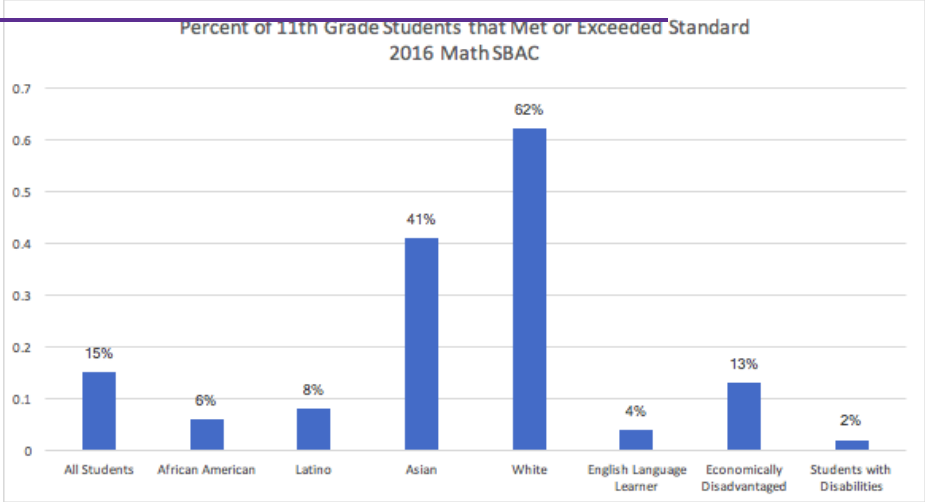


~~Figure 1.6 – 2016 OUSD 11th Grade ELA SBAC Results:~~[9]

[8] ~~Data obtained from the California Department of Education (dq.cde.ca.gov).~~
[9] ~~Data obtained from the California Department of Education (dq.cde.ca.gov).~~



~~Figure 1.7 – 2016 OUSD 11th Grade ELA SBAC Results:[10]~~



~~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~~

[10] ~~Data obtained from the California Department of Education (dq.cde.ca.gov).~~

highest 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. **High School Comparison (2024):**

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:[11]

OUSD High Schools	Enrollment 16-17 CCI	Econ. Disadv. Grad Rate			ELL EL A SBAC	Latino Math SBAC	Afr-Am	Asian	White
Latitude 37.8	**66.7%**			**92.7%**	**-11.6**				**-103.4**
Castlemont	759 16.3%	86 68.8%	42%	60%	32%	-188.1%		1%	-193.9
CCPA	475	96%	29%		85%	12%	1%		0%
Fremont	764	90%	50%		64%	22%	4%		2%
Life	471	92%	23%		83%	7%	6%		0%

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[11] Data obtained from the California Department of Education (dq.cde.ca.gov).

~~Madison~~	~~768~~	~~94%~~	~~30%~~	~~82%~~	~~14%~~	~~1%~~	~~1%~~
McClymonds	~~372~~	~~89%~~	~~7%~~	~~6%~~	~~79%~~	56.5%	84.3%	-128.4~~%~~	-223.7
~~MetWest~~	~~171~~	~~77%~~	~~15%~~	~~58%~~	~~25%~~	~~6%~~	~~6%~~
~~Oakland High~~	~~1562~~	~~89%~~	~~25%~~	~~30%~~	~~32%~~	~~31%~~	~~2%~~
Oakland Tech	~~2031~~60.1%	~~46~~91.4%	-50.6~~%~~	~~17%~~-133.8	~~30%~~	~~21%~~	~~23%~~	
Skyline	~~1843~~61.4%	91.0%	-78~~%~~.1	~~15%~~-153.8	~~40%~~	~~31%~~	~~14%~~	~~6%~~

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Source: CA School Dashboard: 2023-24.

Latitude ~~will be~~is 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?"[12] 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."*[~~13~~]

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

[12] See Kahlenberg and Potter (2012), "Can Racial and Socioeconomic Integration Promote Better Outcomes for Students".
[~~13~~] ~~See Kahlenberg and Potter (2012), "Can Racial and Socioeconomic Integration Promote Better Outcomes for Students".~~

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.~~"[14].~~"[9]

~~*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 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

~~[14] See Kahlenberg and Potter (2012), "Can Racial and Socioeconomic Integration Promote Better Outcomes for Students".~~

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~~Coliseum College Prep Academy 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:~~[15]

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

[15] ~~Data obtained from Oakland Unified (www.ousddata.org).~~

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~~offer a unique ~~offering~~experience and complement the existing portfolio of district and charter high schools.

As ~~the school grows~~Latitude continues to develop and demonstrates its ability to provide a high-quality ~~school~~educational experience, we anticipate ~~being able to contribute~~contributing to innovation ~~in~~within the broader high school ~~eco-system~~ecosystem in ~~the following~~several key areas~~:~~

- ~~Sharing our technology platforms for tracking and reporting student competency performance~~
- ~~Supporting~~. These include supporting teacher communities of practice ~~around~~focused on high-quality project-based learning

~~Demonstrating~~ and showcasing innovative strategies to support high-needs student ~~communities~~populations. Additionally, Latitude will collaborate with other XQ schools in adopting the XQ Competency Framework, positioning the Charter School at the forefront of competency-based education. This framework will guide our efforts to personalize learning, ensuring that all students develop the competencies necessary to succeed in both higher education and their future careers.

Needs of Sub-Groups

~~In addition~~Latitude is committed to ~~the need to be~~being intentionally inclusive~~, Latitude is organized to serve a broad range of~~ and meeting the diverse academic and social-emotional needs of ~~various student groups.~~all students. As a school that ~~is representative of all~~draws students ~~in~~from across Oakland, we ~~expect to be able to serve~~recognize and embrace the broad spectrum of student abilities, backgrounds, and experiences. Our program is designed to serve both students who are academically accelerated ~~as well as~~and those who have ~~traditionally struggled~~historically faced challenges within the current educational landscape. ~~The Latitude program has been designed to meet the~~With a focus on supporting students' language development, literacy, and social-emotional ~~needs of these varied~~well-being, Latitude offers a dynamic learning environment where every student ~~populations.~~ is seen and supported.

The foundation of Latitude's ~~design principles of~~program is built on personalization and relevance ~~have driven~~, guiding the creation of an instructional ~~program~~framework that ~~focuses on~~ addresses the unique needs of each learner ~~as an~~. By centering individual ~~; collaborates around student specific~~ academic, social-emotional, and post-graduate goals~~; and designs a learning plan to~~, we ensure that all students collaborate to develop personalized learning plans. This approach empowers students to set and achieve ~~them.~~ their goals, fostering an educational experience that is both engaging and tailored to their specific needs.

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

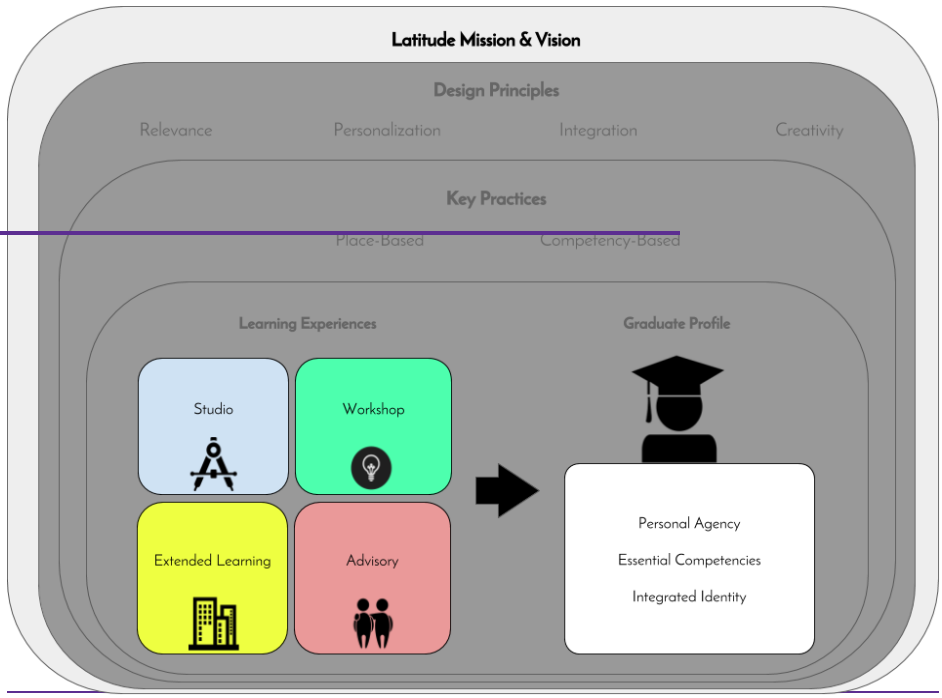
Latitude Vision Statement

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

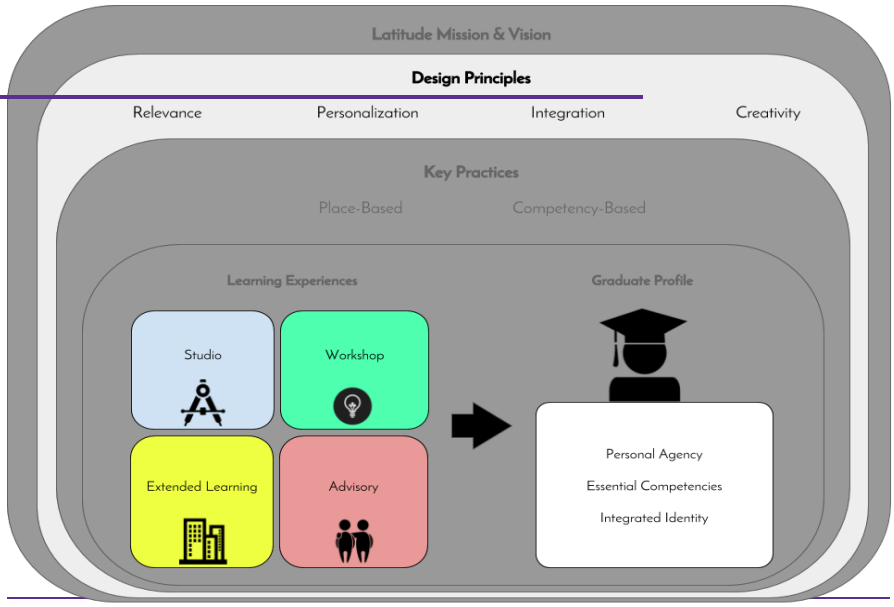
Students thrive when they ~~have~~cultivate close relationships with adults who believe in their potential, ~~hold them to~~uphold high expectations, and mentor them through the ~~steps~~ necessary steps to achieve success. Latitude expands the definition of a teacher to include ~~members of the~~ community~~,~~ members who ~~have~~possess valuable knowledge and skills ~~to share and can provide~~, providing applied learning opportunities ~~in alignment~~aligned with ~~students'~~students' academic and life goals. Latitude ~~transforms~~redefines "high school" ~~into~~as a series of enriching

experiences that ~~create~~empower confident, connected young adults with a ~~strong~~robust, supportive citywide network.

The Latitude Learning Experience

Latitude's ~~planned approaches~~ approach 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~~represents a cohesive framework driven by the design principles of personalization, relevance, integration, and creativity~~, which in turn become~~ forming the four pillars of the Latitude student learning experience.

~~Figure 1.11~~ Latitude Design Principles:



Personalization

At Latitude, personalization is at the ~~foundation~~heart of the student experience ~~at Latitude is a~~, with students' voices and choices embedded into their learning projects and personalized skill development. Every student's pathway ~~that~~ is ~~driven by the student's~~designed to reflect their unique 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 , interests, and aspirations, fostering a deep sense of ownership and engagement in their education begins with knowing the students deeply:

- . This process starts with understanding each student as an individual: What are their interests?
- What motivates and drives them?
- How do they best learn?
- What are their learning preferences? What are their cultural norms and expectations with respect to learning and school?

shape their experiences? Who isare the family and community that surrounds themmembers supporting them? What are their goals and concerns?

- What are the past experiences that impact their To create truly personalized 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 lowprograms that leverage each student's strengths while maintaining high academic 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. This approach is grounded in current research on college and career readiness and designed to ensure , ensuring that students are equipped with the competencies necessary for success in the 21st Century. Allcentury. Latitude's competency-based framework provides a clear structure for students will be supported as they work to 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 thewhile offering flexibility to explore and design their own pathways. Students are encouraged to take ownership of their learning, developing essential skills such as self-management, resilience, and perseverance to achieve those goals. Ours is a. Our gradual release model in which we initially provide a certain level of structure and starts with structured support to students as they develop these traits, then and gradually release them transitions students to a more self-directed approach in the later years while staying alongside them with the support they need, always ensuring they have the guidance needed to thrive.

Integration

Integration is the second pillar of Latitude's educational experience, both with respect to the actualcombining academic learning and thewith cultural experience. Tooengagement to create a holistic and connected approach to education. Traditional schooling often, school learning is siloed by content or by period and isolates subjects, preventing students do not understand the connection between what they learnfrom seeing how knowledge in these silos and different areas

relates to their ~~life~~real-world experiences. ~~Our goal is to create an integrated~~ At Latitude, we aim to integrate subjects such as math, science, social studies, and language arts through project-based learning 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,~~performance tasks. This approach encourages students ~~will be required to integrate learning~~ to synthesize knowledge across content areas and apply ~~that learning in interdisciplinary performance tasks~~it in meaningful, real-world contexts.

~~Integration is also at the heart of the cultural experience at Latitude~~Culturally, integration is key to Latitude's mission as an intentionally diverse school. Students ~~will be organized into an~~ participate in daily advisory ~~that will meet daily and provide opportunities to~~ groups that build community across differences~~. This group will also be the foundational humanities class that comes together to discuss relevant~~ and foster an inclusive environment. These groups are a space for students to engage with current events, ~~read compelling~~explore contemporary works, and ~~have difficult conversations~~engage in meaningful discussions about race, class, and power ~~in the context of book study in seminar sessions that are guided by Socratic methodology. The entire~~. The Charter School's cultural integration also includes bringing the wider community ~~will regularly come together around~~into students' learning experiences through cultural celebrations ~~and more informal talks. We plan to expose our students to some of the greatest artists, poets, historians, writers, and leaders in~~, seminars with influential figures in the arts, history, and social justice, and exposure to diverse role models from Oakland ~~to help them expand their perspectives. Also, the larger~~and beyond. These interactions, alongside the support of a network of adult allies ~~that we will build for our~~, help students ~~and all of the citywide partnerships will enable students to interact with adults from all backgrounds and fields, further building their~~ build confidence in navigating diverse ~~settings.~~

~~Integration is deeply intertwined with our approach to personalization. Only when a student is~~environments. By feeling known, respected, and ~~cared for as an individual is he or she able to have the confidence and security to~~valued as individuals, students are empowered to engage actively ~~engage in what is persistently a segregated and unjust society~~in a world that often feels divided.

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.~~

At Latitude, relevance is a core design principle that shapes the student experience. We believe that learning should connect directly to the real world, allowing students to engage with topics and issues that are meaningful to them and to society. This approach ensures that academic work is not just theoretical, but tied to the skills, knowledge, and problem-solving abilities students will need as they transition to college, careers, and beyond.

For instance, in biology, students examine the opioid epidemic—both locally and nationally—and explore the role that young people can play in addressing this crisis. Through hands-on projects, students take on roles such as outreach managers or project managers, working on initiatives like Narcan training and educational campaigns aimed at reducing the harm of opioid use. At the same time, they dive deep into the biological and neurological aspects of addiction, conducting labs to understand the science behind the issue. This combination of rigorous academic learning and meaningful community impact makes the work feel relevant and connected to students' lives.

In social studies, relevance is embedded in the study of contemporary issues like xenophobia, where students analyze historical and current migration patterns, such as the Great Migration, to understand the social, political, and economic forces shaping today's world. In computer science, relevance comes to life through real-world projects such as designing assistive technology for the visually impaired, in collaboration with the San Francisco Lighthouse for the Blind. Students develop solutions like GPS-embedded canes and haptic gloves to improve accessibility. Additionally, students tackle sustainability challenges by designing and implementing Arduino-based systems for a local farm, automating watering systems and creating pest control solutions.

These real-world connections are enhanced through the adoption of the XQ Competency Framework, which supports Latitude's focus on ensuring that every project and every learning experience is relevant to the world outside the classroom. By grounding learning in authentic, real-world issues, Latitude ensures that students are not only academically prepared but also empowered to be active, engaged participants in shaping their communities and the world.

Creativity

Our fourth pillar ~~is,~~ creativity, ~~with a focus less on the hard or technical skills and more on~~ emphasizes building ~~a student's~~students' creative confidence ~~in~~across multiple settings and ~~content areas.~~disciplines rather than merely focusing on technical skills. Students ~~will be~~

~~supported~~are encouraged to ~~meet~~identify their ~~creative confidence competencies by first identifying where they have passion~~passions for innovation and creativity. ~~Students will be required to take a~~ They begin their journey with a foundational design course in 9th grade ~~that will support~~, which supports them in developing their creative confidence pathway. ~~Then, citywide~~Citywide networks ~~will~~ provide ~~students~~ opportunities for students to ~~develop~~cultivate their creative agency ~~in their areas of passion~~ through internships with local ~~partners such as startup companies~~startups, gaming companies, music studios ~~as well as~~, and individual entrepreneurs, scientists, authors, makers, and artists. ~~Finally, their creativity will be enhanced throughout~~Throughout their Latitude experience, creativity is further enhanced through a thoughtful integration of the arts.

2. What does it ~~means~~mean to be an educated person in the 21st Century?

To be an educated person in the 21st century ~~demands nothing less than~~ requires embracing the concept of global citizenship. Our students are entering a world ~~undergoing~~marked by rapid technological, cultural, linguistic, climatic, economic, and social ~~disruption~~change. The ~~world students~~landscape they will ~~face~~encounter after ~~they graduate will look different than our world today,~~graduation will differ significantly from today's, presenting both ~~in terms of~~new challenges and opportunities; the jobs of tomorrow ~~look different than the jobs~~will not resemble those of today. ~~In addition, the~~As our world ~~is~~becomes increasingly ~~global and~~ interconnected, ~~requiring~~it demands interdisciplinary, ~~knowledgeable~~informed global citizens ~~who can negotiate~~ capable of navigating complex questions of justice and morality while ~~grappling with the most complex problems facing our world, from~~ addressing critical issues such as climate change, ~~to~~ economic ~~inequities, to~~ inequality, and international ~~terrorism and~~ conflict.

~~To be prepared~~In preparation for this evolving world, ~~the~~Latitude's vision for ~~Latitude~~its graduates ~~exceeds common~~ transcends traditional notions of educational attainment and academic ~~outcomes for students.~~success. Our ~~vision~~comprehensive definition of ~~the~~a Latitude graduate ~~is inclusive of~~encompasses not only college and career readiness~~.~~ but also deeper life outcomes. All Latitude students will graduate with A-G transcripts and ~~powerful~~meaningful experiences ~~across a broad array of~~ spanning various career interests. ~~Additionally~~Furthermore, these ~~college and career readiness~~ indicators ~~are a means~~of readiness serve as pathways to ~~deeper~~achieving greater life ~~outcomes for all of our~~goals, empowering students~~. These outcomes include being able~~ to articulate ~~goals for themselves~~their aspirations and ~~having the ability~~take steps to fulfill them. ~~It also includes their ability to have agency and influence the world around them.~~ This broader ~~definition~~vision of ~~a successful young person~~success is ~~influenced~~informed by the review, "Foundations for Young Adult Success: A Developmental Framework~~"~~," which ~~accounted for the broader range~~considers a wider array of outcomes. ~~As such~~Therefore, a Latitude 37.8 High School graduate will ~~have…~~possess:

- **Personal Agency**~~—~~: Latitude graduates will have the ~~agency~~capacity to make informed choices about ~~one's life and have the ability to take an active role in~~their lives, actively shaping their ~~life path. Latitude graduates will be able to determine~~paths. They will set personal goals and develop actionable plans ~~to accomplish them while also leveraging~~, drawing on their ~~other~~ skills, abilities, and ~~mindsets~~resilience to navigate challenges and ~~make adjustments to~~ adapt their ~~goals and plans.~~ strategies 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~~essential for college and career readiness. These competencies encompass both traditional academic ~~competencies within traditional academic disciplines as well as non-cognitive competencies from the fields of~~ skills and those derived from design thinking and social-emotional learning, enabling graduates to excel in diverse roles and settings.

- **Integrated Identity**~~—~~: Latitude graduates will ~~have~~cultivate a strong ~~consistent~~ and cohesive sense of self, grounded in an understanding of ~~themselves~~their backgrounds and aspirations. They will possess a clear awareness of their identity across ~~a variety of settings and~~various 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~~, enabling them to navigate the complexities of their environments with confidence.

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

To ~~attain~~achieve these broader outcomes for students, the Latitude ~~High~~ model ~~expands and reimagines~~redefines our vision of ~~'school' from a place to a set~~"school" as a collection of experiences ~~students have~~ that ~~enable their~~facilitate growth and mastery ~~along~~in both academic and social-emotional ~~lines~~domains. The Latitude ~~High~~ experience plays ~~an important~~a crucial role in leveling the playing field for all learners by ensuring ~~all students have~~that every student has access to the city's resources and assets ~~of the city~~, empowering them to pursue their passions and ~~leverage the~~ utilize these resources ~~and assets of the city in service of them.~~ in their personal journeys.

3. Latitude Competency Model

~~The foundation of~~ At the core of Latitude's instructional program ~~at Latitude~~ is our competency model~~.~~, now enhanced through the adoption of the XQ Competency Framework. This ~~model articulates in~~ research-backed framework shifts the focus from traditional measures of academic success, like test scores or Carnegie units, to a more holistic view of student ~~friendly language the specific~~achievement. The XQ Competencies are designed to foster meaningful outcomes across multiple domains—academic content, cognitive skills, ~~habits,~~ and ~~knowledge that~~social-

emotional capacities—ensuring students ~~must attain to be~~are prepared for success in both their post-secondary ~~lives~~pursuits and life beyond school.

The XQ Competencies~~embodies what it means~~ are structured across a range of interconnected domains, each aimed at developing essential skills for a 21st-century education:

- **Communicating and Receiving Ideas**: Emphasizing effective communication, active listening, and the ability to ~~be~~convey ideas clearly across diverse contexts.
- **Mathematical and Scientific Thinking**: Encouraging problem-solving, analytical reasoning, and applying quantitative and scientific methods to real-world challenges.
- **Social Systems**: Understanding and analyzing complex systems within societies, including social structures, economics, and governance, to foster informed, engaged citizens.
- **Appreciating and Creating Art**: Promoting creativity and innovation through artistic expression, fostering appreciation for diverse forms of art and culture.
- **Creative Thinking**: Stimulating original thinking and the ability to generate novel ideas and solutions across various fields.
- **Critical Thinking**: Developing the capacity to evaluate arguments, recognize biases, and make well-reasoned decisions using evidence and logic.
- **Problem Seeking and Solving**: Cultivating curiosity and the ability to identify problems, define solutions, and apply creative and critical thinking to complex issues.
- **Social Awareness**: Promoting empathy, cultural understanding, and the ability to navigate diverse social contexts with respect and mindfulness.
- **Interpersonal Skills**: Building collaboration and teamwork abilities, focusing on conflict resolution, and creating positive working relationships with others.
- **Social Agency**: Encouraging active participation in societal change and fostering the belief that students can contribute to improving their communities.
- **Self-Awareness**: Helping students develop an ~~educated person in the 21st century. The~~ understanding of their own strengths, challenges, and motivations, which is foundational for growth.
- **Self-Management**: Supporting students in developing skills for managing their emotions, time, and responsibilities, ensuring they remain resilient in the face of challenges.
- **Self-Directed Learning**: Cultivating the ability to set personal goals, take initiative, and manage one's own learning process independently.

By integrating these competencies ~~have been backwards mapped from~~ across all aspects of our curriculum, Latitude aims to equip students with a comprehensive skill set that goes beyond traditional academic learning, ensuring they are ready to succeed in college ~~and,~~ career ~~readiness expectations[16] 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~~ , and life. The XQ Competencies are an actionable framework that ~~our instructional program supports:~~will continue to shape how we design learning experiences, assess student progress, and help our students become empowered, self-motivated, competent, lifelong learners.

~~[16] See Conley (2012), "A complete definition of college and career readiness".~~

Figure 1.~~12 – Latitude~~6—XQ Competency Framework:

~~Academic~~	
~~English Language Arts~~ ~~*Aligned to CCSS*~~	• ~~Reading Literature~~ • ~~Reading Informational Text~~ • ~~Writing Evidenced Based Arguments~~ • ~~Writing Informational Texts~~ • ~~Writing Narrative Texts~~ • ~~Engaging in Text Based Discussions~~ • ~~Giving Presentations~~ • ~~Conducting Research~~
~~Math~~ ~~*Aligned to CCSS*~~	• ~~Mathematical Problem Solving~~ • ~~Mathematical Argumentation and Reflection~~
~~History~~ ~~*Aligned to C3 Framework for Social Studies*~~	• ~~Analyzing Historical Outcomes~~ • ~~Analyzing Historical Perspectives~~
~~Science~~ ~~*Aligned to Next Generation Science Standards*~~	• ~~Leading Scientific Investigation~~ • ~~Analyzing and Interpreting Data~~ • ~~Developing and Using Models~~ • ~~Applying Cross-Cutting Concepts~~
~~Foreign Language~~	• ~~Speaking and Listening~~ • ~~Reading and Writing~~ • ~~Engaging in Cultures~~
~~Health and Wellness~~	• ~~Applying Knowledge of Health Concepts~~ • ~~Analyzing Health Promotion and Risk Reduction~~ • ~~Engaging in Health Advocacy~~
~~Design Thinking~~	
~~Design~~ ~~*Adapted from Stanford Design School*~~	• ~~Designing Processes~~ • ~~Building Empathy and Learning from Others~~ • ~~Defining Problems~~ • ~~Fabricating and Crafting~~
~~Social Emotional Learning~~	
~~Non-Cognitive Skills~~ ~~*Aligned to SEL Standards and Big Picture Learning Model*~~	• ~~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~~



The Latitude learning experiences and course sequence ~~will~~ ensure that all students have ~~sufficient opportunity~~ ample opportunities to develop mastery in these areas. ~~Additionally~~Furthermore, these competencies ~~are aligned to~~align with the UC/CSU A-G ~~expectations~~requirements for each content area, ~~and~~enabling all students ~~will~~to 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.*~~

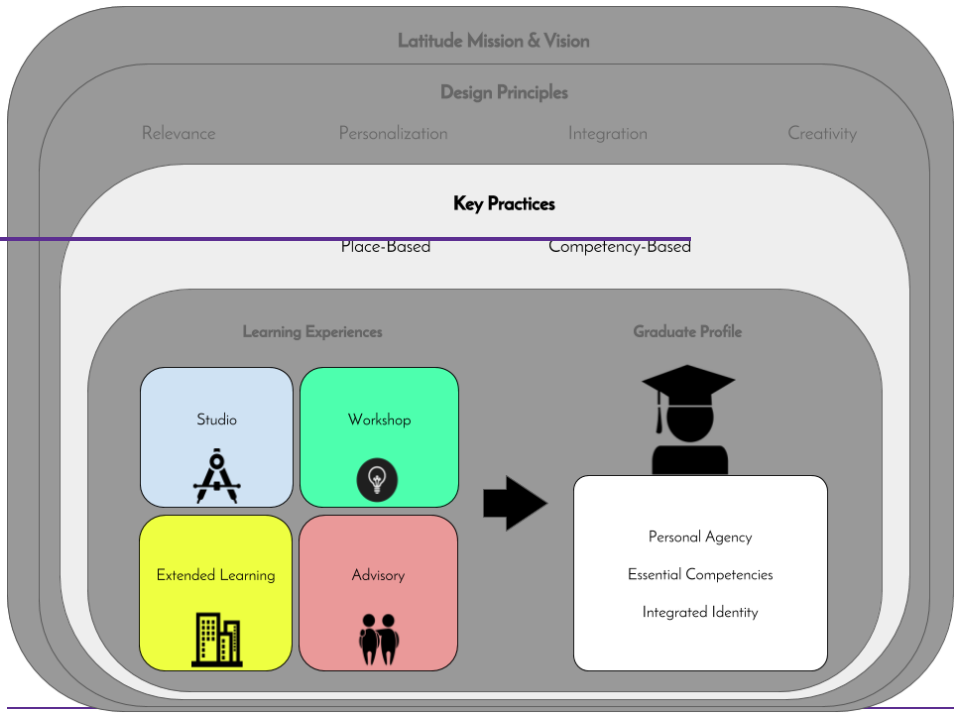
~~*Please see Appendix A13 for the Big Picture Learning Non-Cognitive Competencies Guide.*~~

4. How Learning Best Occurs

Students thrive when they ~~have~~form close relationships with adults who believe in their potential, ~~hold them to~~set high expectations, and mentor them through the ~~steps~~ necessary steps to achieve success. Latitude ~~expands~~broadens the definition of a teacher to include ~~members of the~~ community~~,~~ members who ~~have~~possess valuable knowledge and skills ~~to share and can provide~~, providing applied learning opportunities ~~in alignment~~that align with students' academic and life goals. ~~Latitude~~This approach transforms "high school" into a series of meaningful experiences ~~that create~~, fostering confident, connected young adults who ~~have developed~~develop a ~~strong~~robust, supportive citywide network. ~~Collaborating within a~~Within this collaborative community of learners, students ~~create~~produce work that matters, ~~enlarging~~expanding their sense of possibility ~~about~~and the impact they ~~are capable of achieving~~can achieve.

To ~~apply~~embody the Latitude design principles, ~~there are~~our program incorporates two key practices ~~of our program~~ that reflect our beliefs about ~~how learning best occurs~~effective learning: Place-Based Learning and Competency-Based Education.

~~Figure 1.13 – Latitude Key Practices:~~



Place Based

At Latitude, we ~~seek~~strive to leverage ~~all~~the full spectrum of ~~the~~ human, organizational, and physical resources ~~of the~~within our city and community ~~on behalf of~~to benefit our students. We ~~apply~~employ 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~~("PBL") aligns seamlessly with our design principles ~~in our instructional model~~, as it supports ~~the~~content integration ~~of content, creates~~, fosters authentic real-world connections, and ~~allows~~encourages students to explore their creativity ~~as they develop~~ while developing and ~~implement~~implementing solutions.

Research ~~over the years~~ has ~~shown~~consistently demonstrated the ~~many~~numerous benefits of project-based learning in ~~service of~~achieving the ~~type of~~ learning goals we ~~have~~uphold at Latitude ~~and increasing~~, particularly in enhancing student motivation and agency. ~~Among the~~

~~different studies of project based learning, researchers have found this approach to have~~Studies on PBL have revealed positive impacts in ~~the following~~several key areas[17]:

- **Academic Achievement**~~—~~: Students ~~learning through~~engaged in PBL retain content longer and ~~have~~develop a deeper understanding of ~~what they are learning~~the material than those taught through traditional methods, ~~which in turn leads~~leading to ~~increased~~improved performance on standardized tests.

- **21st Century Competencies**~~— Students demonstrate better~~ : PBL enhances students' problem-solving and critical-thinking skills, ~~collaborate more effectively~~promotes effective collaboration, and ~~are able~~enables them to apply their ~~learnings~~learning to ~~the~~ real-world ~~when engaged in PBL~~contexts.

- **Equity**~~—~~: Project-based learning ~~is effective in engaging~~effectively engages lower-achieving students and diverse learners, promoting inclusivity.

- **Student Motivation**~~—~~: Students in project-based learning environments ~~demonstrate better~~exhibit more positive attitudes ~~towards~~toward learning, ~~exhibit~~ higher ~~levels of~~ engagement~~, are more~~ levels, increased self-~~reliant~~reliance, and ~~have increased~~better attendance ~~over students~~compared to those in ~~more~~ traditional ~~environments~~settings.

Project-based learning is an instructional ~~approach~~method that integrates sustained inquiry, project management, and the creation of ~~a~~ publicly -shared ~~product~~products. Students ~~work to complete an~~undertake extended ~~project~~projects that ~~engages~~engage them in solving ~~a~~ real-world ~~problem~~problems or ~~answering a~~addressing complex ~~question, and perhaps even~~questions, often making ~~an~~a tangible impact on their ~~community. Project based learning introduces students to the~~communities. Through PBL, students gain insights into various disciplines' perspectives, tools, and concepts ~~disciplines use to make sense~~, enhancing their understanding of the world. ~~Project based learning also~~Additionally, it allows ~~students~~them to ~~learn about themselves,~~discover their strengths ~~and~~, challenges, and personal relationships with their ~~own relationship to the world~~environment.

At Latitude, our approach to project-based learning ~~will draw on~~draws upon the ~~many years of~~extensive experience of high-quality implementation at High Tech High in San Diego. The founding team at Latitude brings significant instructional leadership ~~experience~~expertise to ensure ~~strong~~effective implementation and ~~results~~positive outcomes for our students. Our project-based learning ~~work~~initiatives is ~~based in~~guided by the framework for High Quality Project Based Learning ~~((~~"HQPBL~~). This framework will guide~~"), which informs our instructional planning and shape the student learning experience.

The High Quality Project Based Learning Framework

[17] ~~See Buck Institute of Education (2013), "Research Summary: PBL and 21st Century Competencies".~~

Developed by a 27-member steering committee of education leaders from the U.S. and ~~other nations~~abroad, and informed by ~~the perspectives of~~ a 90-member advisory team, the ~~High Quality Project Based Learning~~ HQPBL Framework ~~elucidates~~outlines the ~~key~~essential elements that distinguish high-quality ~~implementation of~~ PBL ~~from less successful~~ implementations~~. The~~ from less effective ones. This framework ~~describes~~categorizes High Quality Project Based Learning ~~according to~~into four ~~categories: the~~key areas: 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~~ensures that each child receives ~~what he or she needs to develop to his or her~~ the support needed to reach their full academic and social potential. High Quality Project Based Learning should be accessible to all students, not ~~be reserved only for students who are~~just high~~-achieving~~ achievers. All students benefit from ~~acquiring~~ the deeper learning and success skills that ~~can be taught so effectively by High Quality Project Based Learning.~~ PBL fosters.

~~High Quality Project Based Learning~~HQPBL promotes equity by holding all students to the same high expectations for project ~~products, an ethic that is~~outcomes, reinforced by shared norms and accountability. ~~Moreover, it fosters~~It cultivates an equitable environment ~~when~~by valuing students' interests, cultures, and identities ~~are valued and used to inform the issues and problems that projects focus on—and when students'~~ in project topics, and recognizing their unique ~~gifts and~~ talents ~~are recognized and leveraged to improve~~to enhance project work.

A ~~great~~well-designed project ~~has a powerful effect on~~can significantly impact students ~~that can help them reach their potential, and can even be transformative for young people. This is~~, especially ~~important for students farthest~~those furthest from educational opportunity~~. A project that makes a real-world impact can give students~~, instilling a sense of agency and purpose~~;~~ as they ~~see that they can make a difference~~realize their ability to effect change in their ~~community and the world beyond it. An authentic project provides opportunities, for~~communities. Authentic projects allow students ~~who might not otherwise be exposed to them,~~ to ~~visit~~engage with real-world settings, interact with professionals ~~in the workplace~~, and ~~develop a passion~~discover passions or career ~~interest.~~ interests they might not otherwise encounter.

Authenticity~~—PBL research reveals~~*:*

Research indicates that authenticity ~~enhances students'~~ boosts student engagement in projects~~. Authenticity not only increases~~, leading to increased motivation~~, but it can also increase~~ and achievement. Authenticity ~~is a complex concept, but it's generally synonymous with~~encompasses making ~~a~~ learning ~~experience~~experiences as ~~"~~"real~~"~~" as possible. Teachers and

students can ~~make projects authentic~~achieve authenticity in ~~multiple~~several ways~~, and in varying degrees.~~ :

1. ~~First, projects~~ Projects can have ~~an actual~~a tangible impact on the world, such as ~~when students make a presentation~~presenting to the school board ~~proposing the redesign of a school playground, write books and create a tutoring program for younger readers,~~ or ~~conduct~~conducting research ~~projects and submit data~~ that ~~will be used by scientists~~contributes to ~~better understand climate change. Second, the context of a project~~scientific understanding.
2. Projects can ~~be a simulation or reflection of what happens in the~~ simulate real-world ~~outside of school~~contexts, even if students ~~are not actually~~aren't directly working in ~~the real world—for example when high school students act as advisors to the president on economic or social~~ those environments (e.g., advising on policies~~. Third, the~~).
3. 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~~real-world practices, such as employing design thinking~~, used by professionals who design products and services. Finally, projects can have a personal~~ methodologies.
4. ~~1.~~4.Personal authenticity ~~because they speak to students' personal~~arises when projects resonate with students' concerns, interests, ~~or issues in their lives, or because they engage the needs,~~and community values~~, language, and cultural practices of students' communities.~~ .

Student Agency~~—~~:

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

~~An~~A key aspect of agency is holding a growth mindset, ~~in which students'~~where students believe their skills~~, and~~ knowledge~~, and interests~~ can be developed through ~~hard work, support and guidance, and~~ effort~~.~~ and perseverance. Students with a growth mindset build confidence, ~~rebound~~recover from setbacks, and are willing to ~~put in~~invest the ~~time and~~ effort ~~it takes to make projects successful.~~ necessary for project success.

Purposes

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

Processes

Sustained Inquiry~~ – High Quality Project Based Learning~~ :

HQPBL defines inquiry as a disciplined process of ~~asking questions~~questioning and ~~gathering~~ data collection necessary to achieve project ~~goals~~objectives. Through inquiry, ~~the act of~~ seeking information becomes ~~the foundation of~~ foundational to 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.~~ engage with significant challenges and reflect on their understanding, determining whether they need to adjust their questions or approach.

> ~~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~~ However, inquiry must be sustained. By extending project timelines, students grapple with essential concepts and develop perseverance in achieving their goals. Effective collaboration takes time, and students learn to manage themselves and their projects over weeks, fostering the skills needed for college, careers, and life.

Project Management:

High Quality Project Based Learning requires structured project management rather than allowing projects to unfold chaotically. Both teachers and students take on project management roles appropriate to their age and experience.

Project management practices ~~when~~involve designing ~~a~~the project~~;~~, setting learning goals~~;~~, organizing ~~and accomplishing tasks; setting checkpoints and~~tasks, establishing 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.~~ learning outcomes.

~~*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.~~

Instruction and Facilitation:

While PBL emphasizes student agency, the teacher's role remains crucial. HQPBL acknowledges the teacher's centrality and the importance of traditional instructional practices. Many projects require students to develop specific skills and background knowledge essential for success.

Teachers also serve as facilitators and coaches, providing emotional support and fostering individual student growth. As projects progress, teachers gain insights into their students' unique strengths and preferences, guiding them in their learning journey.

Reflection~~— In High Quality Project Based Learning,~~ :

Reflection is vital in HQPBL, enabling both learners and teachers ~~need to reflect throughout the project on~~ to assess 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.~~ . Students learn to evaluate their experiences and apply previous knowledge to new problems, enhancing their metacognitive skills.

~~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~~:

HQPBL emphasizes the active application of ~~learning~~knowledge rather than ~~the static~~passive content acquisition~~ of content~~. Project products ~~provide opportunities for~~allow learners to demonstrate ~~what they have learned, as well as what they can accomplish with these~~their understanding and capabilities. Through real-world application, students deepen their knowledge and skills~~. By testing new knowledge and skills through application, nuance is revealed, and~~

~~knowledge and skills are deepened. These become~~ , making learning 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.~~

Public Sharing:

PBL encourages students to present their work to audiences beyond the classroom, whether through exhibitions, community meetings, or online platforms. This public sharing enhances the perceived value of their work and motivates students to strive for excellence. It transforms individual assignments into collaborative discussions, fostering a strong learning community that engages students and teachers alike.

Balanced Assessment~~—~~:

Assessment in ~~High Quality Project Based Learning~~HQPBL includes ~~many of the~~a mix of traditional and innovative 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~~ . It emphasizes ~~the need for~~ both formative ~~assessment—used to inform the learner and teacher about progress toward a learning goal~~assessments—providing ongoing feedback—and summative ~~assessment—used to make a judgment about what has been learned. Both are important in High Quality Project Based Learning.~~ assessments—evaluating overall learning outcomes. Summative assessments may include traditional tests but also incorporate evaluations of team-created products and critical skills like problem-solving and collaboration. Effective assessment in PBL involves self-assessment, peer assessment, and group evaluations, balancing individual and collective contributions to the project.

~~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*~~*See Link 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~~aims to explore a 'hub' model ~~in which we utilize two~~, where smaller, innovative facilities located in different parts of the city ~~that~~could provide students with the necessary 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 forging partnerships ~~within the~~with community colleges and city organizations, we ~~will be able to~~could redirect those resources to enhance student staffing and programming. While this hub model is a future consideration, it aligns with our long-term vision for ~~students~~creating dynamic and authentic learning environments.

Competency-Based

Latitude ~~will offer~~has adopted a competency-based approach to ~~our program to allow students to personalize~~instruction that focuses on students demonstrating mastery of key academic, cognitive, and social-emotional competencies. This approach moves beyond traditional seat-time requirements and places emphasis on achieving measurable learning outcomes. Our model prioritizes mastery of competencies over time spent in class, providing students with the support they need to reach their full potential. This shift to a competency-based system helps ensure that all students are equipped with the skills, knowledge, and habits necessary to thrive in the 21st century.

As part of this effort, Latitude has aligned its educational approach with the XQ Competency Framework, which redefines what it means for students to succeed in high school and beyond.

XQ's framework focuses on a broad set of competencies that students need to master in order to navigate the complex demands of college, career, and life. These competencies extend beyond traditional academic subjects to include cognitive skills, social-emotional learning, and real-world problem-solving abilities. Latitude uses the XQ Competencies to guide our teaching, learning experiences, and assessments, ensuring that students are prepared for the challenges they will face in an ever-evolving world.

The XQ Competencies are organized across multiple domains, such as Critical Thinking, Problem Solving, Creative Thinking, Social Awareness, and Self-Directed Learning. These domains guide the development of Latitude's curriculum, ensuring that students don't just memorize content but apply it in meaningful ways. For example, students may work on real-world projects that require them to use Mathematical and Scientific Thinking alongside Social Systems and Interpersonal Skills to address relevant community challenges. Additionally, they engage in activities that foster Self-Awareness, Self-Management, and Social Agency, equipping them to take ownership of their learning and become active participants in their communities.

Latitude's commitment to competency-based education is further supported by explicit, transparent progress tracking that ensures students and families understand where students are in their learning journey. Through this system, students are given multiple opportunities to demonstrate their mastery of competencies through summative assessments, projects, and real-world applications, rather than by simply completing assignments or attending class. This allows for a more personalized learning experience ~~and allow flexibility in when and how students learn and demonstrate their~~ that is driven by achievement~~. Our~~ and understanding rather than time spent in class.

Graduation at Latitude is contingent on students demonstrating mastery of these competencies. Teachers use formative assessments to continuously monitor progress and provide targeted interventions for students who need additional support. This ensures that every student, regardless of their starting point, has the opportunity to succeed and meet the high expectations set by our competency model and the XQ framework.

By embedding the XQ Competency Framework into 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.~~ model, Latitude ensures that every student has access to an education that is relevant, rigorous, and aligned with the skills needed for success in an increasingly complex and interconnected world. Our focus on personalization and relevance through the XQ Competencies drives students to engage deeply with their learning, preparing them for both academic and real-life success.

~~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[18]:

- 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.
  - "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 DesignEducational Program

1. Introduction

[18] See Priest, et al. (2012), "Making Mastery Work".

~~Following the~~Since its establishment ~~of the concept for~~ by a broad-based community, Latitude 37.8 High School ~~by a broad based community, the design team was charged this past year to build~~has developed an instructional program that ~~attained the~~fulfills its vision and mission ~~that had been established to prepare~~ of preparing 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.~~ experiences.

The core elements of the Latitude instructional design include:

Latitude ~~competency system:~~ Competency System:

Latitude's competency system ~~includes the~~encompasses descriptions of the competencies, ~~the~~ tools and systems for student assessment and reporting, and personalized student learning plans that ~~determine~~define when and how students learn and demonstrate their performance.

Latitude ~~learning experiences:~~ 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:~~ Program Phases:

Latitude ~~is structured as~~ employs a gradual release model~~. Instructors~~, where instructors initially provide a ~~higher~~high level of structure and support ~~and then release~~, gradually transitioning students to ~~an increasingly~~ a more self~~-~~-directed approach in the later phases.

2. Latitude Competency System

The Latitude Competency ~~model is~~Model serves as the foundation of our instructional program ~~as it reorganizes~~, restructuring all ~~of the~~school systems ~~of the school~~ around the development of mastery ~~of~~in the core ~~set of~~ competencies that ~~fulfill~~align with our graduate profile. ~~There are three~~This competency system is designed to ensure that students are equipped with the essential skills, knowledge, and habits required for success in college, careers, and life. The model comprises three interrelated elements ~~of the competency system~~ that ~~work in concert to maintain all stakeholders'~~ focus all stakeholders on the learning ~~and~~ outcomes for each student: 1) Graduate Competencies, 2) Assessment and Reporting, and 3) ~~Personalized Learning Plans.~~Student Progress and Support. The Latitude learning experiences and program phases provide the opportunities and ~~supports~~support necessary for students to ~~develop~~achieve mastery of ~~the graduate~~these 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 Latitude's Graduate Competencies are grounded in the XQ Competency Framework, which redefines what it means for students to succeed. Rather than focusing solely on traditional metrics like test scores, XQ emphasizes the achievement of meaningful outcomes across academic content, cognitive skills, and social-emotional competencies. This framework outlines key areas of student development, such as Critical Thinking, Creative Problem Solving, Interpersonal Skills, Social Agency, and Self-Directed Learning, which are directly embedded into our curriculum and learning experiences.

Latitude's academic competencies are aligned with the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development Standards, and remaining State Content Standards (collectively referred to as "State Standards"), ensuring that students meet rigorous academic expectations. In addition to these academic standards, our XQ-aligned competencies emphasize the development of key cognitive and non-cognitive skills such as Creative Thinking, Problem-Solving, Self-Awareness, and Social Awareness, which prepare students for complex, real-world challenges.

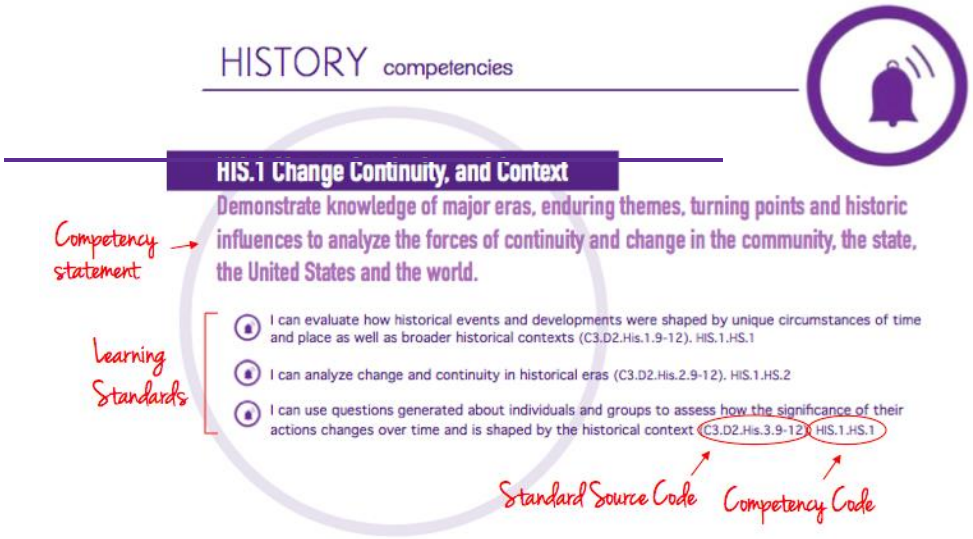
The competencies also draw from national standards (i.e. CCSS, NGSS, C3, SEL) andresearch and initiatives, including college and career readiness practices informed by XQ's research, backed framework and those used in practice by national partners. Our academic competencies are informed by the work of. Through partnerships with organizations such as 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.

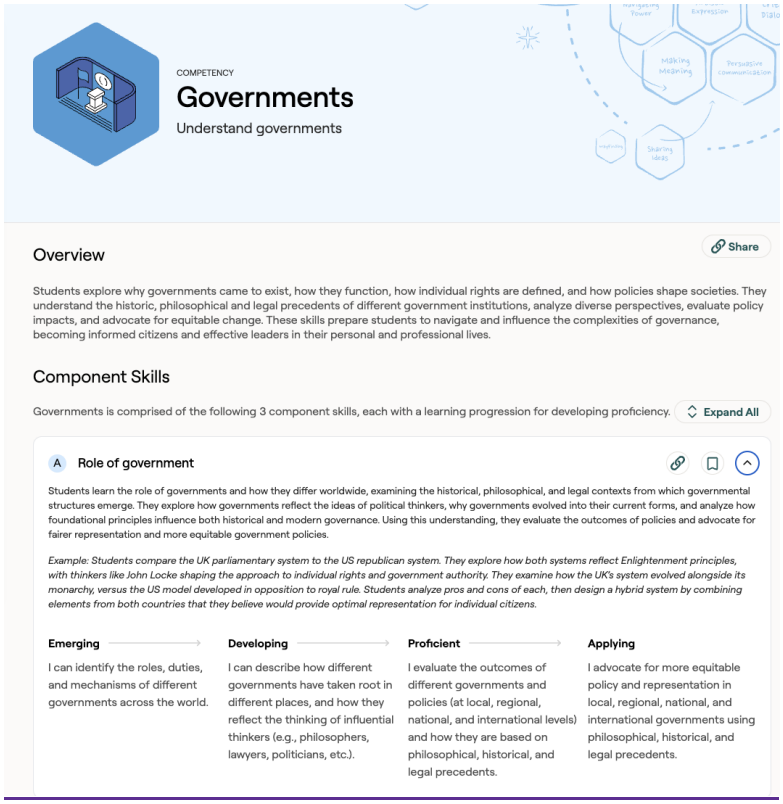
Each competency is described in a statement that articulates, Latitude integrates real-world problem-solving and interpersonal skills as critical components of our graduate profile. These competencies are articulated in student-friendly language, clearly defining the specific skillskills, knowledge, or habit a student ishabits students are 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.

Most competencies include sub-skills that provide detailed learning standards, offering clear guidance for instruction and assessment. These sub-skills are mapped to ensure that each student's learning journey is scaffolded in a way that builds deep mastery of each competency. This approach provides both students and educators with transparency around expectations and progress, allowing for personalized support as students develop the skills they need to succeed in a rapidly changing world.

See the figure**Figure 1.7** below for an example historyof a competency in governments:

Figure 1.~~14~~7—Competency Example:





COMPETENCY

Governments

Understand governments

Overview

Share

Students explore why governments came to exist, how they function, how individual rights are defined, and how policies shape societies. They understand the historic, philosophical and legal precedents of different government institutions, analyze diverse perspectives, evaluate policy impacts, and advocate for equitable change. These skills prepare students to navigate and influence the complexities of governance, becoming informed citizens and effective leaders in their personal and professional lives.

Component Skills

Governments is comprised of the following 3 component skills, each with a learning progression for developing proficiency.

Expand All

A Role of government

Students learn the role of governments and how they differ worldwide, examining the historical, philosophical, and legal contexts from which governmental structures emerge. They explore how governments reflect the ideas of political thinkers, why governments evolved into their current forms, and analyze how foundational principles influence both historical and modern governance. Using this understanding, they evaluate the outcomes of policies and advocate for fairer representation and more equitable government policies.

Example: Students compare the UK parliamentary system to the US republican system. They explore how both systems reflect Enlightenment principles, with thinkers like John Locke shaping the approach to individual rights and government authority. They examine how the UK's system evolved alongside its monarchy, versus the US model developed in opposition to royal rule. Students analyze pros and cons of each, then design a hybrid system by combining elements from both countries that they believe would provide optimal representation for individual citizens.

Emerging	Developing	Proficient	Applying
I can identify the roles, duties, and mechanisms of different governments across the world.	I can describe how different governments have taken root in different places, and how they reflect the thinking of influential thinkers (e.g., philosophers, lawyers, politicians, etc.).	I evaluate the outcomes of different governments and policies (at local, regional, national, and international levels) and how they are based on philosophical, historical, and legal precedents.	I advocate for more equitable policy and representation in local, regional, national, and international governments using philosophical, historical, and legal precedents.

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

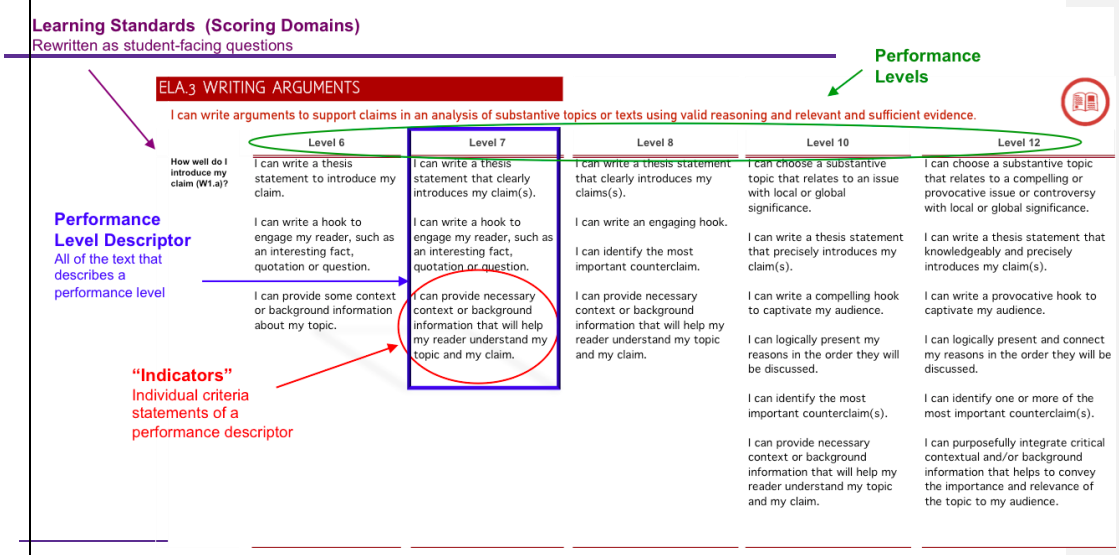
While the competency statements ~~describe~~outline the key skills, knowledge, and habits of a Latitude graduate, the Latitude assessment system ~~provides~~delivers the information ~~that informs~~necessary to inform each student's personalized learning plan. ~~There are a number of~~Several important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

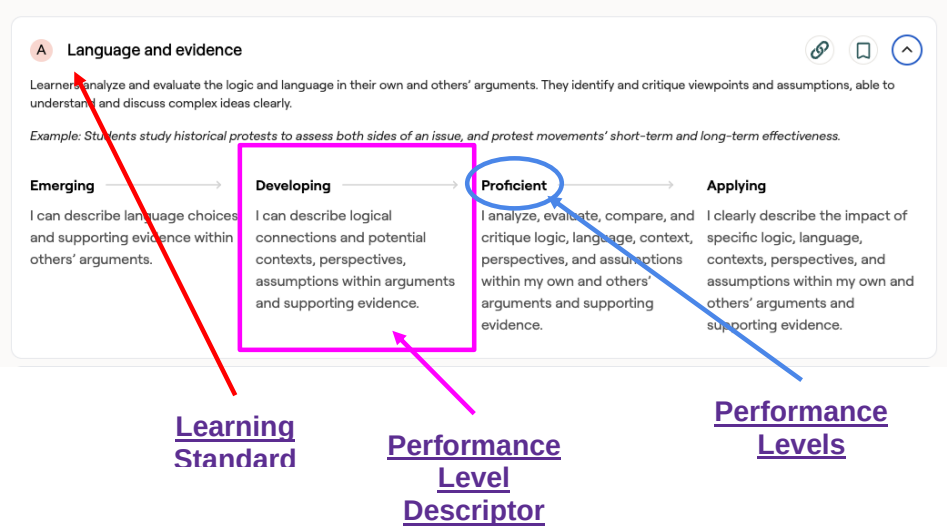
Competency Continua

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

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

Figure 1.~~15~~8—Example of Competency Continua:





Competency continua ~~are an intentional~~represent a deliberate shift away from traditional rubrics ~~that typically describe what's~~ , which often focus on what is missing in students' work~~,~~ and ~~that~~ lack a clear learning progression. Continua ~~enable~~empower educators to ~~show students~~demonstrate exactly where ~~they~~students are on ~~the continuum toward~~ their path to mastery, where they ~~are headed~~need to go, and what steps they ~~need to do~~must take to get there. This design ~~is consistent~~aligns with our principles of competency-based learning and positive youth development. The continua ~~help~~enable educators to 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~~journey toward mastery.

Evidence requirements

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

Evidence requirements ~~may~~can only be ~~filled via~~satisfied through performance-based assessments ~~because they require~~, which necessitate 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~~it cannot ~~fulfill~~satisfy multiple evidence requirements for the same standard. Each evidence requirement ~~requires~~must be met through multiple tasks ~~to be fulfilled.~~. Students must ~~meet~~fulfill 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~~9—Example Latitude Evidence Requirements:

~~Latitude~~ Program Phase	Focal Competencies	Evidence Requirements[~~19~~]
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 Math History	3 performance tasks per competency with an average scoring of at least 11.5 across all of the competencies.

[~~19~~] ~~Latitude and EFC reserve the right to amend these requirements based on learning from implementation.~~

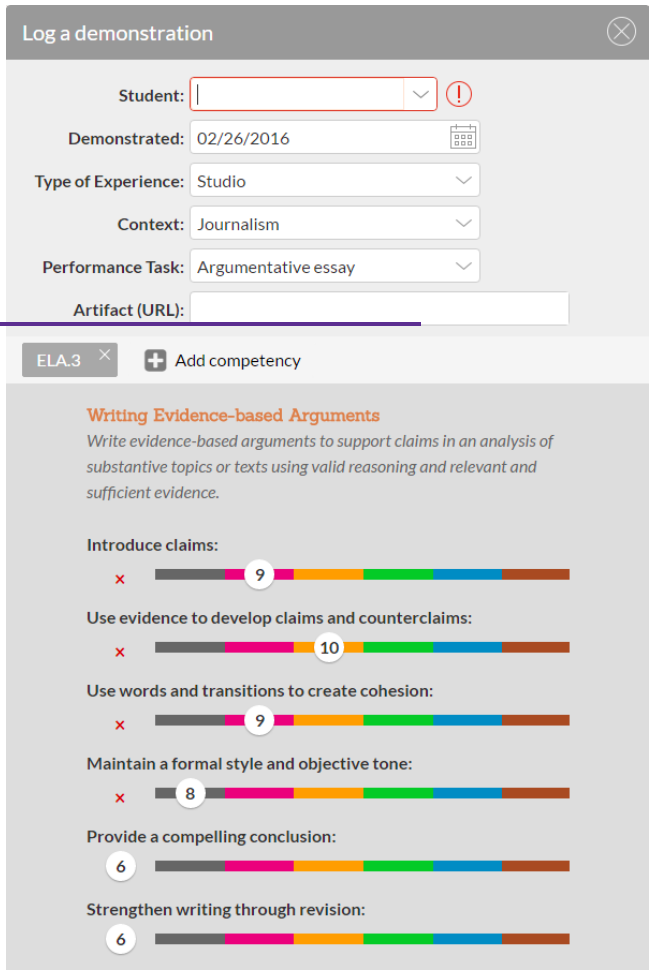
	Science Design Non-Cognitive	

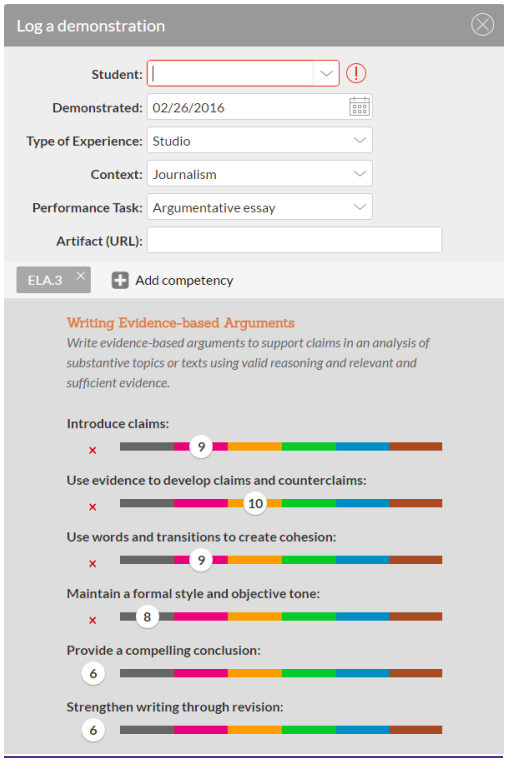
Performance Based Assessment Tasks and Scoring

These tasks ~~are~~represent the authentic products that students ~~produce~~create 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~~Student performance on individual standards within each competency~~. Scores are~~ is documented using the continua, with scores assigned based on the demonstration of all ~~the~~ criteria at a given performance level. If ~~the~~a 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~~approach maintains high expectations while ~~also~~ providing specific information for additional ~~supports~~support or interventions as needed.

If a student shows no evidence for a particular indicator within a standard, it is assessed as ~~'~~"insufficient ~~evidence'~~evidence" and returned for revisions. ~~For a student to~~To earn an ~~'~~"in ~~between'~~between" rating on the continuum (~~i.~~e.g., a level 9), ~~they~~a student must demonstrate all ~~of the~~ criteria ~~on~~at the lower level and show significant progress toward the higher performance level. The picture below of a competency tracking system ~~demonstrates~~illustrates how a student can be scored at multiple levels within the same competency, such as Writing Evidence-Based Arguments~~:~~.

Figure 1.~~16~~10—Example Scoring Tool for Competencies:





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.~~ e.g., ELA). To earn credit for a subject area in a particular learning experience, students must achieve a minimum competency average and complete all evidence requirements.

~~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.~~

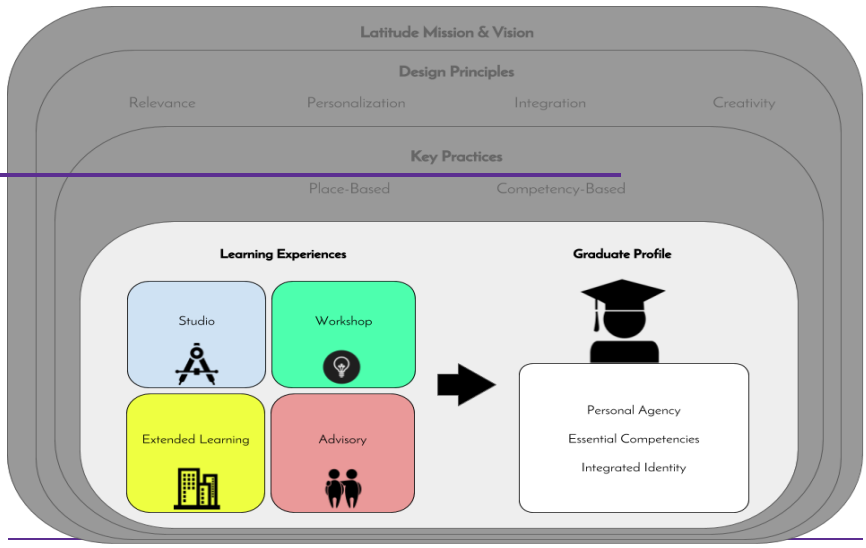
~~The second purpose is to continue to explore students' longer term vision for themselves and their plans to achieve that vision. When students have met the criteria for each of their learning experiences in each phase, they will present a more formal gateway presentation in which they are required 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.~~

All learning experiences align with specific competencies, providing students with opportunities to develop and demonstrate mastery through their summative performance tasks. Credits are awarded upon meeting all evidence requirements and achieving the necessary competency averages within each learning experience.

3. Latitude Learning Experiences

To support ~~students' attainment of~~students in achieving 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~~engages students in experiential, project-based learning ~~grounded~~rooted in the city of Oakland, ~~exploring~~ where they explore its cultural dynamism, entrepreneurial assets, and unique challenges. Instructors ~~will~~ facilitate learning experiences in authentic settings, ~~in partnership~~collaborating with community professionals ~~from the community.~~. Students' project work ~~will be~~is organized into two interdisciplinary studios~~,~~: the Humanities Studio and the Science and Design Studio~~, as~~. Here, they investigate, document, and develop creative solutions to real challenges ~~confronting~~facing the Oakland community. ~~The benefits of operating~~Operating within a professional studio ~~are many:~~environment offers numerous benefits; from Day 1, Latitude students ~~will have the opportunity to~~ step into the ~~shoes~~roles of professionals, ~~to~~ begin building ~~a portfolio~~portfolios of work, ~~to~~ take on authentic leadership roles, and ~~to~~ develop the agency, skills, and inquiry methods ~~of inquiry that will facilitate their pursuit of~~necessary for pursuing independent projects in later phases.

Workshops

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

Advisory

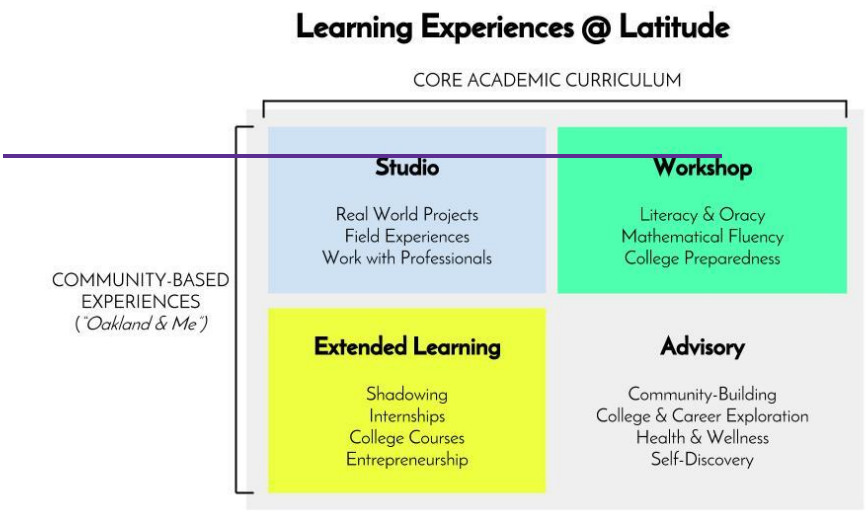
~~—~~Cultivating a strong sense of belonging ~~will permeate~~permeates all aspects of the Latitude experience, ~~but~~with advisory ~~will be~~serving as students' home within the ~~school~~Charter School throughout their time at Latitude. Advisory ~~will provide~~provides students with the space and support to reflect on their evolving ~~sense of identity. Throughout~~identities. Over their time at Latitude, students ~~will~~ develop ~~an ever~~a clearer sense of purpose ~~about~~regarding the lives they ~~hope~~aspire to lead ~~and reflect~~, reflecting on how their values and beliefs align with ~~their~~those aspirations. ~~The advisor's job is to know~~Advisors are tasked with knowing each student and their family deeply~~, so that they can~~ to support ~~each student's~~ their unique college and career goals through ~~a~~ personalized educational ~~plan~~plans.

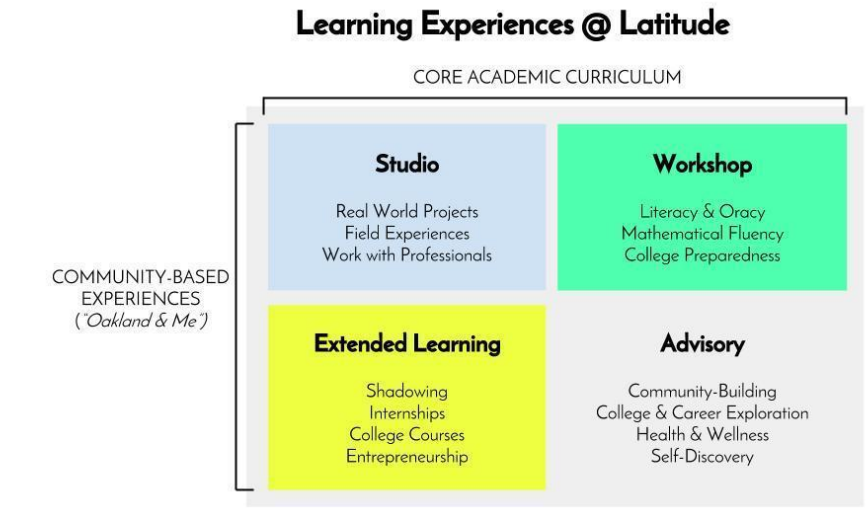
Extended Learning Opportunities

~~**(ELOs)**~~ ~~—~~Advisors ~~will support~~assist students in securing ELOs, such as internships or service-learning experiences~~,~~ off campus. They ~~will~~ coordinate Networking Power Lunches and Career Site Visits with community professionals ~~in the community.~~. Advisors ~~will~~also support ~~advisees~~students in conducting regular informational interviews, ~~so that the task of~~making networking ~~becomes second nature,~~a natural part of their experience. Students ~~will~~ have the option ~~of identifying~~to identify their own ELOs~~,~~ or ~~they may~~ choose ~~an ELO~~ from ~~one of several~~various core community partners that Latitude ~~will cultivate.~~cultivates. Within advisory, students ~~will~~ have dedicated time to reflect on their ELOs and ~~to~~ curate a digital portfolio ~~that documents~~documenting their evolving intellectual and career interests, ~~as well as~~along with 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~~11—Latitude Learning Experiences:




Learning Experiences @ Latitude
CORE ACADEMIC CURRICULUM
COMMUNITY-BASED EXPERIENCES ("Oakland & Me")
Studio
Real World Projects
Field Experiences
Work with Professionals
Workshop
Literacy & Oracy
Mathematical Fluency
College Preparedness
Extended Learning
Shadowing
Internships
College Courses
Entrepreneurship
Advisory
Community-Building
College & Career Exploration
Health & Wellness
Self-Discovery

4. Studio

Latitude's studio model ~~will engage~~engages students in High Quality Project-Based Learning ~~grounded~~rooted in the city of Oakland, ~~exploring~~where they explore its historical legacy, cultural

dynamism, entrepreneurial assets, and unique challenges. Instructors ~~will~~ facilitate learning experiences in authentic settings, ~~in partnership~~partnering with adult professionals from the community.

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

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

(Students will ~~*receive*~~earn UC ~~*a-g*~~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~~ this professional studio environment are ~~many~~numerous: from Day 1, Latitude students ~~will have the opportunity to~~ step into the ~~shoes~~roles of professionals, ~~to~~ begin building a portfolio of work, ~~to~~ take on authentic leadership roles, and ~~to~~ develop the agency, skills, and inquiry methods ~~of inquiry that will facilitate their pursuit of~~necessary for pursuing independent projects in later phases.

Latitude's Studios ~~will~~ integrate ~~these~~the following signature experiences:

- **Real-World Projects** ~~— Authentic~~: Engaging with authentic community stories, issues, and challenges.
- **Work with Professionals** ~~— Mentorship by~~: Receiving mentorship from and ~~collaboration~~collaborating with adult professionals in the community.
- **Field Experiences** ~~— Opportunities for students to experience~~: Gaining firsthand insights into the issues they are studying through interviews, investigating primary source documents, and ~~visits to~~visiting professional workplaces, as well as sites of historical, social, or artistic significance.

Humanities Studio

In the Humanities Studio, students ~~step into~~immerse themselves in the ~~shoes~~roles of journalists, historians, and ethnographers ~~to investigate~~as they explore the rich stories and vibrant culture of Oakland. ~~Students~~ This hands-on approach enables them to develop ~~the~~essential habits of inquiry ~~& methods of~~and robust research ~~underlying~~methods that underpin these professions.

Students engage in critical thinking and analysis, learning to ask insightful questions that delve into the complexities of their community. They conduct interviews with local residents, gather

oral histories, and analyze primary sources to uncover the diverse narratives that shape Oakland's identity. Through this investigative process, students cultivate a deep appreciation for the cultural, historical, and social dynamics at play in their surroundings.

Effective communication is a cornerstone of their learning experience. Students learn to ~~communicate~~convey their findings powerfully~~—~~ and persuasively through various mediums~~—~~ writing~~, speech, and~~ compelling articles, delivering engaging presentations, and creating multimedia~~— to share~~ projects. By sharing the hidden stories of Oakland~~.~~~~—~~, they not only give voice to underrepresented perspectives but also strengthen their own storytelling skills. This transformative experience empowers students to become advocates for their community, equipping them with the tools to inspire others and foster a deeper understanding of the world around them.

Figure 1.~~18~~12—Example of a Humanities Studio Project:

~~"Oakland & Me: Exploring the City's Hidden~~Migration 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 and Oakland Museum of California.~~ ~~● Walking tours with and~~ ~~● 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~~ **Real-World Project:**
In this project, students deepen their understanding of their families and communities by studying the causes and effects of migration. Students will interview family or community members to discover and celebrate migrant stories, gaining insight into how migration has shaped local and global communities. These stories will be memorialized through 11-panel comics that showcase personal narratives of migration. Finally, students will collaborate in teams to stage one of these stories as a live theatrical performance, exploring different roles in production such as designers, technicians, and stage managers.

Work with Professionals:
Students will work with local oral historians, graphic designers, and theater professionals. These mentors will guide students through the process of conducting oral history interviews, creating graphic memoirs, and staging theatrical performances. Local historians will provide feedback on the students' interview methods and final comic creations, while professional graphic designers will assist with the visual aspects of the project. Theater professionals will mentor students in production, providing expertise on how to bring the graphic memoirs to life on stage.

Field Experiences:

- Interviews with community members who have migration stories to share
- Visits to local cultural centers, such as the Oakland Asian Cultural Center, to learn about the impact of migration on local communities
- Research trips to Bay Area Chinatowns and historical sites to understand the migration history of different communities
- Interaction with professional theater directors and artists to understand the process of turning stories into performance

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 Best We Could Do* by Thi Bui (graphic memoir)

- *The Warmth of Other Suns*~~: The Epic Story of America's Great Migration~~ by Isabel Wilkerson (history of the Great Migration)
- Excerpts from the *Great Migration* and *Bracero Worker Program* histories
- Articles and essays on global migration patterns (Rural-Urban Migration in Brazil, Emigration from Nicaragua)

Project Timeline:

- **Early September:** Project Kick-off; Introduce migration themes, read *The Best We Could Do*
- **Mid-September:** Phase 1 – Background Information; Study migration case studies (Great Migration, Bay Area Chinatowns)
- **October:** Phase 2 – Oral History Interviews; Plan and conduct oral history interviews with family/community members
- **November:** Phase 3 – Graphic Memoirs; Create graphic memoirs based on interviews; Work with mentors to refine artwork and storytelling
- **Early December:** Phase 4 – Exhibition Preparation; Rehearse and finalize theatrical performances based on the graphic memoirs
- **Mid-December:** Culmination – School-wide exhibition of projects; Present graphic memoirs and stage the live performance for the Latitude community

Competencies:

- Writing narratives using effective techniques and details
- Analyzing oral history techniques to capture migration stories
- Creating visual narratives that combine oral interviews and graphic memoir
- Collaborating as part of a production team (design, performance, technical)
- Synthesizing historical context and personal stories into a cohesive, creative project
- Participating in community events and fostering an understanding of diverse migration stories

Benchmarks & Assessments:

- Transcribed and summarized oral history interview

- 11-panel illustrated memoir based on interview
- Participation in class presentation and live performance
- Peer feedback and revision process for graphic memoirs
- Group performance of selected migration story for school-wide exhibition
- Reflective essay on the impact of migration stories and their relevance in today's society

Please see Link~~Appendix A16~~ for the scope and sequence of Latitude's 9th grade Humanities Studio.

Science & Design Studio

In the Science & Design Studio, students ~~step into~~adopt the ~~shoes~~roles of researchers and data analysts ~~to~~as they design studies, conduct ~~labs, ~~,experiments, analyze statistics, and ~~undergirding~~visualize data related to the issues they are ~~researching. Students~~investigating. Through this immersive process, they learn to ~~tell stories~~craft narratives using ~~math~~mathematics and science, effectively communicating complex concepts through visuals and graphs~~, and develop~~. This experience fosters their familiarity with computational thinking and programming~~.~~, empowering them to use technology as a tool for analysis and presentation.

Students also ~~step into~~take on the ~~shoes~~roles of designers, engineers, and architects ~~to~~as they develop innovative solutions to authentic community challenges. They practice the ~~mindsets of a designer and develop facility~~design mindset, honing their ability to empathize with users and iterate on their ideas. By acquiring fabrication skills~~ to represent their ideas~~, they translate their concepts into tangible products through building and testing prototypes.

As students ~~tackle authentic~~engage with real-world design challenges rooted in the needs of the Oakland community~~ needs~~, their ~~thinking will be~~problem-solving skills are further enriched by workshops with local scientists, designers, and makers. These collaborations not only deepen their understanding of scientific and design principles but also strengthen their connections to the community, allowing them to see the direct impact of their work. Ultimately, this integrated approach empowers students to become creative thinkers and proactive contributors to their community.

Figure 1.~~19~~13—Example of a Science & Design Studio Project:

~~**Myth or Fact -- Lead Levels in Oakland Surpass Flint?**~~**Physics Tiny Home Project**
~~**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.~~ **Real-World Project:** Students will design, build, and present models of tiny homes for a local homeless youth organization, Youth Spirit Artworks ("YSA"), that provides stable housing for young people. The project focuses on applying physics concepts—such as density, insulation, pressure, and stability—to solve real-world challenges. The tiny homes are built on trailers, requiring careful design considerations to ensure the homes are towable, stable, and energy-efficient. Students will work in teams to explore how physics principles are used in construction practices and how those principles affect the overall design and functionality of the tiny homes. Students will build physical models, run simulations, and create presentations to explain how physics helps architects and engineers design better houses, especially in the context of homelessness. **Work with Professionals:** Students will collaborate with architects, engineers, and builders who specialize in tiny home construction. They will receive mentorship and guidance from professionals from Youth Spirit Artworks, including those involved in tiny home village development. These professionals will provide feedback on student designs, help refine models, and demonstrate the engineering challenges involved in making tiny homes functional and mobile. The professionals will also discuss the broader social and environmental context of the project, including how physics and design can contribute to solving social issues like homelessness. **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~~

- Site visit to Youth Spirit Artworks' Tiny Home Village to see the homes in use and learn from current residents and staff.
- Workshop with an architect or engineer specializing in tiny homes to learn about structural design and the unique challenges of building mobile homes.
- Virtual tour of sustainable construction projects, including tiny homes and eco-friendly buildings, to examine how physics is applied in these environments.
- Q&A session with professionals in construction and homelessness outreach to understand the challenges of creating stable housing for young people.

Anchor Texts:

- ~~Full Body Burden by Kristen Iverson~~
- ~~Yellow Dirt by Judy Pasternak~~*The Physics of Everyday Things* by James Kakalios
- *Tiny House Design & Construction Guide* by Dan Louche
- *Physics for Future Presidents* by Richard A. Muller
- *The New Urban Crisis* by Richard Florida

Project Timeline:

- **October:** Project Kick-off; introduction to tiny homes and physics concepts. Initial design phase where students sketch their ideas and discuss how physics affects the tiny home structure.
- **November:** Phase One – Prototype and Test; students build models of their tiny homes, testing elements like stability, weight distribution, and insulation. Begin drafting project presentations.

- **December:** Phase Two – Final Design and Simulation; refine designs based on feedback and test models for towability and stability. Students finalize their presentations and demos for the exhibition.
- **January:** Begin actual construction of the Tiny Homes for Youth Spirit Artworks.
- **Exhibition (December 14th):** Presentations and demos showcasing the students' tiny home models, physics-based design choices, and how they connected physics concepts to the real-world problem of homelessness.

Competencies:

- Applying physics principles (density, pressure, mass, volume) to real-world problems
- Understanding how construction practices affect the functionality and stability of buildings
- Collaborating with professionals and peers to solve complex design challenges
- Communicating scientific concepts clearly and effectively in presentations and demonstrations
- Using scientific inquiry to explore design solutions and refine ideas based on testing and feedback

Benchmarks & Assessments:

- Model of a tiny home, demonstrating application of physics principles
- Demonstration explaining the physics behind the design choices (e.g., insulation, stability, and towability)
- Project presentation with visual aids (posters or digital slides) explaining the connection between physics and tiny home construction
- Peer review and feedback session for prototype designs
- Self-reflection on the learning process and how physics was applied to solve real-world challenges

~~*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~~ in Latitude's studios ~~will embody~~reflects the "Attributes of High Quality Work~~",~~" a comprehensive set of descriptors ~~adopted~~embraced by ~~several~~various Deeper Learning schools, ~~including~~such as Expeditionary Learning and High Tech High~~, to provide~~. These descriptors offer educators ~~with~~ a ~~common~~shared vocabulary ~~as they engage in using~~to enhance discussions and practices surrounding student work ~~to improve~~, fostering a collaborative environment aimed at improving teaching and learning.~~[20]~~ outcomes.

This ~~set of descriptors clearly~~framework articulates the three essential dimensions of High Quality Work, providing clear guidance for educators as they assess and cultivate meaningful student contributions. By focusing on these attributes, Latitude emphasizes the importance of producing high-caliber work and encourages students to engage deeply with their learning processes, ensuring that their efforts are both impactful and reflective of their skills and knowledge.

The three dimensions of High-Quality Work are as follows:

Complexity

- Complex work is rigorous: ~~it~~It aligns with or exceeds ~~the expectations defined by~~ grade-level standards ~~and includes~~, incorporating higher-order thinking ~~by challenging~~that challenges students to apply, analyze, evaluate, and create ~~during~~throughout daily instruction and ~~throughout~~ longer projects.
- Complex work ~~often~~ connects to ~~the~~ big concepts ~~that undergird~~: It relates to fundamental ideas that underlie disciplines or unite multiple disciplines.
- Complex work emphasizes transfer: It prioritizes ~~transfer~~the application of understanding to new contexts.
- Complex work ~~prioritizes consideration of~~considers multiple perspectives: It encourages students to explore various viewpoints.
- Complex work ~~may incorporate students' application of~~ incorporates higher-order literacy skills ~~through the use of~~: It involves students using complex ~~text~~texts and engaging in evidence-based writing and speaking.

Craftsmanship

- Well-crafted work is ~~done~~executed with care and precision~~.~~: Craftsmanship requires attention to accuracy, detail, and ~~beauty~~aesthetics.
- In every discipline ~~and domain~~, well-crafted work should be beautiful ~~work~~ in both conception and execution~~.~~: In ~~short~~shorter tasks or early drafts ~~of work~~, craftsmanship

~~[20] See EL Education (2015), "Attributes of High Quality Student Work".~~

may ~~be present~~ primarily manifest in thoughtful ideas~~, but not in~~ rather than polished presentation~~; for~~. For long-term projects, ~~craftsmanship requires~~it necessitates perseverance to refine ~~work in conception~~concepts, conventions, and presentation, ~~typically~~often through multiple drafts or rehearsals ~~with~~that include critique from others.

Authenticity

- Authentic work ~~demonstrates the~~reflects original, creative thinking ~~of students authentic~~: It showcases students' personal voice and ideas~~—~~, rather than simply ~~showing that students can~~ demonstrating their ability to follow directions or fill in ~~the~~ blanks.
- Authentic work ~~often uses~~utilizes professional standards: It adopts formats ~~and standards~~ from the professional world~~, rather than~~ instead of artificial school formats (e.g., students ~~create~~write a book review for a local newspaper ~~instead of~~rather than a book report for the teacher).
- Authentic work ~~often~~ connects academic standards ~~with~~to real-world issues~~,~~: It engages with contemporary controversies~~,~~ and involves local people and places.
- Authenticity ~~gives~~provides purpose ~~to work; the~~: 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.

Stages of HQPBL

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":

Project Launch

~~Here the~~The goals ~~are to:~~of this phase include:

- ~~Get~~Getting students excited about the project ~~(~~and the learning journey ahead~~)~~!.
- ~~Clarify~~Clarifying what the project ~~is, meaning~~entails, including what students will ~~be *learning* through the project~~learn and how ~~students~~they will demonstrate their learning.
- ~~Share~~Sharing the rationale behind the project ~~(~~, explaining why ~~we are learning what we are learning and doing what we are doing)~~the content is important and relevant.
- ~~Share~~Outlining how students will ~~be credited~~receive credit for their learning and work on the project.

Developing Deep Understanding

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

- ~~design~~Design and facilitate lessons with clear learning goals and ~~clear~~specific evidence to ~~look for, listen for, and/or collect to~~ assess student progress ~~towards the learning~~toward these goals.
- ~~design and facilitate~~Create lessons that ~~cause~~prompt critical thinking, enabling students to ~~think critically;~~ make sense of texts, problems, and 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~~Build on prior learning and connect to future learning ~~(i.e., learning over time on~~, allowing students to explore the same topic~~,~~ or concept~~, or theme~~ over time from multiple sources~~).~~
- ~~design and facilitate lessons that incorporate~~Incorporate structures and scaffolds that promote access~~/~~ and challenge for all learners ~~(~~, such as cooperative learning, small-group instruction, ~~use of~~ models~~/~~ and exemplars, think-pair-share activities, sentence starters, and graphic organizers~~, etc.)~~.

Analyzing Models of High-Quality Work

Here, the goal is to design learning experiences that ~~cause~~enable students to co-construct the essential elements of high-quality work for the specific product they will ~~be working on, refining~~develop, refine, and ~~exhibiting~~exhibit to a real audience ~~as a way of demonstrating a deep understanding of the relevant content and skills.~~. Teachers ~~do~~facilitate this by ~~getting~~having students ~~to~~ analyze models of high-quality work (preferably professional ~~work, ideally~~examples) and ~~to~~ co-construct criteria for a high-quality final product using a ~~focus~~guiding 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.)?

Project Work Time

~~Here~~In this phase, the goal is to ~~design learning experiences in which students are given~~provide structured time for students to make progress on their projects. Structure ~~means~~involves having students ~~make it clear~~articulate in writing what they ~~hope~~aim to accomplish by the end of the class period and ~~present~~presenting their progress before the ~~end of the class~~ period~~. Structure~~ concludes. It also ~~means that~~includes maintaining regular classroom rituals and routines ~~are followed~~ and ~~that~~breaking larger tasks ~~are broken down~~ into smaller chunks~~,~~ so students can regularly present progress on their project work throughout ~~a~~the class ~~period.~~ .

Feedback~~/~~ and Refinement~~[21]~~

~~Here the goal~~The objective here is to ~~design learning experiences that cause~~create opportunities for students to present their products-in-progress to ~~their~~ peers, teachers, or community partners for "kind, helpful, and specific" feedback. ~~The *presenting*~~ Presenting students ~~will then~~ refine and improve their ~~*products in progress*~~ work based on feedback they ~~found~~find particularly ~~helpful. Students~~useful. They are ~~also~~ reminded that the goal is to produce ~~truly~~genuinely high-quality work ~~(and~~ work they ~~are truly proud of)~~ take pride in—for a real audience, ~~not to turn work in~~rather than simply completing assignments for a grade.

Exhibition (Demonstrating Deep Understanding)

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

Reflection

In this final stage, teachers facilitate ~~learning~~ experiences that ~~*cause*~~prompt 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 work and ~~their~~ future success.

~~*Please see Appendix A17*~~*See Link for 'Work That Matters: A Teacher's Guide to Project Based Learning'.*

5. Workshop

~~Latitude's~~Latitude's Workshops ~~will~~ provide students with dedicated time to prepare for their Socratic seminars, which take place in the Studios. These workshops are designed to enrich and complement ~~and enrich~~ the ~~work happening~~learning occurring in ~~our~~the Studios~~. Students will develop foundational~~ by focusing on skill-building in literacy, research, communication, and mathematical thinking. Workshops offer students an opportunity to engage deeply with texts, refine their reasoning, and develop the necessary skills ~~through a highly differentiated,~~to participate effectively in Socratic discussions.

- **Learner-Focused**: Workshops offer personalized learning ~~approach, balanced with~~experiences that are tailored to each student's needs, interests, and strengths. This includes dedicated reading time to engage with texts more broadly, enabling students to prepare thoroughly for the upcoming Socratic seminars.
- **Learner-Demonstrated**: The workshops provide opportunities for students to ~~share~~demonstrate their learning through various activities and ~~defend~~supports that align

~~[21] See EL Education (2012), "Models, Critique, and Descriptive Feedback".~~

with their ~~reasoning~~individual needs. Whether through ~~Socratic seminars and group-worthy mathematical inquiry~~adaptive software or practice exercises, students are encouraged to showcase their competencies and understanding in different ways.

~~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~~ : Workshops empower students to take ownership of their learning, ~~adjusting~~ equipping them with the skills and strategies needed for the Socratic seminars. Students work dynamically to ~~their skills, curiosity and goals.~~ adjust their goals and learning strategies, preparing for engaging discussions in the studio by refining their thoughts, building skills, and addressing key concepts.

~~*Please see Appendix A18*~~Overall, the Workshop time is dedicated to preparing students for the Socratic seminars held in the Studios, allowing them to practice and refine the necessary skills to engage in thoughtful, evidence-based discussions.

See Link for the complete LEAP Learning Framework.

Latitude's Humanities Workshops ~~will~~ focus on developing ~~powerful~~strong literacy and communication skills~~. Our vision for the workshops is to ensure~~ while ensuring that ~~skill development~~learning feels purposeful ~~and~~, contextualized, ~~while differentiating~~and personalized. The workshop structure is designed to meet the needs of each student~~.~~ through differentiated instruction, offering a balance of whole-group learning, small group work, and individual skill development. For ~~instance, while tackling~~example, during a Humanities Studio project documenting the stories of refugee youth in Oakland, students in the Humanities Workshop~~, students will~~ read nonfiction articles ~~about~~on immigration patterns and policies to ~~develop a deep shared~~ deepen their understanding of relevant topics ~~relevant to their studios. To engender student ownership, these texts will be thoughtfully~~. These texts are carefully differentiated ~~for~~based on students' ~~lexile~~Lexile levels, and instructors ~~will~~ curate ~~customized~~ personalized reading playlists ~~for each student, drawing~~based 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~~ In addition, students utilize reading software tools such as Reading Plus~~, ThinkCERCA,~~ or Lexia~~, or DuoLingo.~~ to target specific reading skills.

~~To complement Latitude's personalized learning approach,~~Key practices in the workshop include student-centered discussions, Socratic Seminars, and conversation protocols ~~will be a core learning practice within Humanities Workshop to develop key competencies in~~designed to build analysis, critique, and public speaking~~. Throughout Phase I, all Latitude students will~~ competencies. Students have regular opportunities to engage in and lead learning activities such as 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~~ Math Workshop at Latitude follows a similar personalized, differentiated approach, emphasizing math discourse and independent practice. In Math Workshop, students engage in inquiry-based mathematical discussions, focusing on problem-solving, argumentation, and reflection. Students work collaboratively to explore multiple methods of solving group-worthy problems and participate in discussions to defend their reasoning. This practice fosters the development of ~~each learner, with discussion-based mathematical inquiry practices rooted in the research of Stanford University's and Vanderbilt University's n. Latitude math instructors will cultivate the~~ key competencies ~~of~~in Mathematical Problem-Solving and Mathematical Argumentation & Reflection ~~through melding high quality digital content with best~~ .

Latitude math instructors, drawing on research from Stanford University's Jo Boaler and Vanderbilt University's Ilana Horn, cultivate a growth mindset in their students by emphasizing conceptual understanding and mathematical discourse. Math instruction is rooted in practices developed by the Math for America fellowship and the ~~.~~

~~Latitude's personalized learning approach will facilitate data collected at an individual student level, students setting their own pace~~Knowles Teaching Foundation, focusing on collaboration, critical thinking, and ~~reaching mastery, and student choice over the optimal medium for their learning. To complement their personalized learning experiences, students will develop core and skills through an~~ inquiry ~~focused math approach, exploring and engaging in to defend their~~

~~reasoning. For mathematics, Latitude teachers will draw curriculum~~. Curriculum is drawn from the Interactive Mathematics Program~~, as well as~~ and materials ~~developed by~~from Stanford's youcubed~~. Our teachers will be trained~~ initiative. Teachers also receive training 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~~, focusing on promoting equitable collaboration within heterogeneous math classrooms.

In both Humanities and Math Workshops, Latitude's approach integrates personalized learning with collaborative problem-solving, allowing students to move at their own pace, demonstrate mastery, and engage deeply with the material. Teachers regularly use data to inform instruction and ensure that learning experiences are tailored to the individual needs and learning styles of each student.

6. Advisory

Cultivating a strong sense of belonging ~~will permeate~~permeates all aspects of the Latitude experience, ~~but~~with advisory ~~will be~~serving as students' home within the ~~school~~Charter School throughout their time at Latitude. Advisory ~~will provide~~provides students with the space and support to reflect on their evolving sense of purpose. ~~Throughout their time at Latitude~~As they progress, students ~~will~~ develop an ~~ever clearer sense~~increasingly clear understanding 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~~oversee advisories, ensuring small ~~enough groups to be able to accomplish~~group sizes that facilitate the achievement of the program's goals. The advisor's ~~job is to know~~role involves knowing each student and their family deeply, ~~so that they can~~allowing them to support each student's unique college and career goals through a personalized educational plan.

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

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

Building a Strong Sense of Community

When properly facilitated, the advisory period ~~can be a time~~serves as a vital opportunity for ~~the~~ authentic relationship and community building ~~that~~, which students need to feel safe and supported in their ~~schools.~~ school environment. Research by Camille Farrington from the University of Chicago ~~researcher Camille Farrington has found~~indicates that a strong sense of

belonging within an academic community ~~is associated~~correlates with increased perseverance, ~~better~~improved academic behaviors, and higher grades.~~ Building~~

Cultivating students' sense of belonging is ~~a critical lever~~essential for ~~increasing the student~~ enhancing their engagement and ~~the~~ persistence, both of which are necessary for ~~students to achieve~~achieving mastery~~. Advisory can play~~ in their studies. The advisory period plays a key role in ~~cultivating students'~~fostering this sense of belonging, providing a consistent space for students to connect with their peers and advisors, share their experiences, and receive support tailored to their individual needs.

Through meaningful interactions and open communication during advisory, students develop a deeper understanding of their place within ~~a~~the learning community, which can significantly enhance their overall educational experience and outcomes.

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

A key advisory structure ~~that~~at Latitude ~~will use to build~~for building an inclusive community is the ~~Circle of Power and Respect (CPR).~~use of structured activities designed to foster understanding and connection among students. In Phase I, advisors ~~will draw from~~utilize 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~~meaningful conversations and promote critical thinking. These activities are rooted in Teaching Tolerance's Anti-bias Framework, which focuses on the domains of Identity, Diversity, Justice, and Action.

By engaging with these themes, students gain a deeper understanding of diverse perspectives and develop the skills to critically ~~and honestly~~ analyze ideas from ~~a variety of~~various cultures. ~~Grouped by the domains of Teaching Tolerance's Anti-bias Framework: Identity, Diversity, Justice and Action, these~~ The activities create a safe~~,~~ and inclusive ~~atmosphere in which~~environment where students and ~~their~~ teachers can share and learn ~~about each other and grow closer~~ from one another, even when ~~discussing challenging subjects like~~addressing complex and difficult topics such as racism and heterosexism. ~~They~~This approach plays a vital role in fostering strong community bonds and preparing students to engage thoughtfully with the world around them.

Through these interactions, students become more open to diverse ~~people and~~ cultures~~, ready to take a stand~~ and perspectives, empowering them to advocate for equity. Such connections and ~~understandings help~~insights create ~~the~~ optimal social-emotional conditions for learning~~. They foster~~ , fostering awareness of social biases and ~~reveal possibilities for transforming them~~revealing opportunities for transformation.

~~*Please see Appendix A20*~~*See Link* *'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 Link~~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~~Integrated with Purpose Exploration

A key goal of ~~Latitude's~~Latitude's advisory is to demystify the path to college~~, as well as the path to~~ and a ~~wide spectrum~~broad range of careers. ~~Latitude~~Our advisors ~~will support~~work closely with students ~~in exploring their Career~~to explore various career and ~~College~~college options, ~~expanding~~helping them expand their ~~sense~~vision of ~~possibility about options for their~~ future~~. Drawing on~~ possibilities. By utilizing Big Picture Learning's Real World Learning guide, Latitude advisors ~~will lead~~guide 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[22] inspired video interviews with adult professionals in the~~ the development of professional skills to prepare them for both college and career pathways.

As students progress through the program, their opportunities for real-world learning and career preparation increase. In 9th grade, students engage in ELOs, providing exposure to various 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.~~. In 10th grade, students participate in job shadowing, gaining firsthand insights into different professions. By 11th grade, students take on internships, connecting classroom learning to practical experience. In 12th grade, students have the chance to intern while also taking college classes, providing an immersive college and career experience.

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

Latitude's growing network of community partnerships enhances the advisory program. By 2029, 100 successful internships will be offered in diverse fields such as tech, healthcare, manufacturing, non-profits, and the arts. These internships connect students with mentors who guide them as they explore their career pathways. Through these immersive experiences, students develop a broader understanding of career possibilities and gain the skills needed to succeed in the workforce.

Latitude's internship and college preparation programs, along with numerous community partnerships, allow students to build real-world skills, expand their networks, and make more informed decisions about their futures while offering valuable contributions to the community.

As students discover the variety of career options available to them through direct interactions with a wide range of professionals, they ~~will also be~~are engaged in an ongoing cycle of Purpose Exploration activities. Advisory ~~will provide~~provides 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."[23] Bronk's research suggests that when young people identify a purpose in life and are

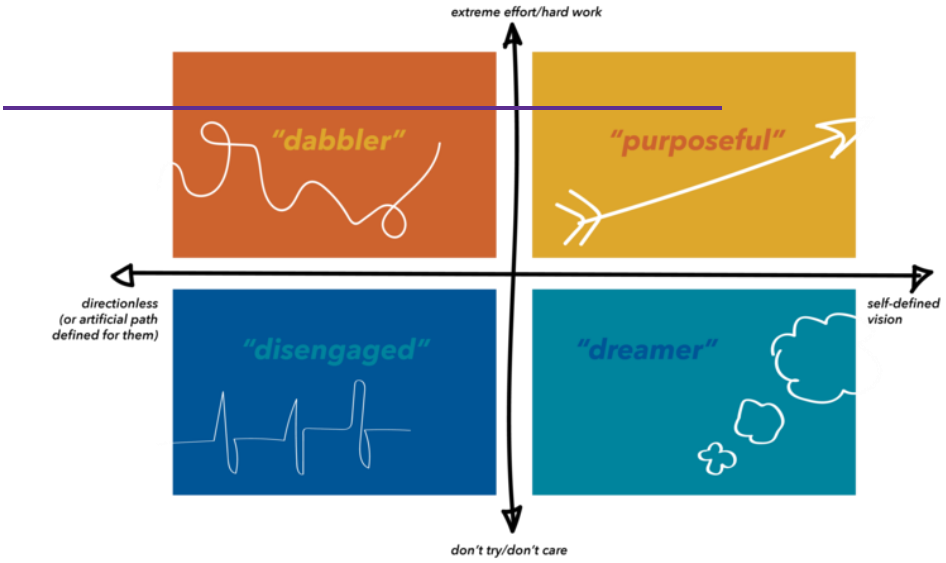
~~[22] See New York Times (2017), "From the Elders to the Kids: What I Wish I'd Known".~~

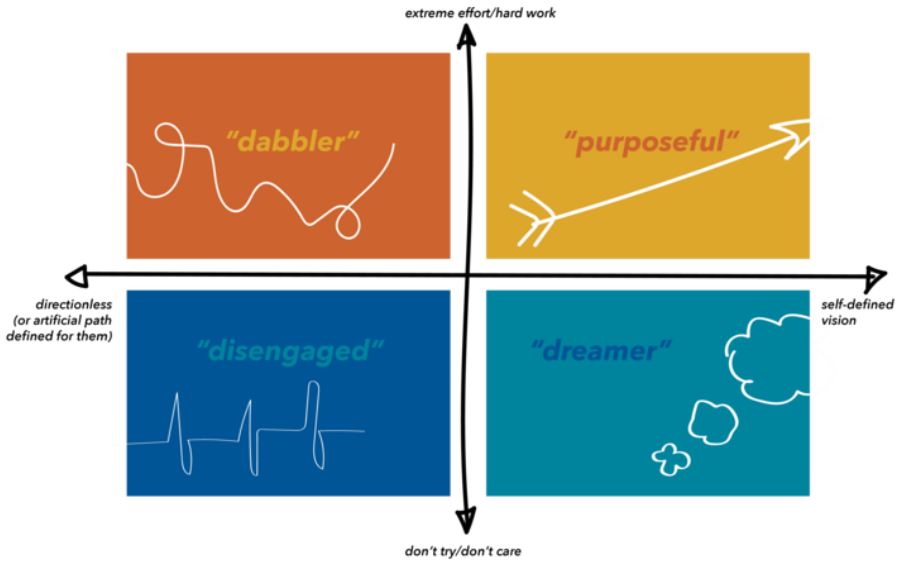
~~[23] See Bronk, et al. (2009), "Purpose, hope, and life satisfaction in three age groups".~~

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~~14—Four Categories of Youth in Purpose Development:





- 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*~~See Link *'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.~~

7. Extended Learning Opportunities ~~(ELOs)~~at Latitude

~~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.~~

~~**Mentor Recruitment and Support** This element of the ELO process is an ongoing one.~~Latitude's ELOs are designed to ensure that students are exposed to real-world, hands-on experiences that align with their personal, academic, and career goals. Through these varied experiences, students develop critical skills, build professional networks, and gain a deeper understanding of potential career pathways. At Latitude, we recognize that every student's journey is unique, which is why we focus on helping students identify and pursue one of three key pathways after graduation:

1. **College Pathway** – For students who aspire to attend college and pursue higher education in fields ranging from the humanities to the sciences. ELOs in this pathway provide exposure to college life, including internships, college courses, and networking opportunities to prepare for post-secondary education.

2. **Trades Pathway** – For students interested in pursuing vocational training, apprenticeships, or certifications in specialized fields like construction, plumbing, or electrical work. ELOs for this pathway help students gain industry-specific experience, providing them with the skills needed for a successful career in the trades.

3. **Workforce Pathway** – For students looking to directly enter the workforce and develop the necessary skills to succeed in various industries such as technology, healthcare, and manufacturing. ELOs in this pathway provide practical, on-the-job experience to help students transition directly into the workforce after graduation.

Latitude's ELO program is tailored to support students in exploring these pathways and gaining the experiences, skills, and connections necessary to succeed in their chosen field.

Impact and Outcomes of ELOs

Latitude's ELO program provides impactful, career-focused experiences that support students in making informed decisions about their future pathways. The program's outcomes include:

- **Internships and College Classes**: 100 seniors will take college classes in preparation for higher education, while 70 seniors will engage in internships connected to their career pathways.
- **Community Partnerships**: Latitude has formed over 100 community partnerships with local mentors, providing students with the guidance and professional connections they need.
- **Diverse Career Exposure**: Students will complete 600-800 individual student experiences in over 100 locations across the Bay Area in diverse industries such as tech, healthcare, manufacturing, and nonprofits.
- **Successful Internships**: In 2025, 150 successful internships were completed, and 170 internships are planned for 2026, providing students with hands-on learning in a range of fields.

The ELO Process

The ELO process at Latitude supports students in identifying and pursuing their college, trades, or workforce goals. The process is iterative and is designed to develop students' abilities to engage professionally with the world around them.

1. **Interest Exploration** – The initial step of the ELO process where students explore potential career interests through reflective and exposure activities. Students may discover interests they were not previously aware of and begin to form connections with professionals in their fields of interest.
2. **Research** – Students begin researching potential organizations, companies, or individuals related to their area of interest. This step includes gathering information about career fields, preparing for informational interviews, and creating a list of potential contacts.

3. **Contact & Interview** – Students initiate professional communication through emails or calls to set up informational interviews. This stage helps students develop professional communication skills and learn directly from experts in the field.

4. **Shadowing** – After successful informational interviews, students have the opportunity to shadow professionals at their place of work. This hands-on exposure helps deepen students' understanding of the careers they are exploring.

5. **Project Set-Up & Mentorship** – Once students have identified an ELO, they work with their advisor and a mentor to formalize their experience. This step ensures all parties have a clear understanding of the work scope and goals.

6. **Documenting Learning** – Throughout the ELO process, students document their experiences and reflect on their learning. These reflections are stored in a digital portfolio, which becomes a comprehensive record of their growth and competencies.

7. **Mentorship & Ongoing Support** – Latitude's Community Partnerships Coordinator ~~will lead~~leads 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~~ process and ensures that mentors are trained and supported throughout the ELO process. Advisors provide continuous support to both students and mentors, ensuring a successful experience for all involved.

Why Internships Matter

Internships are essential for helping students expand their understanding of career possibilities and build the necessary skills to succeed in their chosen pathways. Latitude's internship program offers the following benefits:

- **Career Exploration**: Students gain first-hand experience in their chosen fields, helping them refine their career goals and aspirations.
- **Skill Development**: Internships provide students with opportunities to build both hard and soft skills, including technical competencies and professional communication.
- **Networking**: Through internships, students develop professional connections with mentors, community members, and industry experts, which can lead to future opportunities.
- **Expanded Sense of Possibility**: Internships challenge students to think beyond the classroom, helping them envision and prepare for their futures.

Mentorship and Support

Latitude ensures that students receive the support they need throughout the ELO process:

- **Mentor Recruitment and Support**: The Community Partnerships Coordinator ~~will provide~~ leads the recruitment and 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~~of mentors, ensuring they are well-prepared to guide students through their learning journeys.
- **Ongoing Support**: Advisors work closely with students and mentors, conducting regular check-ins to ensure that internships and other ELO experiences are progressing smoothly.
- **Documentation and Reflection**: Students are required to document and reflect on their ELO experiences in a digital portfolio, which serves as a record of their growth and competencies developed during internships, job shadowing, and other activities.

Latitude's ELO program provides students with authentic, real-world learning experiences that support their growth across the **college, trades, and workforce pathways**. By exposing students to a wide variety of career options, providing opportunities to gain hands-on experience, and connecting them with mentors, the ELO program helps prepare students for successful and meaningful lives after graduation. Whether pursuing higher education, entering the workforce, or gaining certifications in a trade, Latitude's ELO program offers students the resources, skills, and networks they need to thrive.

Please see Link~~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:~~

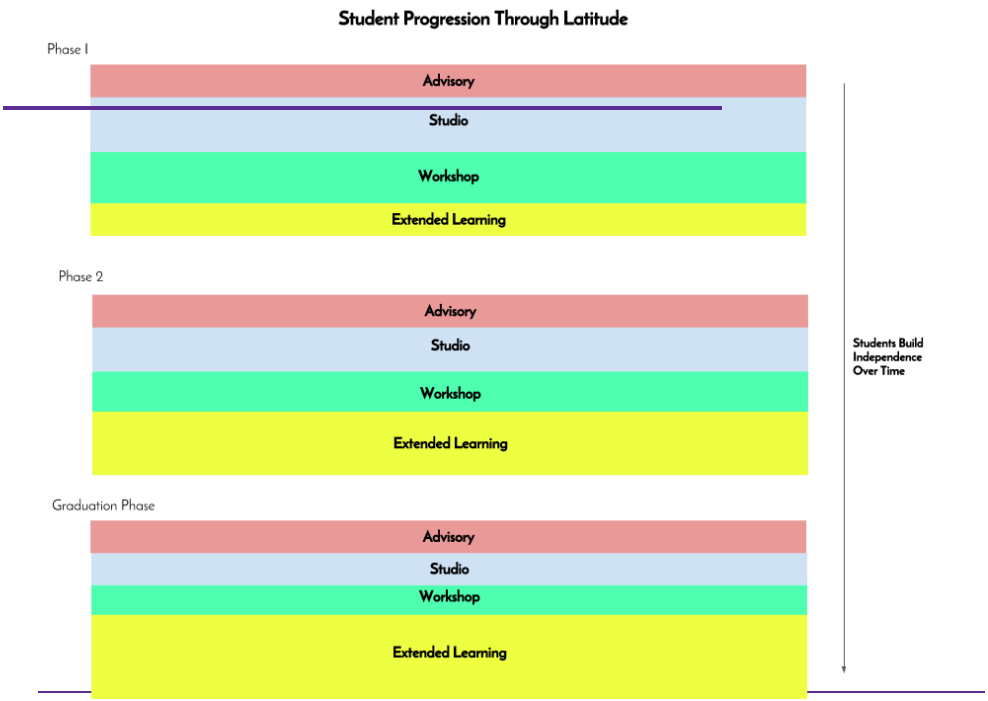
- ~~**Phase 1** – This phase will focus on the interest exploration and initial ELO research steps including informational interviews and job shadowing. Additionally, through both the studios in Phase 1 and the advisory activities, students will build the practical skills to access their community. This 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~~

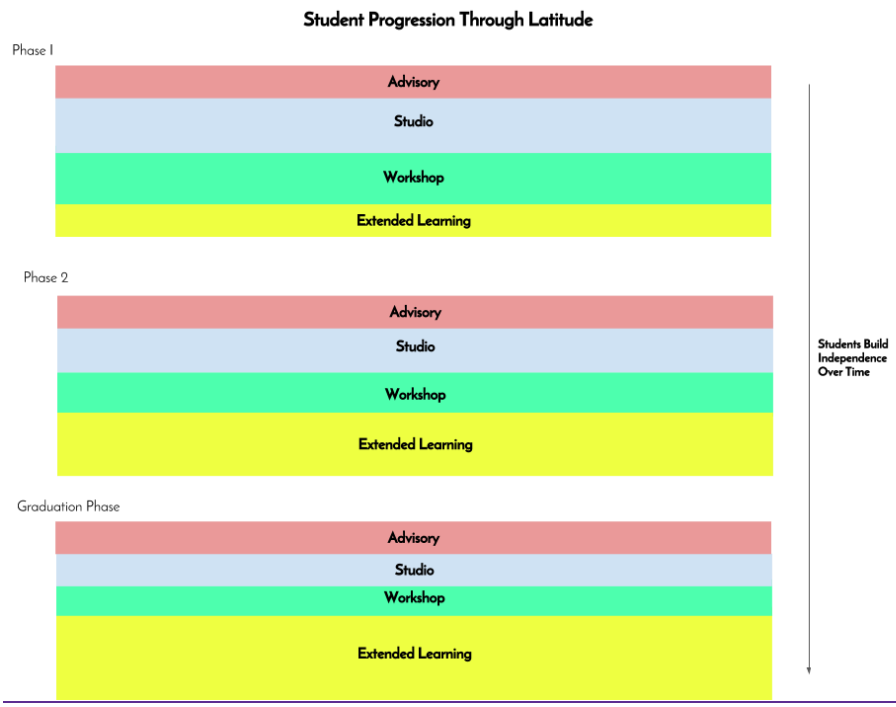
~~capstone. It should also help them finalize their post secondary plan so that they are prepared with the skills, knowledge, and network necessary to achieve meaningful and productive lives after graduation.~~

Latitude Program Phases

Latitude is structured as a gradual release model~~. Instructors~~ , where instructors initially provide a ~~higher~~high level of structure and support ~~and then release~~before transitioning students to an increasingly self~~-~~-directed approach in the later phases. ~~The following figure demonstrates~~**Figure 1.15** below illustrates how ~~the~~ students ~~experience~~progress through the Latitude Learning Experiences across the three phases as they build greater self-direction and autonomy ~~with~~in their learning.

Figure 1.~~21~~15—Latitude Phases:





Phase 1 ~~is structured around the~~focuses on Workshops and the Humanities, Science, and Design Studios~~:~~. This phase involves highly scaffolded, project-based learning experiences that ~~support~~help students ~~in developing the~~develop essential academic, design, and ~~Non-Cognitive~~non-cognitive competencies ~~essential~~necessary for successful self-directed learning.

~~In~~ **Phase 2**~~, students'~~ personalizes students' educational plans ~~become more personalized, as they experience~~ , allowing for greater voice and choice within their studios, ~~as well as~~along with an increased emphasis on ~~Extended Learning Opportunities~~ELOs off campus, such as professional internships.

~~In the~~ **Graduation Phase**~~,~~ centers on students ~~apply the~~applying their highest levels of mastery ~~of~~in the competencies as they prepare ~~to move into~~for adult life. ~~The learning~~Learning plans in this phase focus on demonstrating ~~their~~ high school ~~achievement~~achievements and implementing ~~a plan~~strategies to prepare for their post-secondary ~~life~~endeavors.

~~**Curriculum Development Timeline**~~

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

8. Latitude Humanities Program Overview

Latitude's Humanities Program is designed to engage students in critical inquiry, foster deep understanding, and develop the essential skills needed for both academic success and personal agency. With a focus on literacy and social studies, the program combines project-based learning, academic discourse, and differentiated instruction to cultivate students who are critical thinkers, strong communicators, and engaged citizens.

Program Structure

The Humanities Program at Latitude is structured around two core components: **Workshops** and **Studios**. These components work together to provide students with the foundational literacy skills they need while also allowing them to apply those skills in real-world contexts.

1. Workshop (Skill Development)
The workshop segment of the Humanities class focuses on building literacy and communication skills through direct instruction and individualized support. Students spend 30-40 minutes in the workshop, where they engage in a combination of small-group work, whole-class discussions, and independent practice. Instructors use adaptive technologies such as Reading Plus and ThinkCERCA to support students at various proficiency levels, ensuring that the content is accessible and challenging. During this time, students build foundational skills in reading, writing, vocabulary acquisition, and academic discourse, helping them develop the literacy competencies necessary to engage deeply with complex texts.

2. Studio (Project-Based Learning)
Following the workshop, students transition into Studio time, where they apply their literacy skills to project-based learning. The focus here is on deep inquiry and real-world problem solving, with projects that integrate both ELA and Social Studies content. Students work on projects such as podcasts, documentaries, and historical research projects, collaborating with peers, mentors, and community partners to produce authentic work that is shared with a broader audience. Studio time emphasizes the development of academic discourse, critical thinking, and research skills as students build both content knowledge and communication competencies.

Key Features of the Humanities Program

1. Focus on Critical Thinking and Academic Discourse
Latitude's Humanities Program places a strong emphasis on developing students' ability to engage in academic discourse. This includes practices like Socratic Seminars, World Cafés, and peer reviews, where students engage in meaningful discussions, build arguments, and critically analyze texts. By the end of the program, students are expected to communicate their ideas clearly and persuasively in both written and oral formats, preparing them for future academic challenges and career pathways.

2. Project-Based Learning and Real-World Connections

Latitude's Humanities curriculum integrates PBL that allows students to investigate complex, real-world issues. Projects such as the 10th-grade podcast project, where students explore Oakland's history, and the 11th-grade documentary project, which delves into local social issues, offer students opportunities to collaborate with professionals and community partners. These projects help students build a deeper understanding of the subjects they study while developing practical skills in research, communication, and multimedia production.

3. Integration of English Language Development

The Humanities Program supports multilingual learners through a combination of integrated and designated ELD strategies. In the integrated model, all students are exposed to rigorous academic content while receiving language support that aligns with their proficiency levels. Teachers differentiate instruction to ensure that English Learners (ELs) have access to complex texts and can engage in academic discourse. Additionally, students receive designated ELD support in smaller classes, allowing for focused language development. Latitude utilizes technology tools like Rosetta Stone and Cengage National Geographic Edge to further support language acquisition.

4. Competency-Based Approach

The curriculum is aligned with Latitude's competency framework, ensuring that students are not just learning content but also developing the skills necessary to engage with the world around them. The competencies include reading comprehension, critical writing, historical analysis, and academic discourse. These competencies are continuously assessed through student projects, portfolios, and reflective assignments, with opportunities for students to demonstrate growth and mastery over time.

Professional Development and Teacher Support

Latitude invests heavily in professional development for its humanities teachers, recognizing that high-quality instruction is key to student success. Teachers participate in a three-day summer planning institute that focuses on backward planning for projects and effective instructional strategies. Ongoing coaching and collaborative planning meetings provide teachers with the tools and support they need to implement differentiated, project-based learning effectively. Additionally, teachers receive targeted support in areas such as supporting multilingual learners and developing curriculum that aligns with both student interests and academic standards.

Latitude Humanities Program Course Descriptions

Latitude's Humanities Program integrates social studies and ELA to equip students with the essential skills for academic success, social awareness, and active participation in resistance movements. Through project-based learning, diverse perspectives, and a focus on identity, race, and culture, the Humanities curriculum prepares students to engage with both local and global issues, develop critical thinking, and communicate persuasively. The courses foster an

environment where students develop their voices as historians, social scientists, writers, and activists.

9th Grade Humanities

English 1
English 1 focuses on developing students' writing, research, reading, and presentation skills. Students will write formal essays, including literary analysis, narrative, synthesis, informative, and argumentative essays. They will learn how to conduct meaningful research and properly cite sources using MLA format. The course emphasizes vocabulary expansion and writing development through modules from UnboundEd and Odell Education. Students will build skills necessary for college preparedness while honing their ability to analyze and respond to complex texts.

Introduction to Ethnic Studies
This introductory social studies elective explores the social, political, and economic histories of marginalized communities. Students will engage with themes of race, identity, and systemic oppression, focusing on the narratives that have been excluded from mainstream historical discourse. Through the examination of local and global histories, including the development of Oakland's diverse communities, students will build their critical consciousness and develop skills as historians and social scientists. This course grounds students in the philosophical and political frameworks that underpin the Charter School's Agents of Change pathway.

Modern California History
This course examines the historical development of California, focusing on the interplay between people, resources, and government policy. Through thematic units like the Gold Rush, World War II, and California's Role in the Late Cold War, students will investigate the factors that contributed to California's growth into the nation's most populous and economically influential state. The course fosters an understanding of how California's historical and current landscape is shaped by its people and environmental decisions.

Identity and Resistance
The course introduces students to critical social issues related to race, identity, and the historical contexts of systemic oppression. Students explore the LandBack Movement and Native American resistance through a historical lens, focusing on the impact of settler colonialism and the ways that communities have fought to reclaim and restore their lands. The course also covers topics such as migration, xenophobia, and transformative justice, engaging students with counternarratives from marginalized groups and exploring their resistance to patriarchy, punitive justice, and state violence.

10th Grade Humanities

World History and Migration
In this course, students will investigate human migration patterns throughout history, particularly focusing on the causes and effects of migration in shaping global societies. Using case studies from Brazil, India, and Russia, among others, students will examine economic, environmental, political, and social reasons for migration. Special attention is given to the Great Migration to Oakland, exploring how migration has shaped both the city and the larger history of the 20th century. Through research projects and discussions, students will engage with the dynamics of migration in the modern world and their personal connections to the migration narrative.

English 2
English 2 builds on the foundational writing and reading skills developed in English 1, with a focus on analyzing complex texts and developing persuasive arguments. Students will continue to refine their writing skills through formal essays, including narrative and argumentative forms, and work on research and citation strategies. Through UnboundEd's modules, students will focus on synthesis, evidence-based claims, and how to develop and present a coherent argument.

Global Resistance Movements
Students study historical resistance movements from across the world, including the *French Revolution*, *Haitian Revolution*, *Latin American independence movements*, and the *Industrial Revolution*. They also analyze the ways in which conflict—whether between nations, empires, or social groups—brings about change. Special attention is given to the resistance to Western imperialism and the creation of new, often revolutionary, political and social orders.

11th Grade Humanities

Ethnic Studies: U.S. History
This course is a deep dive into U.S. history from the perspective of marginalized ethnic and racial groups. Students will study the experiences of African Americans, Native Americans, Asian Americans, and Latino/a Americans from the early colonial period to the present. Topics include the Civil Rights Movement, The Chicano Movement, Japanese Internment, and Redlining. Students will analyze primary and secondary sources, developing a nuanced understanding of how race, ethnicity, and class have shaped American history and continue to affect contemporary politics and culture.

English 3
In English 3, students will refine their literary analysis skills through the study of complex texts, including fiction and non-fiction works that explore American history, identity, and the American dream. Students will write analytical essays, research papers, and persuasive arguments that demonstrate their understanding of literary techniques, historical context, and societal issues. The course prepares students for college-level reading and writing through extensive exposure to texts that explore social, political, and personal themes.

Career Prep Seminar and Internship
This course prepares students for post-graduation success by connecting classroom learning to real-world career experiences. Students will engage in internships in fields related to their career interests, using the city of Oakland and its community as a resource for learning. The course includes seminars that support students' professional development, networking skills, and career exploration, providing a solid foundation for their transition into college or the workforce.

Civil Rights and Social Justice
The focus is on key moments in U.S. history where marginalized groups resisted systemic oppression and fought for civil rights. Students analyze landmark court cases and movements such as the *Civil Rights Movement*, *Chicano Civil Rights*, and *LGBTQ+ Rights*. They will study the rise of U.S. imperialism, post-WWII America, and explore how these movements inform and challenge current social and political realities, including ongoing struggles with poverty, racial injustice, and police brutality.

12th Grade Humanities

ERWC: Life After High School / Rhetoric of the Op-Ed Page
In this course, students will explore issues related to their future paths in college and careers. They will analyze expository texts, learning to synthesize information from multiple sources, and write persuasive pieces such as op-eds. The course focuses on developing clear, concise arguments and writing that can influence public opinion and spark change.

Racial Profiling / Juvenile Justice / Language, Gender, and Culture
Students will examine the intersections of race, class, gender, and power in the criminal justice system. Using case studies, literature, and real-world examples, students will analyze how societal structures impact young people, particularly those from marginalized communities. Through research, reflection, and discussion, students will engage with key issues such as racial profiling, juvenile justice, and gendered language.

Final Reflection on Learning: The ERWC Portfolio
The culminating project for ERWC asks students to reflect on their learning over the course of the year. This final portfolio will demonstrate their growth in reading, writing, and research, showcasing how they have developed their skills and understanding of complex issues such as race, social justice, and personal identity.

Systems of Power and Social Movements
In this course, students examine contemporary movements challenging systems of power, with a focus on political resistance, media influence, and social activism. Topics include voting rights, unionization, anti-war movements, LGBTQ rights, and the influence of social media on global protests. Students will also explore the impact of historical and modern-day resistance on policies, societal change, and global justice.

Latitude's Humanities Program is a dynamic and rigorous learning environment that prepares students to engage deeply with the world around them. Through project-based learning, academic discourse, and personalized instruction, students develop the literacy skills, critical thinking abilities, and real-world knowledge they need to succeed in college, career, and beyond. By integrating ELA and social studies, supporting multilingual learners, and fostering student agency, Latitude ensures that students are equipped to be thoughtful, informed, and engaged members of their communities.

9. Latitude's Math Program Overview

Latitude's Math Program is designed to foster critical thinking, problem-solving, and mathematical literacy in students while encouraging collaborative learning and real-world application. Through a competency-based approach, project-based learning, and a focus on hands-on experiences, the program helps students build foundational math skills while also developing their ability to engage in mathematical discourse. The curriculum integrates traditional math concepts with innovative teaching methods to create a learning environment where students construct knowledge and actively engage in their learning process.

Program Structure

The Math Program at Latitude is structured around two key components: **Workshops** and **Studios**. These components work together to provide students with direct instruction and support in mathematical skills, while also allowing them to apply their learning in meaningful, real-world contexts.

1. **Workshop (Skill Development)** The workshop portion of math classes focuses on building essential math skills through direct instruction, independent practice, and individualized support. In this segment, students engage with tasks and mini-projects that challenge them to explore and understand mathematical concepts, rather than passively receiving information. Teachers facilitate the learning process by providing hands-on manipulatives, engaging students in group discussions, and guiding them as they develop their own mathematical understanding. This approach empowers students to take ownership of their learning and supports the development of both conceptual and procedural knowledge.

2. **Studio (Project-Based Learning)** Studio time follows the workshop segment and is focused on PBL. Students apply the math concepts they have learned to solve real-world problems and create deliverables such as models, presentations, or reports. Projects like the **inflatable balloon design** in Geometry or the **bottle rocket launch** in Algebra provide students with opportunities to collaborate, use their mathematical skills in a practical context, and showcase their learning in tangible ways. These projects encourage creativity, critical thinking, and teamwork, while reinforcing the connections between mathematical theory and practice.

Key Features of the Math Program

1. **Constructing Knowledge Through Collaboration** Latitude's Math Program emphasizes the importance of math discourse, where students talk about and explain mathematical concepts with their peers. This approach helps build confidence in students, especially those who might struggle with traditional forms of math instruction. The act of explaining concepts to others allows students to clarify their understanding and solidify their mathematical knowledge. In addition, students learn to see themselves as active participants in the learning process, not just recipients of information.

2. **Project-Based Learning and Real-World Applications** The Math Program incorporates projects that bridge the gap between abstract concepts and real-world applications. Students engage in projects that require them to apply their math knowledge in practical, hands-on contexts, such as creating geometric models, solving real-world engineering problems, and using data to make decisions. This focus on real-world connections helps students see the relevance of math in everyday life and encourages them to engage more deeply with the material.

3. **Differentiation and Support for All Learners** Latitude recognizes the diversity of learners in its math program and employs differentiated instruction to meet the varied needs of students. With a focus on hands-on learning and collaborative discourse, the program supports a wide range of learners, including English learners and students with Individualized Education Programs. The program fosters an environment where students with varying levels of prior knowledge can build confidence in their math abilities and achieve mastery of the concepts.

4. **Competency-Based Grading and Mastery** The Math Program uses a competency-based grading system, ensuring that students are assessed based on their mastery of mathematical concepts rather than on compliance or effort alone. Through the use of regular assessments, including unit tests and quizzes, students receive clear feedback on their understanding and can retake assessments as needed to demonstrate mastery. The goal is to help students truly understand the material, not just memorize formulas or procedures. This approach also allows for a focus on growth, where students are encouraged to revisit concepts they may not have fully grasped.

5. **Assessment and Data-Driven Instruction**
   Latitude's Math Program is focused on mastery, ensuring that students are assessed on their understanding of mathematical concepts rather than their ability to complete assignments. Teachers use regular quizzes, unit tests, and performance tasks to track student progress. Additionally, the NWEAMAP test is used as a tool to assess student growth and identify areas for improvement. Teachers use data from these assessments to adjust instruction, provide targeted interventions, and ensure that every student has the

opportunity to succeed. Through this approach, Latitude's math program fosters an environment where students are continually working toward mastery and improving their skills.

Professional Development and Teacher Support

Latitude's math educators participate in ongoing professional development, focused on both curriculum design and instructional strategies. Teachers collaborate weekly to refine their teaching practices, review student data, and discuss strategies for supporting diverse learners. They also engage with texts like *Mathematical Mindsets* by Jo Boaler to deepen their understanding of teaching methods that foster a growth mindset and support all students in developing their math abilities. Teachers work together to design differentiated lessons, create engaging projects, and build a math culture that supports student success.

Course Offerings

9th Grade Math

Algebra 1: In this foundational course, students explore the basics of algebra, including solving equations, graphing functions, and understanding variables. Hands-on activities like balancing scales and group problem-solving help students build a conceptual understanding of algebraic principles.

Math Elective (Math Discourse): In this elective, students engage in math discussions, exploring mathematical concepts with peers. This elective helps students develop the language and discourse skills needed to communicate their understanding of math in a collaborative setting.

10th Grade Math

Geometry: Students explore geometric concepts such as shapes, symmetry, and spatial reasoning, often through projects like dilation and scaling. In this course, students apply their understanding of geometry to solve real-world problems and create models.

Introduction to Trigonometry (Elective): This elective introduces students to the basics of trigonometry, focusing on the relationships between angles and sides in triangles. It also covers concepts that are foundational for understanding curves and circles in later mathematics courses.

11th Grade Math

Algebra 2: Building on Algebra 1, this course deepens students' understanding of functions, inequalities, and polynomials. Students also explore advanced topics such as rational expressions and logarithms, which are critical for success in higher-level math.

Pre-Calculus (Elective): Students can choose to accelerate by taking Pre-Calculus concurrently with Algebra 2. This course prepares students for calculus and includes topics like functions, sequences, and trigonometry.

12th Grade Math

Pre-Calculus: In this course, students explore more advanced mathematical concepts in preparation for calculus. Topics include functions, matrices, and limits, along with an emphasis on real-world applications.

Community College Calculus: For students who have successfully completed Honors Pre-Calculus, this course allows students to take Calculus 1 at a local community college (e.g., Laney College, Berkeley City College, or Alameda College). This opportunity gives students a head start on their college math education.

Latitude's Math Program is dedicated to building students' mathematical understanding while also developing their confidence, communication skills, and ability to solve real-world problems. With a strong focus on student engagement, collaborative learning, and mastery-based assessment, the program prepares students for higher education and future careers, while also empowering them to see themselves as capable, confident math learners. Through differentiated support and project-based learning, Latitude ensures that all students are equipped to succeed in math and beyond.

10. Latitude's Science Program Overview

Latitude's Science Program offers an innovative, project-based approach to learning, focusing on real-world applications, critical thinking, and student-driven inquiry. With a strong emphasis on the NGSS, the program ensures that students engage deeply with scientific concepts while developing essential soft skills such as teamwork, problem-solving, and effective communication. Students are not just learning science—they are becoming active participants in the scientific process, investigating real-world problems, working with professionals, and presenting their findings to the broader community.

Program Structure

The Science Program is built around authentic, interdisciplinary projects that allow students to apply their learning to tangible, real-world issues. Each project is designed to challenge students to think critically, engage in discourse, and refine their ideas through collaboration and feedback. Across various science disciplines, including **Biology**, **Physics**, and **Computer Science**, students work on semester-long or year-long projects that culminate in exhibitions where they present their work to the community and outside experts.

1. **Project-Based Learning** At Latitude, science education is organized around project-based learning, where students work on authentic, real-world projects that make science

meaningful and applicable. Whether students are investigating local environmental issues, designing video games, or analyzing water quality, the projects are designed to engage students in hands-on, inquiry-driven learning. Students are tasked with solving real-world problems, such as creating robotics for community gardens or understanding the impacts of pollution on local ecosystems.

2. **Science Talks and Discourse** A cornerstone of the Science Program is the focus on student discourse. Latitude's approach to science teaching shifts away from teacher-centric instruction, instead placing the responsibility for learning on the students. Through **Science Talks**, which function as seminars, students engage in discussions, make hypotheses, and evaluate evidence in collaborative settings. This structure encourages students to build their communication and critical thinking skills, as well as deepen their scientific understanding.

3. **Mentorship and Professional Partnerships** The Science Program incorporates mentorship from professionals in the field, providing students with authentic feedback and support. Mentors guide students through the projects, offering expert advice and critique to help refine their work. For example, in Computer Science, students receive mentorship as they design video games for elementary school students. Similarly, in environmental science projects, students work with scientists to analyze local waterways, applying their classroom learning to solve real-world environmental issues.

4. **Interdisciplinary and Real-World Connections** Latitude's science projects are designed to integrate multiple disciplines and foster connections to the outside world. For example, biology students may study the impacts of pollution on local ecosystems while also addressing mental health issues through projects like the **Narcan Training Project**. These interdisciplinary projects not only reinforce core science concepts but also show students how science is used in various fields, including health, technology, and the environment.

5. **Assessment and Competency-Based Grading**
   Latitude's Science Program emphasizes mastery of key scientific concepts and skills. Students are assessed through a combination of **formative assessments**, including regular self-evaluations and peer reviews, as well as **summative assessments** that may include presentations, science talks, or models. The final evaluation of each project takes place during the **project exhibition**, where students present their work to peers, teachers, and external mentors. These exhibitions serve as an opportunity for students to demonstrate their understanding and showcase the progress they've made.

Professional Development and Teacher Support

To ensure that science teachers have the support they need, Latitude provides ongoing professional development opportunities. Teachers participate in regular **discipline meetings**, where they collaborate on curriculum planning, review student data, and engage in **dilemma consultancies** to address challenges in the classroom. The science team also participates in national conferences and is actively involved in creating and contributing to educational resources through grants and partnerships.

Course Offerings by Grade

9th Grade Science: Physics and Earth Science

Physics: The 9th-grade physics curriculum emphasizes hands-on learning, inquiry-based investigations, and real-world applications. Students explore concepts like energy, motion, and light through engaging projects such as the **Tiny House Project**. The curriculum is structured around the NGSS and incorporates a variety of scientific phenomena for investigation, including the science behind how sunlight travels through a window and its impact on energy efficiency in buildings.

Project-Based Learning: Students work on projects that are related to physical principles, including designing models and building prototypes to demonstrate physics concepts in action. These projects are aligned with real-world applications, helping students understand the relevance of physics in their everyday lives.

10th Grade Science: Biology

Biology: Biology students explore the natural world through inquiry-based learning, with projects focused on environmental science, ecology, and human biology. The curriculum includes studies on ecosystems, water quality, and the human body. Students investigate issues such as water pollution in local areas, including Lake Merritt, and participate in activities like fish dissections and water quality analysis.

Real-World Application: Students engage in the **Narcan Project**, connecting science with mental health education. They learn about brain anatomy, mental health, and substance abuse prevention while also conducting Narcan training sessions at local schools.

11th and 12th Grade Science: Computer Science and Advanced Topics

Computer Science: The 10th-grade Computer Science course focuses on learning programming languages like Java, using projects such as creating video games designed for elementary school students. In the second semester, students explore robotics and create solutions for community gardens, including devices that measure soil moisture or manage plant shade.

Dual Enrollment: For students interested in continuing their computer science education, Latitude offers dual enrollment courses with Laney College. The pathway begins with Computer Science 1, which covers Java and Python, and progresses to advanced classes in computer design and data analysis. These courses prepare students for internships and apprenticeships in computer science.

Capstone Projects and Internships

Capstone Projects: Students culminate their science education with capstone projects that allow them to apply the knowledge and skills they've developed throughout their years at Latitude. These projects often involve working with external mentors and engaging with real-world clients to solve significant problems.

Internships: Internships provide students with practical, hands-on experiences in various fields, ranging from health care (nursing and phlebotomy) to environmental science, technology, and more. Students gain valuable work experience and insight into potential career paths.

Latitude's Science Program is designed to inspire curiosity, foster critical thinking, and prepare students for careers in science, technology, and engineering. Through project-based learning, real-world connections, and a focus on student discourse, the program provides a dynamic and engaging science education that equips students with the knowledge and skills needed to succeed in college and beyond. With strong mentorship, interdisciplinary projects, and a focus on mastery, students leave the program not only with a deep understanding of science but also with the confidence and competence to apply their knowledge in the world.

11. Extended Learning Program Overview

Latitude's Extended Learning Program ("ELP") is designed to immerse students in real-world experiences that complement their academic curriculum, allowing them to explore various fields, develop soft skills, and build meaningful connections with professionals. By leveraging internships, job shadowing, and dual enrollment opportunities, the program fosters critical thinking, independence, and a sense of agency in students. Through these experiences, students gain hands-on exposure to various careers, develop job-specific skills, and create a network of mentors, empowering them to take ownership of their future.

Program Structure

The Extended Learning Program is structured across four key stages: Ninth Grade Exposure, Tenth Grade Job Shadowing, Eleventh Grade Internships, and Twelfth Grade College Enrollment & Advanced Internships. Each stage builds on the previous one, offering increasingly complex and autonomous learning opportunities.

Ninth Grade Exposure

Ninth graders engage in ELOs, which are exploratory trips and activities that expose them to a variety of careers, industries, and real-world learning contexts. Students visit various organizations, from tech companies to environmental agencies, and participate in hands-on activities that help them begin to understand their interests and potential career paths. The goal of these experiences is to give students a sense of identity and purpose by exploring diverse environments and connecting what they learn in the classroom to real-world applications.

In the past year alone, there were 36 different visits organized across the Bay Area, with large group trips to locations like Alcatraz, which connected to their humanities lessons, among other industry visits.

Tenth Grade Job Shadowing

The Tenth Grade Job Shadowing component allows students to explore their emerging passions and career interests. While the initial plan involved individual student-driven job shadows, the program has evolved into a more organized model. Each student has the opportunity to participate in multiple job shadow experiences throughout the year, with visits organized to major organizations such as Genentech, Lawrence Berkeley Labs, and other community-based businesses.

These job shadow experiences provide students with firsthand knowledge of different professional environments and help them start building networks for future internships. The program reaches hundreds of students annually, with over 400 visits facilitated each year.

Eleventh Grade Internships

The Eleventh Grade Internship Program is one of the flagship experiences of Latitude's Extended Learning Program. For an entire month, students are placed in immersive internships where they work alongside mentors in a professional environment. These internships take place from Monday through Thursday, with Fridays reserved for reflection and debriefing with teachers. This dedicated time allows students to engage fully in their internships without the distractions of traditional classroom work.

In the past year, 100 students participated in internships at a variety of organizations, including real estate firms, schools, salons, and healthcare providers. These internships give students the opportunity to apply their academic learning in a real-world context while developing essential professional skills such as communication, problem-solving, and teamwork. Teachers also play a crucial role in monitoring and supporting students during these internships by visiting the work sites weekly and providing guidance and feedback.

Twelfth Grade College Enrollment & Advanced Internships

In twelfth grade, students continue their real-world learning experiences through dual enrollment college courses and advanced internships. Every senior is required to take at least one college

class, which helps them prepare for the rigors of higher education and gain college credit before graduation. Additionally, 70% of seniors participate in internships during this year, furthering their professional exposure and refining their career goals.

Internships in the twelfth grade tend to be more self-directed, as students take on more responsibility for finding and securing their placements. Mentors guide the students, but the emphasis is on cultivating their independence and professional autonomy. Some students opt to take specialized college classes in fields such as biotechnology, graphic design, marketing, or nursing, while others pursue trades-related opportunities, gaining experience in skilled fields like carpentry, plumbing, or electrical work. The goal of these programs is to equip students with the tools and skills necessary to thrive both in college and in their future careers.

Key Features of the Extended Learning Program ("ELP")

Real-World Applications and Career Exposure

The ELP's core philosophy is to provide students with authentic real-world learning experiences that connect their classroom knowledge to professional environments. Whether through job shadowing or internships, students are exposed to a range of career options that allow them to explore potential career paths and gain practical skills.

Networking and Mentorship

A fundamental aspect of the Extended Learning Program is its emphasis on networking and building strong relationships with professionals in various fields. Through both internships and job shadowing, students are paired with mentors who provide them with guidance, advice, and feedback. These mentorships help students gain valuable insights into their chosen fields, which can serve as a foundation for future career opportunities and educational pathways.

Personal Growth and Agency

The ELP aims to empower students by giving them ownership of their learning journey. By the time they reach twelfth grade, students are expected to take the lead in securing internships and preparing for college-level courses. This increased responsibility nurtures their self-confidence, independence, and decision-making skills, preparing them for the challenges of both higher education and the professional world.

College and Career Readiness

Latitude's Extended Learning Program is explicitly designed to prepare students for both college and career. Through dual enrollment and internships, students are exposed to higher education environments and gain first-hand experience in the professional world. This exposure not only boosts their employability but also helps them develop essential life skills such as communication, problem-solving, time management, and professionalism.

Growth and Expansion

As the program continues to evolve, Latitude is focused on expanding the range of internships, job shadowing opportunities, and college courses available to students. The program is also looking to increase its partnerships with industries in the Bay Area and beyond, providing even more opportunities for students to engage with professionals in various fields.

Additionally, the program is seeking to embed these real-world learning experiences more deeply into the core curriculum, so that students engage in them throughout their academic journey rather than as an add-on. This vision aligns with the Charter School's broader goal of ensuring that every student graduates with not only a high school diploma but also a rich portfolio of skills, experiences, and professional connections.

Program Goals and Outcomes

The ultimate goal of Latitude's ELP is to provide students with the tools, resources, and experiences necessary to thrive in their future educational and career pursuits. This goal is achieved by offering a carefully structured and immersive program that connects students directly to the world beyond the classroom. By fostering critical thinking, collaborative problem-solving, and professional development, the ELP ensures that students not only gain academic knowledge but also the essential life skills and experiences that will empower them to make informed, confident decisions about their futures.

1. Empowering Critical Thinking and Problem-Solving:
At its core, Latitude's Extended Learning Program encourages students to think critically and approach problems from a variety of angles. Through real-world internships, job shadowing, and project-based learning experiences, students are tasked with solving complex, real-life challenges that require creative solutions. This hands-on approach allows students to develop their problem-solving abilities in environments where answers are not always readily available, and they must use their knowledge and creativity to think outside the box. Whether designing a project for a community partner or troubleshooting a challenge in an internship, students hone their ability to analyze problems, evaluate potential solutions, and apply their learning in innovative ways.

2. Building Collaborative Skills and Teamwork:
Collaboration is a key focus of the ELP. By working with peers, mentors, and industry professionals, students learn how to navigate group dynamics, communicate effectively, and collaborate to achieve common goals. Whether it's through group projects or joint internships, students are encouraged to share their ideas, build on the ideas of others, and work together to bring projects to completion. These collaborative experiences help students build essential teamwork skills that are not only critical in most careers but also vital for success in higher education and life beyond school. Students gain the confidence to take on leadership roles within teams, delegate tasks, and support their peers in working towards shared objectives.

3. Mentorship and Real-World Learning:
A unique and powerful feature of Latitude's ELP is the sustained engagement students have with mentors throughout the program. These mentors—industry professionals, alumni, and community partners—serve as guides, offering valuable insights, advice, and feedback on students' work. Through regular interactions with mentors, students gain exposure to different industries, careers, and professional environments. These mentor relationships go beyond academic learning, helping students build professional networks, enhance their understanding of career paths, and gain firsthand knowledge of what it takes to succeed in various fields. Mentorship is instrumental in building the confidence and knowledge necessary for students to take ownership of their career development.

4. Hands-On, Job-Specific Experiences:
Through internships, job shadowing, and other experiential learning opportunities, students are immersed in real work environments where they gain practical skills and industry-specific knowledge. These hands-on experiences provide students with the chance to apply the academic concepts they learn in the classroom to real-world scenarios. Whether students are creating marketing strategies, designing computer programs, or working on community outreach projects, they develop valuable skills that will directly benefit them in their chosen career fields. These experiences also give students a clearer sense of what they enjoy doing and where their talents lie, providing them with a solid foundation for making decisions about their future careers and educational paths.

5. Career and Educational Clarity:
A significant outcome of Latitude's Extended Learning Program is the clarity it provides students in terms of their future goals. By engaging in internships and job shadowing, students gain a deeper understanding of the careers they are interested in and can make informed decisions about their next steps. The ELP offers students the opportunity to explore a variety of fields, which helps them identify their strengths, passions, and areas of interest. This experiential learning process also allows students to better understand the educational requirements and career trajectories for different professions. Through this exposure, students are better prepared to make informed decisions about college programs, trade schools, apprenticeships, or entering the workforce directly after graduation.

6. Fostering Professional Growth and Soft Skills:
In addition to academic knowledge and technical skills, the Extended Learning Program places a strong emphasis on developing students' soft skills, such as communication, time management, adaptability, and emotional intelligence. These skills are often the distinguishing factor between successful and unsuccessful professionals, and the ELP actively works to foster these capabilities through collaborative projects, internships, and mentor interactions. By participating in real-world learning experiences, students also refine their ability to navigate professional environments, engage with diverse teams, and handle the challenges of the workplace with confidence and poise.

7. Building Confidence and Independence:
As students progress through the Extended Learning Program, they are encouraged to take on increasing levels of responsibility, ultimately becoming more self-directed in their learning and career development. The transition from ninth grade ELOs to senior year internships helps students build the confidence they need to take control of their educational journey. By the time students reach the twelfth grade, they have the tools to independently research, apply for, and manage internships, participate in dual-enrollment college courses, and make decisions about their future career paths. This increasing autonomy fosters a sense of ownership and pride in their accomplishments, ultimately leading to a more empowered and confident approach to life after high school.

8. Creating Long-Term Networks and Opportunities:
One of the most valuable outcomes of the ELP is the network of connections that students build during their real-world learning experiences. Through internships, mentorships, and job shadowing, students gain access to a network of professionals, alumni, and community partners who can offer career advice, internship opportunities, and even job placements. These networks can become a crucial asset as students move forward in their careers, providing them with the connections and support needed to achieve success in the professional world. In this way, the ELP not only prepares students for their immediate next steps after graduation but also sets them up for long-term success by connecting them with resources and opportunities that can benefit them throughout their careers.

9. Program Sustainability and Continuous Improvement:
Latitude is committed to continually refining and expanding the Extended Learning Program to meet the evolving needs of its students. As the program grows, there is a strong focus on building sustainable partnerships with local businesses, colleges, and community organizations to ensure that students have access to a wide range of high-quality opportunities. By tracking the outcomes of the program and soliciting feedback from students, mentors, and partners, Latitude is able to continuously improve the ELP, ensuring that it remains relevant and effective in helping students achieve their goals.

12. Technology Skills at Latitude

At Latitude, technology is an integral component of the student experience, woven into every aspect of learning. Students are expected to develop traditional technological proficiencies, including word processing, graphic design, spreadsheet creation, slide presentations, and internet research, all within the context of their project-based work in studios and extended learning opportunities.

In addition to these foundational skills, students enhance their ability to leverage technology to expand their community and network. They learn to cultivate their online presence and utilize

various communication tools to explore their interests and seek out learning opportunities. This includes engaging with digital platforms for collaboration and information sharing.

Furthermore, students harness digital media tools—such as video, photography, and music—to create authentic products that contribute to the community. This process not only allows them to showcase their learning and creativity but also empowers them to communicate their ideas effectively and meaningfully engage with their audience. By integrating technology in these ways, Latitude prepares students to navigate a digital world and fosters the skills necessary for success in their future endeavors.

13. Latitude Graduation Requirements

The graduation requirements at Latitude reflect the demonstration of a student's growth in the areas of our graduate profile: Personal Agency, Essential Competencies, and Integrated Identity. These elements embody the attitudes, skills, and dispositions necessary for students to pursue meaningful and productive lives. Latitude's expectations encompass traditional college readiness requirements, such as fulfilling the UC/CSU A-G requirements, alongside the deeper non-cognitive competencies that students must demonstrate to thrive in their post-secondary lives. As a competency-based school, Latitude offers students flexibility in how and when they show their readiness for graduation, with an instructional program designed to provide all learners with the appropriate time and support to succeed.

Latitude Graduate Competency Requirements

At Latitude, our competencies define the essential skills, attitudes, and dispositions necessary for leading a meaningful and productive life. These competencies are at the core of our graduation expectations. Students demonstrate their mastery of these competencies through various Latitude Learning Experiences, including Studios, Workshops, Advisory, and Extended Learning Opportunities. By showcasing these competencies, students accumulate the credits needed to fulfill all UC/CSU A-G requirements.

Senior Extended Learning Experience

As a culminating experience, each student in Phase 3 participates in a senior internship, community college class, or a Career and Technical Education ("CTE") class offered on campus. This opportunity allows students to apply the competencies they've developed throughout their time at Latitude in real-world settings. The experience is designed to be a meaningful, hands-on way for students to demonstrate their readiness for post-graduation success.

These experiences are aligned with the College and Career Indicator and provide students with valuable exposure to professional environments or advanced academic coursework. Students will reflect on their learning through a final presentation or portfolio, showcasing the skills and knowledge they've gained during their internship or course.

Post-Secondary Plan

The final graduation requirement for students at Latitude is the development of a post-secondary plan. This plan acts as an iterative tool aligned with each student's personalized learning plan, reflecting their aspirations for life after Latitude and outlining concrete steps to achieve those goals. Students are expected to engage in relevant activities throughout their time at Latitude, such as taking college entrance exams and applying for financial aid, to position themselves for success in their post-secondary plans.

UC/CSU A-G Alignment and WASC Accreditation Plan

Latitude is accredited by WASC, ensuring that our educational programs meet rigorous standards of quality and effectiveness. This accreditation supports all high school students in earning credits that fulfill the University of California and California State University A-G requirements throughout their 9th to 12th grade years.

Academic courses offered at the high school level have been approved by the UC Office of the President, guaranteeing that all students at Latitude have the opportunity to earn credits that satisfy these A-G requirements. All necessary coursework is provided at Latitude or through approved institutions, such as local community colleges, offering a comprehensive educational experience.

By adhering to our internal requirements, all students fulfill or exceed the UC/CSU A-G requirements during their four years at Latitude. This commitment to academic rigor not only prepares students for college readiness but also supports their overall growth and success. Please see the chart below for a detailed overview of the courses offered and their alignment with the A-G requirements.

To ensure that all families are informed about the A-G requirements and how the courses at Latitude align with them, parents and guardians receive regular communication through our course catalog, student handbooks, and advisory sessions. These resources provide detailed information on the A-G approved courses offered at Latitude, including course descriptions, grade level applicability, and their role in meeting college entrance requirements. During parent-teacher conferences and individual counseling sessions, academic progress is reviewed, and guidance is provided to ensure students are on track to fulfill the UC/CSU A-G criteria. Through these ongoing communications, parents are empowered to make informed decisions regarding their child's academic pathway and college readiness.

Figure 1.16—Latitude Sample A-G Course Map

Target Dates & Person Responsible	Deliverables & Key Tasks	Core Resources/ Exemplar Models
Sept.– Oct. 2017 Lillian Hsu (Lead) John Bosselman Aatash Parikh	**COMPETENCY FRAMEWORK & STANDARDS ALIGNMENT** -Identify the core competencies targeted in each phase of Latitude -Identify Common Core standards, NGSS standards, and Social Justice standards to be addressed through Studio Projects -Map the competencies to Common Core standards and NGSS standards -Develop comprehensive Latitude Competency Framework in easily accessible language for all school stakeholders	-Common Core Standards -Next Generation Science Standards -Social Justice Standards: Teaching Tolerance Anti-Bias Framework -Resources from Competency Works -Learning What Matters Competency Framework from Building 21
Nov.– Dec. 2017 John Bosselman (Lead) Aatash Parikh	**PROJECT PLANS** Develop in-depth Phase I project plans with all necessary components of a high quality project: -Key learning targets and essential questions -Anchor texts, differentiated for multiple lexile levels	-Work That Matters: A Teacher's Guide to Project-Based Learning -Exemplar Project Plans from High Tech High & The Innovation Unit -Resources from Teaching Tolerance: Perspectives for a Diverse America -Resources from

Phase 3

Inserted Cells

		~~Opportunities for real-world learning: field experiences and collaborations with professionals~~ ~~Project milestones/ benchmarks~~ ~~Project scaffolds and project management plan~~ ~~Differentiation strategies to provide access points for a diversity of learners (ELL, Special Education, etc.)~~ ~~Strategies for supporting effective group work~~ ~~Exhibition plan~~ ~~Project reflection and assessment rubrics~~**Phase 1**	~~Stanford History Education Group & Eleanor Duckworth's Critical Explorers curriculum~~ ~~Resources from Knowles Science Teaching Foundation~~ **Phase 2**	
~~**Jan. – Apr. 2018**~~ ~~John Bosselman (Lead)~~	~~**LESSON PLANS & STUDENT-FACING**~~	~~Exemplar Lesson Plans from High Tech High~~	ELA (2 years)	ELA (1 year)

Deleted Cells

Inserted Cells

~~Aatash Parikh~~	~~**MATERIALS**~~ ~~- Develop templates and guidelines for daily lesson plans~~ ~~- Develop daily lesson plans for all Phase I projects~~ ~~- Develop student-facing materials to accompany each lesson plan~~ ~~- Test and refine lesson plans and student-facing materials through spring pilot with students~~Humanities Studio and Workshop	~~- Exemplar Student Facing Materials from High Tech High~~ ~~- Resources from Facing~~ ELA (1 year) History ~~and Ourselves~~(1 year) ~~- Resources from Brown University's Arts/Literacy Project~~VPA (1 year)	History (1 year)	
~~**Jan. - Apr. 2018**~~ ~~Lillian Hsu (Lead)~~ ~~John Bosselman~~ ~~Aatash Parikh~~Math Workshop		~~**ASSESSMENT SYSTEM**~~ ~~- Develop rubrics and assessment protocols for project artifacts, aligned to competency framework and standards~~ ~~- Identify SBAC~~	~~- SBAC Performance Tasks Interim Assessments~~ ~~- Exemplar rubrics from Building 21~~ ~~- Knowledge and Thinking rubrics, developed by~~	Math (1 year)

	Performance Task Interim Assessments - Test and refine rubrics and assessment protocols through spring pilot with studentsMath (1 year)	Stanford Center for Assessment, Learning, and Equity (SCALE)Math (2 years)	
Sept. 2017 – July 2018 John Bosselman (Lead) Lillian Hsu Science & Design Studio	**ADULT LEARNING PLAN & SCAFFOLDS** - Develop teacher capacity to implement high quality projects, create detailed daily lesson plans, and develop student-facing materials - Develop teacher capacity to embed inquiry and literacy-rich strategies into project designs and daily lesson plans - Create and facilitate immersive	- Materials from High Tech High Graduate School of Education's Advanced Project Based Learning course - Materials from Knowles Science Teaching Foundation, UnboundEd, and EL Education - Materials from High Tech High New Teacher Odyssey -Lab Science (1 Years) Elective (2 years)	

	~~summer training, modeling core High Quality Project practices~~Lab Science (1 year)		
Extended Learning Opportunities		Foreign Language (1 year)	Foreign Language (1 year)

~~*Workshops: Development Schedule*~~

~~Target Dates & Person Responsible~~	~~Deliverables & Key Tasks~~	~~Core Resources/ Exemplar Models~~
~~**Sept. - Oct. 2017**~~ ~~Lillian Hsu (Lead)~~ ~~John Bosselman~~ ~~Gavin Ishihara-Wing~~ ~~Bryan Meyer (math consultant from Teachers Development Group)~~	~~**COMPETENCY FRAMEWORK & STANDARDS ALIGNMENT**~~ ~~- Identify the core ELA and Math competencies targeted in each phase of Latitude~~ ~~- Build the 9-12 ELA and Math progression~~ ~~- Identify Common Core standards to be addressed through Workshops~~ ~~- Map the competencies to Common Core standards~~ ~~- Develop comprehensive Latitude Competency Framework in easily accessible language for all school stakeholders~~	~~- Common Core ELA Standards~~ ~~- Common Core Math Standards~~ ~~- Learning What Matters Competency Framework from Building 21~~ ~~- Knowledge and Thinking rubrics developed by Stanford Center for Assessment, Learning, and Equity (SCALE)~~
~~**Nov. - Dec. 2017**~~ ~~John Bosselman (ELA Lead)~~	~~**ASSESSMENT SYSTEM**~~ ~~- Research and develop competency-based benchmark~~	~~- SBAC Interim Assessments~~ ~~- LEAP Learning Framework for Personalized Learning~~

Gavin Ishihara-Wing (Math Lead) Bryan Meyer	assessments for ELA and Math - Develop SBAC Interim Assessments - Research and adopt technology platform for flexible tracking of student assessment data	- Resources from EdSurge and iNACOL on data systems and learning platforms
Oct. 2017 - Apr. 2018 John Bosselman (ELA Lead) Gavin Ishihara-Wing (Math Lead)	**PERSONALIZED LEARNING MODEL** - Research evidence-based models of personalized learning, including grouping strategies, technology platforms, and best practices - Develop first iteration of personalized learning model to meet the needs of Latitude students - Test and refine personalized learning model through spring pilot with students	- Resources and professional development from LEAP Innovations and The Highlander Institute
Jan. – Apr. 2018 John Bosselman (ELA Lead) Gavin Ishihara-Wing (Math Lead)	**LESSON PLANS, ANCHOR TEXTS, AND STUDENT FACING MATERIALS** - Develop guidelines for selection of texts differentiated by lexile levels - Develop daily lesson plans - Develop student-facing materials to accompany each lesson plan - Test and refine lesson plans and student-facing materials through spring pilot with students	- Curriculum from Interactive Mathematics Program - Curriculum from Stanford University's youcubed - Resources from UnboundEd
Sept. 2017 – July 2018 John Bosselman (ELA	**ADULT LEARNING PLAN & SCAFFOLDS**	- Materials from the Teachers Development Group, focused on Cognitively Guided

Lead) Gavin Ishihara-Wing (Math Lead) Bryan Meyer	- Develop teacher capacity to facilitate effective learning in a personalized Workshop model - Develop teacher capacity to facilitate effective inquiry and dialogue in Workshop small groups	Instruction - Materials from Mathematical Agency Improvement Community (MAIC) - Best practices for math educator training from Math for America

Advisory: Development Schedule

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

Joi Ward John Bosselman Lillian Hsu	- Develop curriculum map for Building Strong Sense of Community - Develop curriculum map integrating: • Non-Cognitive Competencies • Social-Emotional Learning • Habits of Heart & Mind - Develop College Readiness curriculum map for all Latitude phases	- Social-Emotional Learning secondary curriculum from Alpha Personalized Leadership Training program - College Readiness Curriculum Maps from High Tech High and Naviance
Jan. – Apr. 2018 Aatash Parikh (Lead) Joi Ward John Bosselman Lillian Hsu	**ASSESSMENT SYSTEM** - Identify research validated scales to assess growth of non-cognitive competencies - Develop protocols and processes for: • Presentations of Learning • Student-Led Conferences • Exhibitions • Digital Portfolios	Academic Mindsets assessment developed by Stanford's PERTS and the University of Chicago Consortium on School Research Tools from Carnegie's Student Agency Improvement Community Dr. William Sedlacek's Noncognitive Assessment (used by Big Picture Learning) Presentation of Learning, Student-Led Conference, and Exhibition protocols from High Tech High and Big Picture Learning Digital Portfolio systems and best practices from High Tech High and NuVu Studio
Jan. – Apr. 2018 Joi Ward (Co-Lead) Aatash Parikh (Co-Lead) John Bosselman	**ADVISORY LESSON PLANS** - Develop weekly advisory "Rhythms and Rituals," including advisory launch at New Student	- Big Picture Learning Advisory Guide - Resources from Project Wayfinder

Lillian Hsu	Orientation - Develop advisory activity sets and mini-projects around: • Purpose & Identity • Social-Emotional Learning • Career Exploration • College Readiness - Test and refine advisory activity sets through spring pilot with students	- Resources from High Tech High's College Prep Advisory Program
Oct. - Dec. 2017 Joi Ward (Lead) Lillian Hsu	**ADULT LEARNING PLAN & SCAFFOLDS** - Restorative Justice Training - Schedule times and develop practices & protocols for communication with families	- Training of founding team through International Institute for Restorative Practices - High Tech High Home Visit and Student-Led Conferences protocols

Extended Learning Opportunities: Development Schedule

Target Dates & Person Responsible	Deliverables & Key Tasks	Core Resources/ Exemplar Models
Sept. - Oct. 2017 Lillian Hsu (Lead) Joi Ward Aatash Parikh John Bosselman	**COMPETENCY FRAMEWORK** - Identify the non-cognitive competencies targeted through ELOs - Identify Post-Secondary College & Career readiness Graduate Outcomes - Develop comprehensive Latitude Competency Framework in easily accessible language for all school stakeholders	- Big Picture Learning Non-Cognitive Competencies - Big Picture Learning 10 Distinguishers - Exemplar Post-Secondary Plans from Big Picture Learning - Learning What Matters Competency Framework from Building 21
Oct. - Dec. 2017 Joi Ward (Co-Lead)	**PERSONALIZED LEARNING PLAN & CAPSTONE PROJECT GUIDELINES**	- Exemplars of Personalized Learning Plans from Big Picture Learning and

Aatash Parikh (Co-Lead) John Bosselman Lillian Hsu	- Develop template for personalized learning plan - Explore technology platforms for digital housing of personalized learning plan - Develop first iteration of guidelines for senior capstone project	Building 21 - Capstone Project Guidelines and Models from Big Picture Learning, Eagle Rock School, and High Tech High - Big Picture Learning's ImBlaze, an internship management platform
Oct. 2017 – Jul. 2018 ELO Community Partnerships Coordinator (Lead) Joi Ward Lillian Hsu	**ELO COMMUNITY PARTNERS** - Develop a network of Community Partners for Extended Learning Opportunities - Develop digital platform for tracking community partners and ELOs	- Big Picture Learning Advisory Guide - Big Picture Learning ImBlaze Platform
Jan. – Apr. 2018 ELO Community Partnerships Coordinator (Co-Lead) Joi Ward (Co-Lead) Lillian Hsu	**ELO PROTOCOLS & PROCESSES** Develop protocols and processes for supporting students with: • Resume writing and refinement • Practicing professional workplace skills • Identifying potential ELOs • Conducting informational interviews and site visits • Securing an ELO • Building mentor relationships • Designing individual ELO projects • Reflecting on ELOs	- Big Picture Learning Advisory Guide - Big Picture Learning's ImBlaze, an internship management platform
May. – Jul. 2018 ELO Community	**ADULT LEARNING PLAN & SCAFFOLDS**	- Training from Big Picture Learning coach

Partnerships Coordinator (Co-Lead) Joi Ward (Co-Lead)	Training for Advisors on supporting students with ELOs	

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~~Latitude integrates credit recovery ~~systems are built~~ into the ~~fabric~~core of ~~our~~its instructional program. Each learning experience ~~provides~~allows students ~~the opportunity~~ to demonstrate their growth and earn credit ~~in~~for specific competencies. Additionally, students ~~are supported~~receive support to continue ~~the process of revision~~revising and ~~growth in order~~improving their work to ~~attain~~meet the proficiency requirements for the competencies within a ~~particular~~given learning experience. ~~Students~~They are not ~~'done'~~considered "done" until they have earned the ~~appropriate credit, thereby~~

~~embedding~~necessary credits, which embeds the credit recovery process into the overall structure of our instructional program.

For students who ~~come to~~arrive at Latitude ~~as~~with credit ~~deficient~~deficiencies, we ~~will engage in~~conduct a ~~rigorous~~thorough transcript analysis and ~~student~~ assessment to ~~determine which~~identify the competencies ~~are needed for acceleration~~they need to accelerate their learning. Their personalized learning ~~plan will then~~plans reflect these needs ~~to provide~~, providing opportunities for students ~~the opportunity~~ to demonstrate mastery of the required competencies and earn the credits necessary for graduation.

Inform Parents of Transferability of Credit

Parents ~~will be notified of~~receive detailed information about the courses ~~we offer~~offered and the graduation requirements ~~we prescribe in the~~ established by Latitude through the school handbook ~~given to parents and students~~provided upon enrollment ~~to the school.~~. This handbook ~~also publicizes~~serves as a comprehensive resource for both parents and students, outlining essential information about the educational program.

In addition to course offerings and graduation criteria, the handbook clearly communicates the transferability of credits between Latitude and other public high schools~~, as determined through negotiations~~. By ensuring transparency about credit transfer policies, Latitude empowers parents to make informed decisions regarding their child's education and fosters a collaborative relationship between ~~Latitude and the CDE a minimum of two months prior to the start of the school year.~~ the Charter School and families.

14. 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.~~

Latitude schedules at least the statutory minimum of instructional days required for Grades 9-12

Please see Appendix ~~A26~~2 for the ~~proposed 2018-2019~~2025-2026 Latitude school calendar.

School Day

The instructional day at Latitude ~~is~~runs from 9:00 ~~am~~AM to 4:00 ~~pm~~PM, Monday through Friday, ~~which Latitude intends to adhere to~~and this schedule is maintained as long as state and

federal funding allows. The ~~following~~ table ~~indicates~~below outlines how the instructional day ~~will be~~is utilized.

Figure 1.~~23~~17—Daily Schedule:

Start of School Day	9:00 am
Instructional Block 1 (Advisory, Workshop, Studio, ELO)	9:00 - 10:40 am~~–12:00 pm~~
Instructional Block 2	10:45 am - 12:30 pm
Lunch	12:30 -1:00 pm~~–12:30 pm~~
Instructional Block 3	1:05 - 1:30 pm
Instructional Block 4	1:35 - 3:15 pm
Instructional Block 5	~~12:30 pm~~3:20 - 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~~shifts based on their personalized learning plans.

*Please see **Appendix** ~~A27~~**2** for ~~student~~a sample bell schedule ~~examples.~~*

Instructional Minutes

Latitude's ~~proposed~~ academic calendar ~~will be in compliance~~complies with the minimum ~~number of~~ annual instructional minutes ~~outlined in~~required by Education Code 47612.5~~. This requires, at~~, which stipulates a minimum~~,~~ of 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~~schedules at least the statutory minimum of minutes required for Grades 9-12. This total meets or ~~exceed the number of instructional minutes required by~~ exceeds the state requirements outlined in Education Code Section 47612.5. The table below ~~demonstrates~~illustrates this comparison.

Figure 1.~~24~~18—Instructional Minutes Comparison:

Grades 9-12 Required Minutes	64,800
Latitude Instructional Minutes	~~70,200~~66,225

~~*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.~~

15. Professional Development

To ~~facilitate~~promote excellence in lesson design and instruction ~~across~~among all teachers, Latitude ~~will invest~~invests significant time and ~~staff~~ resources into professional development and adult learning. All new faculty ~~will~~members participate in an intensive two-week New Teacher Odyssey~~ that~~, which 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~~meetings and dedicated staff days. ~~Teachers will~~They work in cross-disciplinary teams to ~~increase~~enhance the integration and depth of subject matter~~, as well as to increase~~ while fostering 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~~provides examples of outstanding instruction to ~~its teachers so that~~help all teachers ~~may~~ achieve ~~base~~ mastery in ~~Latitude~~Latitude's teaching practices. Project designs ~~will be~~are documented and shared ~~on~~in teachers' digital portfolios, and project work ~~will be~~is curated publicly in ~~our facilities to make~~ the Charter School to enhance transparency in both the products and ~~process transparent~~processes.

The ~~Latitude~~ leadership team prioritizes instructional coaching ~~and will spend~~, dedicating a significant ~~percentage~~portion of ~~its~~their time to observing ~~in~~ classrooms and debriefing with teachers. Latitude ~~will have~~

has established strong structures for collegial coaching, ~~as well as~~along with 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~~focuses not only ~~to~~on the content of the ~~professional development~~training but ~~to~~also on the nuances of delivery and implementation, as well as the additional school levers and enabling conditions that can ~~complement~~enhance formal ~~PD~~professional development 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~~ The effectiveness of teacher professional learning is deeply rooted in the conditions under which it occurs. These conditions, often referred to as school levers or enabling conditions, provide the context in which teachers can thrive and develop the skills needed to improve their

practice. The following conditions create an environment that fosters continuous professional growth and enhances the collective capacity of the teaching staff.

1. **Strategic Use of Time and Space**
   A critical enabler for teacher professional learning is the strategic use of time and space. Time is often a scarce resource in schools, so intentionally creating opportunities for informal collaboration outside of regular meeting times is key. This might include organizing time for teachers to observe each other in the classroom, providing spaces where educators can plan together, or establishing informal meeting times where staff can discuss challenges and share successes. By leveraging non-formal collaboration, teachers can reflect on their practice in a less structured, more spontaneous way, allowing for more organic conversations about instructional strategies, student engagement, and classroom management. These informal exchanges often lead to more meaningful professional development that is directly relevant to teachers' day-to-day work.

2. **Thoughtful Cohorting**
   Thoughtful cohorting refers to the practice of pairing teachers and students in ways that encourage sustained, focused collaboration. This may involve grouping teachers based on shared student populations, such as grade levels or subject areas, ensuring that the teachers involved have a common focus. Cohorting encourages teachers to work together closely on a long-term basis, building strong, collaborative relationships that allow for deeper discussions about instructional methods and student outcomes. By grouping teachers who share the same students, they can collaboratively track progress, problem-solve together, and develop a shared understanding of the specific needs and challenges their students face. This long-term focus fosters continuity and allows for professional learning to be more directly tied to student outcomes.

3. **Intentional Pairing**
   Intentional pairing involves matching veteran teachers with novice teachers in team partnerships that share the same group of students. This pairing allows for a transfer of expertise, as novice teachers gain insight into best practices and teaching strategies from their more experienced colleagues. It also provides veteran teachers with the opportunity to mentor and refine their own practice as they support the development of newer educators. These partnerships create a safe and supportive learning environment where feedback is constructive, and teachers can openly discuss challenges, successes, and professional growth. The pairing of veteran and novice teachers ensures that professional development is both personalized and collaborative, benefiting both parties as they work together to improve student learning.

4. **Open-Source Documentation**
   Open-source documentation plays a crucial role in ensuring that instructional strategies, resources, and curricula are accessible to all teachers. By providing easy access to

exemplary curricula and instructional strategies, schools create a shared pool of resources that teachers can draw from. This encourages a culture of transparency, where best practices are not confined to individual classrooms but are shared openly across the Charter School. Open-source documentation also allows teachers to see what's working in other classrooms and adapt successful strategies to their own teaching context. The availability of these resources reduces the time and effort needed for teachers to create materials from scratch and fosters a culture of collaboration, where educators are continually improving their practice by learning from one another.

5. **Public Curation of Student Work**
   Public curation of student work is another powerful lever for teacher professional learning. By showcasing both student products and the processes that led to them, schools create opportunities for teachers to reflect on and discuss the work students are doing. When teachers engage in public curation, they gain insight into the kinds of projects that engage students and the instructional practices that lead to high-quality outcomes. This approach not only highlights successful student work but also emphasizes the importance of the learning process. Teachers can observe how their colleagues engage students, handle challenges, and build on the process of learning, all of which provide rich, real-time opportunities for reflection and professional growth.

6. **Common Language and Norms**
   Establishing a common language and shared norms is essential for creating a cohesive professional learning environment. Common rituals, such as regular team meetings, lesson studies, and reflective practices, help teachers align their goals and expectations for student learning. By creating consistent structures and routines, schools establish a sense of predictability and safety that allows teachers to engage in honest reflection and feedback. Common norms ensure that teachers have a shared understanding of what high-quality teaching looks like and create a collective mindset focused on growth and improvement. This common language fosters a sense of unity and shared purpose among the teaching staff, making it easier for teachers to collaborate and learn from one another.

7. **A Strong Sense of Community**
   Finally, fostering a strong sense of community among teachers is a foundational element of professional learning. A supportive community encourages collegiality and a spirit of collaboration, where teachers feel comfortable sharing their challenges, seeking feedback, and being vulnerable. A culture of openness and mutual respect helps teachers engage in productive conversations about their practices, without fear of judgment. When teachers feel part of a community, they are more likely to take risks in their teaching, try new strategies, and continuously improve. The community aspect also promotes a sense of collective responsibility for student outcomes, where everyone works together to ensure the success of all learners. This environment of support and trust is essential for creating

the kind of professional learning culture that leads to sustained improvement in teaching and learning.

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~~

To optimize teacher growth and create a sustainable professional development culture, it is essential to carefully consider the nuances of how we deliver and implement adult learning. These practices ensure that professional development is not only relevant but also deeply integrated into the everyday work of educators, providing them with opportunities to grow in ways that mirror the learning we aim to create for our students. Here are the core elements of our approach to adult learning:

1. **Alignment Between Adult Learning and Pedagogical Practices**
   One of the foundational principles in optimizing teacher growth is ensuring that the methods we use to develop adults align with the teaching strategies we aspire for teachers to implement with their students. Just as we encourage students to engage in active, inquiry-based learning, critical thinking, and collaboration, we approach adult learning in the same way. Instead of using traditional lecture-based models or one-size-fits-all workshops, we employ pedagogical practices that model the very strategies we expect teachers to use in their classrooms. For example, instead of simply telling teachers how to differentiate instruction, we provide them with opportunities to experience differentiated learning in a collaborative setting, where teachers can actively participate in discussions, hands-on activities, and projects that model the techniques they'll later apply with their students. By aligning adult learning with our pedagogical vision, we create a consistent and authentic learning experience that teachers can directly translate into their classrooms.

2. **Consistent Use of Protocols**
   A cornerstone of our professional learning is the consistent use of structured protocols. These protocols help guide teachers through collaborative problem-solving, brainstorming, and idea tuning processes, ensuring that their professional development remains focused and productive. Whether it's a lesson study, peer observation, or a collaborative inquiry process, protocols provide a framework that ensures that teachers

remain engaged in high-quality, reflective practice. These structured conversations allow for deeper analysis of teaching strategies, student outcomes, and potential changes to practice. By using protocols, we ensure that professional development is not only about acquiring new knowledge but also about refining the way that knowledge is applied in practice. This consistency in approach helps to cultivate a culture of continuous improvement, where teachers are consistently collaborating, sharing insights, and enhancing their practices over time.

3. **Distributed Facilitation**
   We believe that professional learning should not be the responsibility of a single leader or facilitator but should be distributed among the teaching staff. This means empowering all teachers, regardless of their years of experience or role, to take on leadership responsibilities and share their expertise with colleagues. Through distributed facilitation, teachers are given the opportunity to lead professional learning sessions, facilitate discussions, and present strategies that have proven successful in their classrooms. This approach not only helps build leadership capacity within the staff but also encourages the sharing of diverse perspectives and experiences. By tapping into the collective wisdom of the entire staff, we create a richer and more dynamic professional development experience, where all teachers feel valued for their contributions and learn from each other's successes and challenges.

4. **Data-Driven Professional Development**
   Anchoring professional development in various forms of data is key to ensuring that learning is relevant and responsive to both teacher and student needs. Data-driven professional development allows us to tailor sessions to the specific challenges teachers are facing, whether those are related to student engagement, academic performance, or instructional strategies. We use student feedback, assessment results, and classroom observations to guide the direction of professional learning, making it responsive to the changing needs of the Charter School. For example, if data reveals that students are struggling with a particular math concept, professional development may focus on collaborative strategies for teaching that concept more effectively. By continuously using data to inform the professional development process, we ensure that the learning teachers engage in is both timely and relevant, providing immediate tools to improve their practice in the classroom.

5. **Multiple Access Points for Diverse Learners**
   Just as we differentiate instruction for students, we also offer multiple access points for teachers to engage in professional development. Understanding that each teacher learns differently, we provide a variety of professional learning opportunities that cater to diverse learning styles and preferences. These include dialogue-based learning, where teachers engage in rich discussions around pedagogy and student outcomes; experiential learning, where teachers can experiment with new teaching strategies in real classroom

settings; and reflective practices, where teachers analyze their own lessons, review student work, and discuss the impact of their teaching decisions. Additionally, we recognize that professional development cannot be a one-time event but should be an ongoing process, so we offer opportunities for both short-term deep dives into specific topics as well as long-term learning arcs that provide sustained support and growth over time.

By providing these varied learning experiences, we ensure that all teachers, regardless of their stage in their career, have access to the type of learning that will best support their growth. Whether through peer mentorship, personalized coaching, or targeted workshops, we ensure that professional development is accessible and meaningful for everyone.

Adult Learning at Latitude ~~will fall~~

Adult learning at Latitude falls 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:~~

- ~~o~~ **Collegial Coaching Groups**: Teachers ~~will be~~are organized into ~~heterogeneous~~diverse collegial coaching groups ~~with each group containing~~that include a mix of veteran and novice ~~teachers.~~

- ~~Teachers in each group will~~educators. They participate in ~~a~~ regular ~~rotation~~rotations of ~~Lesson Tunings~~lesson tunings, followed by in-person and video observations ~~and~~with focused debriefs ~~focused~~ on instructional practices.

- **Protocol Groups**: Teachers ~~will~~ engage in ~~a regular rotation of~~various protocols, such as 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~~ Regular opportunities are provided for teachers to document and share their most effective practices with ~~their~~ peers.

Learning from School Leadership:

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

- ~~Helping to set~~includes setting one-on-one personal learning goals ~~for each teacher~~ and developing a personal learning plan.
- ~~Engaging~~Leaders engage in ~~an ongoing~~a continuous cycle of weekly classroom observations and debriefs
- ~~Mid~~, mid-year conversations ~~revisiting~~to revisit and ~~refining the~~refine personal learning ~~plan~~
- ~~End of~~ plans, and an 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~~

- **Exit Cards and Student Feedback:** Teachers regularly use exit cards, which are brief reflections or questions completed by students at the end of lessons. These exit cards provide teachers with immediate feedback on student understanding, allowing them to adjust future lessons. Additionally, student focus groups are convened periodically to gather more detailed qualitative data on the learning experience, giving students a voice in shaping their education.
- **Protocols for Analyzing Student Work:** Teachers use a variety of protocols to engage in in-depth analysis of student work. These protocols, such as "Student Work Analysis" and "Looking at Student Evidence," allow teachers to identify patterns in student performance, gauge the effectiveness of their teaching, and adjust instructional strategies accordingly. These discussions are grounded in actual student outputs—papers, projects, assessments—which help to keep the focus on real data and student progress.
- **Project Tuning Protocols with Student Involvement:** Latitude utilizes Project Tuning Protocols, which include student participation as part of the reflective process. Teachers bring in student work related to specific projects or assignments, and through collaborative inquiry, teachers and students together explore what worked well and what could be improved. This protocol ensures that students are not just recipients of feedback but active participants in the continuous improvement of their own learning experiences.

- **Student-Led Reflection and Peer Feedback:** In addition to teacher-led reflection, students engage in peer review and self-assessment, allowing them to reflect on their own learning and provide constructive feedback to their classmates. These practices help develop students' metacognitive skills, such as self-regulation, goal setting, and the ability to evaluate their own progress. Through structured opportunities for students to share their insights, the learning process becomes a dynamic exchange of ideas between peers and instructors.

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~~**Project "Slices" - Experiential Community Immersion:** Latitude organizes *Project "Slices,"* immersive learning experiences where teachers and students interact with local community members and organizations. These projects are designed to provide both educational and professional insights by engaging with experts in various fields. For instance, students may partner with local artisans, business leaders, or nonprofit organizations on projects that allow them to apply their classroom learning to real-world issues, fostering practical skills and deeper community connections.

- **Teacher "Shadow a Professional" Days:** Latitude offers teachers the opportunity to *Shadow a Professional*—a day-long immersion where educators observe professionals in different sectors or industries. This experience allows teachers to gain firsthand insights into how skills and concepts taught in the classroom are applied in real-world settings. The exposure to professional environments not only enhances teachers' understanding of content but also helps them build stronger, more relevant connections between academic theory and practice.

- **Community Networking Power Lunch:** Each year, Latitude hosts a *Community Networking Power Lunch*, bringing together teachers and local professionals from various industries for informal networking and knowledge-sharing. This event allows teachers to learn from outside experts in areas such as technology, business, social services, and the arts. By engaging with professionals in an interactive and collaborative format, teachers gain new perspectives that inform both their personal development and their teaching practices.

- **External Training and Conferences:** Latitude provides teachers with access to external professional development opportunities, including conferences, workshops, and online courses. These training sessions cover a wide array of topics, from pedagogy to

classroom management to the latest developments in educational technology. By encouraging teachers to engage with experts outside the Charter School, Latitude ensures that its staff remains up-to-date with the latest trends and research in education, thereby enriching the learning environment for both teachers and students.

Figure 1.19—Sample Professional Development ~~Proposed Topics~~Calendar:

~~AUGUST (TWO-WEEK TRAINING)~~Phase	Month	Topic	Essential Questions	
Phase 1: Student Community & Engagement	Aug - Sep	School Culture & Community Building	~~SCHOOL CULTURE & COMMUNITY~~ 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? What is our shared vision around restorative practices? ~~Around classroom management? What is our common approach when challenges/conflicts inevitably arise?~~ ~~What are our obligations as mandated reporters? What are our health and safety policies and emergency procedures?~~	~~STUDENT LEARNING & MOTIVATION~~ ~~What is High Quality Project-Based Learning? How do we design projects that embody Authenticity, Complexity, and Craftsmanship?~~ ~~What is our Competency Framework, and what personalized support will all students receive to grow in these competencies?~~ ~~What are the data cycles we will use to inform decision-making around instruction and student support? What data systems will we utilize?~~

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~~SEPTEMBER - OCTOBER~~Phase 1: Student Community & Engagement	Sep - Oct	Student Learning & Motivation	What is High-Quality Project-Based Learning? How do we design projects that embody Authenticity, Complexity, and Craftsmanship? What is our Competency Framework, and what personalized support will all students receive to grow in these competencies?
Phase 2: Academic Ownership Through Discourse	Oct - Nov	~~SCHOOL CULTURE & COMMUNITY~~ ~~How are we supporting students in developing and articulating their sense of identity, purpose, and passions?~~ ~~How are we scaffolding social-emotional learning tools in advisory and~~	~~STUDENT LEARNING & MOTIVATION~~ How are we scaffolding for ~~Inquiry~~inquiry and ~~Literacy~~literacy across all of our disciplines? How are we ensuring that students are doing the intellectual heavy lifting? How can we promote intellectual engagement and discourse in the classroom?

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		studio? Which SEL competencies are most crucial for this first year?Inquiry-Based Learning and Literacy Across Disciplines	
NOVEMBER - DECEMBER			
SCHOOL CULTURE & COMMUNITY 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?Phase 2: Academic Ownership Through Discourse	Nov - Dec	Preparing for the First Project Exhibition	STUDENT LEARNING & MOTIVATION 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?
JANUARY - FEBRUARY			

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~~SCHOOL CULTURE & COMMUNITY~~ ~~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?~~Phase 3: Enhancing Our Project-Based Approach to Student Work Analysis	Jan - Feb	Reflection on Competency Framework Progress	~~STUDENT LEARNING & MOTIVATION~~ 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?
~~**MARCH - APRIL**~~Phase 3: Enhancing Our Project-Based Approach to Student Work Analysis	Feb - Mar	Preparing for Mid-Year Exhibitions and Presentations	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?
Phase 4: Student Work Analysis	Mar - Apr	~~SCHOOL CULTURE & COMMUNITY~~ ~~How are we deepening students' SEL toolbox? Which~~	~~STUDENT LEARNING & MOTIVATION~~ Where do we see evidence of high-quality work and intellectual complexity? How do we build on our strengths~~? What~~, and what are our growing edges?

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		~~rhythms and rituals are taking hold? Which need refinement or replacement?~~ Analyzing High-Quality Work and Intellectual Complexity	
~~MAY – JUNE~~			
Phase 4: Student Work Analysis	May - Jun	~~SCHOOL CULTURE & COMMUNITY~~ ~~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?~~Reflecting on Student Feedback and Using it for Growth	~~STUDENT LEARNING & MOTIVATION~~ ~~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?

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D. School Culture

At Latitude, students ~~move toward~~achieve success by ~~demonstrating~~embodying three fundamental characteristics: personal agency, essential competencies, and integrated identity. ~~We built our~~Our school vision ~~around supporting students in developing~~ centers on fostering the development of these foundational qualities. ~~Accomplishing~~Realizing this vision ~~begins~~starts

with ~~establishing~~cultivating a strong school culture. Below, we ~~describe~~outline each component of ~~the~~our vision and detail the systems, plans, and training we ~~will use~~implement to ~~realize~~bring it to fruition.

1. 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.

2. Values

At Latitude, we ~~seek~~strive to ~~develop~~cultivate the following characteristics in all students:

- **Personal Agency**~~—~~: Students ~~with~~who exhibit personal agency make informed decisions about how ~~they learn~~, what ~~they learn~~, and ~~the~~at what pace ~~at which~~ they learn. They actively seek understanding and respond ~~actively~~ to challenges~~, acting~~ with ~~purpose~~intention, working purposefully to ~~obtain~~achieve results for themselves and their ~~community~~communities. Students ~~will~~ learn ~~agility~~to be agile as they ~~work to overcome~~navigate physical and environmental constraints, redesign their ~~environments~~surroundings to meet their needs, and ~~reflect~~express their identities, skills, and values.

- **Essential Competencies**~~—~~: We ~~aim to demystify~~focus on demystifying and directly ~~teach~~teaching the essential competencies ~~that~~ necessary for success in the 21st century ~~citizens need for success, such as~~, including critical thinking, teamwork, problem-solving, and responsible decision-making. ~~We will provide~~Our differentiated teaching ~~to insure~~approaches ensure that students ~~move through~~progress from proficiency ~~on~~ to mastery ~~of~~in these skills. ~~We will tailor learning~~Learning is tailored to each student's strengths, needs, and ~~interest. They will~~ interests, allowing them to 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~~ ~~—~~one that connects ~~multiple times (~~their past, present, and future~~), places~~; their various environments (e.g~~.~~., home and school, the U.S. and places of family origin~~),~~); and their social identities (e.g~~.~~., race/ethnicity, sexuality, gender, religion). We ~~will~~ encourage our students to ~~choose~~select a curriculum that ~~allows them to gain~~fosters this essential self-knowledge and promotes a cohesive sense of self.

3. Trainings

At Latitude, we ~~train~~ prioritize equipping our teachers ~~in~~with the skills necessary to ~~build a strong~~ cultivate a positive and inclusive school culture. ~~This includes:~~

- ~~In-house training on engaging students effectively. We will provide ongoing~~ Our 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 program focuses on 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 key areas to support effective teaching relevant to the cultures of their students.and student success:

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**Training for Student Engagement:** Latitude offers ongoing in-house professional development that equips teachers with strategies to actively engage students in their learning. This training emphasizes creating dynamic, interactive, and student-centered learning experiences that encourage participation and help students take ownership of their education.

- **Culturally Responsive Teaching:** Teachers at Latitude are trained in culturally responsive practices that ensure all students feel seen, valued, and understood. This

includes techniques for designing inclusive curricula and building relationships that honor the diverse cultural backgrounds of our students.

- **College and Career Readiness (CCI) Focus**: Training emphasizes how teachers can support students in developing the competencies necessary for post-secondary success, including the ability to apply their learning in real-world contexts, whether through internships, community college courses, or CTE pathways. This focus ensures that our teachers align their practices with the expectations set by the CCI, helping students build practical skills and confidence for their futures.

- **Behavioral Support and Classroom Management:** Teachers undergo training in effective classroom management strategies that promote a positive school culture. This includes techniques for setting clear expectations, using supportive language, and applying consistent behavioral responses to ensure a nurturing learning environment.

Through this comprehensive training program, Latitude ensures that teachers have the skills, knowledge, and support to create an environment that fosters academic success, personal growth, and a strong sense of community. This investment in teacher development directly benefits students, equipping them with the tools they need to succeed both in school and beyond.

4. Structures and Systems

At Latitude, we implement several structures and systems to foster a strong school culture:

- **Advisory and Advisors**: Advisors play a crucial role in mentoring students as they navigate academic achievement, personal and social development, and college and career ~~development, ensuring~~readiness. They ensure that Latitude students are prepared for ~~a~~ meaningful and productive ~~life~~lives. Advisors ~~ensure that~~guide students ~~develop~~in developing schoolwide Habits of Heart and Mind, lead ~~a~~ weekly advisory sessions focused on "Rhythms and Rituals," and facilitate activity sets and mini-projects ~~built around exploring~~that explore essential topics~~,~~ such as purpose ~~&~~and identity, social-emotional learning, career exploration, and college readiness.

- **Affinity Groups**~~ Created~~: Designed based on student ~~need~~needs, affinity groups provide a safe space for students who share an identity ~~(usually~~ —typically a marginalized ~~identity) to meet in a safe space. Affinity~~ one—to connect and support one another. These groups ~~provide~~offer emotional support and ~~might~~can lead to ~~actions~~initiatives that ~~create~~promote a more equitable school experience ~~at school~~.

- **Team-Building Retreats** ~~for Team Building~~ : Latitude ~~will build~~strengthens community ~~with~~ bonds through off-site retreats for both students and staff ~~(e.g.,~~, such as white-water

rafting, camping, and orienteering~~).~~. These ~~programs help~~experiences foster positive group dynamics ~~through~~by creating shared memories, ~~as well as~~ providing ~~space and time~~ opportunities to discuss ~~deep~~important issues, ~~pushing out of~~ encouraging participants to step outside their comfort zones, and ~~accomplishing team objectives~~achieving collective goals.

- **Intervention Systems**~~–~~: Latitude ~~draws on the same~~employs a Multi-Tiered System of Supports ~~(~~("MTSS~~)~~") framework~~ as –~~, consistent with other EFC charter schools, to ~~provide~~deliver aligned academic and social-emotional ~~approaches to~~strategies. This approach helps prevent student ~~struggle~~struggles and ~~remedy~~addresses existing gaps~~.~~ in support.

5. Additional Positive Culture and Climate Supports

At Latitude, a positive culture is ~~already~~ embedded ~~in~~within the project-based curriculum and off-site learning~~. Because~~ experiences. Since learning ~~takes place outside~~occurs beyond the confines of ~~a school building~~the classroom, students ~~will work~~engage with ~~people of all~~individuals from diverse socioeconomic, cultural, and racial backgrounds ~~in~~within the ~~wider~~broader community. This exposure helps Latitude students ~~will learn to understand diverse~~develop an understanding of varied perspectives and concepts~~. As~~, fostering empathy and cultural awareness.

Recognizing that community engagement and whole-child development are ~~key~~critical focus areas ~~of focus~~ for all EFC schools, Latitude ~~will provide~~offers extended learning opportunities for ~~its~~ students and ~~eventually for~~aims to benefit the wider community~~, as detailed~~. These opportunities are outlined below~~.~~:

For ~~students:~~ Students:

- ~~Small group intervention instruction~~
- ~~Homework help sessions~~

- **Small Group Intervention Instruction**: Targeted support is provided to help students who may need additional assistance in specific subjects or skills.

- **Homework Help Sessions**: These sessions offer students a structured environment to receive guidance on their assignments and improve their academic skills.

- **Enrichment Classes**: A variety of classes ~~(e.g.~~, including arts, dance, sports, and clubs~~)~~, are available to foster creativity, physical activity, and social connections among students.

For the ~~community~~Community:

- **School** ~~fairs (~~**Fairs**: Events such as Back to School Night, Expo, and Open House~~)~~ encourage community involvement and provide opportunities for families to engage with the Charter School.

- ~~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~~**Parent Engagement Classes**: Latitude's Parent Engagement Classes are predominantly focused on guiding families through the college application process and navigating financial aid opportunities. These classes provide parents with essential tools and information to effectively support their children's higher education aspirations, including understanding application requirements, preparing for standardized tests, exploring scholarship options, and managing the financial aspects of college funding. By empowering parents with this targeted knowledge, Latitude strengthens the home-school partnership and creates a supportive community that prioritizes college readiness and ensures that all students have the resources they need to pursue their academic goals successfully.

Through these initiatives, Latitude not only enhances the educational experience for its students but also actively contributes to building a vibrant and inclusive community.

E. Student Engagement and Satisfaction

The Latitude Design Principles~~—~~—Relevance, Authenticity, Personalization, and Creativity~~—were identified~~—are foundational to ~~drive~~driving student engagement and satisfaction. ~~As students clearly stated during the XQ listening campaign, their~~ Students express a primary concern ~~was to have~~for having a program that connects their lives to their academic ~~experience~~experiences. The Latitude instructional program is ~~designed~~crafted to ~~accomplish~~address this ~~goal~~concern by ~~utilizing~~leveraging student interests and experiences to ~~drive~~inform their learning and ~~to create~~by creating authentic learning opportunities ~~in~~within their communities.

1. Attendance

At Latitude, ~~the student~~we are committed to maintaining high attendance rates, as regular school attendance is critical to student success. Our target is to maintain ~~at least a 95%~~an Average Daily Attendance rate ~~for all students. Additionally, we will work to ensure~~ of at least 95%, while ensuring that the chronic absence rate ~~for the school is less than~~remains below 10%. ~~The school administration and staff will be responsible for tracking and monitoring student attendance. The primary intervention for student~~We recognize that consistent 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.~~ linked to better academic outcomes, engagement, and long-term success, and we actively work to support students in maintaining good attendance.

Key Strategies to Support Strong Attendance

1. **Early Monitoring and Communication:**
    - Attendance is closely monitored, with daily checks to identify any student who is absent or tardy. For every unexcused absence or tardy over 30 minutes, a phone call is made to the student's family to clarify the absence and provide support.
    - A weekly review of attendance data is conducted by the Student Attendance Review Team ("SART"), led by the administration and Attendance Lead, to identify patterns and prioritize students in need of intervention.
2. **Personalized Support:**
    - If attendance issues arise, teachers and advisors take the first step in engaging directly with the student and their family to understand the root causes and offer support. Advisors lead this outreach, ensuring a personalized approach to each student's circumstances.
    - In cases where attendance concerns persist, the SART team is involved to collect additional data and develop a targeted plan for support. This may include one-on-one meetings with students, parent conferences, or referrals to relevant support services.
3. **Intervention and Accountability:**
    - If a student reaches three unexcused absences or tardies, the SART team will initiate an attendance contract, which involves the student and their family in creating a plan for improved attendance. This contract is designed to be a proactive tool to prevent further absences and promote accountability.
    - As part of the intervention process, Latitude may use strategies such as home visits, incentives for improved attendance, or alternative scheduling options to support students who face barriers to regular attendance.
4. **Engagement with the Family:**
    - We emphasize the importance of collaboration with families. Families are encouraged to notify the Charter School ahead of time if their child will be absent

and to provide a valid reason for the absence. This can be done via a phone call or written note.

- Parents or guardians are required to provide a valid explanation for absences. If absences are not cleared within three days, they will be marked as unexcused.
- Families are invited to participate in attendance improvement plans and are involved in any meetings regarding chronic absenteeism.

5. **Referral to External Support:**

- In situations where interventions at the school level do not result in improvement, we may refer students and families to external agencies for additional support, including counseling or social services. In extreme cases, a referral to the School Attendance Review Board ("SARB") may occur after repeated absences and continued lack of engagement with the attendance improvement plan.

6. **Community and School Culture:**

- We strive to foster a school culture that values attendance as a core part of our community. This includes celebrating strong attendance through monthly recognition and highlighting the importance of being present in our classrooms.
- Attendance is integrated into our restorative practices and cultural relevance work, ensuring that all students feel seen, valued, and supported.

2. High School Persistence

The Latitude instructional program is designed to ensure all students make progress ~~towards~~toward high school completion and postsecondary readiness. Our advisory program ~~is intended to develop the~~fosters individualized ~~relationship~~relationships with ~~a student~~students and their ~~family that is the foundation~~families, which are crucial for enhancing school connectedness. The ~~Latitude~~ competency-based instructional ~~program provides~~model offers students ~~with~~ flexibility in how and when ~~and how~~ they demonstrate their learning, ~~which increases student~~thereby increasing engagement and ownership ~~over~~of their academic performance. ~~Additionally~~

Moreover, the learning experiences ~~at the heart of~~central to a ~~student's experience~~student's time at Latitude~~—~~—Studios, Workshops, Advisory, and ELOs~~—will be~~—are both authentic and relevant~~, reducing~~. This relevance helps bridge the gap students often ~~feel~~perceive between their school ~~experience~~experiences and ~~their~~ real ~~lives. Finally,~~ -life applications.

Latitude ~~will implement~~also implements a comprehensive system to monitor student progress and intervene as necessary. ~~The foundation of this~~ This system is ~~the~~anchored by each student's individualized learning plan and the collaborative efforts of learning plan teams. These structures

~~will provide~~facilitate frequent~~, collaborative review~~ reviews of student progress toward graduation and their postsecondary goals. When ~~necessary~~needed, learning plan teams and~~/or~~ staff may submit ~~a referral~~referrals to the Latitude COST team and utilize the MTSS ~~system~~ to provide ~~appropriate~~targeted interventions ~~to~~that support student progress.

~~G~~F. Community School: Ongoing Family Involvement and Satisfaction

~~Involved parents anchor Latitude in~~At Latitude, engaged parents are essential to anchoring the Charter School within the community. Recognizing that parents are a child's first teachers, we envision a true partnership ~~between~~among parents, teachers, and students ~~in order~~ to create a thriving school environment. Latitude ~~will work to involve~~actively involves students in their ~~own~~ learning ~~and to make them~~journeys, ensuring they feel ~~loved and~~ seen and valued at school. We ~~will~~ encourage all parents, ~~even~~including those who may have traditionally ~~have not engaged with the school community~~been less involved, to participate~~. Towards~~ in our ~~goal of~~community. To achieve this valued ~~and integral~~ partnership, we ~~will~~ implement structures ~~like~~such as home visits, student-led conferences, parent education events, and a ~~Family~~family leadership council (the Parent Leadership ~~Council.~~ Coalition).

1. Goals

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

2. Family Engagement Strategies

Family involvement and community partnerships are ~~fundamental to~~crucial for meeting the needs of the whole child. We ~~encourage~~strive for equal participation ~~of~~ and appreciation for all ~~the~~ individuals and organizations ~~who~~that work ~~for and~~ with our students. ~~We recognize~~Acknowledging the challenge of ~~developing~~fostering a culture ~~and program~~ that is ~~authentically~~genuinely inclusive of families and community members~~. Towards our goal of valued and integral partnership~~, we ~~will~~ implement the following~~:~~ strategies.

~~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~~views parents as essential partners in ~~the~~ their children's education ~~of their children. Parents need to~~. We ensure parents feel seen and heard~~. Latitude staff will make~~ by creating a welcoming environment, getting to know families ~~welcome, know them~~ well, and ~~engage them~~ actively involving them in ~~the~~school life and decision-making ~~of the school~~processes.

~~Communications~~

Communication

Latitude ~~will communicate~~communicates with families ~~clearly, consistently~~in a clear, consistent, and ~~inclusively~~inclusive manner, offering both electronic and print versions of information ~~and~~while translating messages into ~~the~~ multiple languages ~~of~~, particularly Spanish, to accommodate our diverse community ~~(especially into Spanish).~~.

Sharing Student Work

~~Latitude will organize regular~~Regular events ~~that~~ are organized to showcase student learning and projects, ~~which creates~~fostering a sense of pride and accomplishment ~~and draws~~while attracting new families ~~into~~to the ~~school~~Charter School. Additionally, Latitude ~~will utilize~~utilizes an online platform to share student work and track progress ~~with~~, engaging students, families, and teachers in the process.

3. 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.~~

Latitude's principal sends out a weekly Family Newsletter in English and Spanish, coordinates monthly Town Halls with families, and supports our Parent Unity Coalition.

4. Advisory Learning Teams

Teachers ~~will spend scheduled~~dedicate time to meet with parents and students ~~in order~~ to ensure ~~that there is time for quality~~meaningful dialogue ~~on~~about student progress. These conferences

~~will be~~are mandatory for ~~every family. Latitude~~ all families, with students ~~will lead these conferences, evaluating~~leading discussions to evaluate their ~~own~~ progress toward academic goals and ~~presenting~~present a portfolio of their work. Student-led conferences ~~are a powerful way for~~ empower students to take charge of their ~~own~~ learning, reflect on their ~~work~~accomplishments, and set new goals.

5. The 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~~Coalition

~~Parents will have a formal voice in the decision-making of the school through the~~ Latitude, as part of Education for Change, is committed to fostering parent leadership and involvement, ensuring that parents' voices actively shape the operations and culture of the Charter School. At Latitude, the Parent Leadership Coalition ("PLC") provides a formal platform for families to engage in school decision-making. This coalition is open to all parents and guardians, offering them an opportunity to collaborate in supporting the Charter School's needs while fostering a strong sense of community. The PLC organizes monthly engagement topics, keeping parents informed about ongoing school activities and initiatives. Through these meetings, parents can discuss important issues, provide feedback, and guide the direction of the Charter School.

The PLC plays a vital role in shaping the Charter School's priorities and decisions. It meets monthly to advise the principal on key matters impacting the Charter School. Additionally, as part of the larger Education for Change governance structure, Latitude's PLC contributes to the EFC network-wide 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~~elects two parent representatives to this council, ensuring that parent voices are included in the ~~EFC Family Leadership Council. The EFC Family Leadership Council participates in ongoing~~ evaluation ~~of~~ and development of EFC's programs. This structure guarantees that parent leadership is integrated into 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~~, with 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~~ PLC nominating parent representatives ~~nominated by the EFC Family Leadership Council. These parent EFC~~ to serve as 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~~. These 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~~parent leaders are ~~expected to participate in their children's Learning Team and to actively engage~~instrumental in ~~their education by engaging in discussion about their evolving passions and interests, supporting their participation in ELOs and other learning experiences.~~ shaping organizational policies and decisions at the highest level.

~~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~~6. Community Partnerships

Establishing strong ~~links~~connections with the local community is ~~critical~~essential to Latitude's success. Latitude and EFC ~~have partnered~~collaborate with individuals and organizations ~~in the community that are dedicated~~committed to ~~the success of~~supporting our students by providing services, partnering ~~for~~on studio projects, ~~or~~and hosting students in ~~an ELO~~ELOs. The following list represents the ~~beginning~~foundation of the ~~larger~~broader Latitude network:

- ~~The City of~~ MyGroove Design Inc
- Peralta Hacienda
- Tech Exchange
- Saddle Up Academy

- Oakland Zoo

- ~~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~~

- Jonathan Dearman Real Estate

- Cardea Health

- CHAMPS Program at Children's Hospital

- National Equity Project

- Office of Alternative Education, OUSD

Latitude and EFC ~~will continue to reach out to~~actively pursue partnerships with a ~~wide~~diverse range of organizations to ~~develop~~cultivate relationships and ~~to~~ provide ~~much-needed~~essential support to ~~the~~our school community.

7. Community Surveys

~~Parents~~To gauge satisfaction within the school community, parents are surveyed ~~about their satisfaction with the school~~on several key aspects, including ~~whether they feel~~ their sense of welcome at the school site, the depth of their relationships with school staff, the ~~degree~~extent to which ~~the school empowers them~~they feel empowered to ~~be part of the~~participate in decision-making ~~process~~processes, and ~~how well~~ the effectiveness of school ~~communicates with them.~~ communication. EFC ~~currently requires~~mandates that all ~~of~~ its schools ~~to~~ utilize the ~~SCAI~~ ~~(~~School Climate Assessment Instrument~~)~~ (“SCAI”) with students~~,~~ and parents, ~~and staff because~~as it is a research-based ~~and correlated~~tool linked to student achievement. ~~We will~~

In addition to the SCAI, we also consider various other metrics, such as parent participation in ~~the various~~ meetings and events, attendance at parent conferences, and the number and effectiveness of ~~community partners~~our community partnerships. This comprehensive approach allows us to continuously assess and enhance the engagement and satisfaction of our school community.

H. Special Populations: Identification, Remediation, and Acceleration

As a ~~diverse by design~~ school designed to embrace diversity, Latitude ~~will seek~~aims to reflect the ~~diversity~~wide range of learners ~~across~~in our city. ~~The~~Our design principles, key elements, and learning structures ~~have been designed with the notion that school must provide individual students~~ are crafted to ensure that each student receives the experiences necessary ~~for them~~ to ~~attain~~achieve our graduate outcomes. While we believe ~~that~~ our model is supportive of ~~any type~~all types of ~~learner, the~~learners, Latitude ~~school program will offer~~specifically provides opportunities ~~designed~~tailored for groups ~~of learners~~ whose circumstances often make it more challenging to ~~excel~~thrive within traditional school models ~~or approaches. Specifically, Latitude's~~.

Our personalized ~~and~~, competency-based approach ~~will allow~~enables us to effectively serve students who are over-aged, credit deficient, ~~and/~~or require flexibility in their schedules and programming. ~~In~~Drawing on our collective experiences ~~serving~~with urban youth~~, ~~~~including subgroups such as newcomers, homeless youth, and teen parents~~, this ~~~~we recognize that addressing these challenges is often best ~~accomplished~~achieved through ~~more~~ flexible and relevant learning opportunities.

By ~~building~~establishing systems to ~~serve~~support students with ~~these~~ diverse ~~types of~~ needs and leveraging the resources ~~of the~~available in our city, ~~we will be able to~~Latitude can serve ~~an authentically~~a genuinely diverse student body that reflects ~~all of~~ the ~~different~~varied experiences of young people in our ~~city, and in~~community. In creating a personalized and relevant approach for all students, we ~~will be able~~expand our ability to ~~serve~~meet a ~~much larger~~broader range of ~~students'~~ needs and facilitate ~~a range of students'~~the diverse passions of our learners.

~~A~~1. Philosophy

EFC's Department of Student Support Services serves the greater EFC mission at Latitude. It has two primary foci:

1. Provide quality services to students with IEPs - services that facilitate access to and success with the General Education program, accelerates growth towards personalized goals, and meets all the requirements of the law.
2. Build capacity of school site leaders to develop, manage, and implement a powerful and comprehensive MTSS that provides quality academic, socio-emotional, behavioral, health, and other personal interventions and mitigations for students not making adequate progress in the general education program.

Our work is grounded in the following set of beliefs:

- We believe that ALL students are general education students first! We believe that special education is a service, not a place; and therefore, all students have the right to be fully included in the general education classrooms with their peers for the greatest extent possible (least restrictive environment).
- We believe that the focus of our work as educators should be ensuring children get what they need to be successful in school.
- We believe that a school-based support team can achieve tremendous success for students if they collaborate to develop and implement an appropriate plan that documents areas of need and outlines culturally relevant supports and goals to address the areas of need.
- We believe that through thoughtful planning and collaboration, all students can access a rigorous curriculum.
- We believe that real accelerated growth in academic, social-emotional, and behavioral areas requires students to have a strong sense of hope and self-efficacy.

Our general belief is that ALL children can 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 accommodations many of our other populations also require to access the curriculum. Our MTSS program addresses academic, behavioral, and social-emotional learning in a fully integrated system of support. Our 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. We offer a full continuum of services and supports for students with disabilities at Latitude and truly craft and execute IEPs and 504s to meet the needs of each learner with a disability.

EFC is proud of its Special Education programs. 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 District mental health, MediCal and SELPA low incidence resources to effectively serve students with moderate to severe disabilities. EFC has a memorandum of understanding with Alameda District Behavioral Health services to leverage MediCal reimbursement for mental health services.

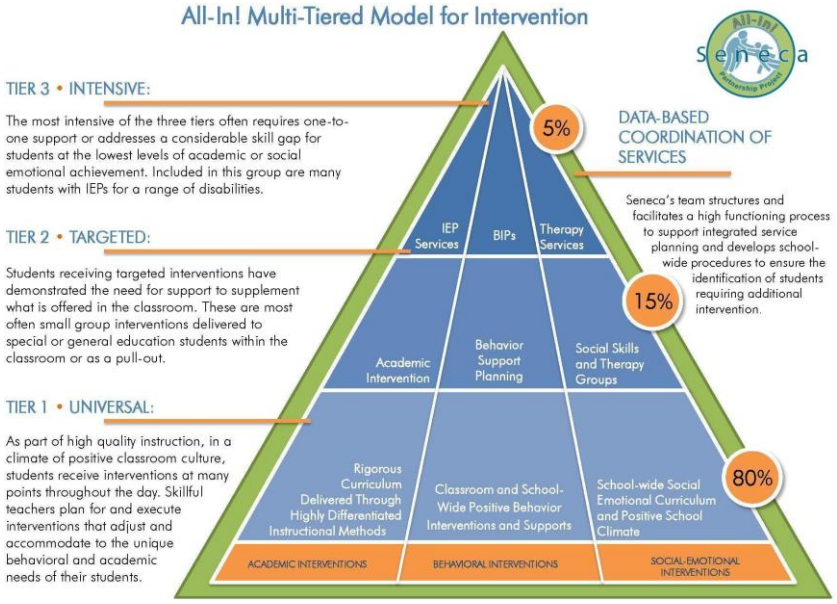
2. Multi-Tiered System of Supports

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

In 2012, EFC collaborated with the Seneca Family of Agencies ("Seneca") to develop the All In! Partnership, a nationally -recognized ~~multi-tiered system of supports~~ MTSS approach that merited a federal Invest in Innovation (I3) grant at four of six schools. The Unconditional Education model ~~((~~"UE~~) focused~~") focuses 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. Although the grant funding has ended, Latitude continues to implement the MTSS model that was developed.

~~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.~~

Figure 1.20—Seneca All-In! Multi-Tiered Model for Intervention:



MTSS establishes ~~criterion~~criteria for decision-making around three tiers of services, with Tier 1 services implemented school-wide, and ~~Tiers~~Tier 2 and 3 targeting students who require additional services to succeed~~.~~ as seen in **Figure 1.20.**

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, and provision of the different levels of service ~~provision~~. Over the ~~past four~~first five 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~~the 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~~ , and EFC has 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 continue to sit on the EFC Department of Student Support Services leadership team.

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

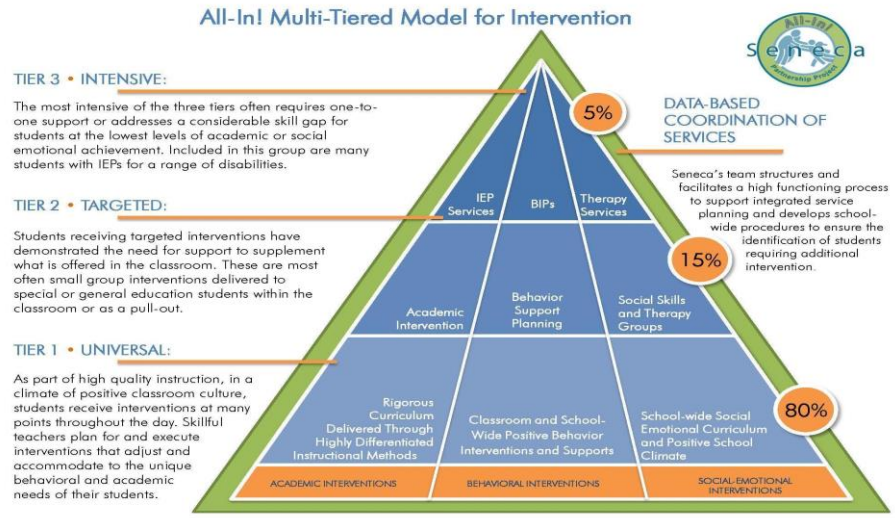
~~The graphic below illustrates the levels of interventions Latitude is committed to providing as part of a comprehensive student support system. Latitude facilitates a Coordination of Services Team that oversees the implementation of the tiered support system. Clinicians, Behavior Interventionists, 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*~~ **3. Coordination of Services Team**

Latitude facilitates a COST that oversees the implementation of the 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
Tier 1	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

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.[24]

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.

Coordination of Services Team (COST)

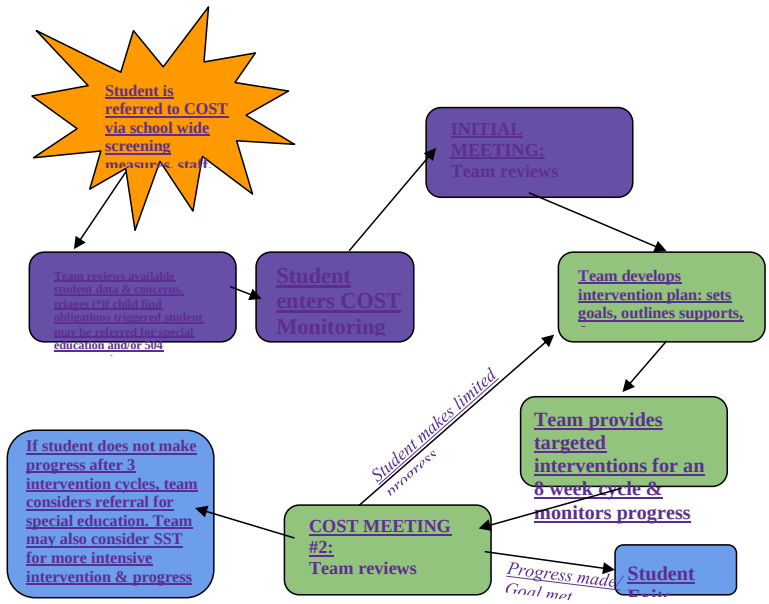
, as seen in. This team consists of 8–104-5 key stakeholders, including administration, intervention staff (representatives delivering Tier 2 and three3 interventions including members of the special education and mental health teams)), and classroom teachers. The team creates a uniform, comprehensive referral form for teachers to use when concerns arise about a student's academic, behavioral, or social- emotional challenges. Each week, the team discusses specific 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

Figure 1.21—Latitude's Coordination of Services Team Process

[24] Austin et al., 2011; Zulig et al., 2010.



Students with the most critical need ~~of~~for support, including those with disabilities, are often served by multiple providers both on and off ~~campus.~~ site, and may receive support in more restrictive settings as dictated by their IEPs. The ~~EFC~~ MTSS ~~approach~~program and COST structure ensures that expertise and services are provided by mental health~~, child~~ and educational experts. 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[25], including students with disabilities**~~

4. Tiered Services

The primary focus of MTSS is to ensure that high quality, universal interventions are implemented at Tier 1, through the provision of training and support in ~~differentiated~~ school-

[25] ~~Students receiving Tier 2 or 3 academic, behavioral, and/or social-emotional interventions~~

wide academic, behavioral, and social- emotional curricula ~~as detailed in earlier sections of this document.~~ Tier 2 and Tier 3 services are ~~provided~~managed by a team of credentialed and licensed service professionals (i.e~~.~~., special education providers, school psychologists, reading specialists, tutors, therapists, social workers, speech-language pathologists, occupational therapists, physical therapists, and behavioral analysts~~). These high~~) as well as parents, EFC staff, administrators, and other skilled adults.

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~~Charter School and students. Students identified for Tier 2 services ~~will~~ engage in ~~six to ten~~ eight-week cycles of intervention focused on remediating specific gaps using research based and data-driven interventions. 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 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~~after a COST cycle are considered candidates to receive support at the third tier of intensive services.

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

Tier One, Academic

Our academic leadership team, ~~comprised~~composed of administrators, coaching staff, ~~and the~~ Instructional Leadership, and the Special Education Leadership Team, ~~work~~works to build the 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~~Charter 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~~Teachers leverage the multiple access points and diverse instructional strategies inherent in ~~project~~inquiry-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~~direct instruction.

~~Tier Two, Academic~~

~~The intervention team reviews formal~~Latitude has built differentiated reading instruction into the Workshop block. This differentiated block is utilized by Classroom teachers, Reading Interventionists, and ~~informal school-wide data at each of our three cycles throughout the year~~MTSS staff to ~~develop~~provide targeted ~~intervention groups. In addition, the intervention team reviews formative data at monthly~~reading interventions. Depending on their reading level, students may use a blended learning program, such as Reading Plus. While students are reading, teachers check in with students, read alongside them, and ask questions. The online programs provide teachers with data that they use to monitor student progress, target specific instruction, and differentiate reading materials to meet student needs.

During Math, students work with targeted math curricula based on grade level ~~meetings.~~ common core skills & foundational skills at their level. Teachers provide each student the right level of support. While students are working on the targeted curricula, teachers coach them on relevant learning strategies. Instruction is often supplemented with small group learning or other instructional strategies designed to give students quick, targeted feedback. Depending on their level, students may use a program designed for targeted math remediation or acceleration including, e.g., IXL, FRAX, and Reflex.

Tier Two, Academic

The COST ~~team~~system works to develop thresholds for the initiation of Tier 2 services, considering data gathered from ~~various assessments.~~ formative and summative assessment measures. Students are identified to participate in 8-~~10~~-week cycles of push-in or pull-out academic ~~intervention~~ groups, targeting the specific content gaps revealed through assessment data. Tier 2 services include additional reading groups or content driven groups. Progress is measured through appropriate, standardized tools. Each student's progress is assessed at the end of the cycle and reviewed by the COST team to determine if they are ready to return to Tier 1 levels of support, if they need an adjustment to the intervention or an alternative type of intervention, or if they may be candidates for Tier 3 services.

Example: Dyslexia screening and Intervention.

Regarding the assessment and identification of students with dyslexia, the assessments administered through a tiered intervention process can be completed in the general education setting, before referral for a special education assessment, to determine whether a student may meet eligibility criteria for special education services under the category of a specific learning disability ("SLD"). EFC uses a tiered assessment process:

> **Tier 1 Universal Screening.** All students are screened. Subsequently, students participate in high-quality, research-based reading instruction in the general education setting.
>
> **Tier 2 Progress Monitoring.** Targeted Small-Group Intervention. Students with targeted skill needs in the areas of reading, spelling, and writing receive more intensive instruction. If a student has been referred to Tier 2 interventions because of her dyslexia screening, the student receives an evidence based, multisensory, direct, explicit, structured, and sequential approach to instruction. In addition, evidence-based techniques and strategies designed to target specific language deficits (e.g., phonological awareness) may be implemented.
>
> **Tier 3 Individualized Intervention with Intensified Progress Monitoring**. Students with the most intensive needs receive even more intensive instruction. Students who are not showing growth may require instructional adjustments beyond the core curriculum and may need special education assessment.

Tier Three, Academic

Tier 3 academic services are ~~primarily~~ provided for students who require intensive intervention. This includes students who are not making adequate progress in an evidence-based Tier 2 program, students with ~~Individualized Education Programs (~~IEPs~~)~~ who require intensive intervention/support, and students who have persistently low academic achievement. Latitude's approach to intensive intervention is Data-Based Individualization ("DBI").

DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. The DBI process is used by both COST and IEP teams. The first step of the DBI process is identifying a validated intervention program or instructional practice that provides targeted instruction in a specific skill or set of skills (e.g., phonemic awareness, vocabulary, math problem solving, social skills) matched to students' needs and delivered with fidelity. Within a DBI process, this serves as a "platform" (or starting point) that the teacher will modify to meet the student's unique needs through DBI.

When evaluating the validated intervention program that will represent the platform, teachers consider a series of dimensions that are part of a Taxonomy of Intervention Intensity to help guide the initial intervention selection:

- **Strength**: the evidence of effectiveness for students with intensive needs.
- **Dosage**: the number of opportunities the student has to respond and receive feedback from the teacher.
- **Alignment**: how well the intervention matches the targeted academic skills or behaviors of concern, as well as incorporates grade-appropriate standards or behaviors we would expect for a particular context.
- **Attention to transfer**: whether the intervention is explicitly designed to help students make connections between the skills taught in the intervention and skills learned in other contexts and environments.
- **Comprehensiveness**: how well the intervention incorporates a comprehensive array of explicit instruction principles; and
- **Behavioral or academic support**: whether an academic intervention incorporates behavioral strategies that may support students with self-regulation, motivation, or externalizing behaviors that may impact their ability to learn, or whether a behavioral intervention considers academic components as part of the intervention.

The final dimension of the taxonomy, individualization, focuses on the ongoing use of progress monitoring data and other diagnostic data sources to intensify and individualize the intervention based on student need. This approach mirrors the remaining steps of the DBI process that consist of data collection and modification in an iterative process until improvement is seen.

Progress monitoring occurs throughout the DBI process to assess responsiveness to the validated intervention platform, as well as adaptations to the intervention.

- ***Prior*** to delivering the validated intervention platform, intervention teams develop a progress monitoring plan that outlines the progress monitoring tool, student goal, and frequency of data collection and review.
- ***During*** delivery of the validated and adapted intervention, educators should collect and graph frequent progress monitoring data.
- ***After*** sufficient data are collected, they are graphed and evaluated against the student's instructional goal to determine whether the student is making sufficient progress. If so, the teacher continues to implement the validated or adapted intervention. If the student's progress is insufficient, the teacher consults with a team to determine how to further intensify the intervention. This cycle repeats regularly throughout the DBI process, with adaptations to the intervention indicated using phase change lines on the progress monitoring graph.

Progress monitoring data also may be reviewed along with other diagnostic data to assist teams in developing a hypothesis about why the student may not be responding. As part of the diagnostic data review, the team may conduct an error analysis or look for other trends in the progress monitoring data.

When a student fails to respond to a validated intervention, teams need to identify why the student is not responding to determine how to adapt the intervention. Diagnostic data can assist teams in this process. They may be used to understand a student's specific skill deficits and strengths.

Diagnostic data may be collected through various formal and informal approaches. These may include standardized tools available through publishers; more informal approaches, such as error analysis of frequent progress monitoring data; or review of class assessments and work samples. Other sources of diagnostic data may include feedback from parents, teachers, and others who work with the student.

Educators use diagnostic data to develop a hypothesis about the potential cause(s) of the student's academic difficulties. This hypothesis drives the team's decisions about how best to support the student and adapt the intervention.

Using multiple data sources, the teacher or team makes a decision to adapt the intervention program to better meet the student's individual needs. The teacher or team outlines these adaptations in an individual student plan (created by the Student Study Team, "SST," or pursuant to an IEP). The plan may include adaptation strategies along several dimensions. These strategies may include quantitative changes, such as providing more opportunities for a student to respond by increasing the length or frequency of the intervention or decreasing the size of the intervention group. The strategies also may include qualitative changes, such as altering the way content is delivered (e.g., more carefully selecting instructional foci aligned with students' needs), changing how a student responds (e.g., providing more opportunities to practice orally and in writing), arranging environmental variables (e.g., arranging for instruction in a setting that allows students to focus without distractions), or adjusting the type of adult feedback and error correction a student receives. Often, a qualitative adaptation in combination with a quantitative change is necessary to meet a student's unique needs. In some cases, the diagnostic data may indicate that the student requires a different intervention program or approach.

When making decisions about adaptations, the teacher or team may consider the dimensions of the Taxonomy of Intervention Intensity (strength, dosage, alignment, attention to transfer, comprehensiveness, behavioral or academic support, and individualization). The dimensions help provide a systematic approach to intensification.

In addition to using the DBI process, there are some students with 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~~may be push-in and/or pull-out services and are provided by trained special education teachers as indicated by the ~~student's'~~students' IEP and progress on IEP goals are closely monitored over time. IEP goals are reviewed at least annually, and students are ~~re-assessed~~reassessed for ~~Tier 3 services~~special education every three years.

Tiered Behavioral Services

The foundation of the school culture approach is Positive Behavioral Interventions and Supports ~~(PBIS), a program~~, an approach 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~~Charter 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),~~ ("SWPBIS"), an evidence-based practice that has proven effective at reducing behavioral challenges for students, including students with disabilities.[26] ~~SWPBS~~SWPBIS provides the architecture for building system change within a school that is aimed at bringing about a positive school climate. ~~An SWPBS team~~A Culture and Climate 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~~is supported in building their understanding of the model's core features, ~~explore~~exploring various behavioral intervention strategies at each tier, and ~~learn~~learning about the tools and process of monitoring progress and fidelity.

Tier One, Behavioral

The ~~SWPBS~~Cultural and Climate team plays a key role in the development and implementation of Tier 1 practices. Through a collaborative process that ~~takes into account~~considers the unique culture and climate of the ~~school~~Charter School, the team works to (1) identify school-wide behavioral expectations, (2) create a clear picture of what these expectations look like and (3)

[26] Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002.

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~~Culture and Climate team is to review the ~~school's~~Charter 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~~The COST and the Behavioral Referral Team (an adjunct team that analyzes individual student behavior data and recommends behavioral supports) work to develop thresholds for the initiation of Tier 2 services, considering data gathered office discipline referrals and attendance. ~~The team works~~These teams work 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~~two daily "check-ins," or 10-minute counseling sessions, from a trusted staff member around a small set of behavioral goals. These goals are created based ~~off of~~on 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, the intervention should be continued/adapted/changed, or if they may be candidates for Tier 3 services.

Tier Three, Behavioral

~~These services~~Latitude uses the DBI process described in the Tier Three, Academic section above for students who need more intensive behavioral intervention. Intensive behavioral intervention supports may include Functional Behavioral Analysis ~~(~~("FBA~~),~~"), and wraparound services. 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. This plan outlines support staff, de-escalation techniques, incentives, consequences, and communication protocols. Trained staff deliver Behavior Intervention Services to aid students in utilizing replacement behaviors, remaining engaged in

class activities, and accessing classroom curriculum. Latitude uses the DBI process (detailed above) to monitor the effectiveness of intensive interventions and respond to student needs/make adaptations to the intervention as needed.

Tiered Social-Emotional Services

Tier One, Social-Emotional

To assess school-wide climate and social-emotional needs, Latitude collects data annually through the School Climate Assessment Instrument. The Latitude leadership team develops and coordinates action steps toward improving identified areas for growth highlighted by SCAI~~.~~ survey results. These steps may include implementing trauma-informed school-wide social emotional curriculum, conflict resolution strategies, and/or bullying prevention policies and procedures. Research supports that children growing up in ~~violent~~ communities ~~in~~with higher levels of stress and high poverty are more likely to 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.~~ learning as an area of need.

~~Please see the section below on social-emotional learning.~~

Once needs are identified, curricula and/or interventions are chosen that align with the Charter School's culture and current practices. Latitude currently utilizes Wayfinder, described under the section on Social-Emotional Learning above, to provide Tier 1 services. Throughout the year, the Latitude staff seeks to identify both internalizing and externalizing behaviors exhibited by students and provides the opportunity to consider any contextual and/or traumatic experiences that may impact the student's social-emotional well-being.

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~~Social- Emotional Screener. Teachers and Tutors also provide referrals and qualitative data on students who are struggling. Students are identified to participate in ~~6-10-~~8-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, the intervention should be continued/adapted/changed, or if they may ~~be in~~ need ~~of~~ intensive~~,~~ Tier 3 services.

Tier Three, Social-Emotional

Latitude uses the DBI process (described in the Tier Three, Academic section above) for students in need of more intensive social-emotional interventions. These services include individual and family therapy, provided by licensed clinical professionals. Latitude partners with Seneca Family of Agencies to support students' social and emotional needs. 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~~ Seneca's licensed clinicians and collaborate closely with school staff families and community partners to provide individualized culturally responsive mental health support services may include individual and family therapy group counselling crisis intervention case management, and coordination with teachers and school administrators to create a consistent supportive environment for students. Seneca Family of Agencies partners with Alameda County Behavioral Health to access the Specialty Mental Health program for qualifying students and beginning in the 2025-26 school year will leverage the CYBHI Statewide Multi Payer Fee Schedule to expand access to services for Latitude students and families. For students who require more intensive support beyond what is offered at school, Seneca clinicians and school staff work together to make referrals to additional community-based supports and wraparound services, such as Alameda County's Full-Service Partnership program.

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

Clinicians also utilize the Partners for Change Outcome Measurement System to track clients' own view of their progress throughout the course of treatment. Should students require more intensive support, the clinicians will work with Alameda District Behavioral Health Services to access wraparound support for families. Latitude also participates in the School-Based Medi-Cal Program Random Moment Time Survey to leverage Medi-Cal dollars for mental health services.

5. Assessment

The COST utilizes multiple data sources to evaluate student progress. At Tier 1, we look at data to track student engagement, suspension, reading growth, math growth, benchmark and SBAC performance, attendance, and grades. At Tier 2, we evaluate reading and math growth, growth in

targeted SEL areas, attendance, office referrals and suspensions. At Tier 3, every student has their individualized plan that outlines the targets and goals for that specific student, and we progress monitor to ensure growth (frequency of progress monitoring is determined on an individual basis by COST, SST, or IEP Team but ranges from every 2-12 weeks).

In addition, assessment data is used to support continuous improvement of our MTSS program. On an annual basis, the EFC's Student Support Services (the Home Office team that supports sites in managing their students support services programming) leadership examines the current status of student supports and creates an intervention plan that builds on the particular strengths, challenges and aspirations of the school community. The assessment process provides the opportunity to dive deeply into the culture of the Charter School, build trusting relationships with staff, and pose questions that inform the collaborative creation of shared goals and strategies for the following school year.

The leadership team ensures that systems are in place to promote continuous performance improvement through the collection and analysis of multiple sources of data and feedback. Tools used in the past have included:

1. Key Performance Indicators (ELA SBAC, Math SBAC, Reading Proficiency, Attendance, and Suspension).
2. Data on statewide special education performance indicators.
3. An annual staff survey, to gather insight from staff members regarding the effectiveness of current interventions, including whether services are integrated, data-driven, and youth-centered.
4. Data on the distribution of staff and student time across the three tiers of service, to inform decisions about the future allocation of resources.
5. The Center on Positive Behavioral Interventions and Supports Self-Assessment Survey ("SAS"), to identify staff perceptions of the status and priority for improvement in behavioral interventions at the school-wide, classroom, and individual student levels.
6. The SCAI, which considers climate across eight dimensions - physical environment, faculty relationships, student interactions, leadership and decisions, management, and discipline, learning and assessment, attitude and culture, and community relations - effectively encompass the critical components of school climate identified in current research.[27]

[27] Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002

All these assessment components are synthesized into a summative report and the Student Support Services leadership team uses this information to create a responsive implementation plan that contains prioritized goals and strategies for each new school year.

6. Professional Development and Coaching

An essential goal of the ~~MTSS approach~~Student Support Services team 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~~. Some topics in the past have included Recognizing and Responding to the Effects of Trauma~~,~~ and Self-care for Teachers Experiencing Vicarious Trauma. All ~~trainings are~~training is 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~~ and students. Support staff participate in ~~select trainings as appropriate~~trainings provided by the Student Support Services team, El Dorado County Charter SELPA, Seneca, and other educational partners.

7. 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.[28] 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~~family resource centers, 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~~training and workshops for parents to address such topics as child development, positive parenting, and behavior management.

8. Support for Students with Disabilities

~~Philosophy~~

~~Our general belief at~~ Overview

[28] ~~Henderson & Mapp, (2002), "A~~ National Policy Forum for Family, School, & Community Engagement. New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement~~".~~ Available at: https://www.sedl.org/connections/engagement_forum/resources.cgi?item=29

Latitude ~~is~~assures that ~~ALL children are able~~ a Free Appropriate Public Education ("FAPE") shall be provided 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~~all enrolled 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.~~

~~Overview~~

. Latitude ~~shall comply~~complies with all applicable ~~State~~state and ~~Federal~~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").~~ , the ADA and the IDEA. California law gives schools various options on how to deliver special education and related services either as (1) ~~an arm~~a public school of the ~~charter granting agency~~chartering authority, (2) an independent local education agency, or (3) as a charter SELPA. Latitude ~~will make written verifiable assurances that it will become an independent~~is its own local ~~educational~~education agency ~~(~~("LEA~~) and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to ~~") for purposes of special education, in conformity with Education Code Section 47641(a). ~~All six of the EFC schools are currently independent LEAs as members~~Latitude is a member in good standing 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.~~Charter SELPA.

*See **Appendix 5** – Letter from SELPA for verification of standing.*

Latitude ~~shall comply~~complies 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~~utilizes appropriate SELPA forms. ~~The School shall~~Latitude does not discriminate against any pupil with a disability in the ~~admissions~~admission process or any other aspect of operation. ~~The school~~Latitude recognizes its responsibility to enroll and support students with disabilities. It is understood and agreed that all children shall have access to Latitude Academy and no student shall be denied admission nor counseled out of Latitude due to the nature, extent, or severity of

the student's disability or due to the student's request for, or actual need for, special education services.

~~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.~~

Since Latitude operates as an LEA of the EDCOE SELPA in accordance with Education Code Section 47641(a), the Oakland Unified School District Board of Education shall have no responsibility to ensure that the students who attend Latitude are provided FAPE. In accordance with state and federal law, each student eligible under the IDEA will be provided FAPE in the Least Restrictive Environment ("LRE"). The decisions regarding the specific services each student will receive are the responsibility of the IEP team. The team includes the involvement of parents, and the decisions are formulated in a written plan (i.e., an IEP).

As ~~described~~discussed above, Education for Change Public Schools has a strategic partnership with Seneca ~~Center to implement a comprehensive multi-tiered system of supports~~. We are also a Full-Service Community School, providing a range of programming and services to the whole family. Our Special Education program is in alignment with ~~our mental health and Special Education programs. We integrate Special Education into the~~a larger ~~interventions framework and ensure that it is in greater alignment with the larger school-wide~~schoolwide 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~~The MTSS program in alignment with the COST process integrates with this assessment calendar. Teachers and the administration receive regular data ~~is reviewed by the school's leadership teams, and students not making appropriate~~reports communicating student growth, and a lack of progress ~~are~~is flagged ~~for interventions. If a student continues to not make progress, the teacher refers the student to the COST team.~~ immediately. Through the MTSS program, teachers are coached and supported in developing both behavioral and academic ~~interventions~~ intervention 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 supports called 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~~Special Education team who will develop an assessment plan if appropriate.

A student with an ~~Individualized Education Plan will have~~ IEP has access to ALL ~~of the~~ the services and supports delineated in their IEP as well as interventions available ~~school-wide as part of their individualized education plan.~~ schoolwide. The Coordination of Services team ~~in partnership with the Special Education provider or lead ensures student plans are~~

~~developed~~partners strategically ~~and implemented with fidelity~~ with IEP teams to ensure students with IEPs are getting both the services outlined in their IEPs, as well as access to other school-wide interventions and ~~utilizes all the resources available at the school to inform the development of the IEP.~~ supports as necessary. For example, a ~~Special Education~~ student with an IEP could have as part of their IEP ~~45 minutes daily of a Tier 2~~ specialized academic instruction in 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~~organizational and processing skills, and participate in ~~an after-school support~~a counseling group to address socio-emotional goals. This same student may also participate in a cycle of a Tier 2 math intervention available to all general education students to address some gaps that the student's teachers recently noticed in mathematics. While this student is receiving strategic services from ~~a~~ designated and appropriately ~~-~~credentialed ~~Special Education provider, he is~~special education providers, they also ~~receiving~~receive services and interventions available to all ~~General Education~~general education students as part of ~~his~~their 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~~general education setting, both academically and socially.

EFC ~~is~~and Latitude are proud of ~~its~~their Special Education ~~programs, and we~~program. We have ~~presented at the California Charter Schools Association several times on the topic of~~been recognized for implementing quality special education programming and integrating resources from ~~Special Education~~special education, mental health, and general education to ensure ~~Special Education~~special education students receive the services and ~~supports~~support they need to be successful. Our belief is that the great majority of ~~Special Education~~ special education students can be served effectively in a general education setting with targeted support. ~~EFC~~

Latitude has leveraged ~~county~~District mental health~~, MediCal~~ and SELPA low incidence resources to effectively serve students with ~~moderate to severe~~low incidence 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~~Latitude has committed to training special education paraprofessionals in the Tier 1,2, and 3 interventions programming in addition to disability-specific training.

9. Support for Students Who Are Academically Low-Achieving

EFC utilizes the MTSS tiered framework, described in detail above, to provide aligned academic, 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:

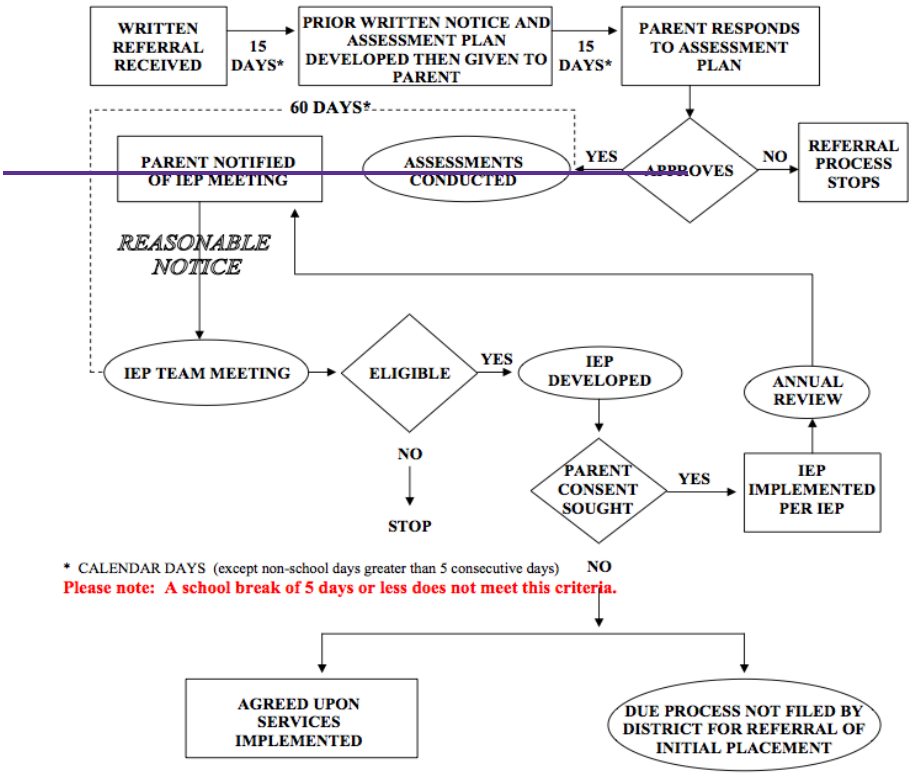
- **Free Appropriate Public Education** – The School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school and that no assessment or evaluation will be used for admissions purposes. No student 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:~~



3

~~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~~, and social emotional approaches to prevent student struggle and remedy existing gaps. EFC assesses all students every trimester using formal interim assessments. Additionally, teachers can at any time identify through the COST process students who are struggling to make gains in class. The Charter School's Instructional Leadership reviews student progress data quarterly to identify students who require additional support. The 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~~More than one intervention is often used within a given level of prevention.

- **Primary (*Tier 1*) ~~prevention: high~~** High quality core instruction that meets the needs of most students.
- **Secondary (*Tier 2*) ~~prevention: evidence~~** Evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students.
- **Tertiary ~~prevention (~~*Tier 3*~~): individualized~~)** - 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 Shefellbine'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.~~

EFC has established a Department of Student Support Services which manages the MTSS and Special Education for the organization. Please see the sections on MTSS, COST, and Tiered Services above for a full description of these systems and how they are leveraged to support students who are academically low achieving.

Targeted Differentiated Instruction

All Latitude students access a daily instructional period where students receive targeted differentiated instruction. The table below outlines what diagnostic assessments we use to target support, and what types of learning activities can be assigned during this block to students.

Figure 1.22— Sample Instructional Strategies Aligned to Performance:

ELA	Math
Diagnostic Data ● NWEA MAP	**Diagnostic Data** ● NWEA MAP

Level 1: At or Above Grade Level ● Blended Learning: ReadingPlus ● 1:1 check-ins with teachers on self-directed learning	**Level 1: At or Above Grade Level** ● Blended Learning: IXL ● 1:1 check-ins with teachers on self-directed learning
Level 2: One to Two GLs Behind ● Blended Learning: ReadingPlus and IXL ● Small group check-ins with teachers to goal-set and progress monitor ● Small-group Fluency sessions	**Level 2: One to Two GLs Behind** ● Blended Learning: IXL ● Correcting math misconceptions ● 1:1 check-ins with teachers to goal-set and progress monitor ● Small-group workshops to address specific needs/ misconceptions
Level 3: Far Below (MTSS teachers) ● Blended Learning: ReadingPlus and IXL ● Small group instruction with MTSS teachers to address foundational literacy skills ● Small-group Academic Literacy Strategies ● 1:1 check-ins w/ interventionists to goal-set, progress monitor, and teach study habits	**Level 3: Far Below (MTSS teachers)** ● Blended Learning: IXL ● Small group instruction with MTSS teachers to address/ cultivate foundational numeracy skills ● 1:1 check-ins w/ interventionists to goal-set, progress monitor, and teach study habits

10. 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. Latitude's Instructional Leadership Team reviews trimester benchmark data to identify students who are performing above grade level who might benefit from challenge activities. The ~~curriculum will have~~curricula selected in all content areas has 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~~core 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~~Latitude uses a rubric to score student responses that extends beyond the regular "proficient" score. Students who are excelling academically are expected to meet the criteria for advanced in their responses.

Data driven practices are a critical and core component of Latitude staff practices. These practices help to identify students who are above grade level and use the intervention block to accelerate their progress by pushing them academically or spiraling new knowledge. Latitude's use of blended learning programs allow educators to differentiate lessons students work on, assigning work that is beyond the grade level students may be in.

11. Support for Students Who Are English Learners

English language proficiency is critical for our children. English proficiency in our society serves as a powerful gatekeeper, opening doors to opportunity for those who reach proficiency and limiting or closing doors to opportunity for those who do not. Access to high-quality English instruction for English Learners is an equity issue. Latitude is committed to effectively serving children who are ELs through a comprehensive approach to language instruction.

The EL program outlined below addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with EL students. EFC and Latitude will comply with all applicable legal requirements for EL students, including long-term ELs or ELs at risk of becoming long-term ELs, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Latitude will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and

parents. In addition, EFC and Latitude will meet all federal and state law requirements relative to equal access to the curriculum for EL students.

Our Commitment to Language Diversity

The Latitude team believes fluency in multiple languages, including English, is critical to 21st-century success. We anticipate 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~~ a significant percentage of Latitude students will continue to be classified as ELs when they enroll at Latitude and then 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~~multilingual citizens of an increasingly global world. We recognize the importance of valuing students' native languages and will actively reinforce an appreciation for all our students' cultures, customs, and languages.

~~I. Special Populations: English Language Learners~~

The goal of the Latitude EL plan is to utilize high-quality instructional programs and services for ELs that allow them to achieve the same challenging grade-level standards as native English-speaking students as quickly as possible. The Charter School is dedicated to providing these students with an exceptional education and facilitating English proficiency as soon as possible.

Introduction and Vision

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

- ~~promotes~~Promotes the students' sociocultural integration.
- ~~cultivates~~Cultivates their language proficiency.

- ~~holistically~~Holistically supports their academic achievement.

Latitude's approach to supporting English ~~Language~~ Learners is based on the understanding that ~~immigrant adolescents~~children who have recently immigrated to the United States, arriving with limited ~~knowledge of~~proficiency in English, are emergent ~~bilinguals~~bilingual citizens 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~~.~~, leveraging the many gifts they bring to their classrooms. Building on the ~~students'~~student's existing strengths, Latitude's approach focuses on preparing English ~~Language~~ Learners to succeed in secondary school, college, and careers in the United States and on the development of the complex language practices required in both.

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~~academic content instruction, teacher qualifications and training, ~~re-classification~~reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. English ~~Language~~ Learners ~~have~~can access ~~to~~ all programs, services, and resources described in this document.

Identification, Designation, and ~~Reclassification of English Learners~~Notification

~~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 Charter 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.~~ (on enrollment forms).

- ~~**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)~~tested with the ELPAC, which 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~~ELD Standards. ~~It will be comprised of two separate ELP~~

- Students with the most significant cognitive disabilities identified for alternate state 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~~ participate in the Alternate ELPAC, which allows students to better engage with the material and accurately indicate ~~that~~ their language fluency.

The ELPAC consists of two separate assessments:

1. Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an EL or as initially fluent in English ("IFEP"). The IA is administered only once during a student's time in the California public school system based on the results of the home language ~~is other than English will be given the~~ survey. The writing and speaking portions are locally scored, which allows the state to generate the official score. The IA is given to students in grades TK–12 whose primary language is not English or ASL and has three proficiency levels: Level 3 is Initial Fluent English Proficiency, Level 2 is Intermediate English Learner, and Level 1 is Novice English Learner. Students in Levels 1 and 2 are ELs who are subsequently required to take the Summative 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~~they are reclassified.

2. Summative Assessment ("SA")

The Summative ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed). ELs will take the SA annually until they are reclassified as fluent English proficient ("RFEP"). The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results to measure how well they are progressing with English development in each of the four domains: Reading, Writing, Speaking, and Listening. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient~~.~~, to help inform proper educational placement, and to report progress for accountability.

~~Latitude~~The ELPAC SA and IA are assessments administered across multiple grade spans—TK–K, 1, 2, 3–5, 6–8, 9–10, and 11–12 (with the IA combining 9-12).

Testing times will vary depending on the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows throughout the school year. The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English or ASL (as determined by the home language survey) and who has not previously been identified as an EL or IFEP by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency. The IA must occur within 30 calendar days after the date of first enrollment in a California public school or up to 60 calendar days before the date of first enrollment but not before July 1 of that school year.

The SA testing window will be four months from February 1 to May 31. The English language proficiency of all currently enrolled ELs shall be assessed by administering the test during the annual assessment window. EFC will notify ~~all parents~~families of ~~its~~the Charter School's responsibility for ELPAC testing and ~~of~~will provide ELPAC results within thirty days of receiving ~~results from publisher. All~~scores from the publisher. The ELPAC shall fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Upon receipt of initial scores, students are designated as either IFEP or EL using the guidelines in **Figure 1.23** based on the Initial ELPAC. Should the State of California adjust its recommendations for the initial classification of EL and IFEP, Latitude will adopt the state recommendations, and this change will not be considered a material change of the charter.

Figure 1.23—Designation Criteria:

English Learner	Initial Fluent-English Proficient
Overall Initial ELPAC Proficiency Level is level 1 or 2	Overall Initial ELPAC Proficiency Level is level 3

Latitude's notification to 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.~~regarding their child's EL status shall include:

~~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~~ELs with a disability (with an ~~Individualized Education Program (~~IEP~~)~~) and how such program will meet the objectives of the IEP

Parents and guardians of ~~ELLs~~ELs and IFEP students are informed of the above information via ~~the school's~~Latitude'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~~Latitude translates materials into Spanish (based on the 15% threshold of language groups) as needed to ensure that parents and guardians of ELs understand all communications and are involved in all processes related to their child's English language development. Parents and guardians are advised to contact the Charter School for 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*~~ In addition, EFC provides parent outreach services and meaningfully informs parents with limited English proficiency of other important information regarding Charter School matters to the same extent as other parents.

Ongoing Assessment, Monitoring, And* Reclassification ~~*Form.*~~*Procedures and Criteria

EFC will comply with all applicable state and federal laws regarding the testing and service requirements for English Learners. Students identified as ELs will take the assessment for English language proficiency annually to determine growth in English language proficiency until they are reclassified. A combination of annual assessments for English language proficiency scores, teacher and staff input and evaluation, parental opinion and consultation, and a comparison of pupil performance in basic skills compared to English proficient students are used to determine eligibility for reclassification of students as detailed in **Figure 1.24**. Pending State Board of Education approval, this will ultimately include the use of the Observation Protocol for Teachers of English Learners ("OPTEL") for Criteria 2 and 3. Should the State of California change its tools and/or recommendations for reclassification, EFC will adopt the state tools and/or recommendations, and this change will not be considered a material change of the charter.

Latitude recognizes that English Learners might also have additional challenges learning to read. Therefore, Latitude will collect biweekly to monthly data (depending on reading level) on ELs' reading progress to ensure ELs who are not making progress receive targeted interventions during small group reading or intervention blocks.

Figure 1.24—Reclassification Criteria:

Criterion 1: Assessment of English Language Proficiency	Criterion 2: Teacher Observation & Assessment	Criterion 3: Parental Opinion & Consultation	Criterion 4: Mastery of Basic Skills

Assessment of language proficiency, including but not limited to performance on the ELPAC	Teacher evaluation, including but not limited to a review of the pupil's curriculum mastery and, pending approval, use of the OPTEL	Parental opinion and consultation, including but not limited to a review of the pupil's curriculum mastery and, pending approval, use of the OPTEL	Comparative analysis of basic skills mastery to determine if the student is sufficiently proficient to participate effectively in the curriculum without EL supports and scaffolds (e.g., ELA CAASPP, CAA, NWEA MAP)

Aligned to California Guidelines for Reclassification, available at: https://www.cde.ca.gov/sp/el/rd/

Strategies for ~~ELL~~EL Students

EFC and Latitude have adopted the California ELD Standards, which focus on ELs interacting in meaningful ways with the content as well as learning about how English works. Designated and Integrated ELD instruction are also components of Tier I instruction for all English learners under the Multi-Tiered System of Supports and incorporate the principles of Universal Design for Learning. Anchored in ~~research on adolescent English language acquisition~~these standards and framework, Latitude's strategy for supporting ~~ELLs~~ELs takes a dual-pronged approach:

1. Integrated English Language Development

Latitude teachers and staff have received training on integrated ELD, drawing on the research and contributions of Jim Cummins and Jeff Zwiers. This research-based program provides and models strategies for language acquisition and academic achievement for English Learners. The strategies provided include pictorial input charts, process grids, student expert groups, color coding and co-construction of knowledge and anchor charts between students and teachers. These strategies are integrated into lesson planning and daily classroom instruction.

2. Designated English Language Development

Latitude provides small-group literacy and language instruction for all levels of EL students. Its leadership has been trained to examine ELD standards and proficiency levels (emerging, expanding, bridging) and identify what a student needs to move between proficiency levels. Based on ELPAC, SBAC, and internal assessments, Latitude matches the designated ELD instruction to student academic needs.

Teachers are involved in program development, and families are informed of the plan and provided opportunities for feedback through existing parent leadership structures.

- **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,~~ELs, in which teachers engage students in a standards-aligned curriculum. Core pedagogical practices grounded in research on English language acquisition and academic literacy are embedded within grade-level instruction, ensuring ELs receive consistent Integrated ELD strategies.

Instructional Model

Latitude utilizes an Integrated ELD model in which all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English and academic knowledge in academic subjects. These methods and strategies, drawn from such resources as the research and contributions of Zwiers and Cummins and Quality Teaching for English Learners ("QTEL"), frontload the content vocabulary and the forms and functions of language students must explore and express their understanding of content. Students then practice these within classroom structures such as heterogeneous cooperative grouping and inquiry-based learning, which each provide an authentic context and desire for the production of English.

In the Studio setting, teachers engage students in deeper learning through a project-based curriculum~~. Embedded within this project-based learning approach are~~ incorporating core pedagogical practices grounded in research on English language acquisition and academic literacy~~, so~~. This ensures that English ~~Language~~ Learners consistently receive ~~consistent~~ Integrated ELD strategies.

~~All~~This program emphasizes backward design, allowing 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~~within their content area teaching. ~~Based on~~Through this ~~backward design and a~~ gradual release of responsibility, the ~~Constructing Meaning~~design process prompts teachers to:~~ understand~~

- Understand the role of language ~~plays~~ in content learning~~, decide what~~.

- Determine the language knowledge students need to access content and express their understanding~~, and provide~~.
- Provide appropriate, explicit instruction and practice in both oral and written language ~~instruction and practice~~.

Teachers are supported in analyzing formative and summative assessment data to inform instruction for ELs based on their English language level, in alignment with the ELD Standards and California Framework for ELD.

Our ~~approach to~~ integrated ELD approach emphasizes the following core ~~tenants in implementation of practices to serve~~tenets for effectively serving English Learners:

- EL students need multiple opportunities for structured, oral English-language practice about academic topics and text.
- EL students need increased opportunities to develop sophisticated academic English vocabulary.
- It is important to access students' prior knowledge and build background (content) knowledge before and during reading challenging text, especially for ELs.
- Acquiring Reading skills in a second language (L2) is similar to ~~the process of~~ acquiring Reading skills in a first language (L1).
- 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~~academic 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~~the 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~~

Key Principles

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

See Links 'Pedagogies and Practices in Multilingual Classrooms: Singularities in Pluralities' and 'Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners
~~*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~~grounded in the understanding that immigrant adolescents, who are emergent bilinguals ~~and arriving~~ with limited ~~knowledge of~~ English~~, still have~~ proficiency, bring a ~~large array~~wealth of abilities, knowledge, and experiences—linguistic, cognitive, artistic, and social— ~~in many other~~from various spheres~~.~~ ~~Latitude's~~ of life. Our Studio instructional program is designed to leverage this cultural and linguistic diversity ~~by using~~through heterogeneous and collaborative structures that ~~build~~capitalize on the strengths of every ~~member of the~~ school community member. Students who ~~are not proficient in~~ may struggle with English proficiency or ~~who~~ have low literacy skills ~~generally~~ do not lack cognitive or intellectual capacity ~~and come to school~~; instead, they arrive with rich and varied experiences ~~and perspectives~~ to ~~offer~~contribute. The challenge for ~~teachers~~educators is ~~how~~ to effectively leverage this diversity ~~for~~to benefit all students in the classroom.

~~It is for~~For this reason ~~that,~~ heterogeneity and collaboration are inextricably linked~~. Well~~ in our educational model. Thoughtfully designed collaborative groupings ~~enable~~allow students of ~~different~~varying proficiency levels to access ~~material~~materials, learn from one another, and broaden their perspectives. ~~Heterogeneity~~Diversity in ~~a~~the classroom is not ~~only~~merely a challenge to ~~be~~ overcome; it is ~~an~~a valuable asset to ~~be leveraged. If~~harness. When students are ~~not~~ organized into collaborative ~~groupings~~groups and ~~not working on~~engage in projects ~~that require~~requiring joint effort, ~~there is little opportunity for them to~~they benefit from ~~the diversity~~

their ~~classmates bring.~~classmates' diverse experiences. 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.~~ isolation, they miss the opportunity to learn from their peers.

Collaborative structures ~~of the classroom can~~ also ~~be useful~~ provide essential support for students who need to use their native language ~~support~~ to grasp ~~the~~ content. Through small group discussions, ~~students have the opportunity to~~ ELs can first comprehend ~~the content~~material in their native language ~~(~~, thereby ~~developing~~strengthening their ~~native language)~~linguistic skills before ~~needing to articulate~~articulating their understanding ~~(~~in English through discussions, projects, and presentations~~) in English~~. Research ~~indicates~~shows that content knowledge acquired in one language ~~transfers~~can transfer to another, and that developing students' native languages ~~supports~~ fosters their growth in English.

Studio Practices to Leverage Heterogeneity & Collaboration for ~~ELLs~~***ELs:***

- Students are grouped heterogeneously ~~with respect to~~ based on English proficiency level, academic background, native language, and literacy ~~level~~skills.
- Projects are ~~carefully~~ structured ~~but are also~~to be open-ended ~~enough to provide~~ , providing multiple access points for students at different levels ~~of students~~ to engage meaningfully ~~engage~~.
- ~~Curriculum~~The curriculum is interdisciplinary, encouraging connections across subjects.
- Instruction is student-centered, ~~draws~~drawing on students' prior experiences, including their ~~experience of~~ immigration journey and knowledge of their native ~~languages and countries, and provides~~cultures, while fostering ample ~~room~~opportunities for ~~student~~ discussion and ~~collaborative work~~collaboration.
- Native languages ~~of students~~ are acknowledged ~~positively~~ and ~~used~~utilized as ~~a resource. Projects that require students to read~~resources, with projects incorporating reading and ~~write~~writing in ~~their native~~students' first languages ~~are incorporated into the curriculum~~.
- ~~The~~ Collaborative learning is the predominant ~~form of instruction is collaborative learning so that~~instructional method, providing students ~~have~~with multiple opportunities to interact ~~with one another~~ using ~~oral language (both~~ English and their native languages~~)~~ to discuss content.
- Class times are extended, and additional supports are ~~provided to students in order to enable~~available to facilitate deep and ~~effective~~practical learning ~~to happen~~ in a heterogeneous community ~~(e.g.~~, such as smaller ~~classes, para-professionals or~~class sizes, paraprofessionals, co-teaching ~~with another teacher, carefully~~, structured peer support, and homework ~~help after or before school, writing centers, etc.).~~assistance.

- Teachers ~~are organized in teams and have time on a weekly basis to~~ collaborate ~~to create~~ in teams, dedicating weekly time to co-creating curriculum, ~~plan common~~planning activities, and ~~address the~~ addressing their students' academic and social needs ~~of the same group of students~~.

Experiential Learning

The experiential learning ~~at the core of~~central to Latitude's Studio model is supported by ~~language acquisition~~ research indicating that ~~indicates~~ conceptual understanding precedes language~~. Accordingly, language~~ acquisition. 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~~ settings. For instance, when students engage with topics through real-life experiences—such as listening to a Holocaust survivor speak—they are better equipped to access relevant texts. These 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~~ entry points into complex subjects, engaging students in meaningful ideas from which language and content understanding can develop.

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

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

Language Acquisition Research Supporting Latitude's Experiential Learning:

- **Merrill Swain's** ~~work[29] highlights~~**Work** emphasizes the importance of meaningful output~~. According to Swain, meaningful output is central to language acquisition because it provides learners with opportunities to work~~, stating that authentic interactions provide opportunities for students to engage with developing language in contextualized~~,~~ ~~meaningful~~ situations. In our project-based ~~setting, ELLs have rich context and authentic purposes for their interactions. They~~environment, ELs regularly ~~engage~~collaborate in group tasks ~~which allow them~~ to negotiate meaning and produce ~~meaningful~~significant

~~[29] See Swain, M. (1985), "Communicative competence: Some roles of comprehensible input and comprehensible output in its development".~~

output in English. In short, our students are constantly engaged in conversations with peers and teachers that foster meaningful output.

- Researcher **Jim** Cummins[30] underscores the importance**Cummins' Research** highlights the necessity of embedding academic language ***in***within context, making academically demanding content easier for ELLs to understandfacilitate ELs' understanding. 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. integrated into rich contexts, enhancing comprehension.

- **Stephen** Krashen[31] asserted**Krashen's Theory** suggests that learners have an affective filter that influences how much learning can take place.affects their ability to learn. Students who havewith high learner anxiety, low self-confidence, and or low motivation are saidmay face barriers to have high affective filters that can prevent them from learning. English Language Learners are, especially prone to having a high affective filterELs. At Latitude, our small class size, the design principle of sizes and focus on personalization, as well as our focus on and social-emotional learning, creates a school culture in which our ELLs can experience help create an environment with a lower affective filter, making the learning more accessible to them. The high motivation that results from fostered by engaging in PBLproject-based learning also reduceshelps reduce this filter for ELLs.

- **Krashen** also hypothesizedposited that English learningeffective language acquisition requires comprehensible input——meaningful input based on real communication that is immediately understandable to learners. Our studios provide numerous opportunities for 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 Learnersinput, as ELs are strategically grouped with peers who can provide this "i + 1 input. In addition" support. Additionally, teachers differentiate reading selections to be comprehensibleensure they are accessible to English learners. Because our teachers most often use By utilizing authentic texts relevant to the project, as opposed to a monolithic textbook, they can select the appropriate texts for projects instead of

[30] See Cummins, J. (1984), "Bilingualism and special education: Issues in assessment pedagogy".
[31] See Krashen, S. (1982), "Principles and practice in second language acquisition."

relying solely on textbooks, teachers can better cater to the needs of emerging readers. ~~Programs such as~~Tools like Newsela ~~are used to support~~assist in this differentiation.

Studio Practices that Leverage Experiential Learning for ~~ELLs~~ELs:

- ~~Strong emphasis~~Emphasis on ~~field work~~fieldwork and learning ~~outside of~~beyond 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 service ~~activities~~.
- ~~Organization of~~ The curriculum is organized primarily around project-based activities ~~that culminate~~culminating in ~~a product (experiment~~tangible products (experiments, research ~~paper~~papers, art ~~work, debate, presentation, exhibition, etc.)~~projects, debates, presentations, exhibitions, etc.).
- ~~Use of~~ Utilization of multimedia resources—such as movies, visuals, ~~outside~~guest speakers, ~~pictures, etc. to provide students with a~~and images—to create shared ~~experience to~~ experiences that enhance content access ~~of content and multiple access points to content~~.
- Assessment ~~of students~~ through portfolios that ~~comprise~~include 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~~essential to fostering experiential learning and ~~to~~ collaboration. Providing ~~ELLs~~ELs with rich experiences and ~~tangible,~~ hands-on ~~ways to access materials builds their~~ activities helps them build knowledge ~~of~~in a content area ~~and provides a need to develop~~ while developing the language necessary to explain ~~the acquired knowledge. Language in~~ what they have learned. In this ~~sense~~way, language acquisition is an outgrowth of content learning. However, when students collaborate in small groups to negotiate ~~the meaning~~and clarify their understanding of the content ~~and clarify understanding, the~~, language becomes ~~a vehicle~~crucial 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~~around a common theme ~~helps to broaden~~broadens students' understanding ~~of the content, providing them with more~~ and provides opportunities to

use language to explain that content. Moreover, the vocabulary and language structures ~~needed~~necessary to access ~~that~~ content are often reinforced ~~in several~~across various classes ~~when students are engaged in interdisciplinary study~~, enhancing ~~their~~students' ability to use ~~the language structures and vocabulary~~ these skills in multiple contexts.

Studio Practices that Support Language and Content Integration for ~~ELLs~~ELs:

- Every teacher ~~teaches~~is responsible for teaching both content~~,~~ and ~~every teacher teaches~~ language.
- Teachers ~~proactively~~actively seek opportunities for language learning ~~opportunities in~~within all content ~~(e.g.~~areas by identifying language features ~~of content and eliciting or explaining rules~~ and providing students with opportunities to apply them in context~~).~~.
- Projects~~/~~ and activities include ~~clear~~clearly defined content and language objectives.

To further support the integration of ~~Language~~language and ~~Content~~content across all Studio classes, teachers at Latitude ~~will be trained by the Internationals Network for Public Schools~~receive training from the Internationals Network for Public Schools in the "14 Strategies for Helping ELLs Thrive in Heterogeneous ~~Classroom."~~[32]Classrooms."

CCSS and NGSS

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

See Links 'Mathematics, the Common Core, and Language', and 'Realizing Opportunities for ELs in the Common Core English Language Arts and Disciplinary Literacy Standards
~~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~~Latitude employs specific strategies ~~will be used~~ to support English Learners as they ~~tackle~~engage with the CCSS in Language Arts and the English Language Development

[32] ~~See Internationals Network for Public Schools (2012), "Great Minds Think Differently: Strategies for Helping ELLs Thrive in Heterogeneous Classrooms".~~

Standards. Teachers ~~will~~ provide instruction ~~in~~through units of study ~~to~~that assist students in building their vocabulary. ~~Different~~Utilizing multiple sources on ~~one~~a topic ~~help build~~helps create context and ~~accelerate~~accelerates vocabulary acquisition. To support writing, students ~~will be~~are exposed to ~~different types of~~various writing~~,~~ assignments ~~will be~~that are meaningful ~~to the student~~ and ~~assessment will focus~~relevant to their lives, with assessments focusing on content ~~and not only~~rather than just mechanics. ~~Speaking~~For speaking and listening ~~for English learners,~~ ELs will ~~require other~~engage in structured conversation protocols.

Common Core Mathematics

~~During~~In mathematics instruction, the ~~overall~~primary focus ~~will be~~is on ~~the~~ mathematical thinking ~~and not the accuracy in~~rather than language~~. This oral~~ accuracy. Oral discourse is ~~key~~essential for ELs, as ~~noted~~emphasized in the ELA/ELD Framework. ~~Just as teachers focus on~~Teachers design meaningful and engaging activities ~~designed~~ to build content knowledge before ~~strategically~~ delving into the specific ~~about the~~ language of ~~this~~that content~~, the CA~~. The California ELD Standards ~~are organized with the focus on~~prioritize meaning and interaction ~~first and the focus on~~, followed by knowledge ~~about~~of the English language ~~and how it works afterward.~~[33]. This meaning-making ~~will take place~~process occurs during activities such as Number Talks and Student-Led Solutions. ~~The~~ Mathematical vocabulary ~~will be~~is taught ~~within the~~in context ~~and not in~~rather than isolation. ~~Finally~~Additionally, the software used in our blended learning program allows students to manipulate models and ~~hear~~receive oral feedback ~~orally in a differentiated way.~~ tailored to their needs.

Next Generation Science Standards

In science, integrated instruction will ~~involve support through extensive~~ extensively use models and diagrams~~.~~ to support learning. This strategy ~~will allow learners~~enables students to describe functions and relationships before acquiring ~~the~~ technical vocabulary. ~~Additionally, English Learners~~ELs will ~~have~~engage in extensive academic discourse to ~~build~~strengthen their ~~ability to reason~~reasoning skills orally before ~~moving onto~~ transitioning to written expression. As ELs progress along the ELD continuum, teachers ~~can~~will adjust the level of support ~~they provide students~~provided in ~~the~~ academic vocabulary ~~of science. Finally, examples of journal, reports and other written~~. Written assignments, such as journals and reports, along with opportunities ~~to revise language~~for revision, will ~~support learners as they~~help students 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~~remain unchanged, Latitude is committed to enhancing students' English language development alongside content ~~in anticipation of a~~ knowledge,

[33] ~~See p.80, Chapter 2, California Draft ELA/ELD Framework.~~

preparing them for the rigorous ~~set of~~ expectations aligned with the Common Core State Standards. This preparation includes practice ~~with~~in academic discourse, units of study, and extensive use of maps and graphic organizers.

Workshop~~—~~Systematic/Dedicated ELD & Interventions

EFC's Designated ELD program recognizes that academic language proficiency is separate from everyday speech and writing. It is the language of texts, academic discussion, and professional writing. Without it, students will not achieve long-term success in school and beyond. Formal, academic English is used for problem-solving, weighing 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.

Latitude's Workshop model ~~provides an opportunity for teachers to support English Language~~supports English Learners with ~~Systematic/Dedicated ELD. Workshop~~daily, explicit language instruction targeted at their developmental level. Teachers ~~will be~~are trained in ~~Susana Dutro's E.L. Achieve Systematic~~designated ELD ~~curriculum and framework~~approaches to provide differentiated, targeted ELD instruction in alignment with students' English proficiency levels and areas of need.

~~Systematic~~ Additionally, EFC's designated ELD ~~is a dedicated program focused explicitly~~ focuses 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~~prepares ELs to engage in ~~other~~learning across all subject areas~~,~~ and

~~need to use for effective academic learning, classroom participation, and~~ in real-life ~~purpose~~situations.

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

- **Cognitive** ~~tasks include explicit teaching of language functions. Latitude Workshops~~**Tasks**: Instruction will explicitly teach language functions ~~by explicitly teaching ELLs to~~. Workshop activities will guide ELs in:
    - ~~Describe~~
    - ~~Ask~~Describing
    - Asking questions
    - ~~Estimate~~

- ~~Infer~~
  - ~~Identify~~Estimating
  - Inferring
  - Identifying cause ~~&~~and effect
- ~~Predict~~
- ~~Compare & contrast~~
- ~~Persuade~~
- ~~Summarize~~
  - Predicting
  - Comparing and contrasting
  - Persuading
  - Summarizing

- **Academic** ~~language includes~~**Language**: Instruction will cover linguistic functions~~. Latitude Workshops will teach linguistic elements by teaching ELLs~~, including:
  - Academic vocabulary
    - ~~Domain~~ (both domain-specific and general)
    - Morphology
  - Syntax and grammatical features
    - ~~Sentence~~ (e.g., sentence structures
    - ~~Parts~~, parts of speech
    - ~~Verb~~, verb tense/mood
    - ~~Subject~~, subject/verb agreement)
    - Discourse patterns

- **Proficiency** ~~includes language fluency. Latitude~~: Workshops will maximize ~~student opportunity~~ opportunities for students to practice ~~Listening, Speaking, Reading and Writing to accelerate the development of~~ listening, speaking, reading, and writing, accelerating their fluency in each ~~of these areas~~area.

Instructional ~~practices focus on:~~***Strategies***

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

Academic language proficiency is ~~a separate skill~~distinct from everyday speech and writing~~. It~~; it is ~~the language of texts, of~~essential for academic ~~discussion,~~discussions and professional writing. Without ~~it~~proficiency in academic English, students ~~will not~~may struggle to achieve long-term success in school and beyond. Formal~~,~~ academic ~~English~~language is ~~used to~~critical for problem-~~solve, weigh~~solving, evaluating evidence, and ~~think critically. It is required to negotiate the dense print paperwork~~critical thinking and is necessary for navigating complex tasks associated with adult independence, such as~~:~~ banking~~,~~ and healthcare~~, and property rental. Yet, once~~.

As 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~~emphasizing subject matter knowledge ~~allows little time for language instruction.~~

~~This shift~~ often leaves ~~the~~little room for formal language instruction. This shift can result in Intermediate English ~~learner~~learners being orally fluent~~,~~ but ~~with~~lacking critical gaps in language knowledge and vocabulary. ~~Accessing~~ Ensuring access to prior knowledge and ~~assuring~~fostering student motivation and interaction is ~~critical to assure student learning~~crucial, but it is ~~not enough. Academic English must be continuously developed and explicitly taught~~ insufficient. Continuous development and explicit instruction in academic English across all subject areas~~.~~ are necessary for student success.

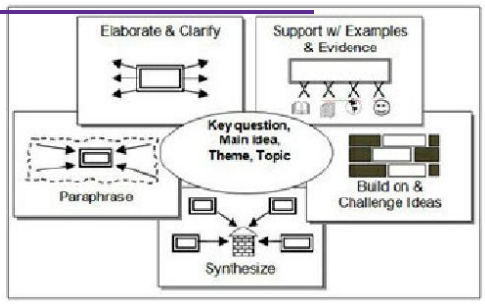
Latitude teachers ~~will ensure ELLs are provided~~provides ELs with targeted Academic English language instruction~~ so they can~~, enabling them to access core content. ~~Latitude's Director of Instruction will work with Jeff Zwiers, a senior researcher at Stanford University Graduate School of Education 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~~

EFC's Designated ELD instructional strategies include:

- Teachers re-teach strategies through modeling, think-alouds, and guided practice 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~~various appropriate-level texts.

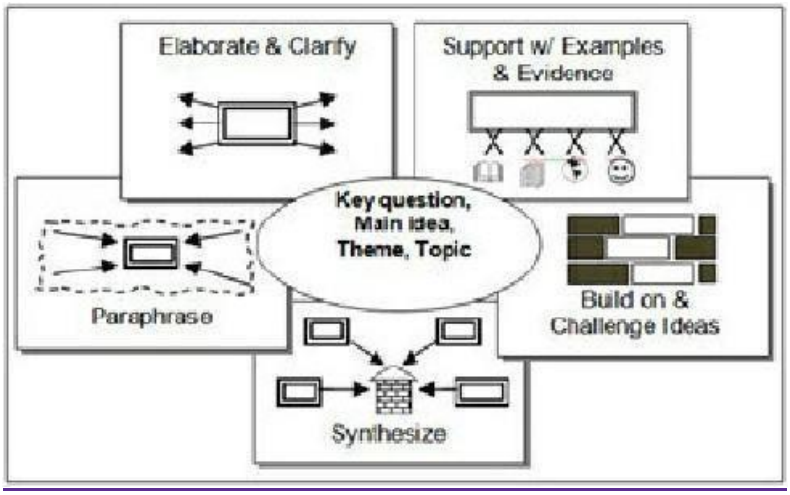
- Teachers use grade-level texts, and when a student is frustrated, they read the content to the student and guide and practice comprehension orally.
- Students have multiple daily opportunities to build ~~student capacity around academic discourse~~their oral language by engaging in accountable talk protocols like think-pair-share.

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



- Facilitate academic discussions using resources from Jeff Zwiers' *Academic Conversations* (see diagram below).

Figure 1.25—Academic Conversations:



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~~of specific challenges with their English language development~~,~~ will receive a targeted ELD intervention at Tier 1.

~~Latitude teachers trained in Dutro's framework~~The teacher 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~~they 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~~Latitude uses blended learning ~~school, we~~and will continue to research and seek out 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~~ English language 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.~~

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

Serving Long-Term English Learners ("LTELs")

Latitude 37.8 High School is committed to providing a comprehensive, research-based approach to effectively support LTELs. Our multifaceted strategy addresses the unique linguistic, academic, cultural, and familial needs of LTELs, ensuring they receive targeted instruction, robust assessment, and meaningful engagement. Through data-driven decision-making, explicit language instruction, dedicated classes, culturally responsive teaching, and structured family involvement, Latitude fosters an inclusive and supportive environment that promotes significant academic and personal growth.

Data-Driven Instruction and Monitoring

Latitude leverages comprehensive, data-driven approaches to instruction, crucial for accurately identifying and addressing each LTEL student's linguistic and academic requirements. At the beginning of each academic year, the ELD coordinator administers the Fastbridge assessment, a research-supported diagnostic tool evaluating reading comprehension, fluency, decoding, and word-per-minute rates. This rigorous assessment protocol recognizes the foundational role of literacy skills in LTEL reclassification, as supported by research from August and Shanahan (2006), underscoring the importance of systematic intervention in literacy.

In addition, Latitude utilizes the Cengage National Geographic curriculum, which provides detailed assessments in reading, writing, speaking, and listening at chapter and unit milestones. Consistent analysis of these assessments guides instructional adjustments and informs decisions on student placement within ELD class levels. Quarterly data reviews enable teachers to tailor curricular modifications to meet evolving student needs effectively.

Explicit Academic Language and Literacy Instruction Across Disciplines

Recognizing the critical role of language proficiency in academic success across content areas, Latitude mandates professional development for all teachers, not solely ELD specialists, to integrate language and literacy instruction explicitly within every classroom. This school-wide approach is based on research from Zwiers and Crawford (2011), which highlights the impact of embedding disciplinary literacy strategies across all subjects to support LTELs.

Latitude teachers regularly engage in professional learning cycles, utilizing methods such as audio and video recordings for reflective practice and peer-to-peer feedback, to enhance their instructional capacity in ELD strategies. Teachers explicitly instruct students in academic vocabulary, complex sentence structures, and reading comprehension strategies using evidence-based models such as the Frayer Model and Dr. Kate Kinsella's vocabulary routine. Resources from literacy and language experts like Dr. Jeff Zwiers, Dr. Jim Cummins, and the Reading Apprenticeship model are integral to fostering deep comprehension and academic discourse.

Dedicated ELD Classes

At Latitude 37.8 High School, LTELs receive explicit, dedicated ELD classes aligned with their assessed proficiency levels. This targeted approach emphasizes the necessity of tailored language instruction to effectively address the distinct needs of LTEL students and accelerate their pathway toward reclassification.

Culturally Responsive and Sustaining Practices

Latitude actively embraces culturally responsive education, acknowledging LTEL students' linguistic and cultural assets as central to academic achievement. The Charter School's selected curriculum, Cengage National Geographic, strategically includes culturally relevant content—addressing themes such as migration, diversity, overcoming adversity, and identity affirmation—which fosters an inclusive and affirming environment. Research by Gay (2010) supports that culturally responsive teaching significantly boosts student engagement and self-esteem, critical factors in language and academic development.

This culturally affirming practice is particularly impactful for Latitude's predominantly Mexican and Central American LTEL student population, as the curriculum presents relatable contexts and celebrates diverse cultural identities, enhancing students' connections to learning.

Structured Family and Community Engagement

Latitude prioritizes proactive and structured engagement with LTEL families. Families are engaged early, starting with explicit discussions of their child's ELPAC results, clearly outlining pathways toward reclassification. Family engagement continues throughout the year via multilingual resources, regular communication, twice-annual student-led conferences, and Presentations of Learning events. These structured interactions provide essential touchpoints for families to understand, support, and influence their child's educational trajectory actively. Additionally, regular outreach from ELD teachers and dedicated meetings with the ELD coordinator facilitate ongoing dialogue and feedback, ensuring continuous improvement. Latitude's ELAC further offers a collaborative forum for families to strategize and enhance the effectiveness of the ELD program collectively.

Monitoring Reclassified Students

Latitude will use the ELA CAASPP/CAA/FastBridge, teacher assessments, and observations to monitor the progress of RFEP students annually for a period of at least four years after reclassification. Student performance shall be reviewed at least once each school year. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.

Monitoring and Evaluation of Program Effectiveness

Latitude evaluates the effectiveness of its education program for ELs by:

- Adhering to Latitude-adopted academic benchmarks by language proficiency level and years in the program to determine annual progress.
- Monitoring teacher qualifications and using appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring the availability of adequate resources.

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.~~

Students who are new to the country and/or to the English language have distinct academic, social, and emotional needs. Latitude serves a comparatively large population of Newcomer students relative to other Oakland schools, and the Charter School has developed specific structures to support these students' success. Research on Newcomer education identifies several key factors for success: early identification, targeted language instruction, social-emotional support, and culturally responsive teaching. Latitude has worked intentionally to address these factors through its combination of targeted ELD classes, blended learning supports, and structured social-emotional programming.

Newcomers are identified upon enrollment through the Home Language Survey and other intake processes. Once identified, they receive targeted support through a combination of Designated ELD and Integrated ELD. Newcomer students participate in a targeted ELD course led by trained teachers, designed to accelerate English language acquisition. Additionally, students are assigned to Lexia English, a personalized blended learning program that adapts to individual students' English proficiency levels and allows them to practice language skills at their own pace.

Beyond academics, Latitude recognizes the importance of supporting Newcomers' social and cultural adjustment. Students are invited to participate in a Newcomer Belonging Group, which focuses on social-emotional learning, peer connection, and orientation to the Charter School and local community. This group provides a safe space for students to navigate the challenges of transitioning to a new country and educational system.

While progress is evident, the Charter School continues to seek ways to strengthen these supports to ensure Newcomer students thrive academically and socially.

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~~are assessed for language 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~~,~~ that can include a designated supplemental English Language Development ~~and mainstream classes.~~ class.

Heterogeneous Grouping

Informed by best practices from the ~~Internationals~~International Network of Public Schools, which ~~serve~~serves 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~~ during core content instruction. Classroom teachers and supplemental staff~~, but the learning of~~ will support them using integrated ELD strategies. Students will also learn and practice English ~~from~~through formal and informal interactions with English-speaking peers ~~will be a core part of their program for part of their day.~~ .

Personalized, adaptive language learning

Newcomers receive targeted English Language Development from a trained staff member like a Newcomer tutor or an ELD Interventionist

12. Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), please refer to Latitude's Local Control and Accountability Plan ("LCAP"), attached as **Appendix 1- LCAP** for a reasonably comprehensive description of the Charter School's annual goals and specific annual actions to achieve those goals, for all pupils (i.e., schoolwide) and for each subgroup of pupils as identified in Education Code Section 52052, for each of the eight (8) state priorities identified in Education Code Section 52060(d).

~~1.~~ *See Link: 'Research-Based Recommendations for Serving Adolescent Newcomers*~~**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.

2. 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**~~

,

Element 2 (Measurable Pupil Outcomes) and Element 3 (Method of Measuring Pupil Outcomes)

"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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school'scharter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupilspupil subgroups served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 4760752052. 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(bc)(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(bc)(5)(C).)

"Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with *SB 1290, Latitude 37.8 High School*Education Code section 47605(c)(5)(B), Charter School's pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all *groups* numerically significant subgroups of pupils served by the charter school, as that term is defined in *subparagraph (B) of* paragraph (34) of subdivision (ac) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of *Section*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 Charter School's LCAP goals will serve as the goals for this section unless Charter School's LCAP goals do not include increases in *pupil*student 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:"*by subgroup, in which case such goals should be included below.

[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."*~~

~~"~~Latitude's LCAP, as detailed in Appendix 1, includes specific goals for increasing student academic achievement by subgroup, in alignment with Education Code section 47605(c)(5)(B). These goals outline measurable growth targets for historically underserved student populations, ensuring equity and continuous improvement in academic outcomes.
Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

A copy of the Charter School's 2025-28 Local Control and Accountability Plan is attached to this agreement as Exhibit 1 and helps inform the Charter Renewal's description of its measurable pupil outcomes.

Measurement of Pupil Academic Achievement

The Charter School is not adopting the District's Collective MPOs. Instead, the Charter School has developed its own Mission-Aligned Performance Objectives (MPOs) that reflect its unique educational program and priorities.

Charter School sets the following targets for Measurable Pupil Outcomes related to academics. (See **Figure 2.1.)**

Figure 2.1—Academic MPOs:

Category	Measure	Target

Proficiency in ELA	Distance from Standard (DFS) on the SBAC reported on the California Dashboard	Improve annually overall and for all significant subgroups using the following criteria: ● DFS < -48.0, then annual target = -45.0 average DFS ● DFS = -48.0 to -0.1, then annual target = increase of 3 points ● DFS = 0.0 to +29.9, then annual target = increase of 3 points ● DFS > +29.9, then annual target = +30.0 average DFS
Proficiency in Mathematics	DFS on the SBAC reported on the California Dashboard	Improve annually overall and for all significant subgroups using the following criteria: ● DFS < -98.0, then annual target = -95.0 average DFS ● DFS = -98.0 to -25.1, then annual target = increase of 3 points ● DFS = -25.0 to -0.1, then annual target = increase of 3 points ● DFS > -0.1, then annual target = 0.0 average DFS
Progress Towards English Language Proficiency	ELPI reported on the California Dashboard	Percent of ELs making progress towards English language proficiency will either be at or above 55% (high) or increase by at least 1.5 points annually as reported by the California Dashboard.
High School Completion	Cohort Graduation rate reported on the	Improve annually overall and for all significant subgroups using the following criteria: ● < 67.0%, then annual target = 68.0%

	California Dashboard	• 67.0% to 90.4% DFS = increase of 1 points • 90.4% to 94.9% = maintain • > 94.9 = 95.0%
College and Career Readiness	CCI reported on the California Dashboard	Improve annually overall and for all significant subgroups using the following criteria: • < 2.0%, then annual target = increase of 9 points • 2.0% to 34.9% = increase of 2 points • 35.0% to 54.9% = increase of 1 point • > 55.0% = maintain

Charter School sets the following targets for Measurable Pupil Outcomes related to school culture and climate. (See **Figure 2.2.**)

Figure 2.2—Culture MPOs:

Category	**Measure**	**Target**
Student Satisfaction with Academic Program	SCAI Survey, Domain 6 (Learning & Assessment)	Student Satisfaction with Academic Program, as measured by SCAI Survey Domain 6 (Learning and Assessment), is 3.5 or higher.
Family Satisfaction with Academic Program	SCAI Survey, Domain 6 (Learning &	Family Satisfaction with Academic Program, as measured by SCAI Survey Domain 6 (Learning and Assessment), is 3.5 or higher.

	Assessment)	
Attendance Rate	P2-ADA	92% or higher
Chronic Absenteeism	Chronic Absenteeism, as reported on Ed-Data	• Decrease annually overall and for each numerically significant subgroup, using the following criteria: • If > 25.9%, then annual target = 20.0% • If 20.0% to 25.9%, the annual target is a 6.0-point reduction. • If 13.0% to 19.9%, then the annual target is a 3-point reduction • If 10.0% to 12.9%, then the annual target is a 1.7-point reduction • If 4.6% to 9.9%, then the annual target is a 0.5-point reduction • If < 4.6%, then the annual target is to maintain
Suspension Rate	Suspension Rate as reported on California School Dashboard	Decrease annually overall and for each numerically significant subgroup, using the following criteria: • If > 9.0%, then annual target = 6.0% • If 3.6% to 9.0%, then the annual target is a 0.5-point reduction • If 1.6% to 3.5%, then the annual target is a 0.4-point reduction • If < 1.6%, then annual target = 1.5%

Expulsion Rate	Expulsion Rate as reported on Ed-Data	0%

Application of Education Code section 47607.3

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)*Charter School meets certain criteria outlined in *3 or 4 consecutive school years,*section 47607.3(a), the following shall apply:

- *The*Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The *Superintendent* entity providing technical assistance may *assign, at the request of the chartering authority and approval of the State Board,* request assistance from the California Collaborative for Educational Excellence *to*, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter *schools*school.
- 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 A. Measurable Student **Outcomes** and Academic Goals

21st 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 Latitude provides a challenging and comprehensive education that prepares students to

be engaged global citizens. The education program is designed to enable all students, including all numerically significant subgroups, to meet the following measurable pupil outcomes:

Outcome 1: English Language Arts Goals

- Students will demonstrate mastery of twelfth-grade level State Standards in ELA.
- Students will apply literacy skills, particularly those for non-fiction and expository texts, to all disciplines, including math, science, and social science.
- Students will develop a better understanding of themselves from the literature they read.
- Students will be prepared to succeed in high school, college, and beyond as highly literate and civic-minded citizens.

Outcome 2: English Language Development Goal

- Multilingual learners will meet annual EL growth targets until they reclassify as Fluent English Proficient.

Outcome 3: Mathematics Goals

- Students will demonstrate mastery of twelfth-grade level State Standards in math, preparing them for higher mathematics in high school, college, and the workplace.
- Students will utilize a conceptual understanding of mathematics to solve problems using multiple strategies.
- Students will communicate an understanding of mathematical logic in the problem-solving process.
- Students will apply mathematical concepts to real-world scenarios.
- Students will exchange mathematical ideas, collaboratively solve problems, and engage in peer teaching.

Outcome 4: History/Social Science Goals:

- Students demonstrate mastery of twelfth-grade level State Standards History/Social Science and English Language Arts & Literacy in History/Social Studies.
- Students apply literacy skills, particularly those for non-fiction and expository texts, to social studies.
- Students will develop knowledge of history, cultural and historical empathy, an understanding of democracy and constitutional heritage, and the critical thinking skills to prepare them for American civic engagement.

- Students better understand themselves from the literature they read and the history they study.
- Students are prepared to succeed in high school, college, and beyond as highly literate and civic-minded citizens.

Outcome 5: Science Goals

- Students will demonstrate mastery of twelfth-grade-level State Standards in science.
- All students will develop 21st-century skills in alignment with Frameworks for 21st-century Learning, which will prepare them for higher education, rewarding careers, and the challenges of an ever-changing world.
- All students will cultivate an appreciation of science's vital role in today's world and be able to apply their analytical skills to their daily lives.
- Students will demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem-solving.
- Students will apply mathematics in authentic learning experiences within the science core content.
- Students will recognize the role of science in the world and use that knowledge to solve complex engineering tasks.

Outcome 6: Technology Goals

- Students will demonstrate mastery of twelfth-grade level ISTE and NETS standards:
    - Creativity and Innovation
    - Communication and Collaboration
    - Research and Information Fluency
    - Critical Thinking, Problem-Solving, and Decision Making
    - Digital Citizenship
    - Technology Operations and Concepts
- Students will use technology to communicate, collaborate, and conduct research effectively.

- Students will learn basic computer skills such as word processing, arranging presentations, creating spreadsheets, developing simple websites, basic communications, and using Google Drive.
- Students will learn basic keyboarding skills.

Outcome 7: Visual Art Goals

- Students will demonstrate mastery of twelfth-grade-level State Standards in Visual Arts.
- Students will apply artistic skills to core ELA, science, and social science disciplines.
- Students will engage in artistic pursuits to cultivate creativity and collaboration skills.

Outcome 8: Physical Education Goals

- Students will demonstrate mastery of twelfth-grade level Physical Education State Standards.
- Students will demonstrate an understanding of how nutrition and exercise impact their physical and emotional health.
- Students will make healthy choices concerning their diet and exercise.
- Students will identify at least one fitness activity that they enjoy.

Outcome 9: Social-Emotional Goals

- Students will develop self-awareness and self-management skills to achieve school and life success through:
    - Identifying and managing one's emotions and behavior
    - Recognizing personal qualities and external supports
    - Demonstrating skills related to achieving personal and academic goals
- Students will use social-awareness and interpersonal skills to establish and maintain positive relationships through:
    - Recognizing the feelings and perspectives of others
    - Recognizing individual and group similarities and differences
    - Using communication and social skills to interact effectively with others
    - Demonstrating an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

- Students will demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts through:
    - Considering ethical, safety, and societal factors in making decisions
    - Applying decision-making skills to deal responsibly with daily academic and social situations
    - Contributing to the well-being of one's school and community

To best serve our students and community, the Charter School examines and refines its list of student outcomes, metrics, and targets regularly to ensure alignment with its mission, curriculum, assessments, and state or local standards.

B. Methods to Assess Pupil Progress Towards Meeting Outcomes

Summary

The Charter School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools in accordance with Education Code Section 47605(d)(1). The Charter School will administer all applicable state-mandated assessments including, but not limited to, the California Assessment of Student Performance and Progress assessment system using Smarter Balanced Assessment Consortium ("SBAC"), California Science Test ("CAST"), California Alternate Assessments ("CAAs"), the Physical Fitness Test ("PFT") and the ELPAC. The Charter School will comply with applicable federal assessment and accountability requirements of the Every Student Succeeds Act.

Please refer to **Appendix 1 - LCAP** for a reasonably comprehensive description of the assessments the Charter School shall utilize in its 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.~~program. 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"[34] 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:~~

[34] ~~Foundations for Young Adult Success~~

- **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, 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 *Aligned to CCSS*	• Reading Literature • Reading Informational Text • Writing Evidenced Based Arguments • Writing Informational Texts • Writing Narrative Texts • Engaging in Text Based Discussions • Giving Presentations • Conducting Research

~~Math~~ ~~*Aligned to CCSS*~~	• ~~Mathematical Problem Solving~~ • ~~Mathematical Argumentation and Reflection~~
~~History~~ ~~*Aligned to C3 Framework for Social Studies*~~	• ~~Analyzing Historical Outcomes~~ • ~~Analyzing Historical Perspectives~~
~~Science~~ ~~*Aligned to Next Generation Science Standards*~~	• ~~Leading Scientific Investigation~~ • ~~Analyzing and Interpret Data~~ • ~~Developing and Using Models~~ • ~~Applying Cross-Cutting Concepts~~
~~Foreign Language~~	• ~~Speaking and Listening~~ • ~~Reading and Writing~~ • ~~Engaging in Cultures~~
~~Health and Wellness~~	• ~~Applying Knowledge of Health Concepts~~ • ~~Analyzing Health Promotion and Risk Reduction~~ • ~~Engaging in Health Advocacy~~
~~**Design Thinking**~~	
~~Design~~ ~~*Adapted from Stanford Design School*~~	• ~~Designing Processes~~ • ~~Building Empathy and Learning from Others~~ • ~~Defining Problems~~ • ~~Fabricating and Crafting~~
~~**Social Emotional Learning**~~	
~~Non-Cognitive Skills~~ ~~*Aligned to SEL Standards and Big Picture Learning Model*~~	• ~~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~~

~~The Latitude learning experiences and course sequence will ensure that all students have sufficient opportunity to develop mastery in these areas. Additionally, these competencies~~assessments 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 Eight 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 **OR** achieve 70% of students scoring level 3 or 4.[35]	Gr 11	All Students	5% point increase OR 70% proficient
			African-American	
CAASPP ELA			Latino	
			Economically Disadvantaged	

[35] Latitude will only have one year of growth data at the time of renewal.

			English Learners	
			Special Education	
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 **OR** 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 commonand demonstrate multiple measures for each subject area. The Charter 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	
State Priority #1. 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))	
Annual Goal A. Ensure all teachers are appropriately assigned and fully credentialed to support a high-quality, broad course of study. B. Research and adopt CCSS, NGSS, and CSS aligned curricular materials proven successful for similar populations C. Ensure school facilities are maintained and in good repair	**Annual Targets** Latitude will make annual progress toward the following targets: ❖ 95% teachers meet California credentialing requirements for the subject area and grade level assigned ❖ 0% Teacher Misassignments ❖ At least 80% family satisfaction with school

	facilities on SCAI ❖ At least 75% staff intend to return to Latitude for the following year ❖ 100% of requirements met on EFC facilities checklist
Annual Actions to Achieve Targets ● 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. ● 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. ● Implement facilities walkthroughs four times annually using a walkthrough rubric; develop standards for facilities.	
State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency **State Priority #4.** Pupil achievement, as measured by all of the following, as applicable: A. Statewide assessments (CAASPP, or any subsequent assessment as certified by SBE) B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of pupils who have passed an AP exam with a score of 3 or higher E. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness	
Annual Goals 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 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 C. All teachers and students have access to 21st century technology and personalized learning opportunities. D. All teachers receive targeted, high-quality professional development aligned to high	**Annual Targets** Latitude will make annual progress toward the following targets: ❖ +5% students either scoring level >= 3 or making at least one level growth OR 70% of students scoring proficient (including significant subgroups) on the ELA section of CAASPP ❖ +5% students either scoring level >= 3 or making at least one level growth OR 70% of students scoring proficient (including significant subgroups) on the Math section of CAASPP

priority instructional practices that positively impacts student academic achievement and social-emotional development. 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.	❖ Each year, 40% of ELs will improve one proficiency level OR maintain proficiency on CELDT/ELPAC. ❖ Each year, achieve at least a 90% cohort graduation rate (including significant subgroups). ❖ Each year, achieve at least a 90% UC A-G completion rate (including significant subgroups).
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 higher) school climate in the areas of: ● Leadership Decisions ● Community Relations ● Attitude and Culture ● Learning/Assessment
Annual Actions to Achieve Targets ● Support Family Leadership Committee (FLC) in developing parent understanding of Latitude graduate profile, including personal agency, essential competencies, and integrated identity. ● Leverage parent leadership to promote a supportive school culture that implements restorative practices. ● Recruit Parent Reps and develop capacity to facilitate Family Leadership Committee (FLC) committee aligned to clear, defined goals. ● Provide leadership training for parent leaders. ● Expand parent communication and translation services. ● Actively recruit bilingual staff when hiring new staff members. ● Implement one home visit per family per year. ● Hold quarterly Learning Team meetings with parents, students, advisors, and mentors. ● Expand parent education opportunities. ● Provide opportunities for families to advise school through formal and informal parent leadership structures. ● Engage families in community events and capacity-building learning experiences built around parent interests, assets, and inquiries. ● Host community events, including back to school nights and celebrations of learning.	
State Priority #5. Pupil engagement, as measured by all of the following, as applicable: A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates **State Priority #6.** School climate, as measured by all of the following, as applicable: A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	
Annual Goals 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 B. Response to Interventions: Implement a rigorous Response to Intervention model to	**Annual Targets** Latitude will make annual progress toward the following targets: ❖ <10% of all students are chronically absent ❖ <= 5% of enrolled students are suspended out of school ❖ 0% of enrolled students are expelled ❖ 95% average daily attendance (P2-ADA)

address the Tier 1, Tier 2, and Tier 3 academic, behavioral and social needs of all students.	❖ Each year, achieve less than a 5% dropout rate (including significant subgroups) ❖ Each year, achieve at least a 90% cohort graduation rate (including significant subgroups). ❖ Family average >= 3.5 on Domain 7: Attitude and Culture of the SCAI Survey ❖ Student average >= 3.5 on Domain 7: Attitude and Culture of the SCAI Survey ❖ Teacher average >= 3.5 on Domain 7: Attitude and Culture of the SCAI Survey
Annual Actions to Achieve Targets ● Use advisory to provide a small venue in which students are supported socially, emotionally, and academically. ● Facilitate professional development about cycles of inquiry to support teacher practice at Latitude and identify interventions. ● Implement an RTI program and COST process to align supports for all students. ● Provide wrap-around social-emotional support to students through case managers who support relationships among students, families, and staff. ● Provide individual and group therapy by School Counselors through the Response to Intervention (RTI) program. ● Develop and implement a safety plan prior to the first day of school.	
State Priority #7. 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: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: 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))	
Annual Goals 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	**Annual Targets** Latitude will make annual progress toward the following targets: ❖ 95% of students are receiving a broad course of study including arts and PE
Annual Actions to Achieve Targets ● Implement studio learning model. ● Develop Extended Learning Opportunities program to support personalization and access to a broad course of study. ● Facilitate health and wellness programs that support students physical health.	
State Priority #8. Pupil outcomes, if available, in the subject areas described above in CA Ed Code Section 51210, as applicable.	

Annual Goals	**Annual Targets**
A. Teachers are able to teach writing across the curricula and improve ELA outcomes B. Teachers are able to teach targeted and strategic ELD and scaffold and shelter content for EL students 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	Latitude will make annual progress toward the following targets: ❖ CCSA Statewide Rank: +1 OR at least a 4 OR a at least a 6 for similar schools ❖ 70% percent of students increase one grade level on the Scholastic Reading Inventory or achieve proficiency.
Annual Actions to Achieve Targets ● Develop and implement portfolio assessment system. ● Assess and track portfolios and passages on a rubric to inform student progress and instruction. ● Train and coach teachers in designing High Quality Project Based Learning that includes or culminates in evidence to demonstrate Latitude competencies. ● Deliver High Quality Project Based Learning units that include or culminate in authentic products delivered to authentic audiences. ● Cultivate partnerships with local organizations and individuals and connect to resources in order to support, mentorships, apprenticeships, fieldwork, and service. ● Train and coach teachers to develop literacy rich project based learning units ● Provide professional development focusing on complex text and academic discourse. ● Facilitate professional development about cycles of inquiry to support teacher practice at Latitude and identify interventions.	

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, andaffirms that its 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*~~the Eight State Priorities, as described in its LCAP, shall be consistent with the way information is reported on a ~~*school accountability report card."Ed.*~~School Accountability Report Card as required by Education Code ~~§~~Section 47605(~~b~~c)(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~~informs educators on ~~assessments are at the heart of community accountability for student learning.~~ progress toward grade-level mastery. Through strengthening our data practice:

- Teachers can adjust instruction to meet student needs and design instruction to achieve measurable pupil outcomes.
- Students can monitor and reflect upon their progress toward learning targets.
- Families can understand their child's needs and how to support growth at home.

Assessment is only sometimes a formal, scheduled activity. Assessment takes place continuously through observation of student learning, teacher and student reflection, analysis of student work, discussions between teachers and students, and formal and informal testing. We aim to capture as much of that data as possible so that instructional support staff, students, and families have as much information as possible to guide their learning and decision-making.

Multiple Measures/Assessments Selected

The Assessment Matrix in **Figure 2.3** 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. Teachers will regularly use additional assessments specific to their content areas. Additionally, academically behind students may be assessed more frequently in their intervention areas as part of our MTSS plan.

Figure 2.3—Assessment Matrix:

~~Figure 3.1 – Latitude Assessment Matrix~~

Subject	Grade Levels	Assessment	Annual Frequency
ELA	~~Gr~~ 9-12	~~Standards-based unit assessments~~Curriculum Embedded Assessments	~~2 – 3x~~8-10x
~~ELA~~	~~Gr 9-12~~	~~Scholastic Reading Inventory (SRI)~~	~~3 – 4x~~
~~ELA~~	~~Gr 11~~	~~SBAC~~	~~1x~~
~~ELA~~	~~Gr~~ 9-12	Writing Performance ~~Task~~Tasks	2~~ – 3x~~ 4x
	9-12	NWEA MAP Assessment	3-4x
	11	CAASPP Summative Assessment	1x
	9-12	Blended Learning usage and progress data (e.g., Reading Plus)	Ongoing
Math	~~Gr~~ 9-12	~~Standards-based unit assessments~~Curriculum Embedded Assessments	~~5 – 8x~~8-10x
	9-12	NWEA MAP Assessment	3-4x
~~Math~~	~~Gr~~ 11	~~SBAC~~CAASPP Summative Assessment	1x

Merged Cells

Merged Cells

	9-12	Blended Learning usage and progress data (e.g., IXL)	Ongoing
ELD	~~Gr~~ 9-12	~~CELDT (will transition to~~ ELPAC~~)~~	~~1x~~1-2x
Science	~~Gr TBD~~9-12	~~California Science Test (CST)~~Curriculum Embedded Assessments	~~1x~~8-10x
	11	CAST	1x
History	9-12	Curriculum Embedded Assessments	8-10x
Physical Fitness	~~Gr~~ 9	Physical Fitness Test ~~(PFT)~~	1x
Multiple	9-12	Report Cards	4x

Merged Cells

~~The measurable pupil outcomes~~These assessment tools 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~~drive specific, ~~measureable~~measurable, attainable, results-based, and time-bound goals to ensure that school improvement efforts are concrete, motivating, and realistic. ~~Performances~~Performance on these measures, taken together, will indicate each child's progress toward "meeting statewide standards," as required by law~~, though~~. However, 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~~that align with the ~~CCSS, NGSS, CSS, and ELDS. As such, with the exception of assessments mandated within the California~~State Standards. Assessment ~~of Student Progress and Proficiency (CAASPP), assessment tools as listed are to~~tools must be considered ~~preliminary and~~iterative, except those mandated within the CAASPP. EFC and Latitude do not commit to using the specific assessment ~~tool~~tools listed. ~~Rather~~Instead, the Charter School commits to

using assessments that can be given frequently, allow instant reporting, ~~are diagnostic, provide data on~~and drive growth~~, and provide growth towards~~ toward grade-level standards mastery.

~~Criterion-Referenced and Formative~~State 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(~~e~~d)(1), Latitude, with support from EFC, will ~~conduct state pupil assessments, including the~~annually administer and report each assessment measure required under 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~~or legal equivalent, ~~California Fitness Exam). Latitude is subject to all state (API) and federal (AYP) assessment and accountability requirements.~~ to all applicable students, i.e., SBAC, CAA, ELPAC, and PFT.

The results of these state assessments will ~~be an indicator of~~indicate 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~~an achievement continuum.

~~State~~ EFC will adjust this list as changes are made at the state and federal levels to ensure continued compliance with accountability requirements outlined in the Education Code and federal accountability law to the extent applicable. Any changes in assessments conducted by Latitude to comply with state and federal mandates shall not be considered a material revision of the charter.

Assessment Modifications and Accommodations

~~Children with~~ The Charter School will ensure that students with disabilities under the ~~Individuals with Disabilities Improvement Act~~IDEA or Section 504 are included in State standardized ~~testing and will be afforded the~~ assessment programs with appropriate accommodations~~/~~ and modifications ~~where~~when 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~~ These assessments include but are not limited to the CAAs in accordance with their IEP or Section ~~48070-48070.5.~~504 plan.

~~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 week 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.~~

School-Wide Outcomes and Methods of Measurement

In addition to measures of individual student progress toward outcomes, the Charter School has the long-term goal that 90% of students will meet or exceed the standard or make significant annual growth on the SBAC in math and English Language Arts, make annual progress in English language proficiency, and demonstrate strong socio-emotional skills.

External Reporting

The Charter School will maintain sufficient staff and systems to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from OUSD and other authorized reporting agencies.

Use and Reporting 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~~ ***~~Students, Teachers, and School~~***

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.~~

leverages 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~~inquire into their practice and its connection to the measurable pupil outcomes described ~~in the matrix~~ above. A ~~new~~ cycle of inquiry ~~will begin~~begins every 6 to 8 weeks. In grade-level or department teams, teachers are guided to examine student performance on multiple measures during that six-to-eight-week cycle to identify underperformance or high-performance patterns and ~~will include review of assessment~~focal students who need targeted support to make accelerated progress. It includes reviewing benchmark data in ~~English Language Arts~~ELA and ~~Mathematics,~~mathematics and performance in ~~Writing, Science, History-Social Studies~~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~~create an instructional response plan, and pursue different strategies or actions to improve student outcomes. ~~Teachers will~~Instructional strategies for re-teaching may be ~~coached in~~identified and implemented, pacing guides may be adjusted, and intervention services may be assigned for specific students as needed. Teacher coaching on using various inquiry protocols helps to ensure Latitude is building

~~teacher~~the capacity to ~~facilitate and~~ conduct high-quality cycles of inquiry ~~both formally and informally.~~ .

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

~~It is the goal of~~ The Instructional Leadership Team also uses walkthrough data to determine whether high-priority instructional practices are improving. This data supports the leadership team in aligning coaching resources, administrative focus, and professional development as appropriate.

Students are informed about their assessment results by the teacher and via report cards at the end of each marking period. Individually and by class, students look at their performance data, set goals, examine outcomes, and develop action plans responding to the data.

Students and Families

EFC and Latitude aim to ensure every family ~~has~~can access ~~to~~ student performance data ~~on a regular basis.~~regularly. EFC will support Latitude ~~to communicate~~in regularly communicating student progress ~~and attainment of measurable pupil outcomes regularly~~ with students and their families. ~~This will~~Parent communications include school-wide meetings for families~~,~~ and quarterly 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,~~ Formal reporting to families includes Report Cards, Assessment Results Reports, and Student-Parent-Teacher Conferences, as detailed in **Figure 2.4**. Reports are provided in both English and Spanish and are designed to be easily accessible by families. In addition, parents have access to all internal assessments listed in **Figure 2.3** upon request and at Student-Parent-Teacher conferences.

In accordance with Title III, Latitude adheres to all mandated reporting guidelines about ELs. Parents of English Learners receive mandated communications on reclassification per Title III through annual ELPAC testing results. In accordance with IDEA, Latitude will comply with all state and federal laws regarding reporting requirements for children with IEPs. Parents of students with IEPs receive reports according to the plan specified in each IEP. All students with disabilities are entitled to the reports and assessment data described in this section, which are provided to all students.

Figure 2.4—Formal Reporting to Caretakers:

Type	Purpose	Frequency
Report Cards	Share indicators of academic progress and engagement: ● Attendance data ● Mastery of grade-level standards ● Assessment data	Quarterly
Mailings and Information Sessions	● Share key assessment data with families as it is collected to ensure they can access data on their children (e.g., SBAC, ELPAC) ● Provide information sessions to support families in understanding assessment results	Ongoing
Learning Team Meetings (Parents, Students, Teachers)	● Develop and revisit goals and strategies for school and home to achieve those goals ● Review student work and measure progress toward grade-level standards ● Share student performance and progress on state and internal assessment measures ● Develop agency and ownership of learning for the student and family	Quarterly

Latitude, EFC, and Board of Directors

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.~~ regularly. EFC will provide Latitude with disaggregated data by subgroups, grade level, individual class, and student. Data

will be collected, analyzed, and disseminated transparently, promoting accountability and continuous improvement among school community members.

~~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~~. They will improve curriculum, ~~instruction~~teaching, and professional development as appropriate. To this end, a school improvement plan will be developed each year with input from the Charter School's community, staff, and board as part of the annual Site Planning process.

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 exist to properly enact the Charter School's program and remain ~~true~~faithful 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~~Charter 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 and Accountability Plan ~~*("LCAP")*~~

~~Latitude~~The Charter School shall submit the LCAP to the District and the County Office of Education annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents as part of a nonconsent agenda item on or before February 28 of each year at a regularly scheduled board meeting. The Charter School will use ~~these~~ multiple forms of data to assess progress toward the goals outlined ~~in~~for 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"),~~ above, which ~~shall update the goals~~will be consistent with its annual development and ~~annual actions to achieve the goals~~

~~identified in **Element 2** of this charter regarding the State Priorities, using~~implementation of 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.~~, as discussed above.

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

~~Latitude~~EFC will compile data for the charter school each academic year to produce a School Accountability Report Card ~~(~~("SARC~~).~~"). Student achievement data will be disaggregated annually to ~~clearly~~ identify ~~the~~students' academic performance ~~of students~~ by ~~subgroups~~sub-groups (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~~District, families, Board of Directors, ~~SSC~~FLC, 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~~C. Graduation Policy

Latitude has a board-approved Graduation Policy aligned with Education Code Section 51225.3, applicable to California traditional public high schools.

Theory of Action

Latitude recognizes that graduation pathways must reflect diverse student needs, offering rigorous preparation for college entry alongside supportive alternatives for students with extenuating circumstances. By providing differentiated pathways, Latitude ensures equitable opportunities for all students to achieve meaningful post-secondary outcomes.

Graduation Pathways

Latitude's graduation policy is as follows:

- Students will follow the College Prep Diploma pathway unless they meet the criteria for alternative graduation pathways outlined below.

- No student will be placed on an alternative graduation pathway without clear and documented communication to the student and their parent(s)/guardian(s).

Graduation pathways include:

1. College Prep Diploma Pathway

- Students complete coursework aligned with A-G requirements, preparing for CSU and UC admission.
- Course requirements:
    - History (30 credits): Modern CA, Ethnic Studies, Human Migration, U.S. History
    - English (40 credits): 4 years
    - Math (30 credits): 3 years (including Algebra and Geometry)
    - Science (30 credits): 3 years, including 2 years of lab science
    - Language other than English (20 credits): 2 years
    - Visual/Performing Arts (10 credits): 1 year
    - College Prep Electives (20 credits): Including Career Exploration and Internship

2. Proficient Diploma Pathway

- Available to highly mobile youth (foster, homeless, migrant, military family, newcomer, former juvenile court students) and students with extenuating circumstances.
- Students must meet California's minimum graduation requirements.
- Credits may include any course completed with a grade of D- or higher, though these may not meet UC/CSU requirements.

3. Transfer Student Pathway

- For students transferring from other high schools.
- Graduation requirements align with those of the student's previous school.
- Coursework expectations adjusted based on years enrolled at Latitude.

4. Credit Recovery Pathway

- For students requiring substantial credit recovery.
- Minimum graduation requirements are identical to those for the Proficient Diploma pathway.
- Remedial coursework through online providers as advised by Latitude's College Counselor.

Differential Graduation and Competency for Students with Disabilities

Latitude ensures a Free Appropriate Public Education with individualized modifications determined by the IEP team.

Minimum graduation requirements for students with disabilities:

- English: 3 courses
- Math: 2 courses (including Algebra 1)
- Science: 2 courses (including Biology and Physical Science)
- Social Studies: 3 courses (including Western Civilization, U.S. History, Government/Economics)
- Visual/Performing Arts, World Language, or Career Technical Education: 1 course
- Physical Education: 2 courses (unless exempted by EC Section 51241)
- Ethnic Studies: 1 semester
- Note: Alternative completion methods permitted with Superintendent approval.

Exemption for Students with Disabilities

Students with disabilities eligible for alternate assessments aligned with alternate achievement standards are exempted from coursework exceeding state minimum requirements. Eligible students awarded a CA State Minimum Requirements Diploma retain access to FAPE services until graduation or age 22.

Certificate of Completion

Students with disabilities may receive a certificate of completion upon meeting IEP-defined goals or completion of prescribed alternate coursework. Certificate recipients continue eligibility for special education services until meeting diploma requirements or age 22.

Early Graduation

Students seeking early graduation must submit a written petition and develop an approved plan with the Latitude Guidance Counselor. Latitude ensures all graduation decisions align with student interests, academic progress, and equitable access to post-secondary opportunities.

D. District Visitation/Inspection

The Charter School ~~will~~shall comply with a ~~CDE~~chartering authority's requested visitation process to enable the ~~CDE~~chartering authority to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. The Charter School agrees to and submits to the right of the ~~CDE~~chartering authority to make random visits and inspections or observations ~~in order~~ to carry out its statutorily required oversight in accordance with Education Code Section ~~47607~~47604.32.

The chartering authority may receive data on student achievement through Charter School reports and presentations to the chartering authority in accordance with the chartering authority's standard process for reviewing and evaluating charter school performance.

Response to Inquiries

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records from the ~~State~~County Office of Education, the District Board of Education~~,~~ (if the chartering authority), and the State Superintendent of Public Instruction.

~~ELEMENT 4A: GOVERNANCE STRUCTURE~~

~~*"The Governing Structure*~~Annual Academic Goals Aligned to State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), Latitude has established annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d). In addition to **Figures 3.1 and 3.2** identified below, **Appendix 1 - LCAP** contains the full Latitude LCAP, which is incorporated herein and provides a reasonably comprehensive description of the aforementioned goals, actions, and measurable outcomes.

Toward this end, four core goal areas have been identified. These long-term goals have articulated anticipated average annual outcomes, metrics for assessing progress, and actions and services to support achieving the goals. These Goals, Outcomes, Metrics/Measures, and Actions/Services as listed shall be reviewed and revised, as needed, annually as part of the LCAP process and as dictated by the state-adopted LCAP template. This annual update will specifically include "a description of any changes made to this goal, expected outcomes, metrics, or actions, and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics" in alignment with the LCAP process and state-mandated LCAP template. Revisions to the goals, outcomes, metrics, or actions and services stated above that are necessary to implement the LCAP and to maintain alignment with the California School Dashboard as it evolves shall not be considered a material revision to the charter, shall be submitted to the authorizer on an annual basis in accordance with Education Code Sections 47604.33 and 47606.5, and shall be maintained by the Charter School at the school site.

In accordance with Education Code Section 47605(c)(5)(B), the Charter School's pupil outcomes are set based on increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the Charter School, as that term is defined in Education Code Section 52052(a)(2).

In setting goals for student achievement, EFC has considered the California Accountability System and its desire to see continuously improving student results. In cases where the Charter School is meeting or exceeding the standard for a particular measure, goals are set to maintain that level of accomplishment. In areas where the Charter School is not yet meeting the standard, annual growth goals are established to ensure continuous improvement and work to achieve subgroup parity in alignment with the state's 5 x 5 grids.

Latitude engages with its school community, including families, the Board of Directors, and other stakeholders, to develop its LCAP. The following goals align with the Charter School's

mission and the state's eight priority areas. Goals, measurable outcomes, and actions will be revisited and updated annually.

Figure 3.1—Goal Alignment with Eight State Priorities:

	Priority 1: Basic Conditions of Learning	Priority 2: Implementation of State Standards	Priority 3: Parental involvement	Priority 4: Pupil Achievement	Priority 5: Pupil Engagement	Priority 6: School Climate	Priority 7: Course Access	Priority 8: Other Pupil Outcomes
Goal 1 - Core Instruction: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st-century learning opportunities, including math, science, social studies, targeted ELD, and ELA; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.		X		X			X	X
Goal 2 - Multi-Tiered Systems of Support: Implement a rigorous whole-child approach that not only meets the basic needs of our students but also takes into consideration their		X		X				X

socio-emotional, academic, behavioral, and linguistic needs.								
Goal 3 - Community & Culture: All students and families feel welcome at school. Students attend school in a safe, engaging, and nurturing environment. Families are empowered to participate in decisions regarding curriculum implementation, school culture, and community engagement.			**X**		**X**	**X**		
Goal 4 - Operations: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities, and services.	**X**							

Figure 3.2—Goals, Outcomes, Actions, and Alignment to State Priorities:

Goal 1: Core Instruction	
Goal & Alignment	**Outcomes**
Goal 1: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st-century learning opportunities, including math, science, social studies, targeted ELD, and ELA; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development. This work is aligned with the following State Priorities: State Priority #2 - Implementation of State Standards Implementation of State Standards, including how the programs and services will enable ELs to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency. State Priority #4 - Student Achievement Pupil Achievement as measured by all of the following: statewide assessments, the percentage of EL pupils who progress toward English language proficiency as measured by the ELPAC, and the English learner reclassification rate. State Priority #7: Course Access	❖ Student proficiency in ELA, as measured by Distance from Met (DFS) on the SBAC, will improve annually, overall and for all significant subgroups, using the following criteria: ➢ DFS < -48.0, then annual target = -45.0 average DFS ➢ DFS = -48.0 to -0.1, then annual target = increase of 3 points ➢ DFS = 0.0 to +29.9, then annual target = increase of 3 points ➢ DFS > +29.9, then annual target = +30 average DFS ❖ Student proficiency in Mathematics, as measured by DFS on the SBAC, will improve annually or maintain proficiency, overall and for all significant subgroups, using the following criteria: ➢ DFS < -98.0, then annual target = -95.0 average DFS ➢ DFS = -98.0 to -25.1, then annual target = increase of 3 points ➢ DFS = -25.0 to -0.1, then annual target = increase of 3 points ➢ DFS > -0.1, then annual target = 0.0

The extent to which pupils have access to and are enrolled in: a broad course of study including courses described under Education Code Sections 51210 and 51220(a)-(i), as applicable; programs and services developed and provided to unduplicated pupils; and programs and services developed and provided to individuals with exceptional needs. State Priority #8: Other Pupil Outcomes Student outcomes, if available, for the adopted course of study for grades K to 8, as applicable.	average DFS ❖ Student satisfaction with the academic program, as measured by responses on the SCAI Survey for Domain 6 (Learning & Assessment), will average 3.5 or higher. ❖ Family satisfaction with the academic program, as measured by responses on the SCAI Survey for Domain 6 (Learning & Assessment), will average 3.5 or higher. ❖ Teacher rating of the academic program, as measured by responses on the Insight Survey for the Academic Opportunity Domain, will either be at or above 5.0 (national average) or increase by at least 0.1 points annually with a minimum target of 3.0 (1 standard deviation below the national average). ❖ The Charter School will meet EFC instructional requirements, as measured by the EFC Annual Evaluation ❖ The Charter School will meet EFC curricular requirements, as measured by the EFC Annual Evaluation
Actions	
The Charter School will engage in the following actions to support the achievement of the goal, as set forth and subject to annual revision as defined in the Charter School's LCAP: ❖ Identify, develop, and purchase curriculum materials to ensure alignment to the State Standards. Implement projects across subjects to provide engaging, rigorous, and standards-aligned curriculum that integrates math, science, social studies, ELA, and targeted ELD.	

- ❖ Conduct an annual curriculum evaluation to evaluate alignment with the State Standards and make adjustments as necessary.
- ❖ Continue providing honors credit options in core subjects for students seeking advanced coursework and ensure equitable access to community college courses for advanced learners.
- ❖ Expand internship and community-based learning opportunities to reinforce college and career readiness through hands-on, real-world experiences.
- ❖ Develop teacher practice by providing regular, high-quality instructional coaching and feedback, site-based professional development, structured collaboration time, and cycles of inquiry to support:
  - ➢ Planning and implementation of standards-aligned units of study
  - ➢ Best practices in supporting student engagement with literacy-rich learning units, complex text work, and academic discourse, and writing across the curriculum, with an emphasis on claim/evidence structures
  - ➢ High-priority instructional practices development, including integrated and designated ELD strategies, differentiated instruction, and authentic assessment.
  - ➢ Data-driven instruction grounded in student work and assessment analysis
- ❖ Provide Induction Coaching to all teachers holding a preliminary credential as needed to keep them on course to clear their credentials during the term of their licensure.
- ❖ Retain teachers by:
  - ➢ Building ample time into the daily and yearly schedule for planning, preparation, and collaboration
  - ➢ Creating opportunities for teacher leadership to continue career growth
  - ➢ Providing a competitive salary and benefits proposal
- ❖ Provide weekly one-on-one coaching to instructional leaders and the Principal and convene a monthly Instructional Leader Professional Learning Community (PLC) to develop and advance instructional leadership practices. Offer dedicated teacher collaboration time to refine interdisciplinary project-based learning and ensure alignment with 21st-century learning skills.
- ❖ Administer an assessment system, including formative assessments (i.e., performance tasks, internal benchmarks, SBAC IABs) and summative assessments (i.e., SBAC, CAST, ELPAC)

that allows students to demonstrate subject-area mastery, aligned to the State Standards and provides stakeholders with actionable reporting tools.

- ❖ Align and leverage data management systems to track student progress toward proficiency and growth targets.
- ❖ Support ongoing student and benchmark data analysis by teachers during professional development and one-on-one instructional coaching to inform instruction.
- ❖ Monitor student proficiency data on an ongoing basis in the School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in the State Standards. Actions and distribution of resources specifically include coaching to elevate teacher practice.
- ❖ Engage stakeholders–staff, families (including FLC/SSC and ELAC), and Board–in analyzing qualitative and quantitative data to evaluate the effectiveness of actions in achieving goals. Then, adjust goals, actions to achieve goals, measurable outcomes, and methods of measurement for these outcomes as needed to address gaps.

Goal 2: Multi-Tiered System of Supports	
Goal & Alignment	**Outcomes**
Goal 2: Implement a rigorous whole-child approach that not only meets the basic needs of our students but also takes into consideration their socio-emotional, academic, behavioral, and linguistic needs. This work is aligned with the following State Priorities: State Priority #2 - Implementation of State Standards Implementation of State Standards, including how the programs and services will enable ELs	❖ Student proficiency in ELA, as measured by Distance from Met (DFS) on the SBAC, will improve annually, overall and for all significant subgroups, using the following criteria: ➢ DFS < -48.0, then annual target = -45.0 average DFS ➢ DFS = -48.0 to -0.1, then annual target = increase of 3 points ➢ DFS = 0.0 to +29.9, then annual

to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency. State Priority #4 - Student Achievement Pupil Achievement as measured by all of the following: statewide assessments, the percentage of EL pupils who progress toward English language proficiency as measured by the ELPAC; and the English learner reclassification rate. State Priority #8: Other Pupil Outcomes Student outcomes, if available, for the adopted course of study for grades K to 8, as applicable.	target = increase of 3 points ➢ DFS > +29.9, then annual target = +30 average DFS ❖ Student proficiency in Mathematics, as measured by DFS on the SBAC, will improve annually or maintain proficiency, overall and for all significant subgroups, using the following criteria: ➢ DFS < -98.0, then annual target = -95.0 average DFS ➢ DFS = -98.0 to -25.1, then annual target = increase of 3 points ➢ DFS = -25.0 to -0.1, then annual target = increase of 3 points ➢ DFS > -0.1, then annual target = 0.0 average DFS ❖ The percent of ELs progressing towards English language proficiency will either be at or above 55% (high) or increase by at least 1.5 points annually on the English Language Progress Indicator reported on the CA Schools Dashboard. ❖ Improve annual cohort graduation rate overall and for all significant subgroups using the following criteria: ➢ < 67.0%, then annual target = 68.0% ➢ 67.0% to 90.4% DFS = increase of 1 points ➢ 90.4% to 94.9% = maintain

	➢ > 94.9 = 95.0% ❖ Improve annual College and Career Indicator overall and for all significant subgroups using the following criteria: ➢ < 2.0%, then annual target = increase of 9 points ➢ 2.0% to 34.9% = increase of 2 points ➢ 35.0% to 54.9% = increase of 1 point ➢ > 55.0% = maintain
Actions	
The Charter School will engage in the following actions to support the achievement of the goal, as set forth and subject to annual revision as defined in the Charter School's LCAP: ❖ Implement and refine a MTSS program and COST process to identify students and align supports for 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 ELs, services for foster youth, and services for students from low-income families). ❖ Implement daily office hours for academic support across subjects, ensuring students who need remediation or acceleration receive targeted interventions. ❖ Provide wrap-around social-emotional support through case managers who support relationships among students, families, and staff. ❖ Utilize weekly student data reviews to identify students needing additional socio-emotional or academic support and engage advisors in tracking student well-being. ❖ Provide individual and group therapy by school counselors through the MTSS program. ❖ Establish student-led advisory groups and affinity spaces to support diverse student needs and promote belonging and self-advocacy.	

- ❖ 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 teachers and leaders professional development on using Integrated ELD practices within core subjects, with ongoing coaching and feedback to support implementation.
- ❖ Provide teachers and leaders with professional development on Universal Design for Learning to support a range of learners.
- ❖ Support homeless students and families in the application and enrollment process to ensure barriers do not exist for these children. Once enrolled, utilize reservation funds for homeless education to support individualized services.

Goal 3: Community & Culture	
Goal & Alignment	**Outcomes**
Goal 3: All students and families feel welcome at school. Students attend school in a safe, engaging, and nurturing environment. Families are empowered to participate in decisions regarding curriculum implementation, school culture, and community engagement. This work is aligned with the following State Priorities: State Priority #3 - Parental Involvement Parental involvement and family engagement, including efforts to seek parent input for making decisions for schools, and how the Charter School will promote parent participation in programs for unduplicated pupils and individuals with exceptional needs.	❖ Attendance rate, as measured by P2-ADA, will be 92% or higher on annually on average ❖ Chronic Absenteeism, as measured by CBEDS and reported on Ed-Data, will decrease annually overall and for each numerically significant subgroup, using the following criteria: ➢ If > 25.9%, then annual target = 20% ➢ If 20% to 25.9%, the annual target is a 6-point reduction. ➢ If 13% to 19.9%, then the annual target is a 3-point reduction

State Priority #5 - Student Engagement Pupil engagement, as measured by school attendance and chronic absenteeism rates State Priority #6. - School Climate School climate, as measured by all of the following, as applicable: ❖ Pupil suspension rates ❖ Pupil expulsion rates ❖ Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	➢ If 10% to 12.9%, then the annual target is a 1.7-point reduction ➢ If 4.6% to 9.9%, then the annual target is a 0.5-point reduction ➢ If < 4.6%, then the annual target is to maintain ❖ Annual year-to-year return rate of students, as measured by the percent of students in non-graduating grades enrolled by October census date in prior year that are enrolled by October census of the current year, will be 85% or higher. ❖ Suspension rate, as measured by CBEDS and reported on the CA Schools Dashboard, will decrease annually overall and for each numerically significant subgroup, using the following criteria: ➢ If > 9.0%, then annual target = 6.0% ➢ If 3.6% to 9.0%, then the annual target is a 0.5-point reduction ➢ If 1.6% to 3.5%, then the annual target is a 0.4-point reduction ➢ If < 1.6%, then annual target = 1.5% ❖ Expulsion rate, as measured by CBEDS and reported on the Ed-Data, will be 0% ❖ Student satisfaction with school culture, as measured by responses on the SCAI Survey for Domain 7 (Attitude and Culture), will average 3.5 or higher.

	❖ Family satisfaction with school culture, as measured by responses on the SCAI Survey for Domain 7 (Attitude and Culture), will average 3.5 or higher. ❖ Teacher rating of the school climate, as measured by responses on the Insight Survey for the Learning Environment Domain, will either be at or above 5.0 (national average) or increase by at least 0.1 points annually with a minimum target of 3.0 (1 standard deviation below the national average). ❖ Teacher rating of the school operations, as measured by responses on the Insight Survey for the School Operations Domain, will either be at or above 5.0 (national average) or increase by at least 0.1 points annually with a minimum target of 3.0 (1 standard deviation below the national average).
Actions	
The Charter School will engage in the following actions to support the achievement of the goal, as set forth and subject to annual revision as defined in the Charter School's LCAP: ❖ Provide a healthy meal program to ensure students have the nourishment necessary to learn. ❖ Annually refine and implement attendance team structure and systems to promote positive attendance and decrease chronic absence. ❖ Leverage a PBIS that takes proactive action in establishing a strong school culture and focuses on increasing the positive incentive systems in classrooms and school-wide. ❖ Align SEL work throughout the Charter School and support teachers on Tier 1 strategies for behavior intervention.	

- ❖ Expand and engage families in community events (e.g., back-to-school nights, celebrations of learning) and capacity-building learning experiences based on parent interests, assets, and inquiries.
- ❖ Expand parent communication, including increased Spanish translation services and working in good faith with families with special needs to provide accommodations to decrease barriers to participation.
- ❖ Actively recruit bilingual staff when hiring new staff members.
- ❖ Provide opportunities for families to advise the Charter School through informal, broad-based structures (e.g., annual survey, workshops) and formal parent leadership structures (e.g., FLC/SSC and ELAC).
- ❖ Recruit Parent Representatives and provide leadership training to develop their capacity to facilitate the FLC committee aligned to clear, defined goals.
- ❖ Support the FLC in developing parents' understanding of grade-level standards, strategies for supporting their child, implementing restorative practices, and the Latitude graduate profile.
- ❖ Engage FLC in jointly developing, reviewing, and agreeing on the annual family engagement plan.
- ❖ Offer student leadership opportunities through student government and advisory roles to increase student voice in decision-making.
- ❖ Use annual student and family surveys (SCAI, belonging surveys, stakeholder feedback tools) to assess school climate and areas for improvement.

Goal 4: Operations	
Goal & Alignment	**Outcomes**
Goal 4: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities,	❖ Teachers meeting the California credentialing requirements for the subject area and grade level assigned will be 70%

and services. This work is aligned with the following State Priorities: State Priority #1 - Basic Services The degree to which teachers are appropriately assigned (Education Code Section 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (Education Code Section 60119), and school facilities are maintained in good repair (Education Code Section 17002(d))	or higher, as measured by CBEDS and reported on the SARC ❖ At least 70% of teachers return annually. ❖ The Charter School will meet EFC facilities requirements, as measured by EFC Annual Site Plan Evaluation ❖ Student satisfaction with the facility, as measured by responses on the SCAI Survey for Domain 1 (Physical Appearance), will average 3.5 or higher. ❖ Family satisfaction with the facility, as measured by responses on the SCAI Survey for Domain 1 (Physical Appearance), will average 3.5 or higher. ❖ Teacher rating of the school operations, as measured by responses on the Insight Survey for the School Operations Domain, will either be at or above 5.0 (national average) or increase by at least 0.1 points annually with a minimum target of 3.0 (1 standard deviation below the national average).
Actions	
The Charter School will engage in the following actions to support the achievement of the goal, as set forth and subject to annual revision as defined in the Charter School's LCAP: ❖ Recruit teachers with authorizations and credentials appropriate for their assignment by: ➢ Developing a recruitment plan each Fall, with implementation beginning each Winter ➢ Partnering with teacher preparation programs and teacher recruitment programs to attract new teachers	

- ➢ Incentivizing referrals within the organization
- ➢ Providing a competitive salary and benefits proposal
- ➢ Utilizing a signing bonus incentive as needed

- ❖ Annually refine and implement a safety plan before the first day of school.
- ❖ Implement facilities walkthroughs four times annually using a walkthrough rubric. Ensure regular facilities maintenance and safety improvements to keep learning environments clean, safe, and conducive to student success.
- ❖ Hire and train custodial, clerical, technical, and office staff to ensure effective and efficient school operations and clean and safe facilities.
- ❖ Ensure the Charter School has adequate materials, supplies, and equipment.
- ❖ Provide a safe, clean, well-equipped, and inspiring learning environment for children.
- ❖ Invest in updated instructional materials, technology, and curriculum resources aligned to state standards and student needs.
- ❖ Strengthen transportation support and accessibility for students with limited commute options, particularly for internship and college coursework opportunities.
- ❖ Jointly develop, monitor, and review a school improvement plan as part of the annual Site Planning process, which provides the foundation for the LCAP and LCAP Federal Addendum to ensure a unified approach to serving students across programs, including Title I, Part A and Title II Part A. This includes a needs assessment in the Fall, monitoring of outcomes over the year, and review, revision (as needed), and approval of the following year's plan in the Spring.

Element 4 (Governance) ……

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." ~~*California Education*~~ ***Ed. Code*** ~~*Section*~~*§* ***47605*** ~~*(b*~~*(c)*~~*(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.*~~

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, ~~*Latitude*~~Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of ~~*Latitude*~~Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

~~*EFC*~~
Charter School 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*~~Charter School amend the bylaws~~, *EFC*~~ to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the ~~*CSD*~~OUSD Office of Charter Schools ("OCS") within 30 days of adoption.

~~*EFC*~~
Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 *et seq.*).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the

condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall ~~*send to the CSD copies of*~~ follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 *et seq.*); the California Public Records Act (Government Code section 6250 *et seq.*); Government Code section 1090 *et seq.*; and the Political Reform Act (Government Code section 81000 *et seq.*) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas ~~*at the same time that they are posted in*~~ in accordance with the Brown Act. ~~*Latitude shall also send to the CSD copies of all*~~Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes~~ *within one week of governing board approval of the minutes. Timely*~~, available to the public either upon request or by posting ~~*of agendas and minutes on EFC's*~~on the charter school's website ~~*will satisfy this requirement*~~.

~~*The District reserves the*~~
Charter School acknowledges the District's statutory right~~*, but is not obligated,*~~ to appoint, at the District sole discretion, a single representative of the District's choosing to the ~~*EFC*~~Charter School governing board pursuant to Education Code section 47604(~~*b*~~c).

~~*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*~~

Required Notifications to the District

Charter School shall notify ~~the CSD~~OCS 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, regarding any aspect of Charter School's operations, within one week of receipt of such notices by ~~Latitude. Unless prohibited by law, Latitude~~Charter School. Charter School shall notify ~~the CSD~~OCS in writing of any internal investigations within one week of commencing investigation. ~~Latitude~~Charter School shall notify ~~the CSD~~OCS 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~~This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

~~STUDENT RECORDS~~

Charter School Records

Upon receiving a records request from a receiving school/school district, ~~Latitude~~Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. ~~Latitude~~Charter School 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~~Charter School closes, ~~Latitude~~Charter School shall comply with the student records transfer provisions in Element ~~16. Latitude~~15. Charter School shall comply with the requirements of Education Code section 49060 *et seq*., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

~~Latitude~~
Charter School 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~~Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at ~~Latitude~~Charter School and of the ~~CDE. Latitude~~District. Charter School further acknowledges that it has the obligation to provide all of such information to the ~~CDE~~District that is required by these referenced authorities in a timely manner so that the ~~CDE~~District may meet its obligations under those authorities as well. To the extent that there is information that the ~~CDE~~District has, but that ~~Latitude~~Charter School does not have that ~~Latitude~~Charter School needs in order to meet its obligations, the ~~CDE~~District shall provide the same to ~~Latitude~~Charter School 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~~
Charter School in accordance with Education Code ~~Section~~section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, ~~from the CDE~~Letters of Inquiry, and Notices of Concern, and shall consult with the ~~CDE~~District as needed regarding any such inquiries. ~~Latitude~~ Charter School acknowledges that it is subject to audit by ~~CDE if CDE~~District. If the District seeks an audit of ~~Latitude it~~Charter School, the District shall assume all costs of such audit. This obligation for the ~~CDE~~District to pay for an audit only applies if the audit requested is specifically requested by the ~~CDE~~District and is not otherwise required to be completed by ~~Latitude~~Charter School 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

Charter School Ombudsperson

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, "Ombudsperson", is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.

EFC Governance Overview

The governance structure of the Charter School will have the following components:

- California Nonprofit Public Benefit Corporation: Education for Change Public Schools
- Education for Change Board of Directors
- Superintendent of Schools and Chief of Schools
- EFC Family Leadership Council
- School Site Leadership
    - Principal
    - The Charter School Family Leadership Council
    - English Learner Advisory Committee

In accordance with Corporate Bylaws, the Superintendent, subject to the control of the Board of Directors, supervises and controls the affairs of the corporation and the activities of the staff.

Education for Change, as the non-profit operating the Charter School, is responsible for overseeing the operations of the Charter School. The EFC Board of Directors ("Board of Directors" or "Board") makes corporate and policy-level decisions and delegates management powers to its Superintendent of Schools ("Superintendent"). Under the policies established by the Board of Directors, the Principal reports to the Chief of Schools or to the Superintendent of Schools for day-to-day management issues at the site level. The Principal coordinates all Charter School-level planning and decision making that involves the Charter School's professional staff, parents/guardians, and community members in establishing and reviewing the Charter 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. Beyond the Superintendent, the EFC Home Office has numerous positions designed to support the Principal in the management and operation of the Charter School.

In addition, EFC believes that students are best served through a distributive leadership structure that involves and includes parents, teachers and site leadership. To that end, EFC facilitates the

EFC Family Leadership Council, and employs a number of regular and ad hoc structures to create opportunities for staff leadership.

An Organizational Chart for the EFC "Home Office" is provided in **Figure 4.1** and an Organizational Chart for the Charter School is provided in **Figure 4.2**. Organization charts regularly change in alignment with priorities and in response to changes in organizational and school resources.

Figure 4.1—EFC Home Office Organizational Chart

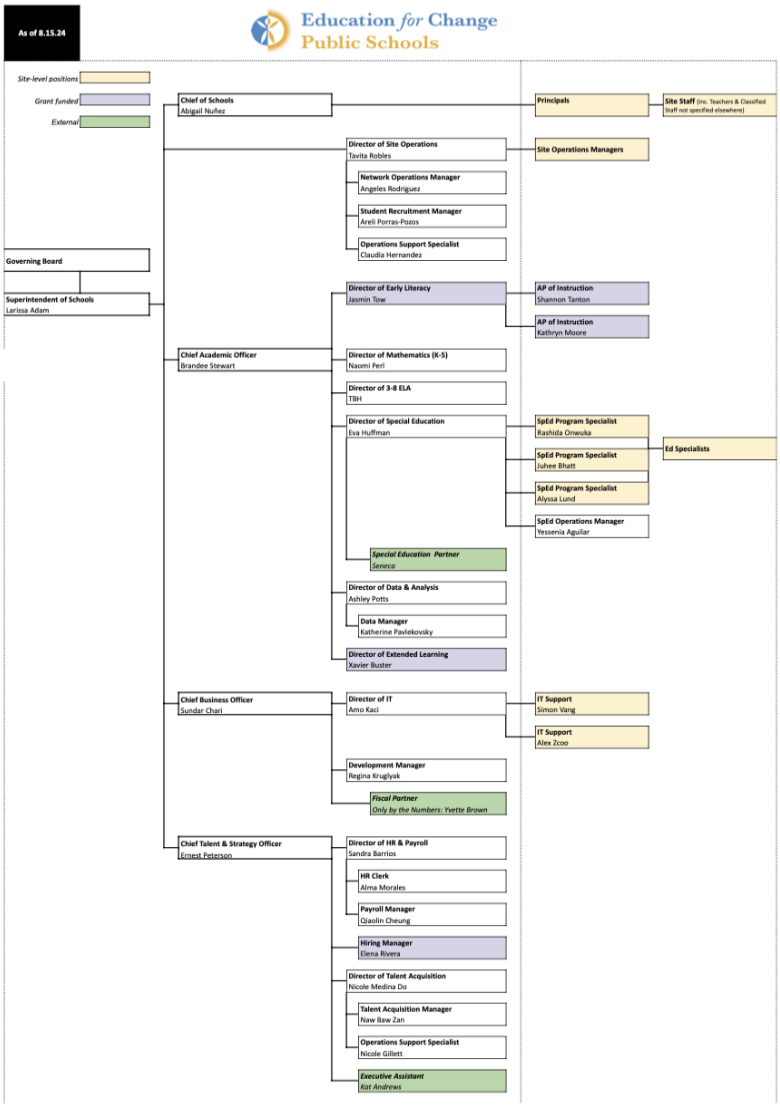
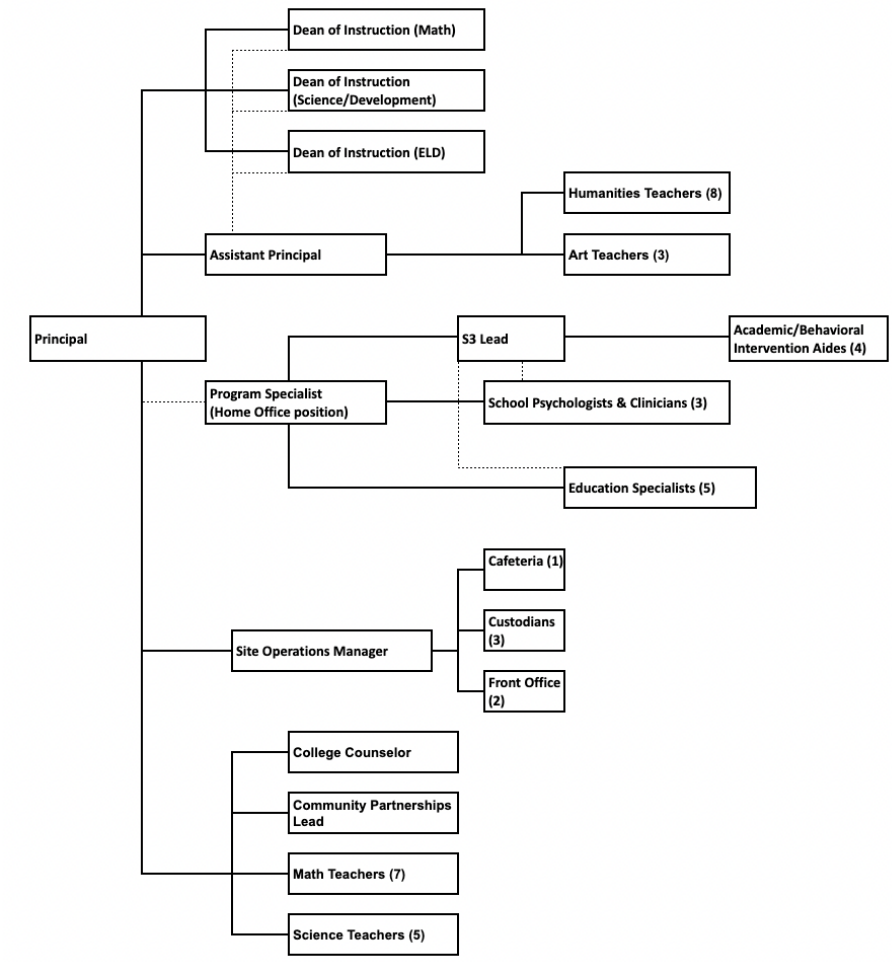


Figure 4.2—Latitude 37.8 High School Organizational Chart:



The Charter School shall operate autonomously from the ~~SBE~~District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated ~~between~~with the ~~CDE and the School.~~District. Pursuant to ~~California~~ Education Code Section 47604(~~c~~d), the ~~SBE~~District shall not be liable for the debts and obligations of the Charter School, Latitude 37.8 High School, operated by Education for Change, a California ~~nonprofit~~non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by

~~Latitude~~the Charter School as long as the ~~SBE~~District 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*~~The governing structure of EFC may be revised. Material revisions shall be submitted to OUSD in accordance with Education Code Section 47607 and are governed by the standards and criteria of Education Code Section 47605.

Non-Profit Public Benefit Corporation

The Charter 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(a).

Education for Change is a California nonprofit, 501(c)(3) tax-exempt corporation, incorporated in 2005 which operates seven charter schools, each separately authorized by the Oakland Unified School District, Alameda County Board of Education, or the State Board of Education ("SBE"). The charter applicant and holder for all EFC schools is the Board of Directors of Education for Change, which operates in accordance with its adopted corporate bylaws. Each EFC school maintains a separate budget and is audited as part of the organization's annual financial audit. 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 District guidelines and requirements for charter schools. It will retain its own counsel when necessary. It has purchased and will maintain as necessary general liability, workers compensation, property, errors and omissions and unemployment insurance policies. EFC ensures compliance with all **Assurances** put forth within this petition, at the onset of the petition and within each individual element.

Please see **Appendix ~~*B1*~~6 - Corporate Documents** 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~~Conflict 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.~~Interest Code.

Education For Change ~~**Governing Board**~~

Board of Directors

The Charter School is governed by a Board of Directors, in accordance with applicable law and its adopted bylaws, as may be subsequently amended pursuant to the amendment process specified in the bylaws which shall be consistent with the terms of this charter.

The Board of Directors will consist of directors from a variety of professional and academic backgrounds to ensure that the Charter School has the necessary expertise to maintain a high-quality program. This includes experience in one or more areas critical to charter school success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising, or other areas that are determined necessary and timely.

The Board of Directors meets at least quarterly. All Board meetings comply with the Brown Act and Education Code Section 47604.1(c).

Role and Responsibilities

The mandate of the Board of Directors and stakeholders of EFC is to promote the guiding mission of the Charter School as articulated in this charter. In order to do so, the Board of Directors 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 Board of Directors will exist to affirm or reject policy recommendations and to evaluate the Superintendent.

The Board of Directors of EFC is responsible for:

- ~~Legal~~Overseeing the legal and fiscal well-being and compliance of the organization and each EFC school~~.~~
- Hiring, evaluation, and ~~evaluating~~, when necessary, termination of the Superintendent
- Long-term strategic planning for EFC ~~Chief Executive Officer.~~
- Approving and monitoring the implementation of the organization's ~~policies.~~Bylaws, resolutions, and policies and ensuring the terms of the charter are met
- Performing all 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.
- Approving charter amendments as necessary and submitting material revisions as necessary for the chartering authority's consideration
- 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~~.~~
- Participating in and approving Charter School programmatic audits, including annual independent fiscal audit, and LCAP
- 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
- Participating as necessary in dispute resolution
- Appointing an administrative panel or act as a hearing body and take action on recommended student expulsions
- 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~~The Board of Directors 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~~Superintendent, 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~~.~~ of Directors. The Board of Directors, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Delegation of said duties will be in writing ~~delineating~~, specify the entity designated, describe the specific tasks to be delegated, any conditions on the delegated authority and the timeframe of these duties, and require an affirmative vote of a majority of Board members.

~~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.~~

EFC has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within **Appendix 9**. As required, the Conflict of Interest Code will be submitted to the District Board of Supervisors for approval.

Composition

The Board of Directors shall consist of no fewer than five (5) and no more than thirteen (13) members. EFC recruits qualified and appropriate candidates for the board to ensure:

- Diversity in skill sets, perspectives, and backgrounds.
- Full and responsible governing of the organization and schools.
- A unifying and passionate commitment to the vision and mission of EFC.

Two of the seats on the Board of Directors will be reserved for representatives from the EFC Family Leadership Council. The Family Leadership Council membership will elect two representatives to be recommended to the Board of Directors. In addition, in accordance with Education Code Section 47604(c), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation. If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors shall be appointed by the Board of Directors, except for the chartering authority representative, if any.

Each year, the Board of Directors will elect a Chair pursuant to the Bylaws. Any member of the Board of Directors may be eligible for this position**.** The Chair may choose to resign the Chairmanship with a letter of resignation, in which case the Board of Directors will elect a new Chair for the remainder of that term.

The Board of Directors 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 Board of Directors in alignment with the bylaws and the articles of incorporation.

Terms

Each EFC Board member serves a term of three (3) years, with the opportunity to renew for an unlimited number of terms. Directors who are representatives from the Family Leadership

Council will serve a one-year term. There shall be no term limit for either (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 **Figure 4.3**.

Figure 4.3—Board Members, Positions, and Term Expirations:

Members	Position	Term Expiration
Eva Camp	Board Chair, Executive Committee Chair	8/10/2025
Lauren Weston	Board Vice Chair, Executive Committee	10/20/2026
Nick Driver	Board Member, Finance Committee	6/8/2025
Damon Grant	Board Member, Student Outcomes Committee Chair	8/11/2027
Mike Barr	Board Member, Finance Committee Chair	10/20/2026
Erika Cisneros	Board Member, Student Outcomes Committee	10/20/2026
Sonia Urzua	Board Member	2/22/2026
Niloy Gangopadhyay	Board Member, Executive Committee	8/9/2026
Christopher Campbell	Board Member, Finance Committee	4/25/2027
Stephisha Ycoy-Walton	Parent Board Member, Student Outcomes Committee	10/26/2025

Kimberley Ovalle	Parent Board Member	10/26/2025

*Board Member qualifications are attached as **Appendix 12.***

Recruitment~~, and Development~~ and Selection~~, and Development~~ of Board Members

New board members are recruited and selected based on the provisions of EFC's Bylaws, which states that directors in office shall elect successors to the directors. The Superintendent of Education for Change ~~**Board Members**~~

works closely with the Board of Directors to ensure that members are in full alignment with the organization's mission, culture, and goals. The qualifications sought in candidates interested in serving on the Board of Directors include but ~~are~~need not be 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 topics to include, at a minimum, open meeting laws, conflict of interest policy, the Brown Act, ethics, essential policies and procedures, legal and financial responsibilities, ~~and~~ charter school oversight~~. EFCPS~~, and other training as needed or requested by Board Members. EFC also ensures new board members receive training on basic roles and responsibilities, committees, board recruitment, public relations and marketing, evaluating the board and ~~CEO~~Superintendent, running an effective meeting, expulsion policies, human resources policies, and ~~Special Education.~~ special education. Training may include attending conferences whereby relevant governance training is available and additional ~~trainings~~training and workshops to be held at special and regularly scheduled Board meetings each year. ~~Trainings~~Training 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:~~

~~**Member**~~	~~**Position**~~	~~**Term Expiration Date**~~
~~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 of Directors shall meet at least ~~every other month~~quarterly or more often as needed to review and act on its responsibilities. Each year, the Board of Directors shall approve a schedule for regular meetings to be held during the following year.

~~*See Appendix B5 Governing Board Meeting Schedules, 2017-2018*~~

~~The Education for Change Governing Board~~The Board of Directors solicits the participation of members of the community who do not have a direct stake in or accountability for ~~Latitude's~~the

Charter School'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.~~

Meetings will be held at the principal office of EFC, which is within the physical boundaries of Alameda County, unless the Board of Directors designates another location within Alameda County within close proximity to the location of the charter schools operated by EFC. In the event EFC operates charter schools outside of Alameda County, it shall hold meetings in the County in which the greatest number of pupils enrolled in those charter schools managed by that entity reside. The Board Chair will lead the meetings of the Board of Directors.

Standing Committees

The ~~EFC~~ Board of Directors has both standing and temporary (ad hoc) committees to focus on specific tasks and/or policies such as those listed earlier in the ~~initial~~ description of the Board's ~~purview stated previously.~~Role and Responsibilities. All ~~EFC~~ Board committees shall be ~~comprised with~~composed of board members serving as chairs. ~~Education for Change~~EFC 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.~~ Charter School. All non-board member committee members will be selected by the Board of Directors upon recommendation of the ~~CEO~~Superintendent.

Standing committees include, but are not limited to, the following:

- **Finance**~~: all~~ - All finance-related matters are handled first on this committee, as well as fundraising.
- **Student Outcomes**~~:~~ - Performance, curriculum, instructional delivery, professional development, and technology are all monitored by this committee.

- **Executive**~~:~~ - This committee is responsible for recruiting and making recommendations for selection of new board members and leading the evaluation and selection of the ~~CEO~~Superintendent.

~~Changes to standing committees (e.g., composition, purview, etc.) may be made at any time by the EFC~~ The Board ~~and shall not be considered a material revision to the charter.~~

~~The EFC Board~~of Directors 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~~from 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 conducted in accordance with the Brown Act.

The ~~EFC~~ Board of Directors 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 of Directors will seek input from standing or Board-established ad hoc committees. The ~~EFC~~ Board of Directors will not be required to seek input on any matter that would legally be heard in closed session pursuant to the Brown Act.

Changes to standing committees (e.g., composition, purview, etc.) may be made at any time by the Board of Directors and shall not be considered a material revision to the charter.

Fiscal Management

The ~~Chief Executive Officer~~Superintendent is the corporate officer responsible for all budgetary matters~~.~~, subject to oversight by the Board of Directors. On a day-to-day basis, the Chief ~~Operating~~Business Officer ~~(COO)~~("CBO") operates and makes recommendations to the ~~CEO for~~Superintendent regarding the ~~Latitude~~Charter School budget, with input from the Principal, Instructional Leadership Team, and Family Leadership Council. The ~~COO~~CBO works closely with an outside CPA for the audit of the ~~school's~~Charter School's end of year financial statements and for appropriate review of procedures and internal control. The ~~EFC~~ Board of Directors may authorize the Finance Committee to make final financial decisions regarding portions of the ~~schools'~~Charter Schools' budget.

Compensation ~~for Board Members and Committee Leadership~~

Directors may not receive compensation for their services as directors or officers~~, only such~~ but may receive 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~~such resolution is adopted.

Superintendent

As ~~stated in our bylaws, except for the Board Chairman and Vice Chairman, officers also shall not be directors.~~specified above, the Board of Directors delegates day-to-day management responsibilities of EFC to the Superintendent. The position of EFC Superintendent is designed to lead and manage the entire non-profit organization and all schools. This person is responsible for administering all of the aspects of day-to-day operations of EFC, working with the Board of Directors, the Authorizer, children, parents and families, and community members. The Superintendent is the leader of EFC, and reports directly to the Board of Directors, and is responsible for the orderly operation of the EFC charter schools and the supervision of management team members at Home Office who directly supervise principals who directly supervise all staff in the Charter School. Duties include:

~~**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.~~

- The Superintendent will be responsible for overseeing the network office team and working with them collaboratively to create sustainable, scalable systems and policies that will support the schools and enable them to maintain their focus on delivering high quality instruction.
- The Superintendent will address the strategic challenges EFC will face and will consider specific strategic questions including the following:
  - How does EFC maintain a focus on improving academic outcomes?
  - How will the organization secure the financial resources necessary to fund itself in an increasingly tight economic environment?
  - What types of human talent systems are necessary to support the organization and ensure that there are enough high-quality teachers and administrators?

The high-level responsibilities of the Superintendent include:

- **Strategic Planning**: In partnership with the Board of Directors, the Superintendent will execute on the existing strategic plan, then spearhead a new one when the current one is completed.
- **Team Building**: The Superintendent will be responsible for creating the team necessary to carry out the mission of the organization and provide ongoing operations and instructional support to schools.
- **Advancement:** The Superintendent will further advance the mission of the organization by identifying and securing new sources of funding from foundations, corporations and individual donors, and by forming additional strategic partnerships.
- **Governance:** The Superintendent will work with the Board of Directors and the Board Chair to support the Board of Directors in its fulfillment of its governance functions. The Superintendent will be responsible for supporting and executing the directives of the Board of Directors.

- **External Relations:** The Superintendent will serve as the chief spokesperson for EFC, ensuring proper representation of the organization to the local civic, business and political community, the greater education reform sector and other external constituents, including parents and families.
- **Financial Management:** The Superintendent will oversee the financial systems of the organization, including the development of the annual budget, subject to approval and oversight by the Board of Directors.
- **School Support:** The Superintendent will provide support to the instructional team as needed in the areas of staff management and evaluation, hiring, HR issues, and other tasks that are necessary to ensure that the mission of EFC is fulfilled.
- **Compliance –** The Superintendent will ensure all necessary compliance requirements applicable to EFC and the Charter School are met.

EFC Family Leadership Council

Parent involvement is a key success factor at ~~Latitude~~all charter schools operated by EFC, and one of the foundational elements of the ~~school. The same is true for Education for Change, which has~~Charter School. EFC therefore established ~~a~~an EFC Family Leadership Council to ensure ongoing, consistent involvement and training for parent leadership development. Each ~~EFCPS~~EFC school site FLC (described below under School Site Leadership) will elect two representatives to the EFC ~~Family Leadership Council. The Family Leadership Council~~FLC. The EFC FLC participates in the ongoing evaluation of ~~the organization's~~EFC's programs and operations, schools and community concerns and priorities for improvement.

~~*See Appendix B7 for the Family Leadership Council Guidebook*~~

~~Education For Change~~EFC has instituted a governing board structure that ~~facilitates~~mandates 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.~~EFC FLC. These parent ~~EFC board members~~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*~~

*Please see **Appendix 7 - Family Leadership Council Guidebook.***

School ~~Supervision by Chief Team~~Site Leadership

~~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~~ As stated in the overview, EFC believes that students are best served with a distributive leadership structure that involves and includes parents, teachers and site leadership. To that end, the following individuals and bodies at the school site have a role in the leadership and governance of the Charter School:

- Principal
- Family Leadership Council
- English Learner Advisory Committee

Principal

The ~~Latitude~~Charter School Principal leads and manages ~~Latitude~~the Charter School, inspiring staff, families and community members to provide the best environment and structure for student learning. ~~He~~That person has the freedom and flexibility to make or suggest improvements on existing practices, as well as to request financial, instructional and material ~~supports~~support from the Home Office.

The ~~Latitude~~Charter School Principal's primary responsibilities are:

- Lead ~~Latitude~~the Charter School in accordance with the EFC vision and mission
- Lead and manage the planning and implementation of ~~Latitude's strategic~~Charter School's 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~~representative(s) from administration, teachers, support staff)
- Facilitate communication between all charter 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.~~Charter School
- Oversee the day-to-day operations of the ~~school~~Charter School
- Report to the ~~school's~~Charter School stakeholders, ~~including the CEO~~Superintendent and the EFC Board, on the progress of the ~~school~~Charter 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~~Charter School.
- Be available to parents on a regular basis. Keep parents informed of and involved in policy changes at the ~~school.~~Charter 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	Principal,														

development plan	Teachers															
Initiate professional development for founding team	Principal															
Develop master schedule and class assignments	Principal															
Task	Person	J	A	S	O	N	D	J	F	M	A	M	J	J	A	
School Culture and Climate																
Develop school culture plan	Principal															
Finalize COS systems and process	Principal, EFC															
Plan student orientation and start of school activities	Teachers															
Develop student handbook	Teachers															
Participate in professional development (RJ, Trauma informed practices)	Principal, Teachers															
Task	Person	J	A	S	O	N	D	J	F	M	A	M	J	J	A	
Student and Family Engagement, Recruitment and Enrollment																
Develop recruitment plan	Principal															
Conduct engagement events	Principal, Teachers															
Conduct 1:1s with interested families	Principal, Teachers															
Host info sessions	Principal															
Finalize marketing collateral in multiple languages	Principal															
Collaborate with Enroll Oakland Charters	Principal															
Plan and hold lottery event	EFC															

Inform families of acceptance status	EFC															
Confirm student enrollment	EFC															
Hold family and student orientation event	Principal															
Manage wait list (as necessary)	Principal, EFC															
Task	Person	J	A	S	O	N	D	J	F	M	A	M	J	J	A	
Community Partnership Engagement																
Complete community asset map	ELO Coordinator, Principal															
Conduct outreach and partnership meetings	ELO Coordinator, Principal															
Hold community networking events	ELO Coordinator, Principal															
Develop partnership/mentorship guides and training	ELO Coordinator															
Train community partners	ELO Coordinator															
Collaborate with partners to finalize studio and ELO opportunities	Principal, Director of Instruction															
Task	Person	J	A	S	O	N	D	J	F	M	A	M	J	J	A	
Staffing and Personnel																
Develop staff handbook	Principal, EFC															
Recruit classified staff	EFC, Principal															
Interview and select staff	Principal															
Onboard new classified staff	Principal, EFC															

Task	Person	J	A	S	O	N	D	J	F	M	A	M	J	J	A
Fiscal Management															
Complete PCSPG Grant	Project Manager														
Finalize Year 1 Budget	Principal														
Train office manager in fiscal systems	EFC														
Task	Person	J	A	S	O	N	D	J	F	M	A	M	J	J	A
Technology															
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														
Task	Person	J	A	S	O	N	D	J	F	M	A	M	J	J	A
Facilities															
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														
Task	**Person**	**J**	**A**	**S**	**O**	**N**	**D**	**J**	**F**	**M**	**A**	**M**	**J**	**J**	**A**
Operations															
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 $5,000,0000 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 for funds transfer fraud and counterfeit currency coverage.

ELEMENT 4C: BUDGETS / FINANCIAL PLAN

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 the 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 supervisorial oversight of Latitude, not to exceed 1% of the charter school's revenue, or the SBE may charge for the actual costs of supervisorial 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 supervisorial oversight fee allowed under the law as it may change from time to time."*~~

~~ELEMENT 5: EMPLOYEE QUALIFICATIONS~~

Parental Involvement in Governance

Family Leadership Council

The Charter School and all other EFC schools have active school site FLCs composed of family members who represent the diversity of the Charter School. Each year, the Charter School's Family Leadership Council elects two representatives to serve on the EFC FLC.

The school site Family Leadership Councils are expected to present feedback and information to the EFC Board of Directors through the EFC FLC structure, which also serves as a vehicle to give families meaningful input on the strategic direction of the organization. The EFC FLC serves in an advisory role to the EFC Board of Directors.

EFC promotes family partnership and 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 Charter 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 to achieve at the highest levels, scheduling specific homework time, and providing a quiet environment for their children's studies.

English Learner Advisory Committee

For as long as there are more than 21 ELs in attendance, the Charter School will have an English Learner Advisory Committee. The ELAC is open to all families, with parents of ELs comprising at least the same percentage of the ELAC membership as ELs constitute of the Charter School's total student population. The ELAC serves in an advisory capacity to:

- Advise the Principal and staff on programs and services for English learners
- Advise the School Leadership on the development of the LCAP and LCAP Federal Addendum as they relate to English Learners
- Help make parents aware of the importance of regular school attendance

Element 5 (Employee Qualifications)

"The qualifications to be met by individuals to be employed by the charter school." – Ed. Code § 47605(b)(5)(E)

~~*EQUAL EMPLOYMENT OPPORTUNITY*~~

~~*Latitude*~~Equal Employment Opportunity and ~~*EFC acknowledge*~~Nondiscrimination

Charter School acknowledges and ~~*agree*~~agrees that all persons are entitled to equal employment opportunity. ~~*EFC*~~Charter School 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. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

~~*ESEA/ESSA AND CREDENTIALING REQUIREMENTS*~~

~~*Latitude*~~

Teacher Credentialing Requirements

Charter School shall adhere to all State and federal 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*~~Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). ~~*Latitude*~~Charter School 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*~~

Reporting Educator Misconduct to the 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 ~~*re porting*~~reporting of egregious misconduct.

~~*EMPLOYMENT OF FELONS*~~

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

~~Latitude~~ Overview

The Charter School is driven by its own mission and vision, as well as the ~~Education For Change~~EFC 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~~the Charter School and ~~Education for Change~~EFC must have a strategy and a plan to ensure the Charter 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)~~Charter School shall ~~monitor compliance with this policy and report to the Board of Directors on a regular basis. The COO will also monitor~~recruit professional, effective, and qualified personnel to serve in administrative,

instructional, instructional support, and non-instructional support capacities. All prospective employees are required to have legal authorization to work in the United States, and also successfully complete a DOJ fingerprinting background check, tuberculosis ("TB") risk assessment and examination (if necessary), and ~~background clearance of all non-teaching staff. Prior~~reference checks to ensure the health and safety of the Charter School's faculty, staff, and pupils. In addition, prospective employees are carefully screened to ensure they have the qualifications for 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~~ as outlined in their job descriptions. The Charter School shall not discriminate against ~~applicants or employees~~ any individual employee on the basis of ~~race, color, religion, sex,~~ actual or perceived disability, gender, gender identity, gender expression, ~~gender identity,~~ nationality, race or ethnicity, religion, sexual orientation, ~~pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or~~ or any other characteristic ~~protected by California or federal law. Equal employment opportunity shall be extended to all aspects of~~that is contained in the ~~employer-employee relationship~~definition of hate crimes set forth in Section 422.55 of the Penal Code, including ~~recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.~~

immigration status, or association with an individual who has any of the aforementioned characteristics.

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 of Directors, any administrators, managers or employees, and any other committees of the EFC Board shall at all times comply with applicable federal and state laws, nonprofit integrity standards and ~~CDE's~~OUSD'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.

All EFC and Charter 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
- Maintain a high level of professional conduct

Employee Recruitment and Selection Process

~~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:~~

~~Proof of negative tuberculosis (TB) testing or negative chest X-ray for TB~~EFC and the Charter School are dedicated to hiring professional and qualified staff. All staff to be hired at the Charter School must demonstrate an understanding and commitment to EFC and the Charter School's mission, vision, and educational philosophy.

EFC provides equal employment opportunities for all qualified applicants and staff. Employment decisions are based on qualifications, abilities, and work performance.

Recruitment

EFC is dedicated to hiring professional and qualified staff. All staff to be hired at the Charter School must demonstrate an understanding and commitment to EFC's mission, vision, and educational philosophy. The Director of Talent Acquisition and the Chief Talent and Strategy Officer at the EFC Home Office will be responsible for staff recruitment, as follows:

- 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
- Utilizing print and news media, as appropriate
- Expand and deepen partnerships to foster internal and external pipelines which will help reduce cost/hire and support diversity

Selection

Selection and appointment of employees at EFC will be the exclusive prerogative of EFC. As such, the EFC Board of Directors shall set the terms and conditions of employment by establishing personnel policies. Decisions relative to the selection, employment, and release of the Superintendent rest with the Board of Directors. Decisions relative to the selection,

employment, and release of the executive management employees rest with the Superintendent in consultation with the Board of Directors as needed.

The Principal, in partnership with the EFC Home Office, is responsible for the selection, employment, and release of all school-site staff. 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, the following selection process will be implemented:

1. Request resumes, cover letters and written responses to essay prompts (EFC Director of Talent Acquisition or designee),
2. Utilize pre screening tools for all staff (EFC Director of Talent Acquisition or designee),
3. Leverage brief screening interviews (by phone) as needed (EFC Director of Talent Acquisition or designee),
4. Conduct a follow-up interview, including a sample teaching lesson or other demonstration of job-related abilities (site level selection team),
5. Verify credentials and past employment, state and federal background checks, and professional and personal reference checks (EFC Human Resources team),
6. Finalize a selection (Principal & EFC Director of Human Resources or designees),
7. Finalize contract and extend offers of employment (EFC Director of Human Resources or designee).

Employee Qualifications

All employees must meet the state and federal legal requirements for employment, including relevant credentialing requirements, background checks, TB clearance, immunizations, and any additional position-specific requirements.

The HR department maintains on file and available for inspection current copies of:

- Teacher credentials for their certificated assignment, as required by position
- Documentation of TB clearance, in accordance with Education Code Section 49406
- ~~Fingerprinting for a~~ Verification of state and federal criminal ~~record check. Education for Change will process all~~ background ~~checks~~check clearance

- Criminal background summaries, which will be maintained by the HR Department in a
- confidential secured file separated from personnel files, as required by ~~Education Code Section 44237~~law
- Documents establishing legal employment status, most commonly in the form of an I-9 Employment Eligibility Verification form and acceptable forms of identification

~~**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'~~All other relevant employment documentation

Except for unionized employees whose employment relationship with EFC, rights and obligations, and service to the Charter School shall be subject to a collective bargaining agreement, all other employees' job classification and work basis will be specified in individual employment agreements, unless they also become subject to a collective bargaining agreement. 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~~Charter 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 For further details on employee qualifications as they relate to the health and safety of students and staff, please see **Element 6**.

Qualifications and Job Descriptions for Key Positions

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(l). 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~~the Charter School 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~~the Charter School in its operations~~:~~. The organization chart and job responsibilities will be revised as necessary to reflect the needs and priorities of the organization in service of its mission.

Management Team

- ~~Chief Executive Officer -~~ Superintendent - Manages the strategic direction of EFC
- Chief of Schools - Supervises and coaches all Principals and schools
- Chief Talent and Strategy Officer - Manages HR and Talent teams and leads 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~~ Director of Site Operations ~~Officer~~ - Leads the ~~central and~~ site-based Operations teams
- Chief Academic Officer - Leads the Instructional Team, including Special Education
- Chief Business Officer - Leads the Finance and IT teams

Instructional Leadership Team

- ~~Deputy Chief~~ Chief of Schools - Supervises and coaches all Principals
- Chief Academic Officer - Leads instructional strategy and manages directors of academic content areas, expanded learning, assessment and student support services

- Director of Student Support Services - Manages and leads the Division of Student Support Services
- Director of Mathematics - Leads K-8 Mathematics coaching, professional development, and support
- Director of TK-2 ELA - Leads Early Elementary ELA coaching, professional development, and support
- Director of 3-8 ELA - Leads Upper Elementary and Middle School ELA coaching, professional development, and support
- Director of Assessment, Data ~~Systems,~~ and Analysis - Manages assessment administration, data platforms, and student data
- ~~Data Manager~~
- Director of Expanded Learning - Manages Expanded Learning programming and oversees ELOP funds and requirements

Finance and Operations Team

- Chief Business Officer - Leads the Finance and IT Teams
- Chief Talent and Strategy Officer - Manages strategic priorities and leads Human Resources ~~Team~~and Talent teams
- ~~Community Engagement Specialist~~
- ~~Student Recruitment Team~~
- ~~Director Internal~~Director of Human Resources - Manages HR and Payroll Teams, Benefits
- Director of Talent Acquisition - Leads certificated and classified staff recruitment and selection, and partnerships
- Director of Site Operations - Leads the site-based Operations teams
- ~~Finance Team~~
- ~~Facilities Manager~~
- Director of IT ~~Team~~

~~*See Appendix B12 for job descriptions for the CEO.*~~ Manages and ~~*Appendix B13 for the COO job description*~~supports IT team 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.*~~

- special projects

The following ~~job descriptions outline~~outlines the ~~school~~key Charter School positions~~, including~~ and the qualifications ~~and responsibilities.~~ needed for those roles. They will be revised as necessary to reflect the ~~specific~~ needs of ~~Latitude.~~the Charter School.

Principal

Under direction of the Chief of Schools, the Principal is responsible for the day-to-day operations of ~~Latitude~~the Charter School. 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~~Charter 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~~Charter School's approved instructional frameworks and annual site plans, fosters a culture of positive, engaged learners, and serves as a strong ~~advocates~~advocate for the ~~school's~~Charter School's philosophy.

~~*See Appendix B15 for the Principal job description*~~

- 3+ years teaching experience
- Experience as a teacher leader, instructional coach, or site leader
- Experience working with children in an educational or youth development setting
- Training and/or experience with conflict management
- Excellent organizational, project management and time management skills
- Spanish Bilingual preferred
- Masters Degree preferred
- Outstanding problem solving skills
- Effective oral and written communication skills with an ability to communicate with various constituencies and to work comfortably with a variety of staff at all levels within the organization

- Proactive, independent thinker, goal oriented
- Excellent team player with a high degree of willingness to be hands-on and do whatever it takes to support the success of Education for Change

Assistant Principal/Deans of Instruction

The Assistant Principal is viewed as a future principal. As such, the Assistant Principal role is intended to provide a wide range of experiences that will successfully prepare individuals to eventually serve as Principal. The Assistant Principal supports the Principal in the roles described above under Principal.

The Dean of Instruction under the supervision of the Principal or Assistant Principal provides instructional coaching and professional development to targeted teachers. The Dean role is intended to provide instructional leadership experiences that will prepare the individual for Home Office and site administration responsibilities.

The qualifications for an Assistant Principal include:

- 3+ years teaching experience
- Experience as a teacher leader, instructional coach, or site leader
- Spanish Bilingual preferred
- Masters Degree preferred
- Knowledge of the State Standards and instructional practices aligned to those standards
- Strong data analysis skills
- Experience working with English Learners
- Experience coaching, mentoring or developing teachers
- Strong community building skills
- Outstanding communication and organization skills

The qualifications for a Dean of Instruction include:

- 3+ years teaching experience
- Experience accelerating student learning and achievement in low-income communities
- Knowledge of curricula and instructional best practices

- Content knowledge in Common Core Standards
- Strong Data Analysis Skills
- Demonstrated success as an instructional leader and in the professional development of teachers
- Strong interpersonal skills
- Able to work effectively with diverse communities
- Outstanding communication and organization skills
- Must possess a growth mindset and be able to use feedback to refine practice

Teachers

As with students and parents/guardians, teachers make a specific choice to be part of the ~~Latitude team.~~Charter School Academy team, as well as part of the non-profit Education for Change team. EFC teachers meet the requirements for employment as stipulated by ~~the California~~ Education Code section 47605(l). ~~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~~are responsible for delivering instruction aligned to the ~~regulatory~~instructional 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:~~at Education for Change

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~~Charter School and EFC.

~~Responsibilities and essential qualities~~The qualifications for the ~~teachers~~Teachers include:

- ~~Preparing~~ Bachelor's degree
- Valid California Multiple Subject Teaching Credential or ability to attain one based on out of state certification, permit, or other document required for the teacher's certificated assignment.
- CLAD, BCLAD, or English Learner Authorization
- Must possess a growth mindset and be able to use feedback to refine practice
- Experience with Positive Behavior Interventions & Supports preferred
- Experience accelerating student learning and ~~implementing~~achievement in low-income communities preferred
- Spanish language proficiency preferred
- Experience and desire to use data and technology as levers to drive instruction

Education Specialists

Qualifications:

- Valid California Education Specialist Credential
- Successful experience with students with special needs
- Must possess a growth mindset and be able to use feedback to refine practice
- Successful experience working in a collaborative environment
- Experience working with diverse communities
- Minimum of 3 years of experience as a certified Special Education teacher preferred
- Valid California Autism Authorization preferred

- Experience accelerating student learning and achievement in low-income communities preferred
- Bilingual-Spanish preferred
- Experience and desire to use data and technology as levers to drive instruction

School Psychologists

Qualifications:

- Minimum of 3 years of experience as a licensed Specialist in School Psychology
- Valid California Pupil Personnel Services Credential in School Psychology
- Comprehensive knowledge of school psychology theory, child development, substance abuse
    - education, tests and measurements, and crisis management.
- Must possess a growth mindset and be able to use feedback to refine practice
- Successful experience working in a collaborative environment
- Experience working with diverse communities

Site Operations Manager

Qualifications:

- Bachelor's degree (prefer directly related experience) or equivalent combination of education and experience, in a large organization or school;
- Departmental budget management, database management, spreadsheet analysis, and student information system applications experience;
- Meticulous attention to detail;
- Excellent organizational, project management, and time management skills;
- Outstanding problem-solving skills;

- Effective oral and written communication skills with an ability to communicate with various constituencies and to work comfortably with a variety of staff at all levels within the organization;
- Proactive, goal-oriented independent thinker;
- Excellent team player with a high degree of willingness to be hands-on and do whatever it takes to support the success of Education for Change;
- Knowledge of personal and/or network computer skills, including Google Suite and online platforms;
- Ability to solve practical problems and deal with various variables in situations where only limited standardization exists;
- Ability to interact courteously, tactfully, and discreetly with a wide variety of personalities and challenges; exercise sound and independent judgment;
- Ability to demonstrate team-building skills, establish and maintain effective ~~lesson plans and units~~working relationships, and collaborate effectively;
- Spanish-speaking preferred;
- Must possess a growth mindset and be able to use feedback to refine practice; and
- Experience working with diverse communities.

Instructional Tutor

Qualifications:

- 1-2 years of successful, demonstrated experience working with school-age children
- High School Diploma, or equivalent
- Ability to:
    - Implement a scripted intervention curriculum effectively
    - Responsibly supervise students in all phases of the program (indoor, outdoor, activities, curriculum, etc.)
    - Work effectively with students of all ages
    - Adhere to safety practices, control and motivate students and preparing and maintaining accurate records

- Collaborate with classroom teacher, district staff, consultants and other school stakeholders
- Assist with family meetings and training sessions
- Work both independently and collaboratively as a team
- Understand and carry out verbal and written directions
- Read and write English with sufficient comprehension to perform duties accurately and competently
- Work and communicate effectively and cooperatively with individuals from diverse backgrounds
- Enter data on a computer and navigate various student information systems
- Perform multiple, non-technical tasks including adhering to safety practices; supervising and motivating students; preparing and maintaining accurate records.

Student Support Assistant

Qualifications:

- Associate's degree (A.A.) or equivalent from two-year college or technical school; and two years experience and/or training; **OR** an equivalent combination of education and experience, in a large organization or school.
- Valid driver's license
- Superior customer service skills and problem-solving orientation
- Spanish bilingual capacity a plus
- Excellent organizational and time management skills
- Proactive, independent thinker, goal oriented
- Excellent team player with a high degree of willingness to be hands-on and do whatever it takes to support the success of Education for Change Establish and maintain effective working relationships
- Ability to communicate effectively orally and in written form with students, parents, and staff. Spanish speaking a plus.
- Must possess a growth mindset and be able to use feedback to refine practice

- Successful experience working in a collaborative environment
- Experience working with diverse communities

Academic/Behavioral Intervention Aides

Qualifications:

- High school diploma
- At least two years of study ~~that lead to student~~ at an institute of higher education or possession of an Associate's degree or higher preferred
- 1+ year working with students in special education or students from urban communities in an educational setting
- Flexibility and ability to adapt to changing conditions; ability to take initiative and modify activities and programs as needed
- Must possess a growth mindset and be able to use feedback to refine practice
- Knowledge of basic subjects taught in elementary school, including mathematics, reading, writing, grammar, and spelling
- Knowledge and experience with students with autism and Applied Behavioral Analysis preferred
- Crisis Intervention Prevention ("CPI") certification preferred

Community Partnerships Lead

Qualifications:

- BA/BS College Degree in education, social sciences, public administration, communication, or related field
- 1-3 years relevant experience in building and maintaining positive community partnerships
- Proven skills in project management

- Experience working effectively with and understanding ~~of curriculum content~~the needs of culturally and ethnically diverse populations
- Establishing and maintaining cooperative working relationships with co-workers, families and community agencies
- Life-long learner with knowledge of community resources
- Effective oral and written communication skills, including cross cultural communication
- Exhibits the ability to be a creative thinker and self-starter
- Multilingual skills preferred but not required
- Available for flexible work schedule, including some evenings, weekends, and summer hours
- Must have reliable transportation to travel between school and community organizations
- Assessing and ~~facilitating student progress in line with the student and school outcome goals~~prioritizing multiple tasks, projects and demands

~~- 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~~

Non-instructional Staff

Other staff member qualifications depend on the open position but, at a minimum, candidates must demonstrate experience or a strong desire in supporting the mission of EFC and the Charter School. All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description.

Services Provided via Contractors

The Charter School will receive additional services from employees of organizations with which the Charter School contracts. The Charter school will ensure that the qualifications of employees of contractors are consistent with the expectations for the Charter School's employees.

Professional Development

EFC and the Charter School staff participate in extensive professional development prior to and throughout each school year. Professional development is aligned to the Charter School's established annual educational priorities. Staff are also provided additional professional development and coaching related to their individual growth areas and needs.

Performance Evaluation

- The 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* and~~ 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~~Principal may request support from the EFC ~~academic support team~~Instructional Leadership 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.~~Charter School. The EFC Home Office staff work with the sites to ensure that the mission of the ~~school~~Charter 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~~the chartering authority 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 publischool 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*~~

Element 6 (Health and Safety)

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall ~~include~~require all of the ~~requirement that~~following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in~~~~." – California Education Code~~ Section 44237.
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii)That the school safety plan be reviewed and updated by March 1 of every year by the charter school." – Ed. Code § 47605~~(b) (~~(c)(5)~~)~~(F)

~~*HEALTH, SAFETY AND EMERGENCY PLAN*~~

~~*Latitude*~~

Site Safety Plan

Charter School shall ~~*have*~~develop a ~~*comprehensive site-specific*~~school safety plan, which shall include the topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year. Charter School shall include any additional topics added through amendment of Education Code section 32282 or any other legislation.

Pupil Safety

Immunizations, Health~~, *Safety*~~ Examinations, and ~~*Emergency Plan*~~Health Screenings
Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to ~~*the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation*~~screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

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, that meets the requirements of ~~*Latitude each school year*~~Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the

needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

~~*Latitude*~~

Employee Training

Charter School shall ensure that all staff members receive annual training on ~~*Latitude's*~~Charter School'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. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

~~*Latitude*~~
Charter School shall provide all employees, and other persons working on behalf of ~~*Latitude*~~Charter School 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*~~44691.

~~*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*~~

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. ~~*Latitude*~~Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

~~*EFC*~~
Charter School shall maintain on file and available for inspection evidence that (1) ~~*EFC*~~Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) ~~*EFC*~~Charter School 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*~~Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. ~~*EFC*~~Charter School 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*~~Charter School 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*~~
Tuberculosis Screening

Charter School 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*~~Charter School shall maintain TB clearance records and certifications on file.

Overview

EFC ~~*shall comply with all federal and state legal requirements related*~~ will follow clear procedures to ~~*student immunization,*~~ ensure the health ~~*examination,*~~and safety of pupils and staff. Toward this end, the EFC Board of Directors has adopted and implements full health ~~*screening*~~and safety procedures and risk management policies at the school site in consultation with insurance carriers and risk management experts. These include:

- **Health and Wellness Policies**, including ~~*but not limited to screening*~~immunizations, health screenings, administration of medication, emergency epinephrine auto-injectors, blood-borne pathogens, a drug free and tobacco free campus, and the role of staff as mandated child abuse reporters

- **A School Safety Plan**, including procedures for ~~*vision, hearing, and scoliosis, to the same extent as would be*~~ background checks, anti- discrimination and harassment policies, facility safety, and a disaster preparedness plan providing emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster

These policies and procedures govern the behavior of both students and staff to ensure the safety of both. They are reviewed and updated as required ~~*if the students were attending a non-charter public school. EFC shall maintain student immunization, health examination, and*~~ in response to any change in conditions or operations that may affect the health ~~*screening records*~~ and safety of students and staff. The policies are maintained on ~~*file.*~~ the school site, available for Authorizer review on an ongoing basis, and incorporated into the Student and Family and the Employee handbooks, which are included in **Appendix 8 - Handbooks**. The Charter School shall ensure that staff are trained annually on the health, wellness, and safety policies and procedures.

~~*SAFE PLACE TO LEARN ACT*~~

~~*EFC shall comply with all applicable requirements*~~The following is a summary of the health, wellness, and safety policies and procedures of the Charter School. In addition, please see **Appendix 9 - Health, Wellness, and Safety Plans** for the current Safe ~~*Place*~~School Plan.

Health and Wellness

The following is a summary of the health and safety policies of the Charter School.

Procedures for Background Checks

Employees and contractors of the Charter School will be required to ~~*Learn Act,*~~submit to a criminal background check and to furnish a criminal record summary as required by Education Code ~~*section 234 et seq*~~Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board

of Directors on a regular basis. The Superintendent shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

~~*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 if 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*~~

Medication In School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students, shall comply with tuberculosis risk assessment and examination requirements prior to employment and working with students, and for employees at least once each four years thereafter, in accordance with Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Naloxone

The Charter School shall stock and maintain Naloxone nasal spray to administer in the event of an opiate overdose.

Blood Borne Pathogens

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,~~EFC has established a written "Exposure Control Plan" designed to protect employees and students 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. The Blood Borne Pathogen Exposure Plan is included in **Appendix 9 - Health, Wellness, and Safety Plans**.

~~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.~~

School Meals

The Charter School is dedicated to promoting the health and wellness of its students. All students will have access to meals during the school day that are nutritious and meet all Federal Nutritional guidelines. The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Athletic Programs

The Charter School complies with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter school, including but not limited to the requirements of Education Code section 221.9 with respect to the posting and/or disclosure requirements regarding pupil participation in competitive athletics and complies with the requirements of Education Code section 33479 et seq. regarding recognition of signs of sudden cardiac arrest with respect to any athletic program that is offered.

The Charter School complies with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code Section 49475) offered by or on behalf of the Charter School.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. Coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Drug, Alcohol, and Smoke-free Environment

The Charter School maintains a drug-, alcohol-, and tobacco-free environment.

Suicide Prevention Policy

The Charter School shall adopt policies on pupil suicide prevention in accordance with Education Code section 215. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the Charter School's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Safe Place to Learn Act

The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.**California Healthy Youth Act**

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 9-12, at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq*.

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

The Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):

a) child abuse reporting procedures

b) routine and emergency disaster procedures

c) policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations.

d) procedures to notify teachers of dangerous students pursuant to Education Code Section 49079

e) a discrimination and harassment policy consistent with Education Code Section 200

f) provisions of any school wide dress code that prohibits students from wearing "gang-related apparel," if applicable

g) procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School

h) a safe and orderly environment conducive to learning

i) the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605

j) procedures for conducting tactical responses to criminal incidents

k) procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan

l) procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the Charter School, at an activity sponsored by the Charter School, or on a school bus serving the Charter School

m) procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or similar life-threatening medical emergency while on school grounds

n) a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent. The training shall be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training will occur at least bi-annually. The Charter School Safety Plan is included in

Appendix 9 - Health, Wellness, and Safety Plans.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

Emergency team roles and responsibilities are described in the School Safety Plan and are reviewed annually. Roles include the school site responsible official, the school site safety coordinator and the Central Office responsible officials. Other roles include team leaders for the

site communications, assembly area, first aid, food and water, search and assessment, student release, traffic and security, utilities and hazards teams.

Safety plans are maintained on file and available for inspection. EFC adheres to these plans to address the needs of each school site. Emergency drills are held periodically and as required for fire, earthquake and code red/lockdown scenarios.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Additional Policies

Comprehensive Anti-discrimination and Harassment Policies And Procedures

EFC and the Charter School are committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Misconduct of this nature is very serious and will be addressed in accordance with EFC policy and procedures.

EFC has established a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the Charter School, in order to prevent and immediately remediate any concerns about discrimination or harassment at EFC (including employee to employee, employee to student, and student to employee misconduct). Under the direction of the EFC Board of Directors, the Superintendent and/or the Chief Talent and Strategy Officer or designee shall be responsible for investigation, remediation, and follow-up on matters submitted to EFC through this procedure. The EFC Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation and Complaint Forms is included in the Employee Handbook and the Student and Family Handbook, which are available in **Appendix 8- Handbooks**.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that

there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Please see **Appendix 9 - Health, Wellness, and Safety Plans** for the EFC Uniform Complaint Policy, Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy, and Policy for Complaints Against Personnel.

Facility Safety

~~Latitude will~~The Charter School shall comply with Education Code ~~§~~Section 47610 by ~~either~~ utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the ~~State~~California Building Standards Code, including provisions for seismic safety.~~ Latitude~~

The Charter School 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. The Charter School shall conduct fire drills as required under Education Code Section 32001.

~~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~~ The Charter School affirms that it will comply with the federal ADA access requirements and other applicable fire, health and structural safety requirements; will maintain on file readily accessible records documenting such compliance and facility inspection records; and that the site will be secured with an appropriate Certificate of Occupancy.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school ~~adheres to an Emergency Preparedness Handbook. This handbook~~records on behalf of their child.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Employee Training

The Charter School shall ensure that all staff members receive annual training on the Charter School's health, safety, and emergency procedures, including 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~~ training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response~~, including appropriate "~~ drills for students and staff.

The Charter School shall also ensure that its employees receive the required sexual harassment training under Government Code Section 12950.1.

The Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, in accordance with Education Code Section 44691, which shall occur within the first ~~responder" training or its equivalent~~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 Education Code section 44691.

~~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~~

Element 7 (Balance of Racial/Ethnic, Special Education, and English Learner Students)

"The means by which the charter school will achieve a balance of racial and ethnic ~~balance among its pupils~~pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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." – Ed. Code ~~Section~~§ 47605(~~b~~c)(5)(G)

~~Latitude~~Overview

The Charter School will ~~start with 50~~continue to serve approximately 400 students in ~~August of 2018.~~grades 9-12. The ~~school~~Charter School will maintain a waiting list to ensure ~~the school~~it will meet enrollment goals. It is the absolute goal of ~~Latitude~~the Charter School to serve the general student population of Oakland, and the ~~school~~Charter School will strive to achieve a balance of racial and ethnic ~~balance~~ pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that will reflect the general population ~~of~~residing in the territorial jurisdiction of the Oakland ~~and to be a diverse by design school~~Unified School District and the demographics of the neighborhood elementary schools, consistent with ~~California~~ Education Code section 47605(~~d)(1~~c)(5)(G).

Each fall, the ~~principal~~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, special education, or EL student demographics of our students is identified, the ~~principal~~Principal will initiate dialogue and meetings with community leaders from the underrepresented ~~racial~~student groups. The objective of that dialogue will be to guide ~~Latitude~~the Charter School into creating more culturally inclusive and competent marketing strategies, and ultimately, a more culturally inclusive and competent school. The ~~COO~~Director of Recruitment at the Home Office will take the lead with the Principal in developing and implementing a comprehensive recruitment and outreach strategy.

Recruitment Strategies

Enrollment Timeline

The Charter School implements an enrollment timeline and process that allows for a broad-based recruiting and application process, enabling families throughout the District to learn about the EFC and Charter School program and make an informed decision.

Earned Media

Earned Media is one of the most effective strategies for garnering widespread attention to a charter school. ~~Latitude~~The Charter School 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 Charter School.

Social Media Advertising

EFC has initiated social media advertising to outreach to more families across Oakland and increase brand awareness of its schools. Families can reach out to EFC through these channels and receive follow up phone calls.

Collateral Materials/Leave Behinds

Professionally designed brochures, flyers, and posters will showcase the benefits and opportunities that an education from ~~Latitude~~the Charter School 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, Arabic, and Spanish and will be designed to demonstrate the diversity and cultural appreciation that occur at ~~Latitude.~~the Charter School. All marketing material samples will be provided to ~~CDE~~OUSD 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.

Targeted Outreach to Achieve Balance

Latitude 37.8 High School is a citywide school that provides a preference or a weight for students residing within the boundaries of the Oakland Unified School District. As such, the student demographics at the Charter School reflect the overall demographics of the District. To ensure students across the city have access to the Charter School, targeted recruitment is conducted through the Charter School's partners, including Oakland Enrolls, Seneca Family of Agencies, the Attles Center for Excellence, and Voces Maya. Latitude's recruitment lead has connected with potential Indigenous/Mayan families via Voces Maya's Radio B'alam, and

organizational leadership connects with Indigenous/Mayan families at weekly workshops hosted at one of our sister schools.

This recruitment ensures Oakland residents are aware of the Charter School and its offerings resulting in a large Students with Disabilities, English Learner, and Socioeconomically Disadvantaged population. Online advertising includes translation, both written and oral, into all languages.

To ensure students with disabilities are getting access to the Charter School, EFC partners with Seneca Family of Agencies to outreach to their clients. For students with high incidence disabilities, EFC widely advertises its special education programming, its MTSS offerings, and our partnership with Alameda District Behavioral Health Services to provide mental health services.

Latitude Open Houses

In the spring and fall of every year, Latitude ~~will host~~hosts 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~~is distributed to all ~~the local daily and weekly newspapers, on radio where available~~current families and middle schools, via social media and platforms like Instagram, Facebook, and Eventbrite, and via a concerted online and word of mouth ~~grass roots~~grassroots strategy. Dates and times for the open houses ~~have not yet been confirmed, but they will be~~are set to maximize the number of parents that are able to attend. The Charter School hosts Open Houses on multiple Saturday mornings in December and January, as well as Zoom sessions on weekend evenings. Translators are available at all recruitment events, and some sessions are advertised as specifically for Spanish speaking families. Proposed dates are advertised on the website, and include meetings in December, January, February, and March~~, and April~~ of each year. ~~Meetings will be held on weeknights and on weekends.~~

~~Latitude~~The Charter School also understands that as part of its oversight of the ~~school, CDE~~Charter School, OUSD 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~~

Systems and Supports to Retain Target Student Groups

The Charter School is committed to maintaining enrollment of students representing various racial and ethnic backgrounds, language groups, and students with disabilities. Our strategies and processes are designed to reflect and support the diversity of our community, ensuring that every student feels valued and has equal opportunities for educational success.

The Charter School makes it a priority to hire staff directly from the surrounding community. By recruiting a workforce that reflects the demographics of our students and includes alumni from local high schools, as well as others residing in local Oakland neighborhoods, we ensure that our team is culturally responsive and representative of the community we serve. This has proven effective in building trust with families, as students and their families see themselves mirrored in the staff and recognize the value of the relationships formed.

In addition, the Charter School prioritizes using inclusive and welcoming language, programming, and materials that reflect and respect the diverse identities of our students and families. We have intentionally adopted curricula that reflect the diversity of our community. For example, our project-based curriculum deeply engages students in understanding their own history and culture as well as the experiences of other groups, and immerses students in such topics as civil rights, labor rights, and LGBTQ+ history. Another example is the Advisory lessons designed by our four advisory leads, which engage students in building empathy for the diversity of students in our school.

Finally, the Charter School, along with other Education for Change schools, explicitly prioritizes Student Belonging through our EFC-wide strategic initiatives. The Charter School conducts student focus groups and surveys to identify practices that are contributing to a sense of belonging as well as those that must be shifted in order to ensure a deep sense of connectedness for all students, and in particular those that belong to student groups who have traditionally been underrepresented and/or "othered" in our society. Our Culture Leadership Team actively monitors this data and implements programming to address student needs.

We pay special attention to the following target groups, in order to ensure that our school environment is welcoming and that our programming meets their needs:

Black/African American Families

We engage our Black/African American students in affinity spaces and work as a team to unpack trends in Black student attendance, engagement, and achievement. Affinity mentoring and small-

group support takes place through our Black Student Union.

We consistently engage in efforts to improve disproportionality in attendance, include direct communication with families, understanding their challenges, and providing solutions such as transportation assistance, flexible scheduling for family meetings, and more accessible communication with teachers and staff. To ensure that Black/African American students see themselves reflected in our curriculum and to build cross-cultural understanding between different student groups, all students engage in learning about Black/African American history and culture through our Humanities classes and through our advisory lessons. In addition, our leadership team has facilitated schoolwide solidarity events organized by our Black Student Union and organized panels with local black luminaries and entrepreneurs to learn about how they navigated their paths to success and the legacy they hope to leave behind.

Additional enrichment programs at the Charter School are informed by student focus groups and surveys, which are disaggregated by race/ethnicity, and Latitude has responded to the input from Black/African American students and families.

Newcomers

In order to create a welcoming and supportive environment for our Newcomers, Latitude very intentionally uses a variety of systems and structures that increase the level of academic and social support experienced by students. We cluster our Newcomer students in advisories by language, in order to promote a sense of connectedness with other Newcomers who share their language and cultural background. In addition, we bring our Newcomers together multiple times per week for small group English Language Development instruction. Moreover, we offer a dedicated Math Support class for Newcomers specifically taught by the most experienced math teacher on our team. Finally, we ensure that staff are consistently available to translate both daily interactions with students and families as well as important structures like IEP meetings, student academic conferences, and family education and leadership events.

Students with Special Needs

Our most important strategy for retaining students with special needs is to provide high quality, responsive Tier 3 programming that meets their specific needs, and to approach our work with families collaboratively through thoughtfully designed services, communications, IEP meetings, and family education opportunities. We invest deeply in the full continuum of Special Education programming, including both full inclusion and Special Day Class models, robust academic and behavioral interventions for students with both Mild/Moderate and Extensive support needs, and Educationally Related Mental Health Services.

Our engagement with our community of exceptional learners is also facilitated through our

partnership with Seneca Family of Agencies to implement the Unconditional Education model, in which "the most essential mission is to apply this lens of unconditional care to the most struggling students in our schools, prompting out-of-the-box thinking to remove barriers to school success . The willingness to "do whatever it takes," even when doing so proves to be a tremendous challenge."[36] Our Special Education and General Education teams strive to fulfill this promise to our students with disabilities every day by using a variety of strategies and services to develop individualized programming that truly meets the needs of the child and their family.

By constantly evaluating and refining our practices, we aim to create an environment where every student feels valued and supported, regardless of their background. Ultimately, our goal is to build a school community that reflects the rich diversity of our city, provides equitable opportunities for all, and gives students and families compelling reasons to stay at the Charter School.

[36] Source: Seneca Unconditional Education Model Overview, https://senecafoa.org/wp-content/uploads/2021/02/UE-Model-Overview.pdf

Element 8 (Admissions Policies and Procedures)

"Admission policies and procedures, consistent with ~~[~~subdivision (e) [of Education Code ~~Section~~section 47605~~] subdivision (d)" California Education [~~]." – Ed. Code ~~Section~~§ 47605(~~bc~~)(5)(H)

~~*DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES*~~

~~*Latitude*~~

Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School 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.

Charter School 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~~.~~, and a record of all written communications with parents related to admissions. These records shall be made available to the ~~CDE~~District upon request.

~~*HOMELESS AND FOSTER YOUTH*~~

~~*Latitude*~~
As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, 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, including immigration status, or association with an individual who has any of the aforementioned characteristics).

The Charter School shall admit all pupils who wish to attend the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

Homeless and Foster Youth

Charter School 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*~~Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that ~~*Latitude*~~Charter School 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*~~Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

~~*NON-DISCRIMINATION*~~

~~*Latitude*~~

Non-Discrimination

Charter School 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*~~Charter School 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*~~

Charter School 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*~~
As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of ~~*his/her*~~their 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*~~their parent cannot, has not, or will not provide volunteer service to ~~*Latitude*~~Charter School.

~~**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**~~ **Overview**

The Charter School is open to ~~attend Latitude 37.8 High School.~~all students. Admission to the Charter School, except as provided by Education Code Section 47605(e)(2) shall not be determined ~~based on~~according to the student's place of residence or that of the ~~pupil or of his/her~~student's parent or guardian~~. However,~~, within the state of California, except in the ~~event~~case of a public random drawing~~, admissions preference may be granted to residents of Oakland.~~

~~In accordance with~~ as provided below or unless required by 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.~~ Section 51747.3. In accordance with Education Code Sections 49011 and 47605(~~d~~de)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

~~**Admission**~~ No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws, establishing minimum and ~~**Enrollment**~~maximum age for public school attendance in charter schools.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii) as listed above.

Recruitment and Application Process

~~Latitude~~As discussed in **Element 8**, EFC implements a recruitment process aimed at ensuring the student population at the Charter School is reflective of the student population in the surrounding neighborhood.

The Charter School requires students who wish to attend the Charter School to complete an application form. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Applications are accessible online through a citywide single charter application process. Parents can receive direct assistance with the application process either over the phone or in person.

The application is comprised of the following:

- Basic contact information
- Grade level
- Eligibility for preferences, as detailed below

Applications are due mid-February each year. If the number of applicants exceeds the number of available spaces, a public random drawing is held in accordance with Education Code Section 47605(e)(2)(B). The application materials will specifically identify the application deadline and the proposed lottery date. All applicants are also informed of the date and location of the public random drawing, as detailed below.

Admission Process

The Charter School is participating in the ~~Oakland~~OaklandEnrolls Common ~~Enrollment~~Charter Application process. In order to ensure that all students will be placed appropriately and benefit fully from ~~Latitude~~the Charter School, 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~~the Charter School shall be admitted, up to capacity. Admission to ~~Latitude~~the Charter School shall not be determined by the place of residence of the student or ~~his or her~~their parent in the State, except as provided in Education Code Section 47605(~~d~~c)(2). If the number of pupils who wish to attend ~~Latitude~~the Charter School exceeds the ~~school's~~Charter School's capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing ("lottery"). Students currently enrolled in the ~~school~~ Charter School are exempt from the lottery. Within the context of this admission process, ~~Latitude~~the Charter School seeks to deliver on the spirit and intent of Brown ~~vs~~v. Board of Education by using legally permissible means to enroll a profile of students representative of the racial, ethnic, special education, English Learner, and socioeconomic diversity of the city of Oakland. In this regard, ~~Latitude~~the Charter School employs certain weighting mechanisms in relation to its lottery that foster diversity and that fit squarely within acceptable ~~admissions~~admission 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~~zip code 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~~the Charter School[37] or founding families[38] (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

[37] ~~Latitude~~Charter School employees must be working in at least a .5 FTE (Full Time Equivalent) role.

[38] Founding families is defined as families who contribute at least 80 hours to support the launch of the ~~school~~Charter School prior to the 2018-~~2019~~19 academic year.

- **Geographic**—In order to meet the requirement that preference for admission be offered to students who reside in the Oakland Unified School District, ~~Latitude~~the Charter School will ensure that ~~at least~~up to 85% of slots for admission will be allocated to students residing in Oakland. ~~Latitude~~The Charter School identifies attendance regions consisting of several contiguous zip code areas or "clusters." Using United States Census data, ~~Latitude~~the Charter School 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 —**~~**Socioeconomic Status ("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 of the Charter School or founding families ~~will be~~are 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~~are 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~~ price meals) are 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)~~held in ~~the order received AFTER all applicants who submitted by the~~abeyance for a subsequent lottery ~~deadline have been served~~, as needed.

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~~Online via Zoom with a publicly available link, which is also emailed/texted to applicants (via the ~~school grounds in spring.~~application portal). EFC will ensure that the lottery process will be:

- 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~~Charter School and will be valid for the duration of the school year. If a student leaves the ~~school~~Charter School, that space will be offered to the next person on the waiting list by mail, an application portal notification and by phone. A student who is offered a position off of the waiting list will be required to confirm ~~in writing~~by accepting offer via the application portal their intent to enroll.

Enrollment Process

Upon admission to ~~Latitude~~the Charter School, the registration process is comprised of the following:

- ~~Completion of a student registration form;~~
- Submission of an enrollment packet
    - 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~~Charter School to request and receive student records from schools the student has attended or is currently attending~~;~~[39]

[39] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

- A copy of any existing Student Study Team ~~(SST)~~ evaluations and recommendations for the student shall be ~~provided;~~obtained
- A copy of any existing 504 ~~or Individual Education~~ Plan ~~(~~or IEP~~)~~ for the student shall be ~~provided.~~obtained

Regarding immunizations, California law requires that parents/guardians of all children must submit completed immunization records, or exemption materials, prior to admittance of their children to school. School verification of immunizations is to be by written medical records from a physician or immunization clinic. All new and transfer students must present a current immunization record at the time of enrollment. There is no grace period. Pupils who fail to complete the series of required immunizations will be denied enrollment until the series has been completed. Exceptions will be provided only to the extent authorized under the law.

Family Educational Rights And Privacy Act ~~(~~("FERPA~~)~~")

~~Latitude~~The Charter School, 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~~

Element 9 (Independent 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." – Ed. Code § 47605(c)(5)(I)

~~*– 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;*~~

- ~~*On or before July 1, an annual update required pursuant to Section 47606.5.*~~
- ~~*September 15 – Final Unaudited Financial Report for Prior Year*~~
- ~~*December 15 – Final Audited Financial Report for Prior Year*~~
- ~~*December 15 – First Interim Financial Report for Current Year*~~
- ~~*March 15 – Second Interim Financial Report for Current Year*~~
- ~~*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~~ the Charter School will be conducted as required by Education Code Sections 47605(~~b~~c)(5)(I) and 47605(m). The books and records of ~~EFC~~the Charter School 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 the 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~~the Charter School'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~~the Charter School'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~~OUSD. Two interim reports and a year-end report, in a format to be provided by ~~CDE~~OUSD, that will include actual and revised budget figures, projected revenues, expenditures, and fund balances will be submitted to ~~CDE~~OUSD 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 District, Alameda County Superintendent of Schools, the State Controller, and to the ~~County Office~~California Department

of Education~~, and to the CDE~~ by the 15th of December of each year. At the conclusion of the audit, any exceptions or deficiencies will be reviewed by the ~~Audit~~Finance Committee with the Chief ~~Operating~~Financial Officer. The ~~Audit~~Finance Committee will report the findings and recommendations to the Board of Directors. The Board of Directors will then report to the ~~CDE~~District to address how the exceptions and deficiencies have been or will be resolved to the satisfaction of the ~~Authorizing Entity. EFC~~chartering authority. The Charter School 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~~the Charter School is a 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~~OUSD with all financial and related reports, including enrollment attendance, to enable ~~CDE~~OUSD to meet its requirements by law.

~~**ELEMENT 10: SUSPENSION & EXPULSION PROCEDURES**~~

The Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding financial records, from OUSD and shall consult with OUSD regarding these inquiries.

Please see **Appendix 10 - Financial Documents** for the most recent approved audit.

Element 10 (Procedures by Which Pupils Can Be Suspended or Expelled)

"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~~the pupil's 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.~~schooldays 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 the pupil, the pupil's parent or guardian, or the pupil's educational rights holder 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)." – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall 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 the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) 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) No pupil shall be involuntarily removed by 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 schooldays 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*~~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)*~~).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

[Insert other procedures designed to ensure that Charter School's disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements.]

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

Code of Conduct

The goal of ~~the Latitude Code of Conduct~~EFC is to ~~create conditions~~operate schools that foster student self-discipline in a warm, supportive school climate that is conducive to maximum learning for all students. ~~The Code~~All EFC schools develop site-specific Codes of Conduct ~~is a~~as general ~~guide~~guides for behavior, but not ~~a mechanism~~as mechanisms for rigid control. ~~The~~To ensure success for ALL children, the individual personalities of students or extenuating circumstances will always be considered before corrective measures are prescribed. ~~(*Reference Ed Code Sections 48900*~~Codes of conduct will be presented in the Student and ~~*48915*~~Family Handbook. Every family will receive a new copy of the Student and ~~*Health*~~Family Handbook annually, which will be available in English and ~~*Safety Code 11007*)~~Spanish. Please see **Appendix 8 - Handbooks** for the current Student and Family Handbook. The following policy on suspension and expulsion will be included in all EFC schools' handbooks.

~~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, and Involuntary Removal

The following ~~Pupil~~Student Suspension and Expulsion Policy ~~has~~and Procedures have been established in order to promote learning and protect the safety and well-being of all students at ~~Latitude. When the~~ Education for Change Public Schools. In creating this policy ~~is violated,~~ EFC has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removals. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* EFC is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This ~~policy~~ shall serve as the Charter School's policy and procedures for student suspension ~~and,~~ expulsion, and involuntary removal, and it may be amended from time to time without the need to ~~amend~~seek a material revision of the charter so long as the amendments comport with legal requirements.

~~Staff~~EFC fundamentally believes that providing an orderly, safe, and warm classroom and school environment is the foundation for positive behavior in children and a comprehensive MTSS model is the vehicle through which to support ALL children to respond positively in that environment. When children break rules in an orderly, safe and warm environment, EFC believes there is a logical root cause for that behavior which must be addressed. There is minimal research to support suspending and expelling children, and research verifies that African-American and Hispanic students are disproportionately impacted. Therefore, EFC expects its schools to develop a positive school culture, provide social emotional learning, and implement the behavioral interventions necessary to minimize the need for out-of-school suspension or expulsion.

Charter School staff shall enforce disciplinary ~~rules~~policies and procedures fairly, respectfully 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~~ while considering the needs of individual children. Charter 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~~this 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.

The EFC administration shall ensure that students and their parents/guardians are notified in writing[40] upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Principal's office. The Policy and its Procedures will also be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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 the Charter School has a basis of knowledge of a suspected disability pursuant to the ~~Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA")~~IDEA 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~~general education students except when federal and state law ~~mandates~~requires additional or different procedures. ~~The School~~EFC schools will follow all applicable federal and state laws, including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities ~~or~~ for whom ~~the School~~EFC schools 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~~EFC 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~~(5) school days before the effective date of the action. The written

[40] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child's or youth's educational rights holder, attorney, and District social worker, and an Indian child's tribal social worker and, if applicable, County social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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~~the student, and the student's parent/guardian of the ~~right to initiate the procedures specified below~~basis for ~~suspensions, before the effective date of the action. If~~ which the student is being involuntarily removed and the student's parent~~, guardian, or educational rights holder initiates~~/guardian's right to request a hearing to challenge the involuntary removal. When no native written language exists, oral translation shall be provided to the student and their parent/guardian. If a student's parent/guardian requests a hearing, the EFC shall utilize the same hearing procedures specified below for ~~suspensions~~expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until ~~the Charter School~~EFC 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~~ removals for misconduct which may be grounds for suspension ~~and~~or expulsion ~~procedures described below.~~as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the EFC attendance policy or the terms of the student's independent study written agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. 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)~~ or 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**~~***B. Enumerated Offenses***

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the ~~pupil:~~student:

a. Caused, attempted to cause, or threatened to cause physical injury to another person ~~.~~

b. Willfully used force ~~of~~or 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 Sections 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 Sections 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~~.~~, which includes but is not limited to, electronic files and databases.

g. Stole or attempted to steal school property or private property~~.~~, which includes but is not limited to, electronic files and databases.

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~~a student's own prescription products by a ~~pupil.~~student.

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 ~~.~~

~~1. 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.~~

k. Knowingly received stolen school property or private property~~.~~, which includes but is not limited to, electronic files and databases

l. 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 ~~.~~

~~2. 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.~~

m. 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 ~~.~~

n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma ~~.~~

o. Engaged in, or attempted to engage in hazing. For the purposes of this ~~subdivision~~policy, "hazing" means a method of initiation or pre-initiation into a ~~pupil~~student 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.~~ student. For purposes of this ~~section~~policy, "hazing" does not include athletic events or school-sanctioned events.

p. ~~Made terrorist threats against school officials and/or school property. For purposes of this section~~Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 9 to 12, inclusive.

r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 9 to 12, inclusive.

s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

3. Causing a reasonable student to experience substantial interference with their academic performance.

4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.

2. A post on a social network Internet Web site including, but not limited to:

   a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

   b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

   c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

3. An act of cyber sexual bullying.

   a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

   b. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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 subsection (1)(a)-(b) above.

v. Possessed, sold, or otherwise furnished any knife, or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device 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

b. Brandished a knife at another person.

c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.

d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

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 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 Sections 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, which includes but is not limited to, electronic files and databases.

g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

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 a student's own prescription products by a student.

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 Section 11014.5

k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l. 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

m. 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

n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma

o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student 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 student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

~~a.~~p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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~~their own safety or for ~~his or her~~their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or ~~his or her~~their immediate family.

~~b.~~q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this ~~section~~policy, 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~~provision shall apply to ~~pupils~~students in any of grades ~~4~~9 to 12, inclusive.

~~c.~~r. Caused, attempted to cause, ~~threaten~~threatened to cause or participated in an act of hate violence, as defined in ~~subdivision (e) of Section 233 of the~~ Education Code~~.~~ Section 233(e). This section shall apply to ~~pupils~~students in any of grades ~~4~~9 to 12, inclusive.

~~d.~~s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting ~~classwork~~class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student ~~rights~~(s) by creating an intimidating or hostile educational environment. This ~~section~~provision shall apply to ~~pupils~~students in any of grades ~~4~~9 to 12, inclusive.

t. 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~~.

i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed ~~specifically~~ toward ~~a pupil or school personnel.~~one or more students that

has or can be reasonably predicted to have the effect of one or more of the following:

1. ~~A pupil~~Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

3. Causing a reasonable student to experience substantial interference with their academic performance.

4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.

2. A post on a social network Internet Web site including, but not limited to:

a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or

attributes of an actual student other than the student who created the false profile.

3. An act of cyber sexual bullying.

a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

~~e.~~u. A student who aids or abets, as defined in Penal Code 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~~student 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).~~subsections (3)(a)-(b) above.

~~Non- Discretionary Suspension Offenses~~
~~Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:~~

~~f.~~v. Possessed, sold, or otherwise furnished any ~~firearm,~~ knife~~, explosive,~~ or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the ~~students~~student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

   a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device 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.

   b. Brandished a knife at another person.

   c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

   d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

   If it is determined by the Administrative Panel or 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, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

   The Charter School will use the following definitions:

   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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

   The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. 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~~their parent/guardian 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~~Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the ~~pupil~~student shall be informed of the reason for the disciplinary action and the evidence against ~~him or her~~the student and shall be given the opportunity to present ~~his or her~~their version and evidence in ~~his or her~~their defense, in accordance with Education Code Section 47605(~~b~~c)(5)(J)(i).

This conference shall be held within two (2) school days, unless the ~~pupil~~student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. ~~No penalties may~~ The conference shall be held as soon as the student is physically able to participate in the conference. Penalties shall not be imposed on a ~~pupil~~student for failure of the ~~pupil's~~student's parent ~~or~~ /guardian to attend a conference with ~~school~~Charter School officials. Reinstatement of the suspended ~~pupil~~student shall not be contingent upon attendance by the ~~pupil's~~student'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 email, 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(s) committed by the student~~. In addition, the notice may also state~~ as well as the date ~~and time~~ when the student may return to school~~.~~ following the suspension.

If ~~school~~EFC 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~~expulsion by the Principal or ~~Principal's~~ designee, the ~~pupil~~student and the ~~pupil's~~ student's parent/guardian ~~or representative will~~shall be invited to a conference to determine if the suspension for the ~~pupil~~student should be extended pending an expulsion hearing. In such instances when EFC has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parents/guardians, unless the student and the student's parents/guardians fail to attend the conference.

This determination will be made by the ~~Principal~~principal or designee upon either of the following determinations: 1) the ~~pupil's~~student's presence will be disruptive to the education process; or 2) the ~~pupil~~student poses a threat or danger to others. Upon either determination, the ~~pupil's~~student'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.~~

~~Committed sexual harassment, as defined in~~ ***4. Student Work/Homework during Out-of-School Suspension***

~~s)~~ In accordance with 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~~47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades ~~4~~9 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.

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).suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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 (In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

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~~c)(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 EFC Board following a hearing before it or by the EFC Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the ~~Board~~Superintendent as needed. The Administrative Panel ~~should~~shall consist of at least three (3) members who are certificated and neither a teacher of the ~~pupil~~student 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.

E. 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~~Student has committed an expellable offense~~.~~ and recommends the student for expulsion.

In the event an ~~administrative panel~~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 (complying with all student confidentiality rules under FERPA unless the ~~pupil~~student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled 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.~~ student. 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 Charter 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~~Charter School to any other school district or school to which the student seeks enrollment ~~;~~

5. ~~The~~ An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person and/ or to employ and be represented by counsel or a non-attorney advisor ~~;~~

6. ~~The~~An explanation of the right to inspect and obtain copies of all documents to be used at the hearing ~~;~~

7. ~~The~~An explanation of the opportunity to confront and question all witnesses who testify at the hearing ~~;~~

8. ~~The~~An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

~~The School~~EFC 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~~EFC or the ~~hearing officer~~ Administrative Panel 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.~~

student.

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~~their right to (a) receive five days notice of ~~his/her~~their scheduled testimony, (b) have up to two (2) adult support persons of ~~his/her~~their choosing present in the hearing at the time ~~he/she~~the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying ~~.~~

2. ~~The School~~EFC 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~~entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which ~~he or she~~the complaining witness may leave the hearing room ~~.~~

4. The ~~person~~entity 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~~entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours ~~he/she~~the complaining witness 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~~entity presiding over the hearing from removing a support person whom the presiding ~~person~~entity finds is disrupting the hearing. The ~~person~~entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany ~~him or her~~ the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, ~~the School~~EFC must present evidence that the witness' presence is both desired by the witness and will be helpful to ~~the School.~~ EFC. The ~~person~~entity 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~~their discretion to remove a person from the hearing whom ~~he or she believes~~they believe 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~~hearing room 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~~student being expelled, the complaining witness shall have the right to have ~~his/her~~their 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~~entity 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.~~

G. 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.

H. 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 or Administrative Panel 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 student, 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 their testimony heard in a session closed to the public.

I. Expulsion Decision

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 Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board ultimately decides not to expel, the student shall immediately be returned to their educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026.

J. 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 and student's parent/guardian. This notice shall also include the following:

a. Notice of the specific offense committed by the student

b. 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 EFC

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority and the student's district of residence within 30 days of the expulsion.

This notice shall include the following:

a. The student's name

b. The specific expellable offense committed by the student

Upon request, the Charter School will provide the student's school district of residence with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.

K. Disciplinary Records

EFC shall maintain records of all student suspensions and expulsions at EFC. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students 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. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from EFC 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 (1) year from the date of expulsion when the student may reapply to EFC for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student at the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term shall be in the sole discretion of the Board following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to EFC environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding the Principal or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon EFC's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA ~~– The School~~

EFC 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 EFC or the ~~School or~~ SELPA would be deemed to have knowledge that the student had a disability.

2. Services ~~**During**~~***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~~,~~ (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP or 504 plan; 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 ~~alterative~~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~~EFC, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 plan, any teacher observations, and any relevant information provided by the ~~parents~~parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability~~.~~; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP~~.~~/504 plan

If ~~the School~~EFC, the parent/guardian, and relevant members of the IEP/504 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~~EFC, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment ~~or a functional analysis assessment~~, and implement a behavioral intervention plan for such child, provided that ~~the School~~EFC had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement

b. 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; and

~~1.~~ c. Return the child to the placement from which the child was removed, unless the parent/guardian and ~~the School~~EFC agree to a change of placement as part of the modification of the behavioral intervention plan~~.~~

If ~~the School~~EFC, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504, then ~~the School~~EFC 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/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or ~~the School~~EFC 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/guardian or ~~the School~~EFC, 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),~~or until the expiration of the forty-five (45) day time period provided ~~for in an interim alternative educational setting~~in 20 U.S.C. Section 1415(k)(1)(c), whichever occurs first, unless the parent/guardian and ~~the School~~EFC 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~~EFC 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~~EFC 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~~

Education for Change Public Schools 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) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 ~~USC~~U.S.C Section 930, to or at school, on school premises, or to or at a school function;

b. 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

c. Has inflicted serious bodily injury, as defined by 20 ~~USC~~U.S.C Section 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/504 team.

7. Procedures for Students ~~Not Yet Eligible~~not yet eligible for Special Education Services

—A student who has not been identified as an individual with disabilities pursuant to ~~IDEIA~~IDEA and who has violated the Charter ~~School's~~School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if ~~the School~~EFC had knowledge that the student was disabled before the behavior occurred.

~~The School~~EFC shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. 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~~EFC'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.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the ~~director of special education~~Principal or to other School supervisory personnel ~~.~~

If ~~the School~~EFC 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~~IDEA-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~~If EFC had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. EFC shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by EFC pending the results of the evaluation.

EFC shall not be deemed to have knowledge ~~of~~ that the student had a disability if the parent/guardian 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~~

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~~." – Ed. Code ~~Section~~§ 47605(~~bc~~)(5)(K)

Work Basis

Employee hours per week at the Charter School will be based upon individual employee work agreements. The standard work week for ~~all~~most staff is forty (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~~the Charter School offers compensation that assures the successful recruitment of employees that enable the ~~school~~Charter School to fulfill its mission and goals. Specific salaries and stipends are identified ~~within the~~pursuant to the collective bargaining agreement for the Charter School's certificated employees and individual ~~work~~employment agreements for all other employees.

~~*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~~pursuant to the collective bargaining agreement for the Charter School's certificated employees and individual employment agreements for all other employees.

~~*See Appendix B36 for EFC Benefits Guide*~~

Retirement

Eligible certificated employees participate in the State Teachers' Retirement System ("STRS"), in which the employer and the employee each contribute the statutory amount. Eligible classified employees participate in the Public Employees' 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 403(b) retirement plan with no employer match. 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**~~

Element 12 (Pupil Attendance Alternatives)

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools~~." California Education~~." – Ed. Code ~~Section~~§ 47605(~~bc~~)(5)(L)

~~"~~Pupils who choose not to attend ~~*Latitude*~~the Charter School 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*~~the Charter School 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*~~Charter School, except to the extent that such a right is extended by the ~~*LEA."*~~District.

~~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*~~No student may be required to attend the Charter School.

Element 13 (Employee Rights of Return)

"The rights of ~~any~~an 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~~." – Ed. Code ~~Section~~§ 47605(~~bc~~)(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 and explicitly 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, if any, 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**~~

"

No individual may be required to work for the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14 (Dispute Resolution)

"The procedures to be followed by the charter school and the ~~entity granting the charter~~chartering authority to resolve disputes relating to provisions of the charter.~~" – California Education~~." – Ed. Code ~~Section~~§ 47605(~~b~~c)(5)(N)

~~*EFC*~~Procedures for Complaints against Charter School

Charter School will establish complaint procedures ~~*that*~~ as required by 5 CCR §4600 *et seq*. The complaint procedures shall address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. ~~*EFC*~~Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the ~~*CDE*~~District for handling.

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 impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint~~.~~ or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

~~*EFC*~~
Charter School 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*~~Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. ~~*EFC*~~Charter School 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*~~
Charter School 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.

Charter School 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.*~~

Complaints by Students and Employees

Charter School 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.

Disputes ~~with the SBE~~between the District and the Charter School

The staff and Governing Board members of ~~*Latitude and EFC*~~Charter School agree to attempt to resolve all disputes between the ~~*SBE*~~District and ~~*Latitude*~~Charter School regarding this ~~*charter*~~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*~~Charter between the ~~*SBE*~~District and ~~*Latitude*~~Charter School, except any controversy or claim that in any way related

to revocation of this ~~*charter*~~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*~~Charter, except any controversy or claim that in any way related to revocation of ~~*this charter*~~the 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(~~e~~f), the matter will be addressed at the ~~*SBE's*~~District'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*~~mail, or ~~*by certified*~~electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if ~~*delivered*~~ received by the District 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 37.8 High, c/o Principal:
~~% Education for Change~~
~~333 Hegenberger Rd, Suite 600~~
Latitude 37.8 High
1045 Derby Ave.
Oakland, CA ~~94621~~94601

To ~~Lisa F. Constancio,~~ Director, Office of Charter Schools ~~Division~~:
~~California Department of Education~~
~~1430 N~~1011 Union Street~~, Suite 5401~~ #947
~~Sacramento~~Oakland, CA ~~95814~~ 94607

(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*~~mail, 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.*~~ electronic 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 calendar 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~~ Internal Disputes

EFC has established an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX Complaint Policy as required by state and federal law. If the District receives any complaints relating to the Charter School, it shall immediately refer the complaint and the complainant directly to the Charter School.

Please see **Appendix 9 - Health, Wellness, and Safety Plans** for the EFC Uniform Complaint Policy, Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy, and Policy for Complaints Against Personnel. Please see **Appendix 10 - Handbooks** for the Student and Family Handbook.

Element 15 (Closure Procedures)

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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.* ***" – Ed. Code Section§ 47605(bc)(5)(pO)***

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 Charter School shall follow the procedures for closure outlined in the Oakland Unified School District Office of Charter Schools Charter School Closure Checklist available on the OCS website.

Closure Action

The decision to close *Latitude, either by the governing board of EFC or by the State Board of Education,*Charter School 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*h)) or non-renewed by the *State*OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of *Latitude*Charter School votes to close *Latitude; or*Charter School;

the Charter lapses or is surrendered.; or the Charter School ceases to serve students for at least half of an academic year.

~~*CLOSURE PROCEDURES*~~

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*~~Charter School, 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*~~Charter School or the ~~*State*~~OUSD Board of Education, the governing board of ~~*EFC*~~Charter School 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*~~Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, ~~*Latitude*~~Charter School shall send written notice of its closure to:

1. ~~*1.*~~ The ~~*CDE CSD. Latitude*~~OUSD Office of Charter Schools (OCS). Charter School shall provide ~~*the CSD*~~OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of ~~*Latitude, Latitude*~~Charter School, Charter School shall provide the ~~*CSD*~~OCS with a copy of the governing board resolution or minutes that documents its Closure Action.

2. ~~*2.*~~ Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in ~~*Latitude*~~Charter School within 72 hours of the Closure Action. ~~*Latitude*~~Charter School shall simultaneously provide a copy of the written parent notification to ~~*the CSD*~~OCS.

3. ~~*3.*~~ Alameda County Office of Education (ACOE). ~~*Latitude*~~Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. ~~*Latitude*~~Charter School shall simultaneously provide a copy of this notification to ~~*the CSD*~~OCS.

4. ~~4.~~ The Special Education Local Plan Area (SELPA) in which ~~Latitude~~Charter School participates. ~~Latitude~~Charter School shall send written notification of the Closure Action to the SELPA in which ~~Latitude~~Charter School participates by registered mail within 72 hours of the Closure Action. ~~Latitude~~Charter School shall simultaneously provide a copy of this notification to ~~the CSD.~~ OCS.

5. ~~5.~~ The retirement systems in which ~~Latitude's~~Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, ~~Latitude~~Charter School 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~~ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. ~~Latitude~~Charter School shall provide a copy of this notification and correspondence to ~~the CSD~~OCS.

6. ~~6.~~ The California Department of Education (CDE). ~~Latitude~~Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. ~~Latitude~~Charter School shall provide a copy of this notification to ~~the CSD~~OCS.

7. ~~7.~~ Any school district that may be responsible for providing education services to the former students of ~~Latitude. Latitude~~Charter School. Charter School 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~~Charter School shall provide a copy of these notifications, if any, to ~~the CSD~~OCS.

8. ~~8.~~ All ~~Latitude~~Charter School employees and vendors within 72 hours of the Closure Action. ~~Latitude~~Charter School shall simultaneously provide a copy of the written employee and vendor notification to ~~the CSD~~OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. ~~1.~~ The effective date of the closure of ~~Latitude~~Charter School

2. ~~2.~~ The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. ~~3.~~ The students' school districts of residence

4. ~~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. ~~1.~~ A description of the circumstances of the closure

2. ~~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. ~~1.~~ Information on how to enroll or transfer the student to an appropriate school

2. ~~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. ~~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. ~~1.~~ The effective date of the closure of ~~*Latitude*~~Charter School

2. ~~2.~~ The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. ~~3.~~ The date and manner, which shall be no later than 30 days from the effective date of the closure of ~~*Latitude*~~Charter School, by which ~~*Latitude*~~Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, ~~*Latitude*~~Charter School shall provide all employees with written verification of employment. ~~*Latitude*~~Charter School shall send copies of all such employee verification letters to ~~*the CSD*~~OCS.

Records Retention and Transfer

~~*Latitude*~~
Charter School shall comply with all applicable laws as well as ~~*CDE*~~District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of ~~*Latitude*~~Charter School records, including student records. These requirements include:

~~*1. Latitude*~~
1. Charter School 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.*~~Charter School. 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. ~~*2. Latitude's*~~Charter School's process for transferring student records to receiving schools shall be in accordance with ~~*CDE*~~OUSD procedures for students moving from one school to another.

3. ~~*3. Latitude*~~Charter School shall prepare and provide an electronic master list of all students to ~~*the Charter Schools Division*~~OCS in accordance with the ~~*CDE*~~District 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*~~Charter School 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*~~submitted to ~~*the CSD in the form of a CD or otherwise*~~OCS in accordance with ~~*CDE*~~District 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.*~~

4. ~~*5. Latitude*~~Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

5. ~~*6. Latitude*~~Charter School must provide to ~~*the CSD a copy of student attendance records, teacher gradebooks, Latitude payroll and*~~OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records~~*, and Title I records (if applicable).*~~ after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including~~,~~ but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.

~~*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.*~~

6. ~~8. Latitude~~Charter School shall provide to the responsible person(s) designated by the governing board of ~~Latitude~~Charter School 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~~may notify ~~Latitude~~Charter School and the authorizing entity of any liabilities ~~Latitude~~Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, ~~unpaid revolving fund loans or~~ start up grants, ~~and/~~or ~~similar~~other 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~~
Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of ~~Latitude~~Charter School that includes:

1. ~~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. ~~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.~~
3. Charter School.

This audit may serve as ~~Latitude's annual audit.~~Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

~~Latitude~~
Charter School shall pay for the financial closeout audit of ~~Latitude.~~Charter School. 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~~Charter School will be the responsibility of ~~Latitude~~Charter School and not ~~CDE. Latitude~~OUSD. Charter School understands and acknowledges that ~~Latitude~~Charter School will cover the outstanding debts or liabilities of ~~Latitude.~~Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. ~~Latitude~~Charter School 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 District SELPA or the SELPA in which ~~Latitude~~Charter School participates, and other categorical funds will be returned to the source of funds.

~~*Latitude*~~
Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. ~~*1.*~~ Preliminary ~~*budgets*~~budget
2. ~~*2.*~~ Local control and accountability plan and annual updates
~~2.~~3. Interim financial reports
~~3.~~4. ~~*3.*~~ Second interim financial reports
~~4.~~5. ~~*4.*~~ Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If ~~*EFC*~~Charter School 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*~~Charter School 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*~~shall identify the disposition of all liabilities of ~~*Latitude. Latitude*~~Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with ~~*Latitude's*~~the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of ~~*Latitude*~~Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

~~*1. Latitude*~~

1. Charter School, at its cost and expense, shall return to the ~~*CDE*~~District any and all property, furniture, equipment, supplies, and other assets provided to ~~*Latitude*~~Charter School by or on behalf of the ~~*CDE.*~~ District. The ~~*CDE*~~District discloses that the California Education Code sets forth the requirements for the disposition of the ~~*CDE's*~~District's personal property and ~~*Latitude*~~Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. ~~*2.*~~ The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. ~~*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. ~~4.~~ The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:
    a. Name and contact of person(s) handling the liquidation;
    b. Each item in excess of $500 (computers, laptops, printers, and other equipment);
    c. An identification number that corresponds to a tag on that item;
    ~~a.~~d. The cost of the item and whom/where/date of the item that was donated/sold.

If ~~*Latitude*~~Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of ~~*Latitude*~~Charter School, the corporation shall be dissolved according to its bylaws.

~~*Latitude*~~
Charter School shall retain sufficient staff, as deemed appropriate by the ~~*EFC*~~Charter School 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*~~
Charter School's governing board shall adopt a plan for ~~*wind up*~~closure of ~~*Latitude*~~Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

~~*Latitude*~~
Charter School shall provide ~~*CDE*~~OUSD 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*~~Charter School will make the payments.

Prior to final close-out, ~~*Latitude*~~Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. ~~*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).*~~

2. ~~*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).*~~

3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end ~~*Latitude's*~~Charter School's authorization to operate as a charter school or cause ~~*Latitude*~~Charter School to cease operation. ~~*Latitude*~~ Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the ~~*CDE*~~District and public shall suffer irreparable harm should ~~*Latitude*~~Charter School breach any obligation under this Element ~~*16*~~15. The ~~*CDE*~~District therefore reserves the right to seek equitable relief to enforce any right arising under this Element ~~*16*~~15 or any provision of this Element ~~*16*~~15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the ~~*CDE*~~District. 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.

Additional Provisions

Insurance

Commercial General Liability Insurance: Charter School shall maintain Commercial General Liability Insurance, including automobile coverage, with limits of at least one million dollars ($1,000,000) per occurrence, and two million dollars ($2,000,000) aggregate, sexual misconduct, harassment, bodily injury and property damage. Coverage for sexual misconduct and harassment may either be provided through General Liability Insurance or Professional Liability Insurance. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of the start of a new charter term, if approved. Evidence of insurance shall be attached to this document as Exhibit B. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against Charter School. The policy shall protect Charter School and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

Workers' Compensation Insurance: Charter School shall procure and maintain, at all times during the term of the charter, Workers' Compensation Insurance in conformance with the laws of the State of California (including, but not limited to, Labor Code section 3700) and Federal laws when applicable. Employers' Liability Insurance shall not be less than one million dollars ($1,000,000) per accident or disease.

Facilities

Prior to occupancy or use of any school site or facility other than a District facility under Education Code 47614 ("Proposition 39"), or Facility Use Agreement in lieu of Proposition 39, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS 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 Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School 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 District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and

ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School 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.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School 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 Charter School, 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. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, and Education Code section 47604.3, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. 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,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent

involvement practices,
- 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 business days' notice to Charter School. In extreme circumstances when 30 business days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
  - Preliminary budget
  - Local control and accountability plan and update
  - First interim financial report
  - Second interim financial report
  - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
  - Annual independent audit report (Ed. Code § 47605(m))
  - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
  - 20 day attendance report (Ed. Code § 47652(a))
  - Monthly attendance reports
  - Principal Apportionment Data (P1, P2, and P-Annual)
  - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)
- Any other reports and data as requested.

Additionally, Charter School shall notify OCS in writing and update in Epicenter or online reporting platform within five business days of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Interpreting the Charter

All terms of the charter that can be interpreted as within the intent of the Education Code shall be interpreted in such a manner.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Charter School and the District. The District and the Charter School agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Changes in the law or the District administration related to charter schools occur from time to time. The Charter School shall fully comply with all such legal and/or administrative changes.

Modifications to this charter pursuant to such changes shall be deemed administrative amendments and shall not be considered "material revisions" requiring approval pursuant to Education Code Section 47607(a)(3).

Revoking the Charter

The District may revoke the charter of the Charter School in accordance with Education Code Section 47607 and its implementing regulations.

FINANCE AND OPERATIONS

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. - Education Code Section 47605(h).

Budget And Financial Plan

The Charter School has been financially healthy and stable since opening, with positive fund balances and a reserve far in excess of the state minimum. Please see the enclosed budget documents for further detail. To support review of this renewal petition, the following documents have been included in **Appendix 11 - Financial Documents**.

- Projected Budget
- Projected Cash Flow
- Annotated Budget Narrative and Assumptions

The budget and cash flow projections are based on the best data available to the petitioners at the time of submission and include many key assumptions, as outlined in the annotated budget narrative.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. - Education Code Section 47605(h)

EFC employs a full-time Chief Financial Officer to perform many of the accounting and budgeting operations of the Charter School. The CFO reports directly to the Superintendent. The CFO's responsibilities include to establish, implement, coordinate, control, and maintain the Charter School's financial accounting system; to process and maintain records of fiscal actions, other business records, and accounts; and to prepare a variety of financial reports and documents in support of school operations. The organization outsources some financial services such as accounts payable and uses a competitive bid process to select vendors with experience in charter schools or other public finance.

EFC will provide financial reports, in the manner prescribed by California's Standardized Account Code Structure ("SACS") for all reports to the District including the First and Second

Interim Reports, Adopted Budgets, and Unaudited Actuals as required by the Education Code. EFC will also provide an annual audit, including financial schedules in the aforementioned formats to the chartering authority , the California Department of Education and to any other official or entity as required by law.

Annually, no later than December 15th, EFC shall supply the District with a statement of assets and liabilities. It is expected that this information will be included in the annual independent fiscal audit. However, in the event that it is not contained in the audit or that the audit is not completed by this date, EFC shall submit a separate document to the District containing this information.

Sources of Funds

The majority of funds for the Charter School's operations come from the State of California and local in-lieu of property taxes, in the form of the standard per-student allocation under Local Control Funding Formula ("LCFF") based on ADA. The Charter School also receives other state and federal funds for special populations and specific programs. Additional sources of funds include grants and fundraising, and food service revenue.

Financial Reporting

By July 1 of each calendar year, the Charter School provides a draft budget for the following school year to the District, including its estimate for enrollment and its Average Daily Attendance assumptions. The Charter School shall comply with all other financial reports required by Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School 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 the District and other authorized reporting agencies.

Direct Funding

The Charter School shall receive funding pursuant to Education Code Section 47630 et seq. and elects to receive its funding directly from the state pursuant to Education Code Section 47651. Any funds due to the Charter School that flow through the District shall be forwarded to the Charter School in a timely fashion. During the term of this charter petition, the Charter School and the District shall negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

Concurrent Enrollment

The Charter School will not seek funding for any pupil who also attends a private school that charges the pupil's family tuition.

Charter School Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h)

Latitude 37.8 High School intends to occupy the same facility that it has been occupying, at 1045 Derby St., Oakland, CA 94601. This is a private property owned by Education for Change for the sole use of Latitude 37.8 High School. The property meets all school facility requirements as required by law.

Education for Change Public Schools
333 Hegenberger Rd., Ste 705
Oakland, CA 94621
510.568.7936

JULY 1, 2025

Via Email
charteroffice@ousd.org

Kelly Krag-Arnold, Director
Office of Charter Schools
Oakland Unified School District
1011 Union St., #947
Oakland, CA 94607

Re: Latitude 37.8 High School Charter Renewal Petition

Dear Director Arnold:

Education for Change Public Schools ("EFC"), which operates Latitude 37.8 High School (the "Charter School"), authorized by the California State Board of Education, submits to the Oakland Unified School District (the "District") this request for a renewal of Latitude 37.8 High School's charter petition for a five (5) year term, from July 1, 2026 to June 30, 2031. The EFC Board authorizes submission of the charter renewal request to the District Board, and deems the submission to be complete, as attested below.

Latitude 37.8 High School is an innovative public charter high school in Oakland, California, operated by Education for Change Public Schools. Opened in 2018, Latitude was founded to reimagine what high school can be—one that centers students as active participants in their learning and leverages the dynamic resources of the city as an extended classroom. Rooted in the belief that students thrive when they are known, challenged, and supported, Latitude provides an academically rigorous, hands-on, and personalized learning experience that prepares students for success in college, career, and life.

Located in the Fruitvale neighborhood, Latitude serves a racially, culturally, and economically diverse student population reflective of the broader Oakland community. Latitude currently serves approximately 385 students, 73% of whom are socioeconomically

disadvantaged. Through a place-based, competency-based model, the Charter School empowers students to pursue meaningful work, build lasting networks, and develop a strong sense of self, purpose, and possibility.

In submitting this request for renewal, Latitude is pleased to share its designation as a middle-performing school by the California Department of Education which thereby entitles the Charter School to a default renewal standard for a five-year term.

CONTENTS OF THE SUBMISSION

In compliance with the District's submission process for considering a charter petition received for renewal, the following items are submitted in Epicenter:

1. **Final Renewal Petition** – A final copy of the renewal petition, including all District Required Language (provided by District staff) and all content required by newly enacted laws and regulations pertaining to charter schools since the previous petition;

2. **Performance Report** – A performance report using the current Charter Renewal Performance Report template provided by District staff;

3. **Financial Packet** – Financial statements including the annual operating budget and 3-year cashflow and financial projections, as well as backup and supporting documents and budget assumptions (i.e. anticipated revenues and expenditures, including special education, and projected ADA);

4. **Red-Line Petition** – A red-line copy of renewal, showing all changes made to the charter school's most recent approved petition;

Certifications

In compliance with Section 47605(b), I make the following certifications:

1. That I am the authorized representative, and that I am competent and qualified to certify the matter herein;

2. That, as an authorized representative, I have personal knowledge of the facts forming the basis of this certification;

3. That I make this certification for the purposes of Education Code Section 47605(b) only; and

4. That I deem the revised charter petition to be complete.

Timeline

According to Education Code Section 47605(b), no later than 90 days after receiving a complete petition package, the Oakland Unified School District shall grant or deny the charter petition. We anticipate that the District will adhere to this timeline during its consideration of the charter petition.

* * *

Latitude 37.8 High School is excited to continue unlocking the full potential of diverse learners and fostering their holistic development. We look forward to working with the District during consideration of the charter renewal petition. Please feel free to contact me at ladam@efcps.net or 510.326.1677 if you have any questions.

Sincerely,





Eva Camp, Board Chair

Larissa Adam, Superintendent of Schools

ENCLOSURES

Education *for* Change Public Schools

Latitude 37.8 High School

Renewal Charter Petition

Submitted to:

Oakland Unified School District Board of Education

July 1, 2025

For the term July 1, 2026 - June 30, 2031

Submitted by:

Larissa Adam and Education for Change Public Schools

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Affirmations, Declarations, and Assurances

Affirmation of Conditions Described in Education Code Section 47605(e)

Latitude 37.8 High School (also referred to herein as "Latitude" or the "Charter School"):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code ("Ed. Code") § 47605(e)(1))

2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))

3. Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))

4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))

5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District ("OUSD" or "District") except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))

    a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))

    b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))

    c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))

    d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, 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 report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))

7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))

8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))

9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))

10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall 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. (Ed. Code § 47605(d)(1))

2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))

3. Shall at all times maintain all necessary and appropriate insurance coverage.

4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 *et seq*. and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))

5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))

6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)

7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, martial status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))

8. Shall 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, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)

9. Shall 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, section 5; and MGL c. 89, 71 sections (f) and (I).

10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 *et seq*.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.

11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)

12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)

13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

    a. The California Code of Regulations
    b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
    c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 *et seq*.)
    d. Displaying all required postings at school site and online
    e. Following the minimum and maximum age requirements for enrollment
    f. Providing the minimum number of instructional minutes

NOTE: Throughout this Charter there is specific "District Required Language" (DRL), including but not limited to the above *Affirmations, Declarations, and Assurances* section. All DRL should be highlighted in gray. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

EXECUTIVE SUMMARY

We respectfully present this petition for charter renewal for Latitude 37.8 High School for the 2026–2031 term. Since opening its doors in 2018, Latitude has provided a rigorous, personalized academic program to high school students across Oakland. Latitude's educational model—centered on project-based learning, real-world inquiry, and strong student-mentor relationships—has proven effective in supporting academic success and postsecondary readiness.

In the 2024-25 school year, Latitude served approximately 385 students in grades 9–12. The student body reflects the diversity and resilience of Oakland: over 70% of students qualify as socioeconomically disadvantaged, 27% are English Learners, 22% receive special education services, and the majority identify as Latinx. The Charter School also enrolls foster youth, newcomer students, and students experiencing housing insecurity. Latitude is designed to serve those furthest from opportunity—and to do so with a student-centered, real-world learning model that equips all learners to succeed in college, career, and civic life.

As a middle-performing school under Education Code Section 47607.2(b), Latitude demonstrates academic results that meet or exceed state averages in key indicators, including graduation rate, A–G college eligibility, and English Language Arts proficiency. The Charter School's trajectory of continuous improvement, strong instructional foundation, and alignment to community needs provide a clear and compelling rationale for renewal.

Overview of Latitude 37.8 High School

Latitude 37.8 High School is an innovative public charter high school in Oakland, California, operated by Education for Change ("EFC") Public Schools. Opened in 2018, Latitude was founded to reimagine what high school can be—one that centers students as active participants in their learning and leverages the dynamic resources of the city as an extended classroom. Rooted in the belief that students thrive when they are known, challenged, and supported, Latitude provides an academically rigorous, hands-on, and personalized learning experience that prepares students for success in college, career, and life.

Located in the Fruitvale neighborhood, Latitude serves a racially, culturally, and economically diverse student population reflective of the broader Oakland community. Through a place-based, competency-based model, the Charter School empowers students to pursue meaningful work, build lasting networks, and develop a strong sense of self, purpose, and possibility.

Vision and Mission

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.

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.

History and Founding Design

Latitude emerged from a community-driven design process launched in response to the XQ Super School Challenge in 2015. A diverse team of educators, parents, students, designers, civic leaders, and community members came together to explore how high school could better serve Oakland youth. After conducting focus groups, surveys, and community engagement sessions, the team identified the need for a school that provides real-world learning opportunities, emphasizes equity and personalization, and connects students to their city. Latitude was named one of 50 national XQ finalists from more than 700 applications.

Since its founding, Latitude has developed into a robust model that combines academic rigor with real-world relevance. Students engage in interdisciplinary projects, build portfolios of work, and connect with professionals and mentors throughout Oakland. The Charter School is intentionally diverse by design and built to serve a wide range of learners, including English Learners, students with IEPs, and those who are historically underserved.

Graduate Profile

The Latitude graduate is more than college-eligible. All students complete the UC/CSU A–G course sequence and graduate with a digital portfolio of work, meaningful internships, and strong adult relationships that support their transition to life beyond high school. Students demonstrate:

- **Personal Agency** – The ability to set goals, make decisions, and navigate challenges with confidence and adaptability.

- **Essential Competencies** – Mastery of academic, cognitive, and social-emotional skills aligned to college, career, and civic success.

- **Integrated Identity** – A cohesive sense of self grounded in culture, community, and purpose.

This profile is guided by the research framework *Foundations for Young Adult Success* and reflects a broader understanding of what students need to thrive.

Design Principles and Instructional Model

Latitude is organized around four guiding principles that shape every aspect of the student experience:

- **Relevance** – Students engage with real-world problems and apply learning to their lives and communities.
- **Personalization** – Each student's path is informed by their goals, strengths, and needs.
- **Integration** – Learning is interdisciplinary, connected across academic domains and cultures.
- **Creativity** – Students build creative confidence and learn to innovate in diverse contexts.

These principles are brought to life through two key practices:

- **Place-Based Learning** – The city becomes the classroom, with learning experiences rooted in Oakland's neighborhoods, organizations, and issues.
- **Competency-Based Progression** – Students advance based on mastery, not seat time, supported by clear continua, authentic assessments, and personalized learning plans.

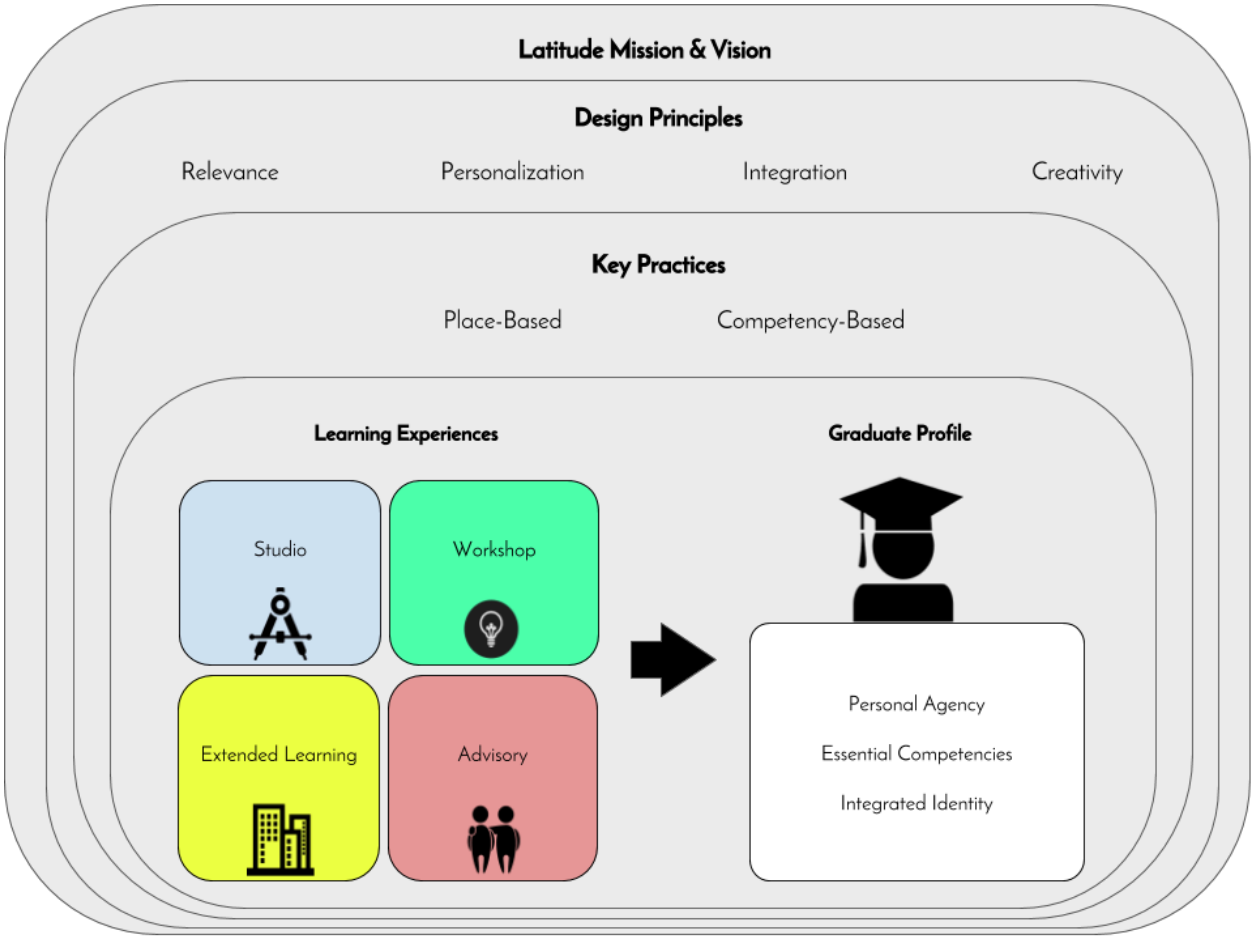
Core Learning Structures

Latitude's instructional program is built on four core learning experiences:

- **Studios** – Interdisciplinary, project-based courses (e.g., Humanities, Science & Design) where students tackle real-world challenges through research, fieldwork, and creative problem solving.
- **Workshops** – Courses in math and literacy that build foundational academic skills through personalized, inquiry-driven instruction.

- **Advisory** – A four-year advisory model that supports students in building identity, community, and postsecondary plans, led by an advisor who knows them deeply.
- **Extended Learning Opportunities ("ELOs")** – Internships, service learning, and job shadowing experiences that connect students with mentors, expand their networks, and give them hands-on experience in fields of interest.

Figure 0.1—Latitude School Model:



Supporting All Latitude Students

As an intentionally diverse school, Latitude seeks to reflect the diversity of learners across our city. The design principles, key practices, and learning structures have been developed based on the notion that schools must start with individual students and then be designed to provide the experiences necessary for them to attain our graduate outcomes. Our model supports all types of learners from diverse life circumstances. Latitude's personalized and competency-based approach provides the flexibility to serve students who are over-age, credit deficient, or require nontraditional scheduling, such as newcomers, homeless youth, or teen parents, as well as high-achieving, accelerated learners. By building systems to support students with a wide range of academic and social-emotional needs, and by leveraging the rich resources of Oakland, Latitude is able to serve an authentically diverse student body that mirrors the full spectrum of young people in our city.

Key Achievements and Evidence of Progress

Since its initial authorization in 2018, Latitude 37.8 High School has demonstrated clear and measurable growth in academic outcomes, equity, and instructional quality. This trajectory reflects the Charter School's commitment to continuous improvement and the impact of its personalized, equity-centered instructional model. Notable progress from 2022 to 2024 includes:

- **ELA Proficiency Increased by 7.7 Percentage Points** – From 41.2% in 2022 to 48.9% in 2024, outperforming both OUSD (33.1%) and California (47.0%) averages.

- **Math Performance Maintained Gains Amidst Statewide Declines** – Despite pandemic learning loss trends, Latitude's math proficiency (18.5%) in 2024 remains higher than comparison OUSD high schools.

- **90.9% A–G Completion Rate (Class of 2023)** – Significantly above the OUSD high school average (53.7%) and state average (50.4%), reflecting strong college readiness supports.

- **92.7% Graduation Rate (Class of 2024)** – Exceeding both the OUSD high school average (80.6%) and California (86.7%).

- **Reclassification and English Learner Growth** – The Charter School reclassified 21 English Learners in 2023–24, up from 12 in 2022–23, and assessments indicate steady gains in English Language Proficiency Assessments for California ("ELPAC") proficiency levels.

- **High Student Engagement through Personalized Learning** – 100% of students complete an internship, and all seniors present a capstone portfolio as part of graduation.

These results are driven by Latitude's instructional leadership team, commitment to teacher coaching, and use of real-time assessment data to inform targeted interventions. The Charter School has established robust advisory structures, expanded dual enrollment opportunities, and enhanced instructional alignment in math and English Language Development ("ELD") over the past two years.

These results are especially significant given the Charter School's mid-size enrollment, pandemic-era opening years, and the population it serves.

Accountability Framework

Pursuant to the amendments made to Education Code Section 47607 and the creation of Section 47607.2 by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard, and the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, AB 1505 created a three-tiered system for evaluating charter school performance, with an additional category for Dashboard Alternative School Status (DASS) schools. The three performance categories are:

- **High Performing** – Presumptive renewal if the charter school meets the established criteria under EC 47607(c)(2).
- **Low Performing** – Presumptive non-renewal if the charter school meets the criteria for non-renewal, unless the chartering authority approves a two-year term under EC 47607.2(a).
- **Middle Performing** – Charter schools that do not fall into the high or low categories may be renewed unless closure is in the best interest of students, as evaluated using the Dashboard and EC 47607.2(b).

The state indicators include:

- English Language Arts ("ELA") and Mathematics performance
- English Learner Progress Indicator ("ELPI")
- College/Career Indicator ("CCI")
- Graduation Rate
- Suspension Rate
- Chronic Absenteeism

Latitude 37.8 High is classified as a middle-performing school. In determining renewal for middle-performing schools, authorizers must give greater weight to academic performance indicators.

Latitude meets or exceeds the state average in several academic indicators and has demonstrated measurable progress in areas aligned with the statutory requirements. These results, coupled with a sound instructional program and strong operational compliance, provide a clear basis for renewal under Education Code Section 47607.2(b).

Dashboard Performance

Latitude 37.8 outperforms large Oakland high schools[1] on key renewal indicators:

- College/Career Readiness (CCI): Latitude leads with 66.7% of students prepared, well ahead of Castlemont (16.3%) and even Oakland Tech (60.1%).
- Graduation Rate: Latitude posts the highest rate at 92.7%, edging out Tech (91.4%) and Skyline (91.0%), and far surpassing Castlemont (68.8%).
- ELA (CAASPP DFS): At -11.6, Latitude students are closest to meeting standards, significantly ahead of Tech (-50.6), Skyline (-78.1), and Castlemont (-188.1).
- Math (CAASPP DFS): With a score of -103.4, Latitude outperforms all four comparison schools in math, including Oakland Tech and Skyline, indicating relatively stronger math achievement.

Latitude demonstrates strong academic performance and postsecondary readiness, particularly when compared to other large Oakland high schools. Its leading scores in college/career readiness (66.7%), graduation rate (92.7%), and ELA proficiency (DFS: -11.6) show that the Charter School is not only meeting but often exceeding district and peer benchmarks, even while serving a high-need student population. These outcomes indicate that students are being effectively supported to graduate on time and prepared for life beyond high school.

In mathematics, Latitude's DFS of -103.4 is not only within the expected range for a middle-tier school—it is in fact the strongest among all five comparison schools, outperforming even Oakland Tech and Skyline. While math remains an area for continued focus, this relative strength reflects the Charter School's capacity to support growth across disciplines.

The consistent performance across multiple indicators—especially those prioritized in California's charter renewal law, such as CCI and graduation rate—justifies Latitude's renewal under the AB 1505 middle-tier charter renewal framework. The data clearly support that Latitude is delivering a sound educational program and strong academic outcomes, warranting a full renewal term.

Figure 0.2—Oakland High School Comparison (2024):

	CCI	Grad Rate	ELA SBAC	Math SBAC

[1] "Large Oakland high schools" include: Castlemont, Oakland Tech, Skyline, and McClymonds.

Latitude 37.8	**66.7%**	**92.7%**	**-11.6**	**-103.4**
Castlemont	16.3%	68.8%	-188.1	-193.9
McClymonds	56.5%	84.3%	-128.4	-223.7
Oakland Tech	60.1%	91.4%	-50.6	-133.8
Skyline	61.4%	91.0%	-78.1	-153.8

Moreover, the Charter School's students outperformed the State in ELA scores, with 48.91% meeting or exceeding ELA standard, an increase from 43.7% in 2023, compared to 47.04% from the State. While the Charter School's SBSA Math scores have declined recently, we are prioritizing improving math proficiency along with other priorities described below.

Additionally, the most recently available data for College-Going Rates shows the Charter School has a significantly better college-going rate than Alameda County and the State:

Name	High School Completers	High School Completers Enrolled In College	College-Going Rate	Enrolled In College (In-State)	Enrolled In College (Out-of-State)	No Record of College Enrollment
Latitude 37.8 High	41	31	75.6%	68.3%	7.3%	24.4%
SBE - Latitude 37.8 High	164	124	75.6%	68.3%	7.3%	24.4%
Alameda	16,431	11,471	69.8%	58.5%	11.3%	30.2%
State	456,167	282,972	62.0%	55.0%	7.0%	38.0%

Source: DataQuest, College-Going Rates for California High School Students, 2021-22.

Priorities for the Next Charter Term

1. Improve Math Proficiency Through Competency-Based Instruction and Data-Driven Intervention

Latitude has adopted a competency-based instructional model that emphasizes mastery over seat time. In the next charter term, the Charter School will deepen implementation of personalized math pathways, leverage embedded formative assessments, and continue to monitor student progress using SBAC Distance from Standard metrics. This work includes using adaptive tools

(e.g., MAP, IXL) and ensuring that performance-based assessments align with core competencies in mathematical reasoning, application, and communication.

2. Expand Access to Dual Enrollment and A–G Course Completion
To sustain its high college and career readiness rate (CCI: 66.7%), Latitude will expand partnerships with local colleges and career-focused organizations. All seniors will continue to take at least one dual enrollment course, and access to A–G aligned courses will remain a key instructional priority. Efforts will include better advising, expanded UC/CSU-aligned offerings, and support for credit-deficient students through competency-based recovery pathways.

3. Strengthen English Learner (EL) Services and Reclassification Rates
Building on its integrated ELD and designated ELD structures, Latitude will refine data use practices—primarily through the ELPAC and internal formative assessments—to ensure more targeted EL supports. The Charter School will continue to offer sustained professional development in integrated language development strategies across all content areas.

4. Reduce Chronic Absenteeism Through Tiered Student Support and Family Engagement
Latitude will refine its attendance team infrastructure and leverage Positive Behavior Intervention Systems (PBIS) and social-emotional learning (SEL) strategies to proactively improve attendance. Additionally, the Charter School will engage families through community events, multilingual communication, and home-school collaboration that addresses barriers to attendance, such as transportation and mental health needs.

5. Deepen Community and Family Partnerships to Build a Responsive School Culture
Recognizing that strong school culture is foundational to student success, Latitude will continue to invest in family leadership structures (e.g., Parent Unity Coalition, English Learner Advisory Committee ("ELAC")) and increase multilingual outreach. Parent voice will shape priorities through annual surveys and participation in events such as exhibitions of student learning. The Charter School will also expand advisory-based student leadership and embed student agency in ongoing improvement cycles.

Summary

Latitude 37.8 High School has demonstrated measurable progress and strong performance in the metrics that matter most: literacy, graduation, and postsecondary readiness. The Charter School has consistently outperformed comparable district schools and the state in key areas while maintaining an inclusive, equity-centered model. Latitude fulfills the legislative intent of middle-tier charter renewal, offering an essential public school option for Oakland students.

Renewal of Latitude 37.8 High School is not only warranted, but it is also in the best interest of the students and families of Oakland.

Element 1 – Educational Program

"The educational program of the charter school, designed, among other things, to identify those whom the charter 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(c)(5)(A)(i)

"The annual goals for the charter school 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, 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(c)(5)(A)(ii)

"If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A to G" admissions criteria may be considered to meet college entrance requirements." – Ed. Code § 47605(c)(5)(A)(iii)

Local Control Accountability Plan (LCAP)

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 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(c)(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, including but not limited to the following:

- 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.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other 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 local control and accountability plan and annual update...' (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

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.

Mathematics Placement Policy

If Charter School serves ninth grade, 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.

Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School's petition. Therefore, if offered, Charter School's petition will contain a reasonably comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

Home and Hospital Instruction

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance.

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

Student Enrollment and Grade Levels Served

Charter School will serve a student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

	Projected Student Enrollment for Each Year by Grade Level and Total Enrollment				
Grade Level	**Year 1 (2026-27)**	**Year 2 (2027-28)**	**Year 3 (2028-29)**	**Year 4 (2029-30)**	**Year 5 (2030-31)**
9	100	100	100	100	100
10	109	100	100	100	100
11	110	109	100	100	100
12	93	110	109	100	100
Total	412	419	409	400	400

Maximum Enrollment for Charter Term: 419

Special Education

The Charter School shall continue to comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA.

The Charter School is its own LEA for purposes of special education, in conformity with Education Code Section 47641(a) and is a member in good standing of the El Dorado County Charter ("EDCOE") Special Education Local Plan Area ("SELPA").

The Charter School complies with all state and federal laws related to the provision of special education instruction and related services, and all SELPA policies and procedures, and utilizes appropriate SELPA forms. The Charter School shall not discriminate against any pupil with a disability in the admission process or any other aspect of operation. The Charter School shall not ask or require students or parents to waive the right to a free appropriate public education in order to attend the Charter School.

The Charter School shall continue to be solely responsible for its compliance with the IDEA, Section 504 and the ADA. The facilities utilized by the Charter School shall be accessible for all students with disabilities.

Services for Students under the IDEA

The Charter School participates as a member of the EDCOE SELPA in accordance with Education Code section 47641(a) and makes the following assurances:

- *Free Appropriate Public Education* – The Charter School assures that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school.

- *Child Find* – The Charter School assures that all students with disabilities are identified in accordance with the policies and procedures of the SELPA.

- *Full Educational Opportunity* – The Charter School assures that all students with disabilities have access to the full range of programs available to students without disabilities.

- *Least Restrictive Environment* – The Charter School assures that students with disabilities are educated with students without disabilities to the maximum extent appropriate. This is 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 Charter School assures that an Individualized Education Program is developed, reviewed and revised for each eligible student under the IDEA.

- *Assessments* – The Charter School assures 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 IDEA, and more often if conditions warrant or requested by the student's parents or teacher. Parents 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 Charter School assures that the confidentiality of identifiable data is protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents are provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.

- *Personnel Standards* – The Charter School attracts, recruits and hires appropriately trained and credentialed personnel to provide special education services to children with disabilities.

- *State Assessments* – The Charter School assures that students with disabilities either under the IDEA or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

The following description regarding how special education and related services shall be provided and funded is being proposed by Latitude for the sole purpose of providing a reasonably comprehensive description of the special education program in this charter renewal petition and is not binding on the District. The specific manner in which special education and related services shall be provided and funded shall be as set forth in the SELPA MOU.

Latitude agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Latitude students, staff, facilities, equipment and records as required or imposed by law.

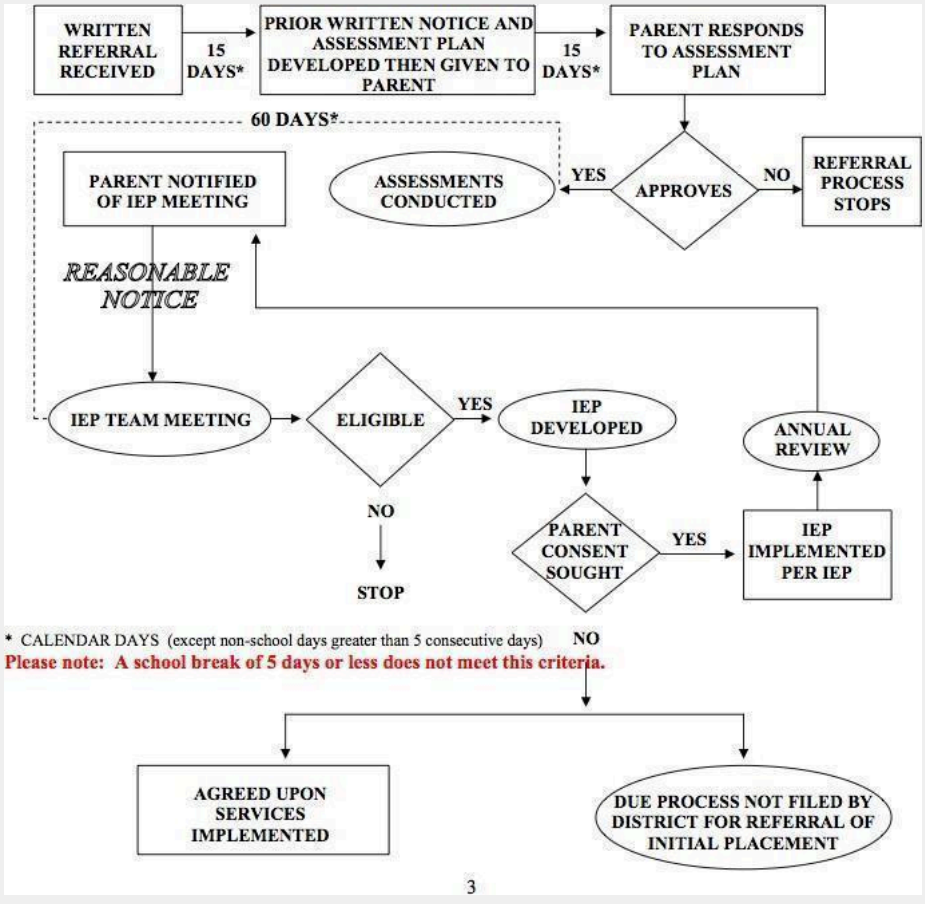
Identification and Referral

Latitude actively and systematically seeks out all individuals with exceptional needs and provides for the identification and assessment of an individual's exceptional needs and the planning of an instructional program to meet the assessed needs in a timely method, in accordance with the policies and procedures of the EDCOE SELPA. Identification procedures include systematic methods of utilizing referrals of students from teachers, parents, agencies,

appropriate professional persons, and from other members of the public. Identification procedures are coordinated with school site procedures for referral of students with needs that cannot be met with modification of the general instructional program. Latitude obtains the cumulative files, prior and/or current IEP and other special education information on any student upon completion of the enrollment process.

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 Coordination Of Services Team ("COST") process, a student may be referred for assessment to determine eligibility for special education services. The flowchart in **Figure 1.2** below outlines the process once a referral has been.

Figure 1.2—EFC Referral Process



The referral process is a formal, ongoing review of information related to students who are suspected of having special 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 fifteen (15) days. Parents will be informed via the Student Support Services Coordinator that special education and related services are provided at no cost to them.

Upon receiving a parent request for assessment, Latitude contacts the parent to inform them of receipt of the written requests and schedules a meeting with the parent to further discuss the request (meeting to take place within 15 days of receiving the request). If Latitude and the parent determine they want to move forward with granting the request for assessment, the parent will receive a written Assessment Plan within fifteen (15) days (of the original request. The parent will be given at least fifteen (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 IEP meeting held within sixty (60) days of receipt of the parent's written consent for assessment.

If for any reason Latitude determines assessment is not appropriate, Latitude meets with the parent to discuss the request and responds in writing with a Prior Written Notice ("PWN") documenting why the assessment request is not being granted. If Latitude determines an assessment is **not** appropriate, in addition to providing a PWN documenting why the AP is not being granted, Latitude also provides information to the parent regarding COST/SST and how their student may benefit from this process as well as information about Section 504 plans (and the possibility of eligibility for a Section 504 plan).

Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. 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
- Parent input

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

- Parents or guardians of any student referred for assessment must give their written consent for the Charter School to administer the assessment.
- The assessment will be completed, and an 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 the student's 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.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- 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. Latitude 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.

Latitude 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 FAPE.

Development and Implementation of IEP

Once assessments are completed, a meeting will be held within the 60-day timeline, to review the results and determine special education eligibility. If the student is found eligible, the team will develop an Individualized Education Program which is designed to identify what areas will be targeted for intervention and how such an intervention will actually be carried out. Before the student receives any special education services, this program must be developed at the IEP team meeting, and parents must provide written consent. Latitude will ensure that the IEP is implemented.

Latitude provides a range of special education programs and services for eligible students in grades TK (transitional kindergarten) through eighth grade. Students receiving special education and related services will be educated with general education peers to the maximum extent appropriate. These students will be integrated as much as possible in school activities and general education classroom activities as determined by the IEP team. Special education and related services will be provided on behalf of the student, without cost, except for those fees that are charged to general education students.

At Latitude, each student's IEP team considers the full continuum of program options to ensure that all students are provided FAPE in the least restrictive environment. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the general educational environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

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 student's parent(s)/legal guardian(s)/surrogate parent, or an individual selected by the parent. It is important to note that no individual or agency is authorized to sign with consent to an IEP unless they possess educational rights for the student.
- The student, if appropriate.
- An administrator or an administrative designee (other than the student's teacher) who is knowledgeable of program options appropriate for the student. This person must be authorized to make decisions and allocate resources.
- Not less than one special education teacher of the student, or, if appropriate, not less than one special education provider of the student.
- Not less than one general education teacher. Generally, the student's current general education teacher attends the meeting. If the student does not have a general education teacher, the teacher with the most recent and complete knowledge of the child and who is qualified to teach a student of their age should attend. Any assessor(s) who conducted an assessment and is presenting their report for the IEP team or an individual with the appropriate qualifications to present the assessment report on behalf of an assessor.

- For students with suspected learning disabilities, at least one member of the IEP team other than the student's general teacher who has observed the student's educational performance in an appropriate setting.
- Other persons who possess expertise or knowledge necessary for the development of the IEP.

Latitude views the parent/guardian 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. Latitude 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 Charter School will ensure the parent's 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. 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
- Statements of yearly goals
- Individuals responsible for helping to accomplish the goals
- Criteria and evaluation procedures for measuring the achievement of the educational goals
- A statement of the specific special education program, the related services needed by the student, and the degree of participation anticipated in the general education program
- The rationale for placement decisions
- The date that special education service(s) will begin and how long the service(s) should continue
- Determination of participation in state and Charter LEA-wide assessments
- 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
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- 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

Latitude understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Latitude students in accordance with the policies, procedures and requirements of the SELPA and state and federal law.

Latitude shall be responsible for all school site implementation of the IEP. Latitude shall also provide all home-school coordination and information exchange. Latitude shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

IEP Meetings, Review, and Reporting

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting the student's needs and make any necessary changes. In accordance with IDEA 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 Charter School. Once the request is received, Latitude will have thirty (30) days, not including school vacations greater than five days, to hold the IEP meeting in alignment with state and federal laws.

IEP meetings are also held when an Individual Transition Plan ("ITP") is required at the appropriate age and when Latitude seeks to suspend or remove a student for a period of ten (10) days or more, in order to determine if the student's misconduct was a manifestation of the student's disability.

Unless otherwise specified on the student's IEP, parents will be informed three times a year (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 their annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. 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 achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal. Parents will receive additional reports on their individual student's progress at student-led conferences.

In addition, Latitude complies with the EDCOE Local Plan and performs all corrective actions deemed necessary by the EDCOE SELPA. The principal will work with EFC Student Support Services department and Finance team to manage the budget and contract for appropriate services and take responsibility for meeting the special education compliance and quality requirements.

Special Education Staffing and Professional Learning for Special Ed and General Ed Staff

Latitude will attract, recruit, and hire appropriately trained and credentialed personnel or agencies to provide special education services for students with disabilities as required by the Education Code and the IDEA. Latitude shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Latitude shall ensure that all special education staff hired or contracted by Latitude is qualified pursuant to SELPA policies, as well as meet all legal requirements. Latitude shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Latitude students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

The Student Support Services Coordinator and other team members will work with the EDCOE leadership to provide regular professional development that builds the capacity of the special education and general education staff in the areas of evidence based 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 special education trainings, in addition to strategic EDCOE trainings. In addition, all staff members will be provided a personalized professional learning plan that will identify high leverage capacity-building learning activities for the teacher. Special Education teachers will receive training to ensure they have research-based instructional strategies specific to supporting Special Education students – strategies like breaking down learning concepts and presenting information in a variety of ways and training in particular approaches/ curriculum such as SIPPS, Wilson

Reading, Orton-Gillingham, Unique Learning, and Edmark Reading. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilities.

In addition, all General Education teachers receive annual training on Multi-Tiered System of Supports ("MTSS") and the COST process, assessment and identification of students with disabilities, accommodations and modifications in the classroom and other topics as needed (identified through the COST Process). For example, this year, the Latitude team received intensive professional development on PBIS to build capacity around Tier 1 behavior support. Additionally, all staff have access to a number of PD/workshop series personalized to teachers as appropriate.

Interim and Initial Placements of New Charter School Students

Latitude shall comply with Education Code Section 56325 with regard to students transferring into Latitude within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Latitude from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, Latitude shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Latitude shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Latitude from a district operated program under the same special education local plan area of Latitude within the same academic year, Latitude shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Latitude agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to Latitude with an IEP from outside of California during the same academic year, Latitude shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until Latitude conducts an assessment pursuant to paragraph (1) of subsection(a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by Latitude, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

Latitude shall be solely responsible for selecting, contracting with, and overseeing all non- public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to Latitude and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

Latitude has policies for responding to parental concerns or complaints related to special education services. Latitude shall receive any concerns raised by parents/guardians regarding related services and rights.

The Latitude's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

Latitude may initiate a due process hearing or request for mediation with respect to a student enrolled in Latitude if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, Latitude shall defend the case.

SELPA Representation

Latitude understands that it shall represent itself at all SELPA meetings.

Funding

Latitude understands that it shall be subject to the allocation plan of the SELPA, which it uses, along with its general fund as needed, to provide special education and related services to students.

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 Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Student Services Coordinator or Dean of MTSS 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 IDEA but found ineligible for special education instruction or related services under the IDEA, 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 impact 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 and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- 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.
- Medical diagnosis and doctor's recommendations

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 IDEA, a referral for assessment under the IDEA 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 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 Charter 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 the teacher reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each 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 disability.

Education for Change Mission and Vision

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, 21st century education. The EFC mission puts this belief into action:

> *We will 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.*

By doing so, we believe we will achieve the EFC vision:

> *EFC students challenge the predictable patterns of performance and access to opportunity in this country by demonstrating the essential academic competencies, personal agency, and integrated identity necessary to be prepared for a meaningful and productive life.*

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 K-12 pipeline to success in college and career. **We recruit and develop** the most talented, passionate teacher leaders aligned around a common vision of excellence for instruction, committed to improving their practice and disrupting the predictable outcomes in cities like Oakland. **We invest** in building the capacity of educators to deliver a powerful, aligned, and impactful instructional program that dramatically accelerates learning for our children. And **we build and maintain strong partnerships** with dedicated parents and community organizations, allowing us to provide a full spectrum of education services to ensure success for ALL of our children.

We believe this work must be guided by the following common set of core values:

1. **Connected**

   We continually work to build trusting relationships among students, families, staff, and the Oakland community at large. We are an all-hands-on-deck network driven by empathy. We value our collective identity and the individual identities of our community members and scholars such that we have a sense of collective ownership and responsibility for each other and for our scholars.

2. **Inclusive**

   We proactively disrupt predictable patterns of opportunity, power, privilege, and performance. We create an inclusive environment where multiple perspectives are not only valued but sought, where people from all backgrounds feel seen and heard and can thrive, and where we all feel a deep sense of accountability to our mission.

3. **Interdependent**

   Our success at every level is dependent on our individual and collective sustainability. To that end, we are transparent, creative, and collaborative problem-solvers who seek to build trusting relationships. We are curious and are open to new ideas while also putting systems in place to ensure continuity so that our employees can stay, grow, thrive, and help make good on our promise to our students and families.

4. **Learners**

   We support each other to develop and grow so that we can leverage our collective power, intelligence, and passion on behalf of our students. We lean on home-grown leaders who are rooted in our community. Individuals feel known and are provided opportunities to maximize their potential in alignment with their passions and goals.

EFC Public Schools is committed to improving 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.

Please see **Appendix 4 - the EFC 2023-2028 Strategic Plan**, which further details the EFC Theory of Action.

Latitude Vision

Latitude 37.8 High School is an innovative public charter high school in Oakland, California, celebrating over six years of transforming education. By leveraging the vibrant assets of the city,

Latitude provides students with the experiences, skills, and connections necessary for a meaningful and productive life. Our school is the product of collaboration among educators, designers, makers, artists, parents, students, civic leaders, and business leaders, all dedicated to harnessing the dynamic resources of the Bay Area. Latitude offers an academically rigorous, hands-on curriculum that emphasizes experiential, place-based learning tailored to individual needs. Through real-world, collaborative projects, students engage with their community, building impactful relationships with people and organizations. We are committed to supporting every student's personal growth, equipping them with the tools to succeed in college and beyond through mentorship and trusted adult relationships.

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.*

A. Target Population and Community Need

1. Students To Be Served

Introduction to Latitude

Latitude 37.8 High School was founded in 2017 as a public charter school in Oakland, California, with a vision to provide a rigorous, hands-on education that prepares students for both college and career success. The Charter School's name, Latitude 37.8, reflects the geographic coordinates of Oakland, symbolizing its commitment to the local community. Latitude was built on the belief that students should be actively engaged in their education through experiential learning and personalized academic experiences. The Charter School's founders sought to create a learning environment that emphasizes critical thinking, collaboration, and real-world problem-solving, offering students a chance to engage with the world outside the classroom while building strong academic foundations.

Since its inception, Latitude has grown significantly in both size and impact. Initially starting with a small cohort of students, the Charter School now serves approximately 385 students across grades 9 through 12. Each grade level is designed to provide students with increasing levels of autonomy and exposure to career opportunities, with a strong emphasis on internships, college courses, and community-based learning. The Charter School's unique blend of

project-based learning, competency-based assessment, and real-world connections has positioned it as a leader in alternative education within Oakland.

Latitude 37.8 High School is located in the Greater Fruitvale neighborhood at 1045 Derby Avenue in Census tract 4061, a community known for its racial, cultural, and ethnic diversity. The neighborhood spans two and a half square miles, bordered by 14th Avenue to the west, the Oakland Estuary to the south, High Street to the east, and Interstate 580 to the north. The 2020 US Census places the population of the 94601 zip code at 50,369, with 14,930 households, of which 68% are families. Around 37.3% of households have children under 18, reflecting the area's young population. The community is diverse, with 48% of residents identifying as Hispanic, 16% as Black, 19% as Asian, 12% as White, and 3% as Mixed, according to the 2020 Census. The median household income is $62,825, below the state's average of $91,905.

Latitude serves students from this diverse community and the greater Oakland area, intentionally designed to reflect the city's cultural richness. The surrounding Fruitvale neighborhood is home to a vibrant commercial area with locally-owned businesses and several community organizations offering health, housing, legal, economic, and educational resources. However, the area also faces significant challenges, including high rates of crime, poverty, and homelessness, which have been exacerbated by the pandemic. According to Oakland's community stressor model, the Fruitvale ranks high in indicators like homicides, homelessness, and youth education challenges. Despite these hardships, Latitude's student population represents a broad cross-section of Oakland, benefiting from the neighborhood's diversity while providing students with the opportunities and support necessary to navigate these systemic challenges and thrive academically.

Student Demographics

Latitude is a diverse-by-design institution, drawing students from the greater Oakland area, including the Fruitvale neighborhood. The Charter School reflects the rich racial, ethnic, special education, English Learner, and cultural diversity of Oakland. Approximately 73% of students at Latitude are eligible for free or reduced-price lunch, indicating a predominantly low-income student body. The student population at Latitude includes a significant number of English learners and students with individualized education programs (IEPs). This diversity is supported by the Charter School's focus on providing a rigorous and inclusive educational experience, tailored to meet the needs of all learners. Through a combination of project-based learning, real-world experiences, and personalized instruction, Latitude aims to provide all students with the opportunity to succeed academically and prepare for college and career paths.

Latitude's admission process is designed to ensure equitable access to its diverse student population. The Charter School utilizes a zip-code-based lottery system, managed through a computerized algorithm, to allocate spots. This system prioritizes secondary-aged youth from

within Oakland, with approximately 85% of spots reserved for students residing in Oakland, ensuring that the Charter School remains accessible to local families. Approximately 15% of spots are available to students from outside of Oakland, further promoting diversity and inclusion. The lottery system is designed to be proportionate to the number of students from each zip code, providing a fair and transparent process for admission. This approach ensures that Latitude remains an institution that serves the greater Oakland community while promoting diverse perspectives within the student body.

Figure 1.3—Latitude Student Demographics:

	SED %	SPED %	EL %
Latitude Demographics*	73%	22%	27%
OUSD Comparison Demographics	81%	16%	33%

*Source: 2024 CBEDS Report

Please see **Element 7 - Means to Achieve Student Population 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 Policies and Procedures** for information on student admission and enrollment processes and procedures, including:

- Target re-enrollment rate
- Ongoing student recruitment efforts

Also, please see **Element 8 - Admission Policies and Procedures** 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.

2. Community and Student Needs

Overall Community Needs

Lack of quality high school options for families

The community surrounding Latitude 37.8 High School faces significant educational challenges, particularly in terms of academic outcomes and college readiness. Data from the 2024 Families in Action Oakland[2] report reveals that Oakland public schools are grappling with persistent disparities in math and ELA proficiency. For example, 70% of students in Oakland public schools are performing below grade level in math, with Latinx students exhibiting particularly low math proficiency, at just 16%. English Language Arts performance shows a similar trend, with only 26% of Latinx students reading at grade level, and a wide disparity in outcomes between Black, Latinx, and White students. This data indicates the urgent need for schools like Latitude to not only provide quality instruction but also support systems tailored to the specific needs of these underperforming groups, especially for students of color, English learners, and low-income students.

Furthermore, the report highlights the importance of preparing students for post-secondary success. While graduation rates are improving, with 76% of Latinx students graduating in 2023, there are still significant gaps in A-G college eligibility, particularly for Black and Latinx students. Only 67% of Latinx students and 55% of Black students graduated with the qualifications needed to attend a California state university. This underscores the necessity for a high-quality high school that not only addresses academic gaps but also prioritizes college readiness and career pathways. Latitude's focus on real-world learning, internships, and college partnerships is critical in meeting these community needs, providing students with the resources and experiences they need to thrive in higher education and the workforce.

2 Families in Action Oakland. *2023 Data Report*. Families in Action Oakland, 2024.

Figure 1.4—Similar School Comparison:

Similar School Comparison: EL (>=25%) and FRPM (>=70%)		
	% Met or Exceeded Standard on ELA SBAC (11th)	**% Met or Exceeded Standard on Math SBAC (11th)**
Latitude	49%	18%
OUSD Similar Schools	21%	7%

Source: CASPP Research Files

In terms of measures of academic skills, the data also demonstrates a significant need for additional high quality school options. On the 2024 SBAC assessment, only 21% of OUSD 11th graders attending schools serving similar populations (EL>=25% and FRPM>=70%) met or exceeded the standard in ELA and only 7% met or exceeded the standard in math.

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 table demonstrates significant differences in graduation, College and Career Readiness Indicator, and SBAC performance across different high schools within OUSD.

Figure 1.5—Oakland High School Comparison (2024):

	CCI	**Grad Rate**	**ELA SBAC**	**Math SBAC**
Latitude 37.8	**66.7%**	**92.7%**	**-11.6**	**-103.4**
Castlemont	16.3%	68.8%	-188.1	-193.9

McClymonds	56.5%	84.3%	-128.4	-223.7
Oakland Tech	60.1%	91.4%	-50.6	-133.8
Skyline	61.4%	91.0%	-78.1	-153.8

Source: CA School Dashboard: 2023-24.

Latitude is 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?"[3] 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."*

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

[3] See Kahlenberg and Potter (2012), "Can Racial and Socioeconomic Integration Promote Better Outcomes for Students".

> 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."[9]

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 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–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 and Coliseum College Prep Academy have innovative models as well as some of the highest outcomes in the city.

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 offer a unique experience and complement the existing portfolio of district and charter high schools.

As Latitude continues to develop and demonstrates its ability to provide a high-quality educational experience, we anticipate contributing to innovation within the broader high school ecosystem in several key areas. These include supporting teacher communities of practice focused on high-quality project-based learning and showcasing innovative strategies to support high-needs student populations. Additionally, Latitude will collaborate with other XQ schools in adopting the XQ Competency Framework, positioning the Charter School at the forefront of competency-based education. This framework will guide our efforts to personalize learning, ensuring that all students develop the competencies necessary to succeed in both higher education and their future careers.

Needs of Sub-Groups

Latitude is committed to being intentionally inclusive and meeting the diverse academic and social-emotional needs of all students. As a school that draws students from across Oakland, we recognize and embrace the broad spectrum of student abilities, backgrounds, and experiences. Our program is designed to serve both students who are academically accelerated and those who have historically faced challenges within the current educational landscape. With a focus on supporting students' language development, literacy, and social-emotional well-being, Latitude offers a dynamic learning environment where every student is seen and supported.

The foundation of Latitude's program is built on personalization and relevance, guiding the creation of an instructional framework that addresses the unique needs of each learner. By centering individual academic, social-emotional, and post-graduate goals, we ensure that all students collaborate to develop personalized learning plans. This approach empowers students to set and achieve their goals, fostering an educational experience that is both engaging and tailored to their specific needs.

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.

B. Philosophy and Approach to Instruction

1. Educational Philosophy

Latitude 37.8 High School is an innovative high school model where students leverage the assets and resources of their city to design and secure the experiences, education, and network essential for a meaningful and productive life. We are a collaborative network of educators, designers, makers, artists, parents, students, civic leaders, and business leaders dedicated to creating a high school that fosters self-directed, passion-driven learning for our city's youth, with the Bay Area serving as their personalized learning environment.

Students thrive when they cultivate close relationships with adults who believe in their potential, uphold high expectations, and mentor them through the necessary steps to achieve success. Latitude expands the definition of a teacher to include community members who possess valuable knowledge and skills, providing applied learning opportunities aligned with students' academic and life goals. Latitude redefines “high school” as a series of enriching experiences that empower confident, connected young adults with a robust, supportive citywide network.

The Latitude Learning Experience

Latitude’s approach to school mission and culture, teaching and learning, student agency and engagement, and networks and partnerships represents a cohesive framework driven by the design principles of personalization, relevance, integration, and creativity—forming the four pillars of the Latitude student learning experience.

Latitude Design Principles:

Personalization

At Latitude, personalization is at the heart of the student experience, with students' voices and choices embedded into their learning projects and personalized skill development. Every student's pathway is designed to reflect their unique passions, interests, and aspirations, fostering a deep sense of ownership and engagement in their education. This process starts with understanding each student as an individual: What drives them? What are their learning preferences? What cultural norms shape their experiences? Who are the family and community members supporting them? What are their goals and concerns?

To create truly personalized learning, we craft programs that leverage each student's strengths while maintaining high academic rigor. This approach is grounded in current research on college and career readiness, ensuring that students are equipped with the competencies necessary for success in the 21st century. Latitude’s competency-based framework provides a clear structure for students to achieve mastery while offering flexibility to explore and design their own pathways. Students are encouraged to take ownership of their learning, developing essential skills such as self-management, resilience, and perseverance. Our gradual release model starts with structured support and gradually transitions students to a more self-directed approach, always ensuring they have the guidance needed to thrive.

Integration

Integration is the second pillar of Latitude’s educational experience, combining academic learning with cultural engagement to create a holistic and connected approach to education. Traditional schooling often isolates subjects, preventing students from seeing how knowledge in different areas relates to their real-world experiences. At Latitude, we aim to integrate subjects

such as math, science, social studies, and language arts through project-based learning and interdisciplinary performance tasks. This approach encourages students to synthesize knowledge across content areas and apply it in meaningful, real-world contexts.

Culturally, integration is key to Latitude's mission as an intentionally diverse school. Students participate in daily advisory groups that build community across differences and foster an inclusive environment. These groups are a space for students to engage with current events, explore contemporary works, and engage in meaningful discussions about race, class, and power. The Charter School's cultural integration also includes bringing the wider community into students' learning experiences through cultural celebrations, seminars with influential figures in the arts, history, and social justice, and exposure to diverse role models from Oakland and beyond. These interactions, alongside the support of a network of adult allies, help students build confidence in navigating diverse environments. By feeling known, respected, and valued as individuals, students are empowered to engage actively in a world that often feels divided.

Relevance

At Latitude, relevance is a core design principle that shapes the student experience. We believe that learning should connect directly to the real world, allowing students to engage with topics and issues that are meaningful to them and to society. This approach ensures that academic work is not just theoretical, but tied to the skills, knowledge, and problem-solving abilities students will need as they transition to college, careers, and beyond.

For instance, in biology, students examine the opioid epidemic—both locally and nationally—and explore the role that young people can play in addressing this crisis. Through hands-on projects, students take on roles such as outreach managers or project managers, working on initiatives like Narcan training and educational campaigns aimed at reducing the harm of opioid use. At the same time, they dive deep into the biological and neurological aspects of addiction, conducting labs to understand the science behind the issue. This combination of rigorous academic learning and meaningful community impact makes the work feel relevant and connected to students' lives.

In social studies, relevance is embedded in the study of contemporary issues like xenophobia, where students analyze historical and current migration patterns, such as the Great Migration, to understand the social, political, and economic forces shaping today's world. In computer science, relevance comes to life through real-world projects such as designing assistive technology for the visually impaired, in collaboration with the San Francisco Lighthouse for the Blind. Students develop solutions like GPS-embedded canes and haptic gloves to improve accessibility. Additionally, students tackle sustainability challenges by designing and implementing Arduino-based systems for a local farm, automating watering systems and creating pest control solutions.

These real-world connections are enhanced through the adoption of the XQ Competency Framework, which supports Latitude's focus on ensuring that every project and every learning experience is relevant to the world outside the classroom. By grounding learning in authentic, real-world issues, Latitude ensures that students are not only academically prepared but also empowered to be active, engaged participants in shaping their communities and the world.

Creativity

Our fourth pillar, creativity, emphasizes building students' creative confidence across multiple settings and disciplines rather than merely focusing on technical skills. Students are encouraged to identify their passions for innovation and creativity. They begin their journey with a foundational design course in 9th grade, which supports them in developing their creative confidence pathway. Citywide networks provide opportunities for students to cultivate their creative agency through internships with local startups, gaming companies, music studios, and individual entrepreneurs, scientists, authors, makers, and artists. Throughout their Latitude experience, creativity is further enhanced through a thoughtful integration of the arts.

2. What does it mean to be an educated person in the 21st Century?

To be an educated person in the 21st century requires embracing the concept of global citizenship. Our students are entering a world marked by rapid technological, cultural, linguistic, climatic, economic, and social change. The landscape they will encounter after graduation will differ significantly from today's, presenting both new challenges and opportunities; the jobs of tomorrow will not resemble those of today. As our world becomes increasingly interconnected, it demands interdisciplinary, informed global citizens capable of navigating complex questions of justice and morality while addressing critical issues such as climate change, economic inequality, and international conflict.

In preparation for this evolving world, Latitude's vision for its graduates transcends traditional notions of educational attainment and academic success. Our comprehensive definition of a Latitude graduate encompasses not only college and career readiness but also deeper life outcomes. All Latitude students will graduate with A-G transcripts and meaningful experiences spanning various career interests. Furthermore, these indicators of readiness serve as pathways to achieving greater life goals, empowering students to articulate their aspirations and take steps to fulfill them. This broader vision of success is informed by the review, "Foundations for Young Adult Success: A Developmental Framework," which considers a wider array of outcomes. Therefore, a Latitude 37.8 High School graduate will possess:

- **Personal Agency**: Latitude graduates will have the capacity to make informed choices about their lives, actively shaping their paths. They will set personal goals and develop

actionable plans, drawing on their skills, abilities, and resilience to navigate challenges and adapt their strategies as needed.

- **Essential Competencies**: Latitude graduates will demonstrate mastery of a core set of academic and non-cognitive competencies essential for college and career readiness. These competencies encompass both traditional academic skills and those derived from design thinking and social-emotional learning, enabling graduates to excel in diverse roles and settings.

- **Integrated Identity**: Latitude graduates will cultivate a strong and cohesive sense of self, grounded in an understanding of their backgrounds and aspirations. They will possess a clear awareness of their identity across various social contexts, enabling them to navigate the complexities of their environments with confidence.

See Link for the Foundations for Young Adult Success: A Developmental Framework.

To achieve these broader outcomes for students, the Latitude model redefines our vision of "school" as a collection of experiences that facilitate growth and mastery in both academic and social-emotional domains. The Latitude experience plays a crucial role in leveling the playing field for all learners by ensuring that every student has access to the city's resources and assets, empowering them to pursue their passions and utilize these resources in their personal journeys.

3. Latitude Competency Model

At the core of Latitude's instructional program is our competency model, now enhanced through the adoption of the XQ Competency Framework. This research-backed framework shifts the focus from traditional measures of academic success, like test scores or Carnegie units, to a more holistic view of student achievement. The XQ Competencies are designed to foster meaningful outcomes across multiple domains—academic content, cognitive skills, and social-emotional capacities—ensuring students are prepared for success in both their post-secondary pursuits and life beyond school.

The XQ Competencies are structured across a range of interconnected domains, each aimed at developing essential skills for a 21st-century education:

- **Communicating and Receiving Ideas**: Emphasizing effective communication, active listening, and the ability to convey ideas clearly across diverse contexts.

- **Mathematical and Scientific Thinking**: Encouraging problem-solving, analytical reasoning, and applying quantitative and scientific methods to real-world challenges.

- **Social Systems**: Understanding and analyzing complex systems within societies, including social structures, economics, and governance, to foster informed, engaged citizens.
- **Appreciating and Creating Art**: Promoting creativity and innovation through artistic expression, fostering appreciation for diverse forms of art and culture.
- **Creative Thinking**: Stimulating original thinking and the ability to generate novel ideas and solutions across various fields.
- **Critical Thinking**: Developing the capacity to evaluate arguments, recognize biases, and make well-reasoned decisions using evidence and logic.
- **Problem Seeking and Solving**: Cultivating curiosity and the ability to identify problems, define solutions, and apply creative and critical thinking to complex issues.
- **Social Awareness**: Promoting empathy, cultural understanding, and the ability to navigate diverse social contexts with respect and mindfulness.
- **Interpersonal Skills**: Building collaboration and teamwork abilities, focusing on conflict resolution, and creating positive working relationships with others.
- **Social Agency**: Encouraging active participation in societal change and fostering the belief that students can contribute to improving their communities.
- **Self-Awareness**: Helping students develop an understanding of their own strengths, challenges, and motivations, which is foundational for growth.
- **Self-Management**: Supporting students in developing skills for managing their emotions, time, and responsibilities, ensuring they remain resilient in the face of challenges.
- **Self-Directed Learning**: Cultivating the ability to set personal goals, take initiative, and manage one's own learning process independently.

By integrating these competencies across all aspects of our curriculum, Latitude aims to equip students with a comprehensive skill set that goes beyond traditional academic learning, ensuring they are ready to succeed in college, career, and life. The XQ Competencies are an actionable framework that will continue to shape how we design learning experiences, assess student progress, and help our students become empowered, self-motivated, competent, lifelong learners.

Figure 1.6—XQ Competency Framework:



The Latitude learning experiences and course sequence ensure that all students have ample opportunities to develop mastery in these areas. Furthermore, these competencies align with the UC/CSU A-G requirements for each content area, enabling all students to earn comprehensive A-G credits.

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

4. How Learning Best Occurs

Students thrive when they form close relationships with adults who believe in their potential, set high expectations, and mentor them through the necessary steps to achieve success. Latitude broadens the definition of a teacher to include community members who possess valuable

knowledge and skills, providing applied learning opportunities that align with students' academic and life goals. This approach transforms "high school" into a series of meaningful experiences, fostering confident, connected young adults who develop a robust, supportive citywide network. Within this collaborative community of learners, students produce work that matters, expanding their sense of possibility and the impact they can achieve.

To embody the Latitude design principles, our program incorporates two key practices that reflect our beliefs about effective learning: Place-Based Learning and Competency-Based Education.

Place Based

At Latitude, we strive to leverage the full spectrum of human, organizational, and physical resources within our city and community to benefit our students. We employ a deep place- and project-based learning approach to create relevant and personalized learning experiences. Project-based learning ("PBL") aligns seamlessly with our design principles, as it supports content integration, fosters authentic real-world connections, and encourages students to explore their creativity while developing and implementing solutions.

Research has consistently demonstrated the numerous benefits of project-based learning in achieving the learning goals we uphold at Latitude, particularly in enhancing student motivation and agency. Studies on PBL have revealed positive impacts in several key areas:

- **Academic Achievement**: Students engaged in PBL retain content longer and develop a deeper understanding of the material than those taught through traditional methods, leading to improved performance on standardized tests.
- **21st Century Competencies**: PBL enhances students' problem-solving and critical-thinking skills, promotes effective collaboration, and enables them to apply their learning to real-world contexts.
- **Equity**: Project-based learning effectively engages lower-achieving students and diverse learners, promoting inclusivity.
- **Student Motivation**: Students in project-based learning environments exhibit more positive attitudes toward learning, higher engagement levels, increased self-reliance, and better attendance compared to those in traditional settings.

Project-based learning is an instructional method that integrates sustained inquiry, project management, and the creation of publicly shared products. Students undertake extended projects that engage them in solving real-world problems or addressing complex questions, often making a tangible impact on their communities. Through PBL, students gain insights into various disciplines' perspectives, tools, and concepts, enhancing their understanding of the world.

Additionally, it allows them to discover their strengths, challenges, and personal relationships with their environment.

At Latitude, our approach to project-based learning draws upon the extensive experience of high-quality implementation at High Tech High in San Diego. The founding team at Latitude brings significant instructional leadership expertise to ensure effective implementation and positive outcomes for our students. Our project-based learning initiatives is guided by the framework for High Quality Project Based Learning ("HQPBL"), which informs our instructional planning and shape 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 abroad, and informed by a 90-member advisory team, the HQPBL Framework outlines the essential elements that distinguish high-quality PBL implementations from less effective ones. This framework categorizes High Quality Project Based Learning into four key areas: Principles, Purposes, Processes, and Products.

Principles

Equity:

Educational equity ensures that each child receives the support needed to reach their full academic and social potential. High Quality Project Based Learning should be accessible to all students, not just high achievers. All students benefit from the deeper learning and success skills that PBL fosters.

HQPBL promotes equity by holding all students to the same high expectations for project outcomes, reinforced by shared norms and accountability. It cultivates an equitable environment by valuing students' interests, cultures, and identities in project topics, and recognizing their unique talents to enhance project work.

A well-designed project can significantly impact students, especially those furthest from educational opportunity, instilling a sense of agency and purpose as they realize their ability to effect change in their communities. Authentic projects allow students to engage with real-world settings, interact with professionals, and discover passions or career interests they might not otherwise encounter.

Authenticity:

Research indicates that authenticity boosts student engagement in projects, leading to increased motivation and achievement. Authenticity encompasses making learning experiences as "real" as possible. Teachers and students can achieve authenticity in several ways:

1. Projects can have a tangible impact on the world, such as presenting to the school board or conducting research that contributes to scientific understanding.
2. Projects can simulate real-world contexts, even if students aren't directly working in those environments (e.g., advising on policies).
3. The tasks, tools, and performance standards reflect real-world practices, such as employing design thinking methodologies.
4. Personal authenticity arises when projects resonate with students' concerns, interests, and community values.

Student Agency:

Student agency refers to the sense of control, autonomy, and power in their learning. When students make decisions about their learning—what, how, and at what pace—they exhibit higher engagement and commitment. Teachers must assess each student's readiness for responsibility and autonomy, aiming to foster the highest level of agency possible. A strong sense of agency encourages students to embrace challenges, including those in their lives and communities.

A key aspect of agency is holding a growth mindset, where students believe their skills and knowledge can be developed through effort and perseverance. Students with a growth mindset build confidence, recover from setbacks, and are willing to invest the effort necessary for project success.

Purposes

The primary goal of High Quality Project Based Learning is to equip learners with the knowledge, skills, and confidence needed to thrive in a complex and evolving world. In addition to enhancing knowledge retention and fostering deeper understanding, projects provide opportunities to develop critical skills relevant to the modern workplace, such as problem-solving, collaboration, communication, and creativity. Equally important is the focus on personal and social development, helping learners become self-aware and confident in facing new challenges.

Processes

Sustained Inquiry:

HQPBL defines inquiry as a disciplined process of questioning and data collection necessary to achieve project objectives. Through inquiry, seeking information becomes foundational to meaningful learning. Students engage with significant challenges and reflect on their understanding, determining whether they need to adjust their questions or approach.

However, inquiry must be sustained. By extending project timelines, students grapple with essential concepts and develop perseverance in achieving their goals. Effective collaboration takes time, and students learn to manage themselves and their projects over weeks, fostering the skills needed for college, careers, and life.

Project Management:

High Quality Project Based Learning requires structured project management rather than allowing projects to unfold chaotically. Both teachers and students take on project management roles appropriate to their age and experience.

Project management practices involve designing the project, setting learning goals, organizing tasks, establishing deadlines, monitoring progress, and reflecting on learning outcomes.

Instruction and Facilitation:

While PBL emphasizes student agency, the teacher's role remains crucial. HQPBL acknowledges the teacher's centrality and the importance of traditional instructional practices. Many projects require students to develop specific skills and background knowledge essential for success.

Teachers also serve as facilitators and coaches, providing emotional support and fostering individual student growth. As projects progress, teachers gain insights into their students' unique strengths and preferences, guiding them in their learning journey.

Reflection:

Reflection is vital in HQPBL, enabling both learners and teachers to assess the effectiveness of their inquiry and project activities. Students learn to evaluate their experiences and apply previous knowledge to new problems, enhancing their metacognitive skills.

Products

Applied Learning:

HQPBL emphasizes the active application of knowledge rather than passive content acquisition. Project products allow learners to demonstrate their understanding and capabilities. Through real-world application, students deepen their knowledge and skills, making learning more memorable and accessible.

Public Sharing:

PBL encourages students to present their work to audiences beyond the classroom, whether through exhibitions, community meetings, or online platforms. This public sharing enhances the perceived value of their work and motivates students to strive for excellence. It transforms

individual assignments into collaborative discussions, fostering a strong learning community that engages students and teachers alike.

Balanced Assessment:

Assessment in HQPBL includes a mix of traditional and innovative practices. It emphasizes both formative assessments—providing ongoing feedback—and summative assessments—evaluating overall learning outcomes. Summative assessments may include traditional tests but also incorporate evaluations of team-created products and critical skills like problem-solving and collaboration. Effective assessment in PBL involves self-assessment, peer assessment, and group evaluations, balancing individual and collective contributions to the project.

See Link 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 aims to explore a 'hub' model, where smaller, innovative facilities located in different parts of the city could provide students with the necessary supports and resources. By leveraging underutilized facilities and forging partnerships with community colleges and city organizations, we could redirect those resources to enhance student staffing and programming. While this hub model is a future consideration, it aligns with our long-term vision for creating dynamic and authentic learning environments.

Competency-Based

Latitude has adopted a competency-based approach to instruction that focuses on students demonstrating mastery of key academic, cognitive, and social-emotional competencies. This approach moves beyond traditional seat-time requirements and places emphasis on achieving measurable learning outcomes. Our model prioritizes mastery of competencies over time spent in class, providing students with the support they need to reach their full potential. This shift to a competency-based system helps ensure that all students are equipped with the skills, knowledge, and habits necessary to thrive in the 21st century.

As part of this effort, Latitude has aligned its educational approach with the XQ Competency Framework, which redefines what it means for students to succeed in high school and beyond. XQ's framework focuses on a broad set of competencies that students need to master in order to navigate the complex demands of college, career, and life. These competencies extend beyond traditional academic subjects to include cognitive skills, social-emotional learning, and real-world problem-solving abilities. Latitude uses the XQ Competencies to guide our teaching, learning experiences, and assessments, ensuring that students are prepared for the challenges they will face in an ever-evolving world.

The XQ Competencies are organized across multiple domains, such as Critical Thinking, Problem Solving, Creative Thinking, Social Awareness, and Self-Directed Learning. These domains guide the development of Latitude's curriculum, ensuring that students don't just memorize content but apply it in meaningful ways. For example, students may work on real-world projects that require them to use Mathematical and Scientific Thinking alongside Social Systems and Interpersonal Skills to address relevant community challenges. Additionally, they engage in activities that foster Self-Awareness, Self-Management, and Social Agency, equipping them to take ownership of their learning and become active participants in their communities.

Latitude's commitment to competency-based education is further supported by explicit, transparent progress tracking that ensures students and families understand where students are in their learning journey. Through this system, students are given multiple opportunities to demonstrate their mastery of competencies through summative assessments, projects, and real-world applications, rather than by simply completing assignments or attending class. This allows for a more personalized learning experience that is driven by achievement and understanding rather than time spent in class.

Graduation at Latitude is contingent on students demonstrating mastery of these competencies. Teachers use formative assessments to continuously monitor progress and provide targeted interventions for students who need additional support. This ensures that every student, regardless of their starting point, has the opportunity to succeed and meet the high expectations set by our competency model and the XQ framework.

By embedding the XQ Competency Framework into our instructional model, Latitude ensures that every student has access to an education that is relevant, rigorous, and aligned with the skills needed for success in an increasingly complex and interconnected world. Our focus on personalization and relevance through the XQ Competencies drives students to engage deeply with their learning, preparing them for both academic and real-life success.

C. Educational Program

1. Introduction

Since its establishment by a broad-based community, Latitude 37.8 High School has developed an instructional program that fulfills its vision and mission of preparing a diverse student body for meaningful, productive adult lives through personalized and authentic learning experiences.

The core elements of the Latitude instructional design include:

Latitude Competency System:

Latitude's competency system encompasses descriptions of the competencies, tools and systems for student assessment and reporting, and personalized student learning plans that define when and how students learn and demonstrate their performance.

Latitude Learning Experiences:

Latitude learning experiences are organized around four key structures that operationalize our design principles: Studios, Workshops, Extended Learning Opportunities, and Advisory.

Latitude Program Phases:

Latitude employs a gradual release model, where instructors initially provide a high level of structure and support, gradually transitioning students to a more self-directed approach in the later phases.

2. Latitude Competency System

The Latitude Competency Model serves as the foundation of our instructional program, restructuring all school systems around the development of mastery in the core competencies that align with our graduate profile. This competency system is designed to ensure that students are equipped with the essential skills, knowledge, and habits required for success in college, careers, and life. The model comprises three interrelated elements that focus all stakeholders on the learning outcomes for each student: 1) Graduate Competencies, 2) Assessment and Reporting, and 3) Student Progress and Support. The Latitude learning experiences and program phases provide the opportunities and support necessary for students to achieve mastery of these outcomes.

Latitude Graduate Competencies

Latitude's Graduate Competencies are grounded in the XQ Competency Framework, which redefines what it means for students to succeed. Rather than focusing solely on traditional metrics like test scores, XQ emphasizes the achievement of meaningful outcomes across academic content, cognitive skills, and social-emotional competencies. This framework outlines key areas of student development, such as Critical Thinking, Creative Problem Solving, Interpersonal Skills, Social Agency, and Self-Directed Learning, which are directly embedded into our curriculum and learning experiences.

Latitude's academic competencies are aligned with the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development Standards, and remaining State Content Standards (collectively referred to as "State Standards"), ensuring that students meet rigorous academic expectations. In addition to these academic standards, our XQ-aligned competencies emphasize the development of key

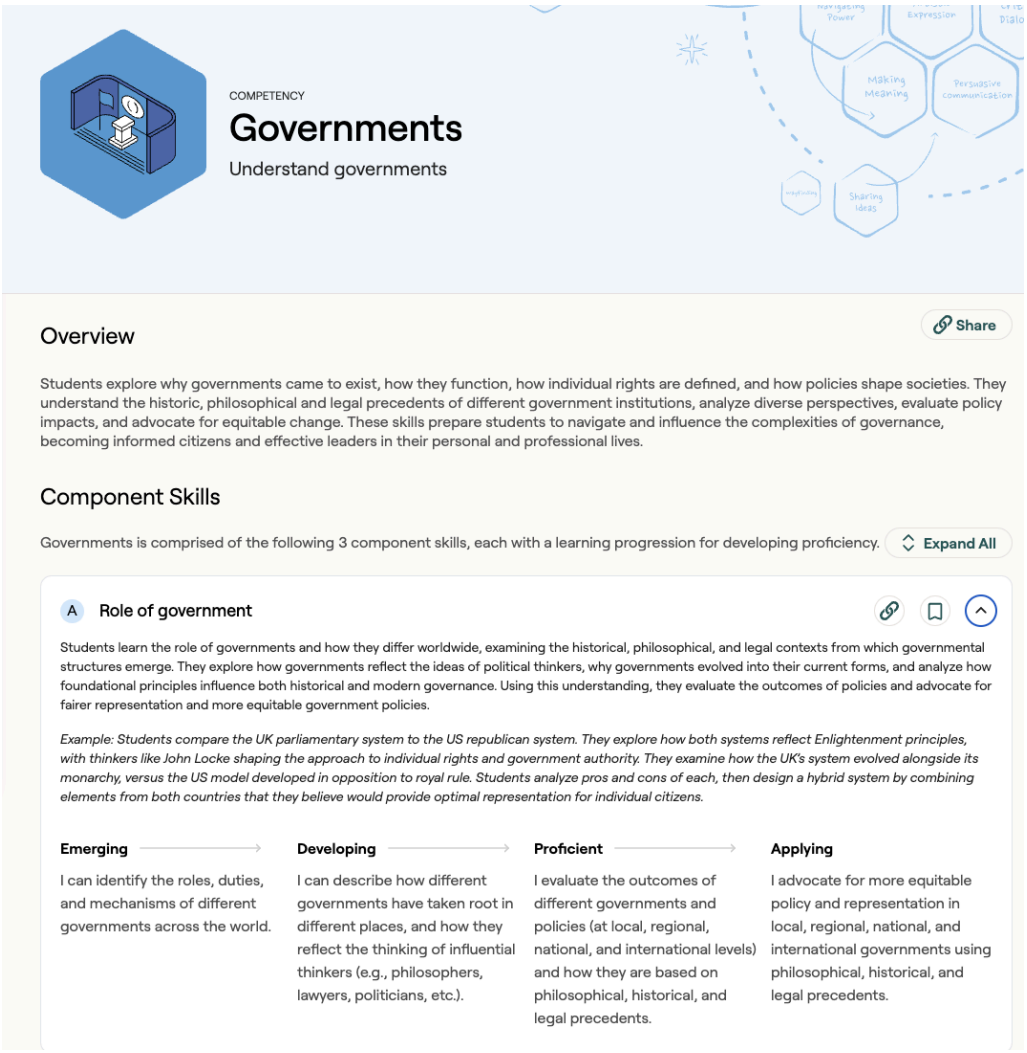
cognitive and non-cognitive skills such as Creative Thinking, Problem-Solving, Self-Awareness, and Social Awareness, which prepare students for complex, real-world challenges.

The competencies also draw from national research and initiatives, including college and career readiness practices informed by XQ's research-backed framework and competencies. Through partnerships with organizations such as Stanford's Center for Assessment, Learning, and Equity and Big Picture Learning, Latitude integrates real-world problem-solving and interpersonal skills as critical components of our graduate profile. These competencies are articulated in student-friendly language, clearly defining the specific skills, knowledge, or habits students are expected to master.

Most competencies include sub-skills that provide detailed learning standards, offering clear guidance for instruction and assessment. These sub-skills are mapped to ensure that each student's learning journey is scaffolded in a way that builds deep mastery of each competency. This approach provides both students and educators with transparency around expectations and progress, allowing for personalized support as students develop the skills they need to succeed in a rapidly changing world.

See the **Figure 1.7** below for an example of a competency in governments:

Figure 1.7—Competency Example:



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

Latitude Assessment System

While the competency statements outline the key skills, knowledge, and habits of a Latitude graduate, the Latitude assessment system delivers the information necessary to inform each student's personalized learning plan. Several important components of the Latitude assessment system effectively monitor, communicate, and document student learning:

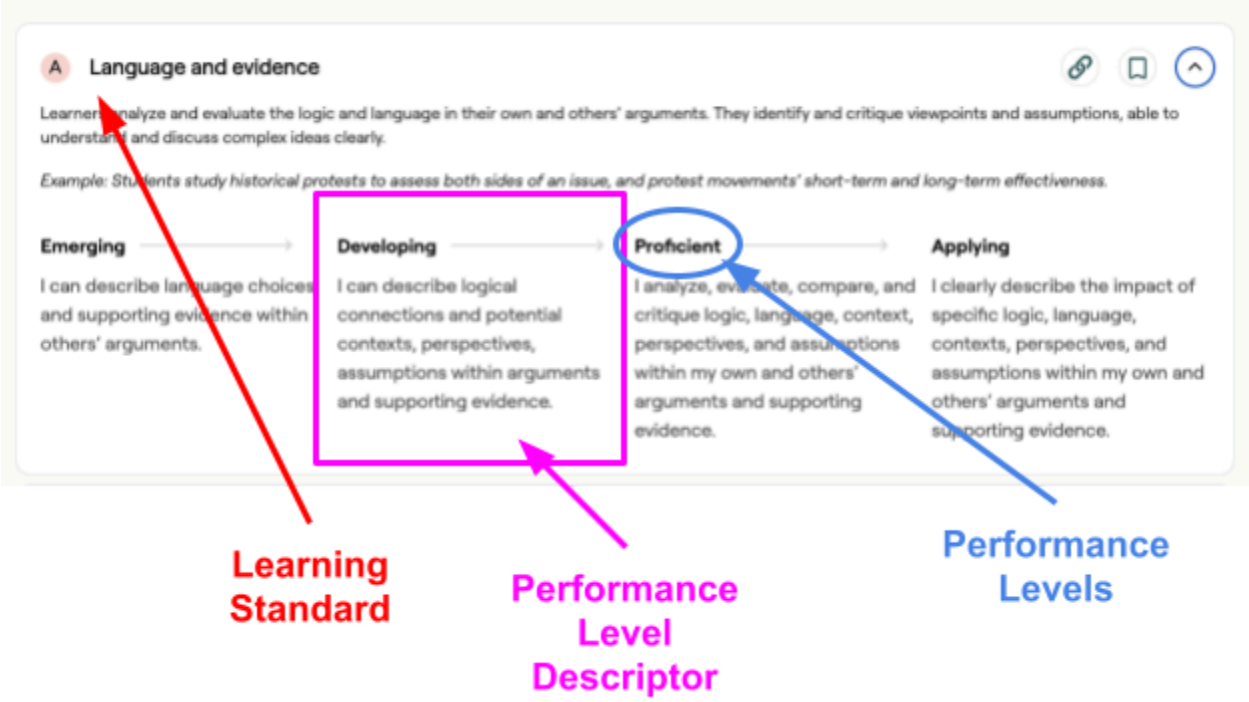
Competency Continua

A continuum serves as a tool for scoring student performance tasks and providing clear, constructive feedback. Each competency features its own continuum, detailing the progression

toward mastery in student-friendly language. These continua are designed to make each step toward mastery clear and understandable for students and families. Performance levels, corresponding to grade levels, act as "stepping stones" toward college and career readiness.

The excerpt below illustrates how each competency consists of a group of related standards, which serve as the dimensions of analysis (horizontal) for each competency. Standards delineate the specific skills and knowledge that can be measured for growth and progress within each competency.

Figure 1.8—Example of Competency Continua:



Competency continua represent a deliberate shift away from traditional rubrics, which often focus on what is missing in students' work and lack a clear learning progression. Continua empower educators to demonstrate exactly where students are on their path to mastery, where they need to go, and what steps they must take to get there. This design aligns with our principles of competency-based learning and positive youth development. The continua enable educators to 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 journey toward mastery.

Evidence requirements

To demonstrate their growth within each competency, students must meet specific evidence requirements that define how many times they must show mastery "on grade level" or higher before advancing to the next phase of the Latitude program. These evidence requirements ensure that students have multiple opportunities to demonstrate proficiency in various ways and contexts.

Evidence requirements can only be satisfied through performance-based assessments, which necessitate 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 standards, competencies, and subject areas. However, it cannot satisfy multiple evidence requirements for the same standard. Each evidence requirement must be met through multiple tasks. Students must fulfill the evidence requirements for the focal competencies within each learning experience and phase to be promoted to the next phase.

Figure 1.9—Example Latitude Evidence Requirements:

Program Phase	Focal Competencies	Evidence Requirements
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.

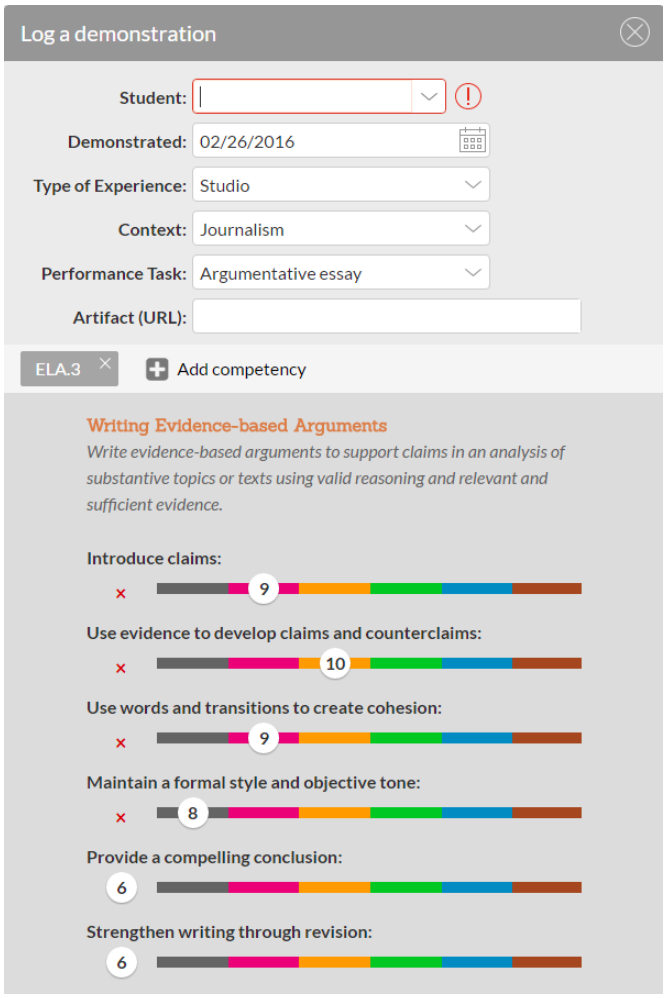
Phase 3	ELA Math History Science Design Non-Cognitive	3 performance tasks per competency with an average scoring of at least 11.5 across all of the competencies.

Performance Based Assessment Tasks and Scoring

These tasks represent the authentic products that students create through their learning experiences in each of the Latitude Learning Structures: Studio, Workshop, Extended Learning Opportunities, and Advisory. Student performance on individual standards within each competency is documented using the continua, with scores assigned based on the demonstration of all criteria at a given performance level. If a student meets part of the criteria for one performance level and part of the criteria for one or more higher performance levels, the standard is rated at the lowest performance level. This approach maintains high expectations while providing specific information for additional support 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. To earn an "in between" rating on the continuum (e.g., a level 9), a student must demonstrate all criteria at the lower level and show significant progress toward the higher performance level. The picture below of a competency tracking system illustrates how a student can be scored at multiple levels within the same competency, such as Writing Evidence-Based Arguments.

Figure 1.10—Example Scoring Tool for Competencies:



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 (e.g., ELA). To earn credit for a subject area in a particular learning experience, students must achieve a minimum competency average and complete all evidence requirements.

All learning experiences align with specific competencies, providing students with opportunities to develop and demonstrate mastery through their summative performance tasks. Credits are awarded upon meeting all evidence requirements and achieving the necessary competency averages within each learning experience.

3. Latitude Learning Experiences

To support students in achieving the Latitude graduate profile and competencies, the instructional program is organized into four core learning experiences:

Studios

Latitude's studio model engages students in experiential, project-based learning rooted in the city of Oakland, where they explore its cultural dynamism, entrepreneurial assets, and unique challenges. Instructors facilitate learning experiences in authentic settings, collaborating with community professionals. Students' project work is organized into two interdisciplinary studios: the Humanities Studio and the Science and Design Studio. Here, they investigate, document, and develop creative solutions to real challenges facing the Oakland community. Operating within a professional studio environment offers numerous benefits; from Day 1, Latitude students step into the roles of professionals, begin building portfolios of work, take on authentic leadership roles, and develop the agency, skills, and inquiry methods necessary for pursuing independent projects in later phases.

Workshops

Latitude's Workshops complement and enrich the work happening in the Studios. Students develop foundational literacy, communication, and mathematical thinking skills through a highly differentiated, personalized learning approach. This is 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 permeates all aspects of the Latitude experience, with advisory serving as students' home within the Charter School throughout their time at Latitude. Advisory provides students with the space and support to reflect on their evolving identities. Over their time at Latitude, students develop a clearer sense of purpose regarding the lives they aspire to lead, reflecting on how their values and beliefs align with those aspirations. Advisors are tasked with knowing each student and their family deeply to support their unique college and career goals through personalized educational plans.

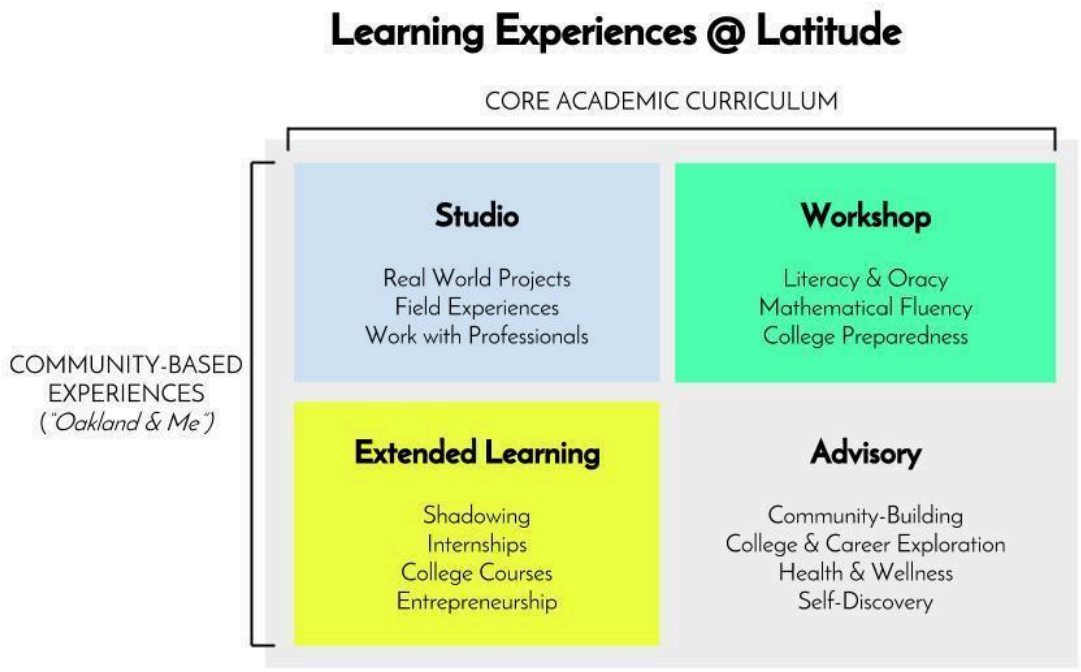
Extended Learning Opportunities

Advisors assist students in securing ELOs, such as internships or service-learning experiences off campus. They coordinate Networking Power Lunches and Career Site Visits with community professionals. Advisors also support students in conducting regular informational interviews, making networking a natural part of their experience. Students have the option to identify their

own ELOs or choose from various core community partners that Latitude cultivates. Within advisory, students have dedicated time to reflect on their ELOs and curate a digital portfolio documenting their evolving intellectual and career interests, along with a virtual "rolodex" of their 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 1.11—Latitude Learning Experiences:



4. Studio

Latitude's studio model engages students in High Quality Project-Based Learning rooted in the city of Oakland, where they explore its historical legacy, cultural dynamism, entrepreneurial assets, and unique challenges. Instructors facilitate learning experiences in authentic settings, partnering with adult professionals from the community.

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

- **Humanities Studio** (UC A-G credit in English, Social Studies, Performing Arts)
- **Science Studio** (UC A-G credit in Science & College Prep Elective)

- **Phase I**: Engineering/Coding & Design
- **Phase II**: Physics & Design / Biology / Chemistry

(Students will earn UC A-G credit in Mathematics through Math Workshop, described below.)

In each studio, students operate as a professional team. The benefits of this professional studio environment are numerous: from Day 1, Latitude students step into the roles of professionals, begin building a portfolio of work, take on authentic leadership roles, and develop the agency, skills, and inquiry methods necessary for pursuing independent projects in later phases.

Latitude's Studios integrate the following signature experiences:

- **Real-World Projects**: Engaging with authentic community stories, issues, and challenges.
- **Work with Professionals**: Receiving mentorship from and collaborating with adult professionals in the community.
- **Field Experiences**: Gaining firsthand insights into the issues they are studying through interviews, investigating primary source documents, and visiting professional workplaces, as well as sites of historical, social, or artistic significance.

Humanities Studio

In the Humanities Studio, students immerse themselves in the roles of journalists, historians, and ethnographers as they explore the rich stories and vibrant culture of Oakland. This hands-on approach enables them to develop essential habits of inquiry and robust research methods that underpin these professions.

Students engage in critical thinking and analysis, learning to ask insightful questions that delve into the complexities of their community. They conduct interviews with local residents, gather oral histories, and analyze primary sources to uncover the diverse narratives that shape Oakland's identity. Through this investigative process, students cultivate a deep appreciation for the cultural, historical, and social dynamics at play in their surroundings.

Effective communication is a cornerstone of their learning experience. Students learn to convey their findings powerfully and persuasively through various mediums—writing compelling articles, delivering engaging presentations, and creating multimedia projects. By sharing the hidden stories of Oakland, they not only give voice to underrepresented perspectives but also strengthen their own storytelling skills. This transformative experience empowers students to become advocates for their community, equipping them with the tools to inspire others and foster a deeper understanding of the world around them.

Figure 1.12—Example of a Humanities Studio Project:

Migration Stories

Real-World Project:
In this project, students deepen their understanding of their families and communities by studying the causes and effects of migration. Students will interview family or community members to discover and celebrate migrant stories, gaining insight into how migration has shaped local and global communities. These stories will be memorialized through 11-panel comics that showcase personal narratives of migration. Finally, students will collaborate in teams to stage one of these stories as a live theatrical performance, exploring different roles in production such as designers, technicians, and stage managers.

Work with Professionals:
Students will work with local oral historians, graphic designers, and theater professionals. These mentors will guide students through the process of conducting oral history interviews, creating graphic memoirs, and staging theatrical performances. Local historians will provide feedback on the students' interview methods and final comic creations, while professional graphic designers will assist with the visual aspects of the project. Theater professionals will mentor students in production, providing expertise on how to bring the graphic memoirs to life on stage.

Field Experiences:

- Interviews with community members who have migration stories to share
- Visits to local cultural centers, such as the Oakland Asian Cultural Center, to learn about the impact of migration on local communities
- Research trips to Bay Area Chinatowns and historical sites to understand the migration history of different communities
- Interaction with professional theater directors and artists to understand the process of turning stories into performance

Anchor Texts:

- *The Best We Could Do* by Thi Bui (graphic memoir)

- *The Warmth of Other Suns* by Isabel Wilkerson (history of the Great Migration)
- Excerpts from the *Great Migration* and *Bracero Worker Program* histories
- Articles and essays on global migration patterns (Rural-Urban Migration in Brazil, Emigration from Nicaragua)

Project Timeline:

- **Early September:** Project Kick-off; Introduce migration themes, read *The Best We Could Do*
- **Mid-September:** Phase 1 – Background Information; Study migration case studies (Great Migration, Bay Area Chinatowns)
- **October:** Phase 2 – Oral History Interviews; Plan and conduct oral history interviews with family/community members
- **November:** Phase 3 – Graphic Memoirs; Create graphic memoirs based on interviews; Work with mentors to refine artwork and storytelling
- **Early December:** Phase 4 – Exhibition Preparation; Rehearse and finalize theatrical performances based on the graphic memoirs
- **Mid-December:** Culmination – School-wide exhibition of projects; Present graphic memoirs and stage the live performance for the Latitude community

Competencies:

- Writing narratives using effective techniques and details
- Analyzing oral history techniques to capture migration stories
- Creating visual narratives that combine oral interviews and graphic memoir
- Collaborating as part of a production team (design, performance, technical)
- Synthesizing historical context and personal stories into a cohesive, creative project
- Participating in community events and fostering an understanding of diverse migration stories

Benchmarks & Assessments:

- Transcribed and summarized oral history interview
- 11-panel illustrated memoir based on interview
- Participation in class presentation and live performance
- Peer feedback and revision process for graphic memoirs
- Group performance of selected migration story for school-wide exhibition
- Reflective essay on the impact of migration stories and their relevance in today's society

Please see Link for the scope and sequence of Latitude's 9th grade Humanities Studio.

Science & Design Studio

In the Science & Design Studio, students adopt the roles of researchers and data analysts as they design studies, conduct experiments, analyze statistics, and visualize data related to the issues they are investigating. Through this immersive process, they learn to craft narratives using mathematics and science, effectively communicating complex concepts through visuals and graphs. This experience fosters their familiarity with computational thinking and programming, empowering them to use technology as a tool for analysis and presentation.

Students also take on the roles of designers, engineers, and architects as they develop innovative solutions to authentic community challenges. They practice the design mindset, honing their ability to empathize with users and iterate on their ideas. By acquiring fabrication skills, they translate their concepts into tangible products through building and testing prototypes.

As students engage with real-world design challenges rooted in the needs of the Oakland community, their problem-solving skills are further enriched by workshops with local scientists, designers, and makers. These collaborations not only deepen their understanding of scientific and design principles but also strengthen their connections to the community, allowing them to see the direct impact of their work. Ultimately, this integrated approach empowers students to become creative thinkers and proactive contributors to their community.

Figure 1.13—Example of a Science & Design Studio Project:

Physics Tiny Home Project

Real-World Project:
Students will design, build, and present models of tiny homes for a local homeless youth organization, Youth Spirit Artworks ("YSA"), that provides stable housing for young people. The project focuses on applying physics concepts—such as density, insulation, pressure, and stability—to solve real-world challenges. The tiny homes are built on trailers, requiring careful design considerations to ensure the homes are towable, stable, and energy-efficient. Students will work in teams to explore how physics principles are used in construction practices and how those principles affect the overall design and functionality of the tiny homes. Students will build physical models, run simulations, and create presentations to explain how physics helps architects and engineers design better houses, especially in the context of homelessness.

Work with Professionals:
Students will collaborate with architects, engineers, and builders who specialize in tiny home construction. They will receive mentorship and guidance from professionals from Youth Spirit Artworks, including those involved in tiny home village development. These professionals will provide feedback on student designs, help refine models, and demonstrate the engineering challenges involved in making tiny homes functional and mobile. The professionals will also discuss the broader social and environmental context of the project, including how physics and design can contribute to solving social issues like homelessness.

Field Experiences:

- Site visit to Youth Spirit Artworks' Tiny Home Village to see the homes in use and learn from current residents and staff.
- Workshop with an architect or engineer specializing in tiny homes to learn about structural design and the unique challenges of building mobile homes.
- Virtual tour of sustainable construction projects, including tiny homes and eco-friendly buildings, to examine how physics is applied in these environments.
- Q&A session with professionals in construction and homelessness outreach to understand the challenges of creating stable housing for young people.

Anchor Texts:

- *The Physics of Everyday Things* by James Kakalios
- *Tiny House Design & Construction Guide* by Dan Louche
- *Physics for Future Presidents* by Richard A. Muller
- *The New Urban Crisis* by Richard Florida

Project Timeline:

- **October:** Project Kick-off; introduction to tiny homes and physics concepts. Initial design phase where students sketch their ideas and discuss how physics affects the tiny home structure.
- **November:** Phase One – Prototype and Test; students build models of their tiny homes, testing elements like stability, weight distribution, and insulation. Begin drafting project presentations.
- **December:** Phase Two – Final Design and Simulation; refine designs based on feedback and test models for towability and stability. Students finalize their presentations and demos for the exhibition.
- **January:** Begin actual construction of the Tiny Homes for Youth Spirit Artworks.
- **Exhibition (December 14th):** Presentations and demos showcasing the students' tiny home models, physics-based design choices, and how they connected physics concepts to the real-world problem of homelessness.

Competencies:

- Applying physics principles (density, pressure, mass, volume) to real-world problems
- Understanding how construction practices affect the functionality and stability of buildings
- Collaborating with professionals and peers to solve complex design challenges
- Communicating scientific concepts clearly and effectively in presentations and demonstrations
- Using scientific inquiry to explore design solutions and refine ideas based on testing and feedback

Benchmarks & Assessments:

- Model of a tiny home, demonstrating application of physics principles
- Demonstration explaining the physics behind the design choices (e.g., insulation, stability, and towability)
- Project presentation with visual aids (posters or digital slides) explaining the connection between physics and tiny home construction
- Peer review and feedback session for prototype designs
- Self-reflection on the learning process and how physics was applied to solve real-world challenges

High-Quality Work

The student work produced in Latitude's studios reflects the "Attributes of High Quality Work," a comprehensive set of descriptors embraced by various Deeper Learning schools, such as Expeditionary Learning and High Tech High. These descriptors offer educators a shared vocabulary to enhance discussions and practices surrounding student work, fostering a collaborative environment aimed at improving teaching and learning outcomes.

This framework articulates the three essential dimensions of High Quality Work, providing clear guidance for educators as they assess and cultivate meaningful student contributions. By focusing on these attributes, Latitude emphasizes the importance of producing high-caliber work and encourages students to engage deeply with their learning processes, ensuring that their efforts are both impactful and reflective of their skills and knowledge.

The three dimensions of High-Quality Work are as follows:

Complexity

- Complex work is rigorous: It aligns with or exceeds grade-level standards, incorporating higher-order thinking that challenges students to apply, analyze, evaluate, and create throughout daily instruction and longer projects.
- Complex work connects to big concepts: It relates to fundamental ideas that underlie disciplines or unite multiple disciplines.
- Complex work emphasizes transfer: It prioritizes the application of understanding to new contexts.

- Complex work considers multiple perspectives: It encourages students to explore various viewpoints.
- Complex work incorporates higher-order literacy skills: It involves students using complex texts and engaging in evidence-based writing and speaking.

Craftsmanship

- Well-crafted work is executed with care and precision: Craftsmanship requires attention to accuracy, detail, and aesthetics.
- In every discipline, well-crafted work should be beautiful in both conception and execution: In shorter tasks or early drafts, craftsmanship may primarily manifest in thoughtful ideas rather than polished presentation. For long-term projects, it necessitates perseverance to refine concepts, conventions, and presentation, often through multiple drafts or rehearsals that include critique from others.

Authenticity

- Authentic work reflects original, creative thinking: It showcases students' personal voice and ideas, rather than simply demonstrating their ability to follow directions or fill in blanks.
- Authentic work utilizes professional standards: It adopts formats from the professional world instead of artificial school formats (e.g., students write a book review for a local newspaper rather than a book report for the teacher).
- Authentic work connects academic standards to real-world issues: It engages with contemporary controversies and involves local people and places.
- Authenticity provides purpose: The work matters to students and ideally contributes to a larger community. When possible, it is created for and shared with an audience beyond the classroom.

Stages of HQPBL

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

Project Launch

The goals of this phase include:

- Getting students excited about the project and the learning journey ahead.
- Clarifying what the project entails, including what students will learn and how they will demonstrate their learning.
- Sharing the rationale behind the project, explaining why the content is important and relevant.
- Outlining how students will receive credit for their learning and work on the project.

Developing Deep Understanding

In this phase, the goal is to design learning experiences that foster a deep understanding of relevant content standards, concepts, and skills. Students are more likely to achieve this understanding when teachers:

- Design and facilitate lessons with clear learning goals and specific evidence to assess student progress toward these goals.
- Create lessons that prompt critical thinking, enabling students to make sense of texts, problems, and information; share their ideas with peers; and demonstrate their learning in writing and speech for timely feedback and self-assessment.
- Build on prior learning and connect to future learning, allowing students to explore the same topic or concept over time from multiple sources.
- Incorporate structures and scaffolds that promote access and challenge for all learners, such as cooperative learning, small-group instruction, models and exemplars, think-pair-share activities, sentence starters, and graphic organizers.

Analyzing Models of High-Quality Work

Here, the goal is to design learning experiences that enable students to co-construct the essential elements of high-quality work for the specific product they will develop, refine, and exhibit to a real audience. Teachers facilitate this by having students analyze models of high-quality work (preferably professional examples) and co-construct criteria for a high-quality final product using a guiding 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.)?

Project Work Time

In this phase, the goal is to provide structured time for students to make progress on their projects. Structure involves having students articulate in writing what they aim to accomplish by the end of the class period and presenting their progress before the period concludes. It also

includes maintaining regular classroom rituals and routines and breaking larger tasks into smaller chunks so students can regularly present progress on their project work throughout the class.

Feedback and Refinement

The objective here is to create opportunities for students to present their products-in-progress to peers, teachers, or community partners for "kind, helpful, and specific" feedback. Presenting students refine and improve their work based on feedback they find particularly useful. They are reminded that the goal is to produce genuinely high-quality work—work they take pride in—for a real audience, rather than simply completing assignments for a grade.

Exhibition (Demonstrating Deep Understanding)

During this phase, students exhibit their learning and final products in a professional and authentic manner to a real audience, who may ask questions.

Reflection

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

See Link for 'Work That Matters: A Teacher's Guide to Project Based Learning'.

5. Workshop

Latitude's Workshops provide students with dedicated time to prepare for their Socratic seminars, which take place in the Studios. These workshops are designed to enrich and complement the learning occurring in the Studios by focusing on skill-building in literacy, research, communication, and mathematical thinking. Workshops offer students an opportunity to engage deeply with texts, refine their reasoning, and develop the necessary skills to participate effectively in Socratic discussions.

- **Learner-Focused**: Workshops offer personalized learning experiences that are tailored to each student's needs, interests, and strengths. This includes dedicated reading time to engage with texts more broadly, enabling students to prepare thoroughly for the upcoming Socratic seminars.
- **Learner-Demonstrated**: The workshops provide opportunities for students to demonstrate their learning through various activities and supports that align with their individual needs. Whether through adaptive software or practice exercises, students are encouraged to showcase their competencies and understanding in different ways.

- **Learner-Led**: Workshops empower students to take ownership of their learning, equipping them with the skills and strategies needed for the Socratic seminars. Students work dynamically to adjust their goals and learning strategies, preparing for engaging discussions in the studio by refining their thoughts, building skills, and addressing key concepts.

Overall, the Workshop time is dedicated to preparing students for the Socratic seminars held in the Studios, allowing them to practice and refine the necessary skills to engage in thoughtful, evidence-based discussions.

See Link for the complete LEAP Learning Framework.

Latitude's Humanities Workshops focus on developing strong literacy and communication skills while ensuring that learning feels purposeful, contextualized, and personalized. The workshop structure is designed to meet the needs of each student through differentiated instruction, offering a balance of whole-group learning, small group work, and individual skill development. For example, during a Humanities Studio project documenting the stories of refugee youth in Oakland, students in the Humanities Workshop read nonfiction articles on immigration patterns and policies to deepen their understanding of relevant topics. These texts are carefully differentiated based on students' Lexile levels, and instructors curate personalized reading playlists based on assessment data to challenge and extend each student's learning. In addition, students utilize reading software tools such as Reading Plus or Lexia to target specific reading skills.

Key practices in the workshop include student-centered discussions, Socratic Seminars, and conversation protocols designed to build analysis, critique, and public speaking competencies. Students have regular opportunities to engage in and lead learning activities such as Socratic Seminars, World Cafes, tuning protocols, and dilemma consultancies.

Math Workshop at Latitude follows a similar personalized, differentiated approach, emphasizing math discourse and independent practice. In Math Workshop, students engage in inquiry-based mathematical discussions, focusing on problem-solving, argumentation, and reflection. Students work collaboratively to explore multiple methods of solving group-worthy problems and participate in discussions to defend their reasoning. This practice fosters the development of key competencies in Mathematical Problem-Solving and Mathematical Argumentation & Reflection.

Latitude math instructors, drawing on research from Stanford University's Jo Boaler and Vanderbilt University's Ilana Horn, cultivate a growth mindset in their students by emphasizing conceptual understanding and mathematical discourse. Math instruction is rooted in practices developed by the Math for America fellowship and the Knowles Teaching Foundation, focusing on collaboration, critical thinking, and inquiry. Curriculum is drawn from the Interactive

Mathematics Program and materials from Stanford's youcubed initiative. Teachers also receive training in Common-Core aligned instructional strategies, focusing on promoting equitable collaboration within heterogeneous math classrooms.

In both Humanities and Math Workshops, Latitude's approach integrates personalized learning with collaborative problem-solving, allowing students to move at their own pace, demonstrate mastery, and engage deeply with the material. Teachers regularly use data to inform instruction and ensure that learning experiences are tailored to the individual needs and learning styles of each student.

6. Advisory

Cultivating a strong sense of belonging permeates all aspects of the Latitude experience, with advisory serving as students' home within the Charter School throughout their time at Latitude. Advisory provides students with the space and support to reflect on their evolving sense of purpose. As they progress, students develop an increasingly clear understanding of the lives they hope to lead and how their values and beliefs align with their aspirations. All Latitude teachers and administrators oversee advisories, ensuring small group sizes that facilitate the achievement of the program's goals. The advisor's role involves knowing each student and their family deeply, allowing them to support each student's unique college and career goals through a personalized educational plan.

Latitude's advisory goals 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, the advisory period serves as a vital opportunity for authentic relationship and community building, which students need to feel safe and supported in their school environment. Research by Camille Farrington from the University of Chicago indicates that a strong sense of belonging within an academic community correlates with increased perseverance, improved academic behaviors, and higher grades.

Cultivating students' sense of belonging is essential for enhancing their engagement and persistence, both of which are necessary for achieving mastery in their studies. The advisory period plays a key role in fostering this sense of belonging, providing a consistent space for students to connect with their peers and advisors, share their experiences, and receive support tailored to their individual needs.

Through meaningful interactions and open communication during advisory, students develop a deeper understanding of their place within the learning community, which can significantly enhance their overall educational experience and outcomes.

See Link for the report, Academic Mindsets as a Critical Component of Deeper Learning.

A key advisory structure at Latitude for building an inclusive community is the use of structured activities designed to foster understanding and connection among students. In Phase I, advisors utilize Teaching Tolerance's *Perspectives for a Diverse America* advisory activities to facilitate meaningful conversations and promote critical thinking. These activities are rooted in Teaching Tolerance's Anti-bias Framework, which focuses on the domains of Identity, Diversity, Justice, and Action.

By engaging with these themes, students gain a deeper understanding of diverse perspectives and develop the skills to critically analyze ideas from various cultures. The activities create a safe and inclusive environment where students and teachers can share and learn from one another, even when addressing complex and difficult topics such as racism and heterosexism. This approach plays a vital role in fostering strong community bonds and preparing students to engage thoughtfully with the world around them.

Through these interactions, students become more open to diverse cultures and perspectives, empowering them to advocate for equity. Such connections and insights create optimal social-emotional conditions for learning, fostering awareness of social biases and revealing opportunities for transformation.

See Link '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."

Please see Link 'The Role of Noncognitive Factors in Shaping School Performance'.

Career and College Discovery, Integrated with Purpose Exploration

A key goal of Latitude's advisory is to demystify the path to college and a broad range of careers. Our advisors work closely with students to explore various career and college options, helping them expand their vision of future possibilities. By utilizing Big Picture Learning's Real World Learning guide, Latitude advisors guide students through Interest Exploration, Community

Assets Mapping, and the development of professional skills to prepare them for both college and career pathways.

As students progress through the program, their opportunities for real-world learning and career preparation increase. In 9th grade, students engage in ELOs, providing exposure to various career fields. In 10th grade, students participate in job shadowing, gaining firsthand insights into different professions. By 11th grade, students take on internships, connecting classroom learning to practical experience. In 12th grade, students have the chance to intern while also taking college classes, providing an immersive college and career experience.

Latitude's growing network of community partnerships enhances the advisory program. By 2029, 100 successful internships will be offered in diverse fields such as tech, healthcare, manufacturing, non-profits, and the arts. These internships connect students with mentors who guide them as they explore their career pathways. Through these immersive experiences, students develop a broader understanding of career possibilities and gain the skills needed to succeed in the workforce.

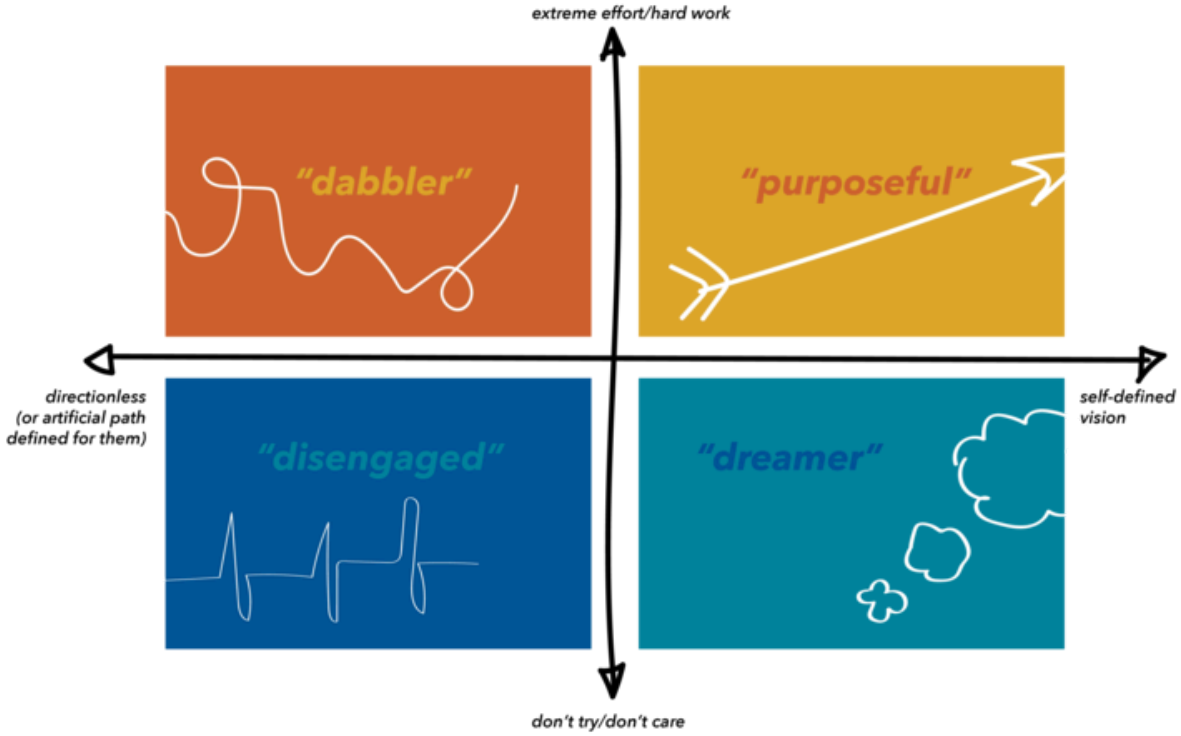
Latitude's internship and college preparation programs, along with numerous community partnerships, allow students to build real-world skills, expand their networks, and make more informed decisions about their futures while offering valuable contributions to the community.

As students discover the variety of career options available to them through direct interactions with a wide range of professionals, they are engaged in an ongoing cycle of Purpose Exploration activities. Advisory provides students with the space and support to reflect on their evolving sense of purpose. Throughout their time at Latitude, our students 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." 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 1.14—Four Categories of Youth in Purpose Development:



- 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.

See Link '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 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.

7. Extended Learning Opportunities at Latitude

Latitude's ELOs are designed to ensure that students are exposed to real-world, hands-on experiences that align with their personal, academic, and career goals. Through these varied experiences, students develop critical skills, build professional networks, and gain a deeper understanding of potential career pathways. At Latitude, we recognize that every student's journey is unique, which is why we focus on helping students identify and pursue one of three key pathways after graduation:

1. **College Pathway** – For students who aspire to attend college and pursue higher education in fields ranging from the humanities to the sciences. ELOs in this pathway provide exposure to college life, including internships, college courses, and networking opportunities to prepare for post-secondary education.

2. **Trades Pathway** – For students interested in pursuing vocational training, apprenticeships, or certifications in specialized fields like construction, plumbing, or electrical work. ELOs for this pathway help students gain industry-specific experience, providing them with the skills needed for a successful career in the trades.

3. **Workforce Pathway** – For students looking to directly enter the workforce and develop the necessary skills to succeed in various industries such as technology, healthcare, and manufacturing. ELOs in this pathway provide practical, on-the-job experience to help students transition directly into the workforce after graduation.

Latitude's ELO program is tailored to support students in exploring these pathways and gaining the experiences, skills, and connections necessary to succeed in their chosen field.

Impact and Outcomes of ELOs

Latitude's ELO program provides impactful, career-focused experiences that support students in making informed decisions about their future pathways. The program's outcomes include:

- **Internships and College Classes**: 100 seniors will take college classes in preparation for higher education, while 70 seniors will engage in internships connected to their career pathways.

- **Community Partnerships**: Latitude has formed over 100 community partnerships with local mentors, providing students with the guidance and professional connections they need.
- **Diverse Career Exposure**: Students will complete 600-800 individual student experiences in over 100 locations across the Bay Area in diverse industries such as tech, healthcare, manufacturing, and nonprofits.
- **Successful Internships**: In 2025, 150 successful internships were completed, and 170 internships are planned for 2026, providing students with hands-on learning in a range of fields.

The ELO Process

The ELO process at Latitude supports students in identifying and pursuing their college, trades, or workforce goals. The process is iterative and is designed to develop students' abilities to engage professionally with the world around them.

1. **Interest Exploration** – The initial step of the ELO process where students explore potential career interests through reflective and exposure activities. Students may discover interests they were not previously aware of and begin to form connections with professionals in their fields of interest.
2. **Research** – Students begin researching potential organizations, companies, or individuals related to their area of interest. This step includes gathering information about career fields, preparing for informational interviews, and creating a list of potential contacts.
3. **Contact & Interview** – Students initiate professional communication through emails or calls to set up informational interviews. This stage helps students develop professional communication skills and learn directly from experts in the field.
4. **Shadowing** – After successful informational interviews, students have the opportunity to shadow professionals at their place of work. This hands-on exposure helps deepen students' understanding of the careers they are exploring.
5. **Project Set-Up & Mentorship** – Once students have identified an ELO, they work with their advisor and a mentor to formalize their experience. This step ensures all parties have a clear understanding of the work scope and goals.
6. **Documenting Learning** – Throughout the ELO process, students document their experiences and reflect on their learning. These reflections are stored in a digital portfolio, which becomes a comprehensive record of their growth and competencies.

7. **Mentorship & Ongoing Support** – Latitude's Community Partnerships Coordinator leads the mentor recruitment process and ensures that mentors are trained and supported throughout the ELO process. Advisors provide continuous support to both students and mentors, ensuring a successful experience for all involved.

Why Internships Matter

Internships are essential for helping students expand their understanding of career possibilities and build the necessary skills to succeed in their chosen pathways. Latitude's internship program offers the following benefits:

- **Career Exploration**: Students gain first-hand experience in their chosen fields, helping them refine their career goals and aspirations.
- **Skill Development**: Internships provide students with opportunities to build both hard and soft skills, including technical competencies and professional communication.
- **Networking**: Through internships, students develop professional connections with mentors, community members, and industry experts, which can lead to future opportunities.
- **Expanded Sense of Possibility**: Internships challenge students to think beyond the classroom, helping them envision and prepare for their futures.

Mentorship and Support

Latitude ensures that students receive the support they need throughout the ELO process:

- **Mentor Recruitment and Support**: The Community Partnerships Coordinator leads the recruitment and orientation of mentors, ensuring they are well-prepared to guide students through their learning journeys.
- **Ongoing Support**: Advisors work closely with students and mentors, conducting regular check-ins to ensure that internships and other ELO experiences are progressing smoothly.
- **Documentation and Reflection**: Students are required to document and reflect on their ELO experiences in a digital portfolio, which serves as a record of their growth and competencies developed during internships, job shadowing, and other activities.

Latitude's ELO program provides students with authentic, real-world learning experiences that support their growth across the **college, trades, and workforce pathways**. By exposing students to a wide variety of career options, providing opportunities to gain hands-on experience, and connecting them with mentors, the ELO program helps prepare students for successful and

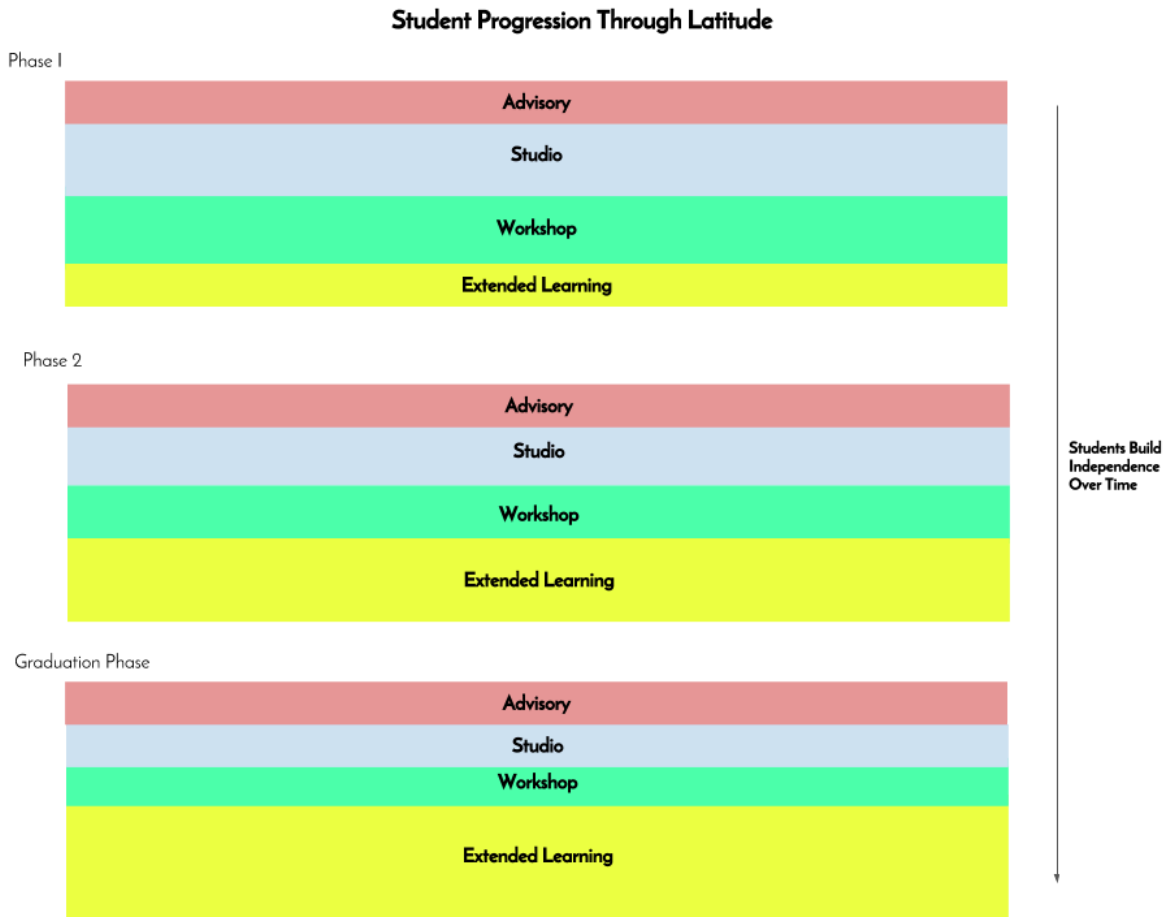
meaningful lives after graduation. Whether pursuing higher education, entering the workforce, or gaining certifications in a trade, Latitude's ELO program offers students the resources, skills, and networks they need to thrive.

Please see Link for the Big Picture Real World Learning Guide.

Latitude Program Phases

Latitude is structured as a gradual release model, where instructors initially provide a high level of structure and support before transitioning students to an increasingly self-directed approach in the later phases. **Figure 1.15** below illustrates how students progress through the Latitude Learning Experiences across the three phases as they build greater self-direction and autonomy in their learning.

Figure 1.15—Latitude Phases:



Phase 1 focuses on Workshops and the Humanities, Science, and Design Studios. This phase involves highly scaffolded, project-based learning experiences that help students develop

essential academic, design, and non-cognitive competencies necessary for successful self-directed learning.

Phase 2 personalizes students' educational plans, allowing for greater voice and choice within their studios, along with an increased emphasis on ELOs off campus, such as professional internships.

Graduation Phase centers on students applying their highest levels of mastery in the competencies as they prepare for adult life. Learning plans in this phase focus on demonstrating high school achievements and implementing strategies to prepare for their post-secondary endeavors.

8. Latitude Humanities Program Overview

Latitude's Humanities Program is designed to engage students in critical inquiry, foster deep understanding, and develop the essential skills needed for both academic success and personal agency. With a focus on literacy and social studies, the program combines project-based learning, academic discourse, and differentiated instruction to cultivate students who are critical thinkers, strong communicators, and engaged citizens.

Program Structure

The Humanities Program at Latitude is structured around two core components: **Workshops** and **Studios**. These components work together to provide students with the foundational literacy skills they need while also allowing them to apply those skills in real-world contexts.

1. Workshop (Skill Development)
The workshop segment of the Humanities class focuses on building literacy and communication skills through direct instruction and individualized support. Students spend 30-40 minutes in the workshop, where they engage in a combination of small-group work, whole-class discussions, and independent practice. Instructors use adaptive technologies such as Reading Plus and ThinkCERCA to support students at various proficiency levels, ensuring that the content is accessible and challenging. During this time, students build foundational skills in reading, writing, vocabulary acquisition, and academic discourse, helping them develop the literacy competencies necessary to engage deeply with complex texts.

2. Studio (Project-Based Learning)
Following the workshop, students transition into Studio time, where they apply their literacy skills to project-based learning. The focus here is on deep inquiry and real-world problem solving, with projects that integrate both ELA and Social Studies content. Students work on projects such as podcasts, documentaries, and historical research projects, collaborating with peers, mentors, and community partners to produce authentic work that is shared with a broader

audience. Studio time emphasizes the development of academic discourse, critical thinking, and research skills as students build both content knowledge and communication competencies.

Key Features of the Humanities Program

1. Focus on Critical Thinking and Academic Discourse
Latitude's Humanities Program places a strong emphasis on developing students' ability to engage in academic discourse. This includes practices like Socratic Seminars, World Cafés, and peer reviews, where students engage in meaningful discussions, build arguments, and critically analyze texts. By the end of the program, students are expected to communicate their ideas clearly and persuasively in both written and oral formats, preparing them for future academic challenges and career pathways.

2. Project-Based Learning and Real-World Connections
Latitude's Humanities curriculum integrates PBL that allows students to investigate complex, real-world issues. Projects such as the 10th-grade podcast project, where students explore Oakland's history, and the 11th-grade documentary project, which delves into local social issues, offer students opportunities to collaborate with professionals and community partners. These projects help students build a deeper understanding of the subjects they study while developing practical skills in research, communication, and multimedia production.

3. Integration of English Language Development
The Humanities Program supports multilingual learners through a combination of integrated and designated ELD strategies. In the integrated model, all students are exposed to rigorous academic content while receiving language support that aligns with their proficiency levels. Teachers differentiate instruction to ensure that English Learners (ELs) have access to complex texts and can engage in academic discourse. Additionally, students receive designated ELD support in smaller classes, allowing for focused language development. Latitude utilizes technology tools like Rosetta Stone and Cengage National Geographic Edge to further support language acquisition.

4. Competency-Based Approach
The curriculum is aligned with Latitude's competency framework, ensuring that students are not just learning content but also developing the skills necessary to engage with the world around them. The competencies include reading comprehension, critical writing, historical analysis, and academic discourse. These competencies are continuously assessed through student projects, portfolios, and reflective assignments, with opportunities for students to demonstrate growth and mastery over time.

Professional Development and Teacher Support

Latitude invests heavily in professional development for its humanities teachers, recognizing that high-quality instruction is key to student success. Teachers participate in a three-day summer planning institute that focuses on backward planning for projects and effective instructional strategies. Ongoing coaching and collaborative planning meetings provide teachers with the tools and support they need to implement differentiated, project-based learning effectively. Additionally, teachers receive targeted support in areas such as supporting multilingual learners and developing curriculum that aligns with both student interests and academic standards.

Latitude Humanities Program Course Descriptions

Latitude's Humanities Program integrates social studies and ELA to equip students with the essential skills for academic success, social awareness, and active participation in resistance movements. Through project-based learning, diverse perspectives, and a focus on identity, race, and culture, the Humanities curriculum prepares students to engage with both local and global issues, develop critical thinking, and communicate persuasively. The courses foster an environment where students develop their voices as historians, social scientists, writers, and activists.

9th Grade Humanities

English 1
English 1 focuses on developing students' writing, research, reading, and presentation skills. Students will write formal essays, including literary analysis, narrative, synthesis, informative, and argumentative essays. They will learn how to conduct meaningful research and properly cite sources using MLA format. The course emphasizes vocabulary expansion and writing development through modules from UnboundEd and Odell Education. Students will build skills necessary for college preparedness while honing their ability to analyze and respond to complex texts.

Introduction to Ethnic Studies
This introductory social studies elective explores the social, political, and economic histories of marginalized communities. Students will engage with themes of race, identity, and systemic oppression, focusing on the narratives that have been excluded from mainstream historical discourse. Through the examination of local and global histories, including the development of Oakland's diverse communities, students will build their critical consciousness and develop skills as historians and social scientists. This course grounds students in the philosophical and political frameworks that underpin the Charter School's Agents of Change pathway.

Modern California History
This course examines the historical development of California, focusing on the interplay between people, resources, and government policy. Through thematic units like the Gold Rush, World War

II, and California's Role in the Late Cold War, students will investigate the factors that contributed to California's growth into the nation's most populous and economically influential state. The course fosters an understanding of how California's historical and current landscape is shaped by its people and environmental decisions.

Identity and Resistance
The course introduces students to critical social issues related to race, identity, and the historical contexts of systemic oppression. Students explore the LandBack Movement and Native American resistance through a historical lens, focusing on the impact of settler colonialism and the ways that communities have fought to reclaim and restore their lands. The course also covers topics such as migration, xenophobia, and transformative justice, engaging students with counternarratives from marginalized groups and exploring their resistance to patriarchy, punitive justice, and state violence.

10th Grade Humanities

World History and Migration
In this course, students will investigate human migration patterns throughout history, particularly focusing on the causes and effects of migration in shaping global societies. Using case studies from Brazil, India, and Russia, among others, students will examine economic, environmental, political, and social reasons for migration. Special attention is given to the Great Migration to Oakland, exploring how migration has shaped both the city and the larger history of the 20th century. Through research projects and discussions, students will engage with the dynamics of migration in the modern world and their personal connections to the migration narrative.

English 2
English 2 builds on the foundational writing and reading skills developed in English 1, with a focus on analyzing complex texts and developing persuasive arguments. Students will continue to refine their writing skills through formal essays, including narrative and argumentative forms, and work on research and citation strategies. Through UnboundEd's modules, students will focus on synthesis, evidence-based claims, and how to develop and present a coherent argument.

Global Resistance Movements
Students study historical resistance movements from across the world, including the *French Revolution*, *Haitian Revolution*, *Latin American independence movements*, and the *Industrial Revolution*. They also analyze the ways in which conflict—whether between nations, empires, or social groups—brings about change. Special attention is given to the resistance to Western imperialism and the creation of new, often revolutionary, political and social orders.

11th Grade Humanities

Ethnic Studies: U.S. History
This course is a deep dive into U.S. history from the perspective of marginalized ethnic and racial groups. Students will study the experiences of African Americans, Native Americans, Asian Americans, and Latino/a Americans from the early colonial period to the present. Topics include the Civil Rights Movement, The Chicano Movement, Japanese Internment, and Redlining. Students will analyze primary and secondary sources, developing a nuanced understanding of how race, ethnicity, and class have shaped American history and continue to affect contemporary politics and culture.

English 3
In English 3, students will refine their literary analysis skills through the study of complex texts, including fiction and non-fiction works that explore American history, identity, and the American dream. Students will write analytical essays, research papers, and persuasive arguments that demonstrate their understanding of literary techniques, historical context, and societal issues. The course prepares students for college-level reading and writing through extensive exposure to texts that explore social, political, and personal themes.

Career Prep Seminar and Internship
This course prepares students for post-graduation success by connecting classroom learning to real-world career experiences. Students will engage in internships in fields related to their career interests, using the city of Oakland and its community as a resource for learning. The course includes seminars that support students' professional development, networking skills, and career exploration, providing a solid foundation for their transition into college or the workforce.

Civil Rights and Social Justice
The focus is on key moments in U.S. history where marginalized groups resisted systemic oppression and fought for civil rights. Students analyze landmark court cases and movements such as the *Civil Rights Movement*, *Chicano Civil Rights*, and *LGBTQ+ Rights*. They will study the rise of U.S. imperialism, post-WWII America, and explore how these movements inform and challenge current social and political realities, including ongoing struggles with poverty, racial injustice, and police brutality.

12th Grade Humanities

ERWC: Life After High School / Rhetoric of the Op-Ed Page
In this course, students will explore issues related to their future paths in college and careers. They will analyze expository texts, learning to synthesize information from multiple sources, and write persuasive pieces such as op-eds. The course focuses on developing clear, concise arguments and writing that can influence public opinion and spark change.

Racial Profiling / Juvenile Justice / Language, Gender, and Culture
Students will examine the intersections of race, class, gender, and power in the criminal justice system. Using case studies, literature, and real-world examples, students will analyze how societal structures impact young people, particularly those from marginalized communities. Through research, reflection, and discussion, students will engage with key issues such as racial profiling, juvenile justice, and gendered language.

Final Reflection on Learning: The ERWC Portfolio
The culminating project for ERWC asks students to reflect on their learning over the course of the year. This final portfolio will demonstrate their growth in reading, writing, and research, showcasing how they have developed their skills and understanding of complex issues such as race, social justice, and personal identity.

Systems of Power and Social Movements
In this course, students examine contemporary movements challenging systems of power, with a focus on political resistance, media influence, and social activism. Topics include voting rights, unionization, anti-war movements, LGBTQ rights, and the influence of social media on global protests. Students will also explore the impact of historical and modern-day resistance on policies, societal change, and global justice.

Latitude's Humanities Program is a dynamic and rigorous learning environment that prepares students to engage deeply with the world around them. Through project-based learning, academic discourse, and personalized instruction, students develop the literacy skills, critical thinking abilities, and real-world knowledge they need to succeed in college, career, and beyond. By integrating ELA and social studies, supporting multilingual learners, and fostering student agency, Latitude ensures that students are equipped to be thoughtful, informed, and engaged members of their communities.

9. Latitude's Math Program Overview

Latitude's Math Program is designed to foster critical thinking, problem-solving, and mathematical literacy in students while encouraging collaborative learning and real-world application. Through a competency-based approach, project-based learning, and a focus on hands-on experiences, the program helps students build foundational math skills while also developing their ability to engage in mathematical discourse. The curriculum integrates traditional math concepts with innovative teaching methods to create a learning environment where students construct knowledge and actively engage in their learning process.

Program Structure

The Math Program at Latitude is structured around two key components: **Workshops** and **Studios**. These components work together to provide students with direct instruction and support

in mathematical skills, while also allowing them to apply their learning in meaningful, real-world contexts.

1. **Workshop (Skill Development)** The workshop portion of math classes focuses on building essential math skills through direct instruction, independent practice, and individualized support. In this segment, students engage with tasks and mini-projects that challenge them to explore and understand mathematical concepts, rather than passively receiving information. Teachers facilitate the learning process by providing hands-on manipulatives, engaging students in group discussions, and guiding them as they develop their own mathematical understanding. This approach empowers students to take ownership of their learning and supports the development of both conceptual and procedural knowledge.

2. **Studio (Project-Based Learning)** Studio time follows the workshop segment and is focused on PBL. Students apply the math concepts they have learned to solve real-world problems and create deliverables such as models, presentations, or reports. Projects like the **inflatable balloon design** in Geometry or the **bottle rocket launch** in Algebra provide students with opportunities to collaborate, use their mathematical skills in a practical context, and showcase their learning in tangible ways. These projects encourage creativity, critical thinking, and teamwork, while reinforcing the connections between mathematical theory and practice.

Key Features of the Math Program

1. **Constructing Knowledge Through Collaboration** Latitude's Math Program emphasizes the importance of math discourse, where students talk about and explain mathematical concepts with their peers. This approach helps build confidence in students, especially those who might struggle with traditional forms of math instruction. The act of explaining concepts to others allows students to clarify their understanding and solidify their mathematical knowledge. In addition, students learn to see themselves as active participants in the learning process, not just recipients of information.

2. **Project-Based Learning and Real-World Applications** The Math Program incorporates projects that bridge the gap between abstract concepts and real-world applications. Students engage in projects that require them to apply their math knowledge in practical, hands-on contexts, such as creating geometric models, solving real-world engineering problems, and using data to make decisions. This focus on real-world connections helps students see the relevance of math in everyday life and encourages them to engage more deeply with the material.

3. **Differentiation and Support for All Learners** Latitude recognizes the diversity of learners in its math program and employs differentiated instruction to meet the varied needs of students. With a focus on hands-on learning and collaborative discourse, the program supports a wide range of learners, including English learners and students with Individualized Education Programs. The program fosters an environment where students with varying levels of prior knowledge can build confidence in their math abilities and achieve mastery of the concepts.

4. **Competency-Based Grading and Mastery** The Math Program uses a competency-based grading system, ensuring that students are assessed based on their mastery of mathematical concepts rather than on compliance or effort alone. Through the use of regular assessments, including unit tests and quizzes, students receive clear feedback on their understanding and can retake assessments as needed to demonstrate mastery. The goal is to help students truly understand the material, not just memorize formulas or procedures. This approach also allows for a focus on growth, where students are encouraged to revisit concepts they may not have fully grasped.

5. **Assessment and Data-Driven Instruction**
   Latitude's Math Program is focused on mastery, ensuring that students are assessed on their understanding of mathematical concepts rather than their ability to complete assignments. Teachers use regular quizzes, unit tests, and performance tasks to track student progress. Additionally, the NWEAMAP test is used as a tool to assess student growth and identify areas for improvement. Teachers use data from these assessments to adjust instruction, provide targeted interventions, and ensure that every student has the opportunity to succeed. Through this approach, Latitude's math program fosters an environment where students are continually working toward mastery and improving their skills.

Professional Development and Teacher Support

Latitude's math educators participate in ongoing professional development, focused on both curriculum design and instructional strategies. Teachers collaborate weekly to refine their teaching practices, review student data, and discuss strategies for supporting diverse learners. They also engage with texts like *Mathematical Mindsets* by Jo Boaler to deepen their understanding of teaching methods that foster a growth mindset and support all students in developing their math abilities. Teachers work together to design differentiated lessons, create engaging projects, and build a math culture that supports student success.

Course Offerings

9th Grade Math

Algebra 1: In this foundational course, students explore the basics of algebra, including solving equations, graphing functions, and understanding variables. Hands-on activities like balancing scales and group problem-solving help students build a conceptual understanding of algebraic principles.

Math Elective (Math Discourse): In this elective, students engage in math discussions, exploring mathematical concepts with peers. This elective helps students develop the language and discourse skills needed to communicate their understanding of math in a collaborative setting.

10th Grade Math

Geometry: Students explore geometric concepts such as shapes, symmetry, and spatial reasoning, often through projects like dilation and scaling. In this course, students apply their understanding of geometry to solve real-world problems and create models.

Introduction to Trigonometry (Elective): This elective introduces students to the basics of trigonometry, focusing on the relationships between angles and sides in triangles. It also covers concepts that are foundational for understanding curves and circles in later mathematics courses.

11th Grade Math

Algebra 2: Building on Algebra 1, this course deepens students' understanding of functions, inequalities, and polynomials. Students also explore advanced topics such as rational expressions and logarithms, which are critical for success in higher-level math.

Pre-Calculus (Elective): Students can choose to accelerate by taking Pre-Calculus concurrently with Algebra 2. This course prepares students for calculus and includes topics like functions, sequences, and trigonometry.

12th Grade Math

Pre-Calculus: In this course, students explore more advanced mathematical concepts in preparation for calculus. Topics include functions, matrices, and limits, along with an emphasis on real-world applications.

Community College Calculus: For students who have successfully completed Honors Pre-Calculus, this course allows students to take Calculus 1 at a local community college (e.g., Laney College, Berkeley City College, or Alameda College). This opportunity gives students a head start on their college math education.

Latitude’s Math Program is dedicated to building students' mathematical understanding while also developing their confidence, communication skills, and ability to solve real-world problems.

With a strong focus on student engagement, collaborative learning, and mastery-based assessment, the program prepares students for higher education and future careers, while also empowering them to see themselves as capable, confident math learners. Through differentiated support and project-based learning, Latitude ensures that all students are equipped to succeed in math and beyond.

10. Latitude's Science Program Overview

Latitude's Science Program offers an innovative, project-based approach to learning, focusing on real-world applications, critical thinking, and student-driven inquiry. With a strong emphasis on the NGSS, the program ensures that students engage deeply with scientific concepts while developing essential soft skills such as teamwork, problem-solving, and effective communication. Students are not just learning science—they are becoming active participants in the scientific process, investigating real-world problems, working with professionals, and presenting their findings to the broader community.

Program Structure

The Science Program is built around authentic, interdisciplinary projects that allow students to apply their learning to tangible, real-world issues. Each project is designed to challenge students to think critically, engage in discourse, and refine their ideas through collaboration and feedback. Across various science disciplines, including **Biology**, **Physics**, and **Computer Science**, students work on semester-long or year-long projects that culminate in exhibitions where they present their work to the community and outside experts.

1. **Project-Based Learning** At Latitude, science education is organized around project-based learning, where students work on authentic, real-world projects that make science meaningful and applicable. Whether students are investigating local environmental issues, designing video games, or analyzing water quality, the projects are designed to engage students in hands-on, inquiry-driven learning. Students are tasked with solving real-world problems, such as creating robotics for community gardens or understanding the impacts of pollution on local ecosystems.

2. **Science Talks and Discourse** A cornerstone of the Science Program is the focus on student discourse. Latitude's approach to science teaching shifts away from teacher-centric instruction, instead placing the responsibility for learning on the students. Through **Science Talks**, which function as seminars, students engage in discussions, make hypotheses, and evaluate evidence in collaborative settings. This structure encourages students to build their communication and critical thinking skills, as well as

deepen their scientific understanding.

3. **Mentorship and Professional Partnerships** The Science Program incorporates mentorship from professionals in the field, providing students with authentic feedback and support. Mentors guide students through the projects, offering expert advice and critique to help refine their work. For example, in Computer Science, students receive mentorship as they design video games for elementary school students. Similarly, in environmental science projects, students work with scientists to analyze local waterways, applying their classroom learning to solve real-world environmental issues.

4. **Interdisciplinary and Real-World Connections** Latitude's science projects are designed to integrate multiple disciplines and foster connections to the outside world. For example, biology students may study the impacts of pollution on local ecosystems while also addressing mental health issues through projects like the **Narcan Training Project**. These interdisciplinary projects not only reinforce core science concepts but also show students how science is used in various fields, including health, technology, and the environment.

5. **Assessment and Competency-Based Grading**
   Latitude's Science Program emphasizes mastery of key scientific concepts and skills. Students are assessed through a combination of **formative assessments**, including regular self-evaluations and peer reviews, as well as **summative assessments** that may include presentations, science talks, or models. The final evaluation of each project takes place during the **project exhibition**, where students present their work to peers, teachers, and external mentors. These exhibitions serve as an opportunity for students to demonstrate their understanding and showcase the progress they've made.

Professional Development and Teacher Support

To ensure that science teachers have the support they need, Latitude provides ongoing professional development opportunities. Teachers participate in regular **discipline meetings**, where they collaborate on curriculum planning, review student data, and engage in **dilemma consultancies** to address challenges in the classroom. The science team also participates in national conferences and is actively involved in creating and contributing to educational resources through grants and partnerships.

Course Offerings by Grade

9th Grade Science: Physics and Earth Science

Physics: The 9th-grade physics curriculum emphasizes hands-on learning, inquiry-based investigations, and real-world applications. Students explore concepts like energy, motion, and light through engaging projects such as the **Tiny House Project**. The curriculum is structured around the NGSS and incorporates a variety of scientific phenomena for investigation, including the science behind how sunlight travels through a window and its impact on energy efficiency in buildings.

Project-Based Learning: Students work on projects that are related to physical principles, including designing models and building prototypes to demonstrate physics concepts in action. These projects are aligned with real-world applications, helping students understand the relevance of physics in their everyday lives.

10th Grade Science: Biology

Biology: Biology students explore the natural world through inquiry-based learning, with projects focused on environmental science, ecology, and human biology. The curriculum includes studies on ecosystems, water quality, and the human body. Students investigate issues such as water pollution in local areas, including Lake Merritt, and participate in activities like fish dissections and water quality analysis.

Real-World Application: Students engage in the **Narcan Project**, connecting science with mental health education. They learn about brain anatomy, mental health, and substance abuse prevention while also conducting Narcan training sessions at local schools.

11th and 12th Grade Science: Computer Science and Advanced Topics

Computer Science: The 10th-grade Computer Science course focuses on learning programming languages like Java, using projects such as creating video games designed for elementary school students. In the second semester, students explore robotics and create solutions for community gardens, including devices that measure soil moisture or manage plant shade.

Dual Enrollment: For students interested in continuing their computer science education, Latitude offers dual enrollment courses with Laney College. The pathway begins with Computer Science 1, which covers Java and Python, and progresses to advanced classes in computer design and data analysis. These courses prepare students for internships and apprenticeships in computer science.

Capstone Projects and Internships

Capstone Projects: Students culminate their science education with capstone projects that allow them to apply the knowledge and skills they've developed throughout their years at Latitude.

These projects often involve working with external mentors and engaging with real-world clients to solve significant problems.

Internships: Internships provide students with practical, hands-on experiences in various fields, ranging from health care (nursing and phlebotomy) to environmental science, technology, and more. Students gain valuable work experience and insight into potential career paths.

Latitude's Science Program is designed to inspire curiosity, foster critical thinking, and prepare students for careers in science, technology, and engineering. Through project-based learning, real-world connections, and a focus on student discourse, the program provides a dynamic and engaging science education that equips students with the knowledge and skills needed to succeed in college and beyond. With strong mentorship, interdisciplinary projects, and a focus on mastery, students leave the program not only with a deep understanding of science but also with the confidence and competence to apply their knowledge in the world.

11. Extended Learning Program Overview

Latitude's Extended Learning Program ("ELP") is designed to immerse students in real-world experiences that complement their academic curriculum, allowing them to explore various fields, develop soft skills, and build meaningful connections with professionals. By leveraging internships, job shadowing, and dual enrollment opportunities, the program fosters critical thinking, independence, and a sense of agency in students. Through these experiences, students gain hands-on exposure to various careers, develop job-specific skills, and create a network of mentors, empowering them to take ownership of their future.

Program Structure

The Extended Learning Program is structured across four key stages: Ninth Grade Exposure, Tenth Grade Job Shadowing, Eleventh Grade Internships, and Twelfth Grade College Enrollment & Advanced Internships. Each stage builds on the previous one, offering increasingly complex and autonomous learning opportunities.

Ninth Grade Exposure

Ninth graders engage in ELOs, which are exploratory trips and activities that expose them to a variety of careers, industries, and real-world learning contexts. Students visit various organizations, from tech companies to environmental agencies, and participate in hands-on activities that help them begin to understand their interests and potential career paths. The goal of these experiences is to give students a sense of identity and purpose by exploring diverse environments and connecting what they learn in the classroom to real-world applications.

In the past year alone, there were 36 different visits organized across the Bay Area, with large group trips to locations like Alcatraz, which connected to their humanities lessons, among other industry visits.

Tenth Grade Job Shadowing

The Tenth Grade Job Shadowing component allows students to explore their emerging passions and career interests. While the initial plan involved individual student-driven job shadows, the program has evolved into a more organized model. Each student has the opportunity to participate in multiple job shadow experiences throughout the year, with visits organized to major organizations such as Genentech, Lawrence Berkeley Labs, and other community-based businesses.

These job shadow experiences provide students with firsthand knowledge of different professional environments and help them start building networks for future internships. The program reaches hundreds of students annually, with over 400 visits facilitated each year.

Eleventh Grade Internships

The Eleventh Grade Internship Program is one of the flagship experiences of Latitude's Extended Learning Program. For an entire month, students are placed in immersive internships where they work alongside mentors in a professional environment. These internships take place from Monday through Thursday, with Fridays reserved for reflection and debriefing with teachers. This dedicated time allows students to engage fully in their internships without the distractions of traditional classroom work.

In the past year, 100 students participated in internships at a variety of organizations, including real estate firms, schools, salons, and healthcare providers. These internships give students the opportunity to apply their academic learning in a real-world context while developing essential professional skills such as communication, problem-solving, and teamwork. Teachers also play a crucial role in monitoring and supporting students during these internships by visiting the work sites weekly and providing guidance and feedback.

Twelfth Grade College Enrollment & Advanced Internships

In twelfth grade, students continue their real-world learning experiences through dual enrollment college courses and advanced internships. Every senior is required to take at least one college class, which helps them prepare for the rigors of higher education and gain college credit before graduation. Additionally, 70% of seniors participate in internships during this year, furthering their professional exposure and refining their career goals.

Internships in the twelfth grade tend to be more self-directed, as students take on more responsibility for finding and securing their placements. Mentors guide the students, but the emphasis is on cultivating their independence and professional autonomy. Some students opt to take specialized college classes in fields such as biotechnology, graphic design, marketing, or nursing, while others pursue trades-related opportunities, gaining experience in skilled fields like carpentry, plumbing, or electrical work. The goal of these programs is to equip students with the tools and skills necessary to thrive both in college and in their future careers.

Key Features of the Extended Learning Program ("ELP")

Real-World Applications and Career Exposure

The ELP's core philosophy is to provide students with authentic real-world learning experiences that connect their classroom knowledge to professional environments. Whether through job shadowing or internships, students are exposed to a range of career options that allow them to explore potential career paths and gain practical skills.

Networking and Mentorship

A fundamental aspect of the Extended Learning Program is its emphasis on networking and building strong relationships with professionals in various fields. Through both internships and job shadowing, students are paired with mentors who provide them with guidance, advice, and feedback. These mentorships help students gain valuable insights into their chosen fields, which can serve as a foundation for future career opportunities and educational pathways.

Personal Growth and Agency

The ELP aims to empower students by giving them ownership of their learning journey. By the time they reach twelfth grade, students are expected to take the lead in securing internships and preparing for college-level courses. This increased responsibility nurtures their self-confidence, independence, and decision-making skills, preparing them for the challenges of both higher education and the professional world.

College and Career Readiness

Latitude's Extended Learning Program is explicitly designed to prepare students for both college and career. Through dual enrollment and internships, students are exposed to higher education environments and gain first-hand experience in the professional world. This exposure not only boosts their employability but also helps them develop essential life skills such as communication, problem-solving, time management, and professionalism.

Growth and Expansion

As the program continues to evolve, Latitude is focused on expanding the range of internships, job shadowing opportunities, and college courses available to students. The program is also looking to increase its partnerships with industries in the Bay Area and beyond, providing even more opportunities for students to engage with professionals in various fields.

Additionally, the program is seeking to embed these real-world learning experiences more deeply into the core curriculum, so that students engage in them throughout their academic journey rather than as an add-on. This vision aligns with the Charter School's broader goal of ensuring that every student graduates with not only a high school diploma but also a rich portfolio of skills, experiences, and professional connections.

Program Goals and Outcomes

The ultimate goal of Latitude's ELP is to provide students with the tools, resources, and experiences necessary to thrive in their future educational and career pursuits. This goal is achieved by offering a carefully structured and immersive program that connects students directly to the world beyond the classroom. By fostering critical thinking, collaborative problem-solving, and professional development, the ELP ensures that students not only gain academic knowledge but also the essential life skills and experiences that will empower them to make informed, confident decisions about their futures.

1. Empowering Critical Thinking and Problem-Solving:
At its core, Latitude's Extended Learning Program encourages students to think critically and approach problems from a variety of angles. Through real-world internships, job shadowing, and project-based learning experiences, students are tasked with solving complex, real-life challenges that require creative solutions. This hands-on approach allows students to develop their problem-solving abilities in environments where answers are not always readily available, and they must use their knowledge and creativity to think outside the box. Whether designing a project for a community partner or troubleshooting a challenge in an internship, students hone their ability to analyze problems, evaluate potential solutions, and apply their learning in innovative ways.

2. Building Collaborative Skills and Teamwork:
Collaboration is a key focus of the ELP. By working with peers, mentors, and industry professionals, students learn how to navigate group dynamics, communicate effectively, and collaborate to achieve common goals. Whether it's through group projects or joint internships, students are encouraged to share their ideas, build on the ideas of others, and work together to bring projects to completion. These collaborative experiences help students build essential teamwork skills that are not only critical in most careers but also vital for success in higher education and life beyond school. Students gain the confidence to take on leadership roles within teams, delegate tasks, and support their peers in working towards shared objectives.

3. Mentorship and Real-World Learning:
A unique and powerful feature of Latitude's ELP is the sustained engagement students have with mentors throughout the program. These mentors—industry professionals, alumni, and community partners—serve as guides, offering valuable insights, advice, and feedback on students' work. Through regular interactions with mentors, students gain exposure to different industries, careers, and professional environments. These mentor relationships go beyond academic learning, helping students build professional networks, enhance their understanding of career paths, and gain firsthand knowledge of what it takes to succeed in various fields. Mentorship is instrumental in building the confidence and knowledge necessary for students to take ownership of their career development.

4. Hands-On, Job-Specific Experiences:
Through internships, job shadowing, and other experiential learning opportunities, students are immersed in real work environments where they gain practical skills and industry-specific knowledge. These hands-on experiences provide students with the chance to apply the academic concepts they learn in the classroom to real-world scenarios. Whether students are creating marketing strategies, designing computer programs, or working on community outreach projects, they develop valuable skills that will directly benefit them in their chosen career fields. These experiences also give students a clearer sense of what they enjoy doing and where their talents lie, providing them with a solid foundation for making decisions about their future careers and educational paths.

5. Career and Educational Clarity:
A significant outcome of Latitude's Extended Learning Program is the clarity it provides students in terms of their future goals. By engaging in internships and job shadowing, students gain a deeper understanding of the careers they are interested in and can make informed decisions about their next steps. The ELP offers students the opportunity to explore a variety of fields, which helps them identify their strengths, passions, and areas of interest. This experiential learning process also allows students to better understand the educational requirements and career trajectories for different professions. Through this exposure, students are better prepared to make informed decisions about college programs, trade schools, apprenticeships, or entering the workforce directly after graduation.

6. Fostering Professional Growth and Soft Skills:
In addition to academic knowledge and technical skills, the Extended Learning Program places a strong emphasis on developing students' soft skills, such as communication, time management, adaptability, and emotional intelligence. These skills are often the distinguishing factor between successful and unsuccessful professionals, and the ELP actively works to foster these capabilities through collaborative projects, internships, and mentor interactions. By participating in real-world learning experiences, students also refine their ability to navigate professional

environments, engage with diverse teams, and handle the challenges of the workplace with confidence and poise.

7. Building Confidence and Independence:
As students progress through the Extended Learning Program, they are encouraged to take on increasing levels of responsibility, ultimately becoming more self-directed in their learning and career development. The transition from ninth grade ELOs to senior year internships helps students build the confidence they need to take control of their educational journey. By the time students reach the twelfth grade, they have the tools to independently research, apply for, and manage internships, participate in dual-enrollment college courses, and make decisions about their future career paths. This increasing autonomy fosters a sense of ownership and pride in their accomplishments, ultimately leading to a more empowered and confident approach to life after high school.

8. Creating Long-Term Networks and Opportunities:
One of the most valuable outcomes of the ELP is the network of connections that students build during their real-world learning experiences. Through internships, mentorships, and job shadowing, students gain access to a network of professionals, alumni, and community partners who can offer career advice, internship opportunities, and even job placements. These networks can become a crucial asset as students move forward in their careers, providing them with the connections and support needed to achieve success in the professional world. In this way, the ELP not only prepares students for their immediate next steps after graduation but also sets them up for long-term success by connecting them with resources and opportunities that can benefit them throughout their careers.

9. Program Sustainability and Continuous Improvement:
Latitude is committed to continually refining and expanding the Extended Learning Program to meet the evolving needs of its students. As the program grows, there is a strong focus on building sustainable partnerships with local businesses, colleges, and community organizations to ensure that students have access to a wide range of high-quality opportunities. By tracking the outcomes of the program and soliciting feedback from students, mentors, and partners, Latitude is able to continuously improve the ELP, ensuring that it remains relevant and effective in helping students achieve their goals.

12. Technology Skills at Latitude

At Latitude, technology is an integral component of the student experience, woven into every aspect of learning. Students are expected to develop traditional technological proficiencies, including word processing, graphic design, spreadsheet creation, slide presentations, and internet research, all within the context of their project-based work in studios and extended learning opportunities.

In addition to these foundational skills, students enhance their ability to leverage technology to expand their community and network. They learn to cultivate their online presence and utilize various communication tools to explore their interests and seek out learning opportunities. This includes engaging with digital platforms for collaboration and information sharing.

Furthermore, students harness digital media tools—such as video, photography, and music—to create authentic products that contribute to the community. This process not only allows them to showcase their learning and creativity but also empowers them to communicate their ideas effectively and meaningfully engage with their audience. By integrating technology in these ways, Latitude prepares students to navigate a digital world and fosters the skills necessary for success in their future endeavors.

13. Latitude Graduation Requirements

The graduation requirements at Latitude reflect the demonstration of a student's growth in the areas of our graduate profile: Personal Agency, Essential Competencies, and Integrated Identity. These elements embody the attitudes, skills, and dispositions necessary for students to pursue meaningful and productive lives. Latitude's expectations encompass traditional college readiness requirements, such as fulfilling the UC/CSU A-G requirements, alongside the deeper non-cognitive competencies that students must demonstrate to thrive in their post-secondary lives. As a competency-based school, Latitude offers students flexibility in how and when they show their readiness for graduation, with an instructional program designed to provide all learners with the appropriate time and support to succeed.

Latitude Graduate Competency Requirements

At Latitude, our competencies define the essential skills, attitudes, and dispositions necessary for leading a meaningful and productive life. These competencies are at the core of our graduation expectations. Students demonstrate their mastery of these competencies through various Latitude Learning Experiences, including Studios, Workshops, Advisory, and Extended Learning Opportunities. By showcasing these competencies, students accumulate the credits needed to fulfill all UC/CSU A-G requirements.

Senior Extended Learning Experience

As a culminating experience, each student in Phase 3 participates in a senior internship, community college class, or a Career and Technical Education ("CTE") class offered on campus. This opportunity allows students to apply the competencies they've developed throughout their time at Latitude in real-world settings. The experience is designed to be a meaningful, hands-on way for students to demonstrate their readiness for post-graduation success.

These experiences are aligned with the College and Career Indicator and provide students with valuable exposure to professional environments or advanced academic coursework. Students will reflect on their learning through a final presentation or portfolio, showcasing the skills and knowledge they've gained during their internship or course.

Post-Secondary Plan

The final graduation requirement for students at Latitude is the development of a post-secondary plan. This plan acts as an iterative tool aligned with each student's personalized learning plan, reflecting their aspirations for life after Latitude and outlining concrete steps to achieve those goals. Students are expected to engage in relevant activities throughout their time at Latitude, such as taking college entrance exams and applying for financial aid, to position themselves for success in their post-secondary plans.

UC/CSU A-G Alignment and WASC Accreditation Plan

Latitude is accredited by WASC, ensuring that our educational programs meet rigorous standards of quality and effectiveness. This accreditation supports all high school students in earning credits that fulfill the University of California and California State University A-G requirements throughout their 9th to 12th grade years.

Academic courses offered at the high school level have been approved by the UC Office of the President, guaranteeing that all students at Latitude have the opportunity to earn credits that satisfy these A-G requirements. All necessary coursework is provided at Latitude or through approved institutions, such as local community colleges, offering a comprehensive educational experience.

By adhering to our internal requirements, all students fulfill or exceed the UC/CSU A-G requirements during their four years at Latitude. This commitment to academic rigor not only prepares students for college readiness but also supports their overall growth and success. Please see the chart below for a detailed overview of the courses offered and their alignment with the A-G requirements.

To ensure that all families are informed about the A-G requirements and how the courses at Latitude align with them, parents and guardians receive regular communication through our course catalog, student handbooks, and advisory sessions. These resources provide detailed information on the A-G approved courses offered at Latitude, including course descriptions, grade level applicability, and their role in meeting college entrance requirements. During parent-teacher conferences and individual counseling sessions, academic progress is reviewed, and guidance is provided to ensure students are on track to fulfill the UC/CSU A-G criteria. Through these ongoing communications, parents are empowered to make informed decisions regarding their child's academic pathway and college readiness.

Figure 1.16—Latitude Sample A-G Course Map

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

Credit Recovery

As a competency-based school, Latitude integrates credit recovery into the core of its instructional program. Each learning experience allows students to demonstrate their growth and earn credit for specific competencies. Additionally, students receive support to continue revising and improving their work to meet the proficiency requirements for the competencies within a given learning experience. They are not considered “done” until they have earned the necessary credits, which embeds the credit recovery process into the overall structure of our instructional program.

For students who arrive at Latitude with credit deficiencies, we conduct a thorough transcript analysis and assessment to identify the competencies they need to accelerate their learning. Their

personalized learning plans reflect these needs, providing opportunities for students to demonstrate mastery of the required competencies and earn the credits necessary for graduation.

Inform Parents of Transferability of Credit

Parents receive detailed information about the courses offered and the graduation requirements established by Latitude through the school handbook provided upon enrollment. This handbook serves as a comprehensive resource for both parents and students, outlining essential information about the educational program.

In addition to course offerings and graduation criteria, the handbook clearly communicates the transferability of credits between Latitude and other public high schools. By ensuring transparency about credit transfer policies, Latitude empowers parents to make informed decisions regarding their child's education and fosters a collaborative relationship between the Charter School and families.

14. Academic Calendar

School Year

Latitude schedules at least the statutory minimum of instructional days required for Grades 9-12

Please see Appendix 2 for the 2025-2026 Latitude school calendar.

School Day

The instructional day at Latitude runs from 9:00 AM to 4:00 PM, Monday through Friday, and this schedule is maintained as long as state and federal funding allows. The table below outlines how the instructional day is utilized.

Figure 1.17—Daily Schedule:

Start of School Day	9:00 am
Instructional Block 1 (Advisory, Workshop, Studio, ELO)	9:00 - 10:40 am
Instructional Block 2	10:45 am - 12:30 pm

Lunch	12:30 -1:00 pm
Instructional Block 3	1:05 - 1:30 pm
Instructional Block 4	1:35 - 3:15 pm
Instructional Block 5	3:20 - 4:00 pm
End of School Day	4:00 pm

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

*Please see **Appendix 2** for a sample bell schedule*

Instructional Minutes

Latitude's academic calendar complies with the minimum annual instructional minutes required by Education Code 47612.5, which stipulates a minimum of 64,800 minutes for students in grades 9-12.

Latitude schedules at least the statutory minimum of minutes required for Grades 9-12. This total meets or exceeds the state requirements outlined in Education Code Section 47612.5. The table below illustrates this comparison.

Figure 1.18—Instructional Minutes Comparison:

Grades 9-12 Required Minutes	64,800
Latitude Instructional Minutes	66,225

15. Professional Development

To promote excellence in lesson design and instruction among all teachers, Latitude invests significant time and resources into professional development and adult learning. All new faculty members participate in an intensive two-week New Teacher Odyssey, which includes experiential learning, workshops, project tunings, and collaboration with more veteran teachers. Latitude teachers engage in ongoing professional development through daily morning meetings and dedicated staff days. They work in cross-disciplinary teams to enhance the integration and depth of subject matter while fostering collegial learning through collaboration. To facilitate this collaboration, teaching partners share a common prep period.

The Latitude leadership team diligently provides examples of outstanding instruction to help all teachers achieve mastery in Latitude's teaching practices. Project designs are documented and shared in teachers' digital portfolios, and project work is curated publicly in the Charter School to enhance transparency in both the products and processes.

The leadership team prioritizes instructional coaching, dedicating a significant portion of their time to observing classrooms and debriefing with teachers. Latitude has established strong structures for collegial coaching, along with 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 facets of a school that can impact teacher motivation, learning, and growth. In designing the professional development plan, school leadership focuses not only on the content of the training but also on the nuances of delivery and implementation, as well as the additional school levers and enabling conditions that can enhance formal professional development and accelerate adult learning.

<u>School Levers & Enabling Conditions</u>

The effectiveness of teacher professional learning is deeply rooted in the conditions under which it occurs. These conditions, often referred to as school levers or enabling conditions, provide the context in which teachers can thrive and develop the skills needed to improve their practice. The following conditions create an environment that fosters continuous professional growth and enhances the collective capacity of the teaching staff.

1. **Strategic Use of Time and Space**
   A critical enabler for teacher professional learning is the strategic use of time and space. Time is often a scarce resource in schools, so intentionally creating opportunities for informal collaboration outside of regular meeting times is key. This might include organizing time for teachers to observe each other in the classroom, providing spaces

where educators can plan together, or establishing informal meeting times where staff can discuss challenges and share successes. By leveraging non-formal collaboration, teachers can reflect on their practice in a less structured, more spontaneous way, allowing for more organic conversations about instructional strategies, student engagement, and classroom management. These informal exchanges often lead to more meaningful professional development that is directly relevant to teachers' day-to-day work.

2. **Thoughtful Cohorting**
   Thoughtful cohorting refers to the practice of pairing teachers and students in ways that encourage sustained, focused collaboration. This may involve grouping teachers based on shared student populations, such as grade levels or subject areas, ensuring that the teachers involved have a common focus. Cohorting encourages teachers to work together closely on a long-term basis, building strong, collaborative relationships that allow for deeper discussions about instructional methods and student outcomes. By grouping teachers who share the same students, they can collaboratively track progress, problem-solve together, and develop a shared understanding of the specific needs and challenges their students face. This long-term focus fosters continuity and allows for professional learning to be more directly tied to student outcomes.

3. **Intentional Pairing**
   Intentional pairing involves matching veteran teachers with novice teachers in team partnerships that share the same group of students. This pairing allows for a transfer of expertise, as novice teachers gain insight into best practices and teaching strategies from their more experienced colleagues. It also provides veteran teachers with the opportunity to mentor and refine their own practice as they support the development of newer educators. These partnerships create a safe and supportive learning environment where feedback is constructive, and teachers can openly discuss challenges, successes, and professional growth. The pairing of veteran and novice teachers ensures that professional development is both personalized and collaborative, benefiting both parties as they work together to improve student learning.

4. **Open-Source Documentation**
   Open-source documentation plays a crucial role in ensuring that instructional strategies, resources, and curricula are accessible to all teachers. By providing easy access to exemplary curricula and instructional strategies, schools create a shared pool of resources that teachers can draw from. This encourages a culture of transparency, where best practices are not confined to individual classrooms but are shared openly across the Charter School. Open-source documentation also allows teachers to see what’s working in other classrooms and adapt successful strategies to their own teaching context. The availability of these resources reduces the time and effort needed for teachers to create

materials from scratch and fosters a culture of collaboration, where educators are continually improving their practice by learning from one another.

5. **Public Curation of Student Work**
   Public curation of student work is another powerful lever for teacher professional learning. By showcasing both student products and the processes that led to them, schools create opportunities for teachers to reflect on and discuss the work students are doing. When teachers engage in public curation, they gain insight into the kinds of projects that engage students and the instructional practices that lead to high-quality outcomes. This approach not only highlights successful student work but also emphasizes the importance of the learning process. Teachers can observe how their colleagues engage students, handle challenges, and build on the process of learning, all of which provide rich, real-time opportunities for reflection and professional growth.

6. **Common Language and Norms**
   Establishing a common language and shared norms is essential for creating a cohesive professional learning environment. Common rituals, such as regular team meetings, lesson studies, and reflective practices, help teachers align their goals and expectations for student learning. By creating consistent structures and routines, schools establish a sense of predictability and safety that allows teachers to engage in honest reflection and feedback. Common norms ensure that teachers have a shared understanding of what high-quality teaching looks like and create a collective mindset focused on growth and improvement. This common language fosters a sense of unity and shared purpose among the teaching staff, making it easier for teachers to collaborate and learn from one another.

7. **A Strong Sense of Community**
   Finally, fostering a strong sense of community among teachers is a foundational element of professional learning. A supportive community encourages collegiality and a spirit of collaboration, where teachers feel comfortable sharing their challenges, seeking feedback, and being vulnerable. A culture of openness and mutual respect helps teachers engage in productive conversations about their practices, without fear of judgment. When teachers feel part of a community, they are more likely to take risks in their teaching, try new strategies, and continuously improve. The community aspect also promotes a sense of collective responsibility for student outcomes, where everyone works together to ensure the success of all learners. This environment of support and trust is essential for creating the kind of professional learning culture that leads to sustained improvement in teaching and learning.

<u>Nuances of Delivery and Implementation</u>

To optimize teacher growth and create a sustainable professional development culture, it is essential to carefully consider the nuances of how we deliver and implement adult learning. These practices ensure that professional development is not only relevant but also deeply integrated into the everyday work of educators, providing them with opportunities to grow in ways that mirror the learning we aim to create for our students. Here are the core elements of our approach to adult learning:

1. **Alignment Between Adult Learning and Pedagogical Practices**
   One of the foundational principles in optimizing teacher growth is ensuring that the methods we use to develop adults align with the teaching strategies we aspire for teachers to implement with their students. Just as we encourage students to engage in active, inquiry-based learning, critical thinking, and collaboration, we approach adult learning in the same way. Instead of using traditional lecture-based models or one-size-fits-all workshops, we employ pedagogical practices that model the very strategies we expect teachers to use in their classrooms. For example, instead of simply telling teachers how to differentiate instruction, we provide them with opportunities to experience differentiated learning in a collaborative setting, where teachers can actively participate in discussions, hands-on activities, and projects that model the techniques they'll later apply with their students. By aligning adult learning with our pedagogical vision, we create a consistent and authentic learning experience that teachers can directly translate into their classrooms.

2. **Consistent Use of Protocols**
   A cornerstone of our professional learning is the consistent use of structured protocols. These protocols help guide teachers through collaborative problem-solving, brainstorming, and idea tuning processes, ensuring that their professional development remains focused and productive. Whether it's a lesson study, peer observation, or a collaborative inquiry process, protocols provide a framework that ensures that teachers remain engaged in high-quality, reflective practice. These structured conversations allow for deeper analysis of teaching strategies, student outcomes, and potential changes to practice. By using protocols, we ensure that professional development is not only about acquiring new knowledge but also about refining the way that knowledge is applied in practice. This consistency in approach helps to cultivate a culture of continuous improvement, where teachers are consistently collaborating, sharing insights, and enhancing their practices over time.

3. **Distributed Facilitation**
   We believe that professional learning should not be the responsibility of a single leader or facilitator but should be distributed among the teaching staff. This means empowering all teachers, regardless of their years of experience or role, to take on leadership

responsibilities and share their expertise with colleagues. Through distributed facilitation, teachers are given the opportunity to lead professional learning sessions, facilitate discussions, and present strategies that have proven successful in their classrooms. This approach not only helps build leadership capacity within the staff but also encourages the sharing of diverse perspectives and experiences. By tapping into the collective wisdom of the entire staff, we create a richer and more dynamic professional development experience, where all teachers feel valued for their contributions and learn from each other's successes and challenges.

4. **Data-Driven Professional Development**
   Anchoring professional development in various forms of data is key to ensuring that learning is relevant and responsive to both teacher and student needs. Data-driven professional development allows us to tailor sessions to the specific challenges teachers are facing, whether those are related to student engagement, academic performance, or instructional strategies. We use student feedback, assessment results, and classroom observations to guide the direction of professional learning, making it responsive to the changing needs of the Charter School. For example, if data reveals that students are struggling with a particular math concept, professional development may focus on collaborative strategies for teaching that concept more effectively. By continuously using data to inform the professional development process, we ensure that the learning teachers engage in is both timely and relevant, providing immediate tools to improve their practice in the classroom.

5. **Multiple Access Points for Diverse Learners**
   Just as we differentiate instruction for students, we also offer multiple access points for teachers to engage in professional development. Understanding that each teacher learns differently, we provide a variety of professional learning opportunities that cater to diverse learning styles and preferences. These include dialogue-based learning, where teachers engage in rich discussions around pedagogy and student outcomes; experiential learning, where teachers can experiment with new teaching strategies in real classroom settings; and reflective practices, where teachers analyze their own lessons, review student work, and discuss the impact of their teaching decisions. Additionally, we recognize that professional development cannot be a one-time event but should be an ongoing process, so we offer opportunities for both short-term deep dives into specific topics as well as long-term learning arcs that provide sustained support and growth over time.

By providing these varied learning experiences, we ensure that all teachers, regardless of their stage in their career, have access to the type of learning that will best support their growth.

Whether through peer mentorship, personalized coaching, or targeted workshops, we ensure that professional development is accessible and meaningful for everyone.

Adult Learning at Latitude

Adult learning at Latitude falls into four key categories:

Learning from Colleagues:

- **Collegial Coaching Groups**: Teachers are organized into diverse collegial coaching groups that include a mix of veteran and novice educators. They participate in regular rotations of lesson tunings, followed by in-person and video observations with focused debriefs on instructional practices.
- **Protocol Groups**: Teachers engage in various protocols, such as Project Tunings, Dilemma Consultancies, Root Cause Analyses, and Equity Protocols, to facilitate critical analysis of their curriculum and instruction.
- **Best Practice Documentation and Sharing**: Regular opportunities are provided for teachers to document and share their most effective practices with peers.

Learning from School Leadership:

- Latitude's leadership team, including the Principal and Director of Instruction, personalizes the adult learning experience for each teacher. This includes setting one-on-one personal learning goals and developing a personal learning plan.
- Leaders engage in a continuous cycle of weekly classroom observations and debriefs, mid-year conversations to revisit and refine personal learning plans, and an end-of-year 3-2-Q (3 Celebrations, 2 Areas of Growth, and 1 Inquiry Question) reflection process grounded in data.

Learning from Students:

- **Exit Cards and Student Feedback:** Teachers regularly use exit cards, which are brief reflections or questions completed by students at the end of lessons. These exit cards provide teachers with immediate feedback on student understanding, allowing them to adjust future lessons. Additionally, student focus groups are convened periodically to gather more detailed qualitative data on the learning experience, giving students a voice in shaping their education.
- **Protocols for Analyzing Student Work:** Teachers use a variety of protocols to engage in in-depth analysis of student work. These protocols, such as "Student Work Analysis" and

"Looking at Student Evidence," allow teachers to identify patterns in student performance, gauge the effectiveness of their teaching, and adjust instructional strategies accordingly. These discussions are grounded in actual student outputs—papers, projects, assessments—which help to keep the focus on real data and student progress.

- **Project Tuning Protocols with Student Involvement:** Latitude utilizes Project Tuning Protocols, which include student participation as part of the reflective process. Teachers bring in student work related to specific projects or assignments, and through collaborative inquiry, teachers and students together explore what worked well and what could be improved. This protocol ensures that students are not just recipients of feedback but active participants in the continuous improvement of their own learning experiences.

- **Student-Led Reflection and Peer Feedback:** In addition to teacher-led reflection, students engage in peer review and self-assessment, allowing them to reflect on their own learning and provide constructive feedback to their classmates. These practices help develop students' metacognitive skills, such as self-regulation, goal setting, and the ability to evaluate their own progress. Through structured opportunities for students to share their insights, the learning process becomes a dynamic exchange of ideas between peers and instructors.

Learning from Outside Experts:

- **Project "Slices" - Experiential Community Immersion:** Latitude organizes *Project "Slices,"* immersive learning experiences where teachers and students interact with local community members and organizations. These projects are designed to provide both educational and professional insights by engaging with experts in various fields. For instance, students may partner with local artisans, business leaders, or nonprofit organizations on projects that allow them to apply their classroom learning to real-world issues, fostering practical skills and deeper community connections.

- **Teacher "Shadow a Professional" Days:** Latitude offers teachers the opportunity to *Shadow a Professional*—a day-long immersion where educators observe professionals in different sectors or industries. This experience allows teachers to gain firsthand insights into how skills and concepts taught in the classroom are applied in real-world settings. The exposure to professional environments not only enhances teachers' understanding of content but also helps them build stronger, more relevant connections between academic theory and practice.

- **Community Networking Power Lunch:** Each year, Latitude hosts a *Community Networking Power Lunch*, bringing together teachers and local professionals from various industries for informal networking and knowledge-sharing. This event allows teachers to

learn from outside experts in areas such as technology, business, social services, and the arts. By engaging with professionals in an interactive and collaborative format, teachers gain new perspectives that inform both their personal development and their teaching practices.

- **External Training and Conferences:** Latitude provides teachers with access to external professional development opportunities, including conferences, workshops, and online courses. These training sessions cover a wide array of topics, from pedagogy to classroom management to the latest developments in educational technology. By encouraging teachers to engage with experts outside the Charter School, Latitude ensures that its staff remains up-to-date with the latest trends and research in education, thereby enriching the learning environment for both teachers and students.

Figure 1.19—Sample Professional Development Calendar:

Phase	Month	Topic	Essential Questions
Phase 1: Student Community & Engagement	Aug - Sep	School Culture & Community Building	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? What is our shared vision around restorative practices?
Phase 1: Student Community & Engagement	Sep - Oct	Student Learning & Motivation	What is High-Quality Project-Based Learning? How do we design projects that embody Authenticity, Complexity, and Craftsmanship? What is our Competency Framework, and what personalized support will all students receive to grow in these competencies?
Phase 2: Academic Ownership Through Discourse	Oct - Nov	Inquiry-Based Learning and Literacy Across Disciplines	How are we scaffolding for inquiry and literacy across all of our disciplines? How are we ensuring that students are doing the intellectual heavy lifting? How can we promote intellectual engagement and discourse in the classroom?
Phase 2: Academic Ownership Through Discourse	Nov - Dec	Preparing for the First Project Exhibition	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?

Phase 3: Enhancing Our Project-Based Approach to Student Work Analysis	Jan - Feb	Reflection on Competency Framework Progress	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?
Phase 3: Enhancing Our Project-Based Approach to Student Work Analysis	Feb - Mar	Preparing for Mid-Year Exhibitions and Presentations	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?
Phase 4: Student Work Analysis	Mar - Apr	Analyzing High-Quality Work and Intellectual Complexity	Where do we see evidence of high-quality work and intellectual complexity? How do we build on our strengths, and what are our growing edges?
Phase 4: Student Work Analysis	May - Jun	Reflecting on Student Feedback and Using it for Growth	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 achieve success by embodying three fundamental characteristics: personal agency, essential competencies, and integrated identity. Our school vision centers on fostering the development of these foundational qualities. Realizing this vision starts with cultivating a strong school culture. Below, we outline each component of our vision and detail the systems, plans, and training we implement to bring it to fruition.

1. Latitude Vision Statement

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

2. Values

At Latitude, we strive to cultivate the following characteristics in all students:

- **Personal Agency**: Students who exhibit personal agency make informed decisions about how, what, and at what pace they learn. They actively seek understanding and respond to challenges with intention, working purposefully to achieve results for themselves and their communities. Students learn to be agile as they navigate physical and environmental

constraints, redesign their surroundings to meet their needs, and express their identities, skills, and values.

- **Essential Competencies**: We focus on demystifying and directly teaching the essential competencies necessary for success in the 21st century, including critical thinking, teamwork, problem-solving, and responsible decision-making. Our differentiated teaching approaches ensure that students progress from proficiency to mastery in these skills. Learning is tailored to each student's strengths, needs, and interests, allowing them to 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—one that connects their past, present, and future; their various environments (e.g., home and school, the U.S. and places of family origin); and their social identities (e.g., race/ethnicity, sexuality, gender, religion). We encourage our students to select a curriculum that fosters this essential self-knowledge and promotes a cohesive sense of self.

3. Trainings

At Latitude, we prioritize equipping our teachers with the skills necessary to cultivate a positive and inclusive school culture. Our professional development program focuses on several key areas to support effective teaching and student success:

- **Training for Student Engagement:** Latitude offers ongoing in-house professional development that equips teachers with strategies to actively engage students in their learning. This training emphasizes creating dynamic, interactive, and student-centered learning experiences that encourage participation and help students take ownership of their education.

- **Culturally Responsive Teaching:** Teachers at Latitude are trained in culturally responsive practices that ensure all students feel seen, valued, and understood. This includes techniques for designing inclusive curricula and building relationships that honor the diverse cultural backgrounds of our students.

- **College and Career Readiness (CCI) Focus**: Training emphasizes how teachers can support students in developing the competencies necessary for post-secondary success, including the ability to apply their learning in real-world contexts, whether through internships, community college courses, or CTE pathways. This focus ensures that our teachers align their practices with the expectations set by the CCI, helping students build

practical skills and confidence for their futures.

- **Behavioral Support and Classroom Management:** Teachers undergo training in effective classroom management strategies that promote a positive school culture. This includes techniques for setting clear expectations, using supportive language, and applying consistent behavioral responses to ensure a nurturing learning environment.

Through this comprehensive training program, Latitude ensures that teachers have the skills, knowledge, and support to create an environment that fosters academic success, personal growth, and a strong sense of community. This investment in teacher development directly benefits students, equipping them with the tools they need to succeed both in school and beyond.

4. Structures and Systems

At Latitude, we implement several structures and systems to foster a strong school culture:

- **Advisory and Advisors**: Advisors play a crucial role in mentoring students as they navigate academic achievement, personal and social development, and college and career readiness. They ensure that Latitude students are prepared for meaningful and productive lives. Advisors guide students in developing schoolwide Habits of Heart and Mind, lead weekly advisory sessions focused on "Rhythms and Rituals," and facilitate activity sets and mini-projects that explore essential topics such as purpose and identity, social-emotional learning, career exploration, and college readiness.

- **Affinity Groups**: Designed based on student needs, affinity groups provide a safe space for students who share an identity—typically a marginalized one—to connect and support one another. These groups offer emotional support and can lead to initiatives that promote a more equitable school experience.

- **Team-Building Retreats**: Latitude strengthens community bonds through off-site retreats for both students and staff, such as white-water rafting, camping, and orienteering. These experiences foster positive group dynamics by creating shared memories, providing opportunities to discuss important issues, encouraging participants to step outside their comfort zones, and achieving collective goals.

- **Intervention Systems**: Latitude employs a Multi-Tiered System of Supports ("MTSS") framework, consistent with other EFC charter schools, to deliver aligned academic and social-emotional strategies. This approach helps prevent student struggles and addresses existing gaps in support.

5. Additional Positive Culture and Climate Supports

At Latitude, a positive culture is embedded within the project-based curriculum and off-site learning experiences. Since learning occurs beyond the confines of the classroom, students engage with individuals from diverse socioeconomic, cultural, and racial backgrounds within the broader community. This exposure helps Latitude students develop an understanding of varied perspectives and concepts, fostering empathy and cultural awareness.

Recognizing that community engagement and whole-child development are critical focus areas for all EFC schools, Latitude offers extended learning opportunities for students and aims to benefit the wider community. These opportunities are outlined below:

For Students:

- **Small Group Intervention Instruction**: Targeted support is provided to help students who may need additional assistance in specific subjects or skills.
- **Homework Help Sessions**: These sessions offer students a structured environment to receive guidance on their assignments and improve their academic skills.
- **Enrichment Classes**: A variety of classes, including arts, dance, sports, and clubs, are available to foster creativity, physical activity, and social connections among students.

For the Community:

- **School Fairs**: Events such as Back to School Night, Expo, and Open House encourage community involvement and provide opportunities for families to engage with the Charter School.
- **Parent Engagement Classes**: Latitude's Parent Engagement Classes are predominantly focused on guiding families through the college application process and navigating financial aid opportunities. These classes provide parents with essential tools and information to effectively support their children's higher education aspirations, including understanding application requirements, preparing for standardized tests, exploring scholarship options, and managing the financial aspects of college funding. By empowering parents with this targeted knowledge, Latitude strengthens the home-school partnership and creates a supportive community that prioritizes college readiness and ensures that all students have the resources they need to pursue their academic goals successfully.

Through these initiatives, Latitude not only enhances the educational experience for its students but also actively contributes to building a vibrant and inclusive community.

E. Student Engagement and Satisfaction

The Latitude Design Principles—Relevance, Authenticity, Personalization, and Creativity—are foundational to driving student engagement and satisfaction. Students express a primary concern for having a program that connects their lives to their academic experiences. The Latitude instructional program is crafted to address this concern by leveraging student interests and experiences to inform their learning and by creating authentic learning opportunities within their communities.

1. Attendance

At Latitude, we are committed to maintaining high attendance rates, as regular school attendance is critical to student success. Our target is to maintain an Average Daily Attendance rate of at least 95%, while ensuring that the chronic absence rate remains below 10%. We recognize that consistent attendance is linked to better academic outcomes, engagement, and long-term success, and we actively work to support students in maintaining good attendance.

Key Strategies to Support Strong Attendance

1. **Early Monitoring and Communication:**
    - Attendance is closely monitored, with daily checks to identify any student who is absent or tardy. For every unexcused absence or tardy over 30 minutes, a phone call is made to the student's family to clarify the absence and provide support.
    - A weekly review of attendance data is conducted by the Student Attendance Review Team ("SART"), led by the administration and Attendance Lead, to identify patterns and prioritize students in need of intervention.
2. **Personalized Support:**
    - If attendance issues arise, teachers and advisors take the first step in engaging directly with the student and their family to understand the root causes and offer support. Advisors lead this outreach, ensuring a personalized approach to each student's circumstances.
    - In cases where attendance concerns persist, the SART team is involved to collect additional data and develop a targeted plan for support. This may include one-on-one meetings with students, parent conferences, or referrals to relevant support services.
3. **Intervention and Accountability:**

- If a student reaches three unexcused absences or tardies, the SART team will initiate an attendance contract, which involves the student and their family in creating a plan for improved attendance. This contract is designed to be a proactive tool to prevent further absences and promote accountability.
- As part of the intervention process, Latitude may use strategies such as home visits, incentives for improved attendance, or alternative scheduling options to support students who face barriers to regular attendance.

4. **Engagement with the Family:**
    - We emphasize the importance of collaboration with families. Families are encouraged to notify the Charter School ahead of time if their child will be absent and to provide a valid reason for the absence. This can be done via a phone call or written note.
    - Parents or guardians are required to provide a valid explanation for absences. If absences are not cleared within three days, they will be marked as unexcused.
    - Families are invited to participate in attendance improvement plans and are involved in any meetings regarding chronic absenteeism.
5. **Referral to External Support:**
    - In situations where interventions at the school level do not result in improvement, we may refer students and families to external agencies for additional support, including counseling or social services. In extreme cases, a referral to the School Attendance Review Board ("SARB") may occur after repeated absences and continued lack of engagement with the attendance improvement plan.
6. **Community and School Culture:**
    - We strive to foster a school culture that values attendance as a core part of our community. This includes celebrating strong attendance through monthly recognition and highlighting the importance of being present in our classrooms.
    - Attendance is integrated into our restorative practices and cultural relevance work, ensuring that all students feel seen, valued, and supported.

2. High School Persistence

The Latitude instructional program is designed to ensure all students make progress toward high school completion and postsecondary readiness. Our advisory program fosters individualized

relationships with students and their families, which are crucial for enhancing school connectedness. The competency-based instructional model offers students flexibility in how and when they demonstrate their learning, thereby increasing engagement and ownership of their academic performance.

Moreover, the learning experiences central to a student's time at Latitude—Studios, Workshops, Advisory, and ELOs—are both authentic and relevant. This relevance helps bridge the gap students often perceive between their school experiences and real-life applications.

Latitude also implements a comprehensive system to monitor student progress and intervene as necessary. This system is anchored by each student's individualized learning plan and the collaborative efforts of learning plan teams. These structures facilitate frequent reviews of student progress toward graduation and their postsecondary goals. When needed, learning plan teams and staff may submit referrals to the Latitude COST team and utilize the MTSS to provide targeted interventions that support student progress.

F. Community School: Ongoing Family Involvement and Satisfaction

At Latitude, engaged parents are essential to anchoring the Charter School within the community. Recognizing that parents are a child's first teachers, we envision a true partnership among parents, teachers, and students to create a thriving school environment. Latitude actively involves students in their learning journeys, ensuring they feel seen and valued at school. We encourage all parents, including those who may have traditionally been less involved, to participate in our community. To achieve this valued partnership, we implement structures such as home visits, student-led conferences, parent education events, and a family leadership council (the Parent Leadership Coalition).

1. Goals

- Empower families to actively participate in school decisions.
- Foster strong relationships between families and the Charter School.
- Maintain clear, consistent, and inclusive communication.
- Galvanize community partners to best serve the students at Latitude.

2. Family Engagement Strategies

Family involvement and community partnerships are crucial for meeting the needs of the whole child. We strive for equal participation and appreciation for all individuals and organizations that work with our students. Acknowledging the challenge of fostering a culture that is genuinely inclusive of families and community members, we implement the following strategies.

Partnering with Parents

Latitude views parents as essential partners in their children's education. We ensure parents feel seen and heard by creating a welcoming environment, getting to know families well, and actively involving them in school life and decision-making processes.

Communication

Latitude communicates with families in a clear, consistent, and inclusive manner, offering both electronic and print versions of information while translating messages into multiple languages, particularly Spanish, to accommodate our diverse community.

Sharing Student Work

Regular events are organized to showcase student learning and projects, fostering a sense of pride and accomplishment while attracting new families to the Charter School. Additionally, Latitude utilizes an online platform to share student work and track progress, engaging students, families, and teachers in the process.

3. Administrative Support

Latitude's principal sends out a weekly Family Newsletter in English and Spanish, coordinates monthly Town Halls with families, and supports our Parent Unity Coalition.

4. Advisory Learning Teams

Teachers dedicate time to meet with parents and students to ensure meaningful dialogue about student progress. These conferences are mandatory for all families, with students leading discussions to evaluate their progress toward academic goals and present a portfolio of their work. Student-led conferences empower students to take charge of their learning, reflect on their accomplishments, and set new goals.

5. The Parent Leadership Coalition

Latitude, as part of Education for Change, is committed to fostering parent leadership and involvement, ensuring that parents' voices actively shape the operations and culture of the Charter School. At Latitude, the Parent Leadership Coalition ("PLC") provides a formal platform for families to engage in school decision-making. This coalition is open to all parents and guardians, offering them an opportunity to collaborate in supporting the Charter School's needs while fostering a strong sense of community. The PLC organizes monthly engagement topics, keeping parents informed about ongoing school activities and initiatives. Through these

meetings, parents can discuss important issues, provide feedback, and guide the direction of the Charter School.

The PLC plays a vital role in shaping the Charter School's priorities and decisions. It meets monthly to advise the principal on key matters impacting the Charter School. Additionally, as part of the larger Education for Change governance structure, Latitude's PLC contributes to the EFC network-wide Family Leadership Council ("FLC"). Each school site elects two parent representatives to this council, ensuring that parent voices are included in the evaluation and development of EFC's programs. This structure guarantees that parent leadership is integrated into the governing board, with the PLC nominating parent representatives to serve as board members. These elected parent leaders are instrumental in shaping organizational policies and decisions at the highest level.

6. Community Partnerships

Establishing strong connections with the local community is essential to Latitude's success. Latitude and EFC collaborate with individuals and organizations committed to supporting our students by providing services, partnering on studio projects, and hosting students in ELOs. The following list represents the foundation of the broader Latitude network:

- MyGroove Design Inc
- Peralta Hacienda
- Tech Exchange
- Saddle Up Academy
- Oakland Zoo
- Jonathan Dearman Real Estate
- Cardea Health
- CHAMPS Program at Children's Hospital
- National Equity Project
- Office of Alternative Education, OUSD

Latitude and EFC actively pursue partnerships with a diverse range of organizations to cultivate relationships and provide essential support to our school community.

7. Community Surveys

To gauge satisfaction within the school community, parents are surveyed on several key aspects, including their sense of welcome at the school site, the depth of their relationships with school staff, the extent to which they feel empowered to participate in decision-making processes, and the effectiveness of school communication. EFC mandates that all its schools utilize the School Climate Assessment Instrument ("SCAI") with students and parents, as it is a research-based tool linked to student achievement.

In addition to the SCAI, we also consider various other metrics, such as parent participation in meetings and events, attendance at parent conferences, and the number and effectiveness of our community partnerships. This comprehensive approach allows us to continuously assess and enhance the engagement and satisfaction of our school community.

H. Special Populations: Identification, Remediation, and Acceleration

As a school designed to embrace diversity, Latitude aims to reflect the wide range of learners in our city. Our design principles, key elements, and learning structures are crafted to ensure that each student receives the experiences necessary to achieve our graduate outcomes. While we believe our model is supportive of all types of learners, Latitude specifically provides opportunities tailored for groups whose circumstances often make it more challenging to thrive within traditional school models.

Our personalized, competency-based approach enables us to effectively serve students who are over-aged, credit deficient, or require flexibility in their schedules and programming. Drawing on our collective experiences with urban youth—including subgroups such as newcomers, homeless youth, and teen parents—we recognize that addressing these challenges is often best achieved through flexible and relevant learning opportunities.

By establishing systems to support students with diverse needs and leveraging the resources available in our city, Latitude can serve a genuinely diverse student body that reflects the varied experiences of young people in our community. In creating a personalized and relevant approach for all students, we expand our ability to meet a broader range of needs and facilitate the diverse passions of our learners.

1. Philosophy

EFC's Department of Student Support Services serves the greater EFC mission at Latitude. It has two primary foci:

1. Provide quality services to students with IEPs - services that facilitate access to and success with the General Education program, accelerates growth towards personalized goals, and meets all the requirements of the law.
2. Build capacity of school site leaders to develop, manage, and implement a powerful and comprehensive MTSS that provides quality academic, socio-emotional, behavioral, health, and other personal interventions and mitigations for students not making adequate progress in the general education program.

Our work is grounded in the following set of beliefs:

- We believe that ALL students are general education students first! We believe that special education is a service, not a place; and therefore, all students have the right to be fully included in the general education classrooms with their peers for the greatest extent possible (least restrictive environment).

- We believe that the focus of our work as educators should be ensuring children get what they need to be successful in school.

- We believe that a school-based support team can achieve tremendous success for students if they collaborate to develop and implement an appropriate plan that documents areas of need and outlines culturally relevant supports and goals to address the areas of need.

- We believe that through thoughtful planning and collaboration, all students can access a rigorous curriculum.

- We believe that real accelerated growth in academic, social-emotional, and behavioral areas requires students to have a strong sense of hope and self-efficacy.

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

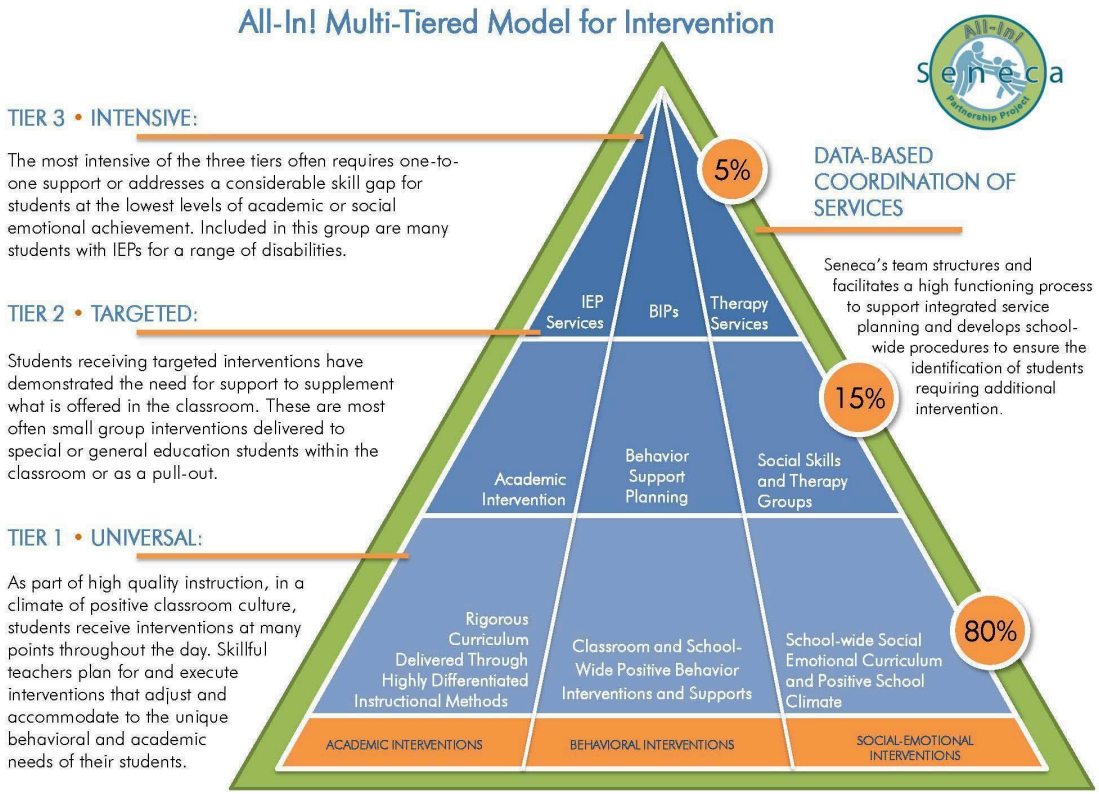
Therefore, the best way to support the great majority of students who qualify for Special Education services is through differentiated, scaffolded, and individualized instruction in general education settings where children have access to appropriate content and concepts and are provided the support and accommodations many of our other populations also require to access the curriculum. Our MTSS program addresses academic, behavioral, and social-emotional learning in a fully integrated system of support. Our 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. We offer a full continuum of services and supports for students with disabilities at Latitude and truly craft and execute IEPs and 504s to meet the needs of each learner with a disability.

EFC is proud of its Special Education programs. 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 District mental health, MediCal and SELPA low incidence resources to effectively serve students with moderate to severe disabilities. EFC has a memorandum of understanding with Alameda District Behavioral Health services to leverage MediCal reimbursement for mental health services.

2. Multi-Tiered System of Supports

In 2012, EFC collaborated with the Seneca Family of Agencies ("Seneca") to develop the All In! Partnership, a nationally recognized MTSS approach that merited a federal Invest in Innovation (I3) grant at four of six schools. The Unconditional Education model ("UE") focuses 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. Although the grant funding has ended, Latitude continues to implement the MTSS model that was developed.

Figure 1.20—Seneca All-In! Multi-Tiered Model for Intervention:



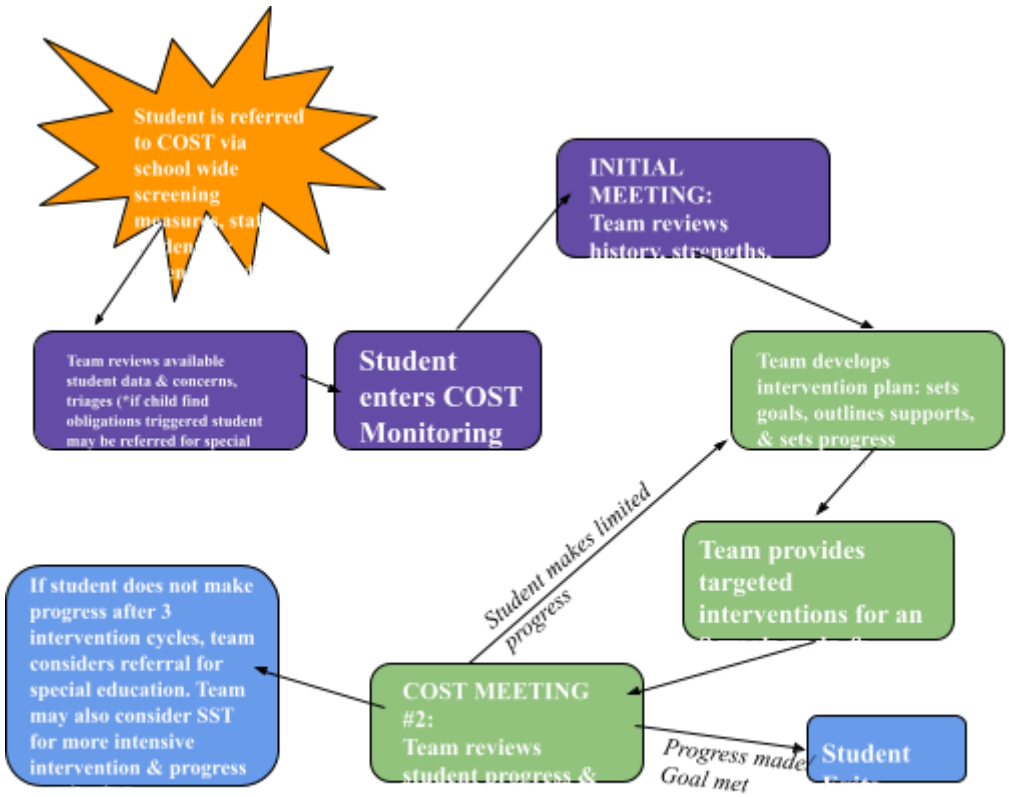
MTSS establishes criteria for decision-making around three tiers of services, with Tier 1 services implemented school-wide, and Tier 2 and 3 targeting students who require additional services to succeed as seen in **Figure 1.20.**

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, coordination, and provision of the different levels of service. Over the first five years, EFC leveraged the capacity of Seneca, whose core competency lies in service coordination and the delivery of more intensive education and social emotional services, as the primary lead in managing the MTSS system. Together, Seneca and EFC have created and implemented a MTSS model, and EFC has worked with Seneca to bring MTSS leadership into EFC. Beginning in 2017-18. EFC launched a Department of Student Support Services which formally manages the implementation of MTSS across all its schools. Seneca continues to be a significant partner, particularly around behavioral health systems for our youth, and Seneca leadership continue to sit on the EFC Department of Student Support Services leadership team.

3. Coordination of Services Team

Latitude facilitates a COST that oversees the implementation of the MTSS, as seen in. This team consists of 4-5 key stakeholders, including administration, intervention staff (representatives delivering Tier 2 and 3 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 specific 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.

Figure 1.21—Latitude's Coordination of Services Team Process



Students with the most critical need for support, including those with disabilities, are often served by multiple providers both on and off site, and may receive support in more restrictive settings as dictated by their IEPs. The MTSS program and COST structure ensures that expertise

and services are provided by mental health and educational experts. 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.

4. Tiered Services

The primary focus of MTSS is to ensure that high quality, universal interventions are implemented at Tier 1, through the provision of training and support in school-wide academic, behavioral, and social- emotional curricula. Tier 2 and Tier 3 services are managed by a team of credentialed and licensed service professionals (i.e., special education providers, school psychologists, reading specialists, tutors, therapists, social workers, speech-language pathologists, occupational therapists, physical therapists, and behavioral analysts) as well as parents, EFC staff, administrators, and other skilled adults.

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 Charter School and students. Students identified for Tier 2 services engage in eight-week cycles of intervention focused on remediating specific gaps using research based and data-driven interventions. All intervention specialists engage in regular progress monitoring to evaluate the effectiveness and to gain valuable information about adjustments needed. 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 after a COST cycle are considered candidates to receive support at the third tier of intensive services.

Tiered Academic Services

<u>Tier One, Academic</u>

Our academic leadership team, composed of administrators, coaching staff, Instructional Leadership, and the Special Education Leadership Team, works to build the 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 Charter School to establish systems to track classroom data. Use of data to personalize instruction is a focus at Latitude. Teachers leverage the multiple access points and diverse instructional strategies inherent in inquiry-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 direct instruction.

Latitude has built differentiated reading instruction into the Workshop block. This differentiated block is utilized by Classroom teachers, Reading Interventionists, and MTSS staff to provide targeted reading interventions. Depending on their reading level, students may use a blended learning program, such as Reading Plus. While students are reading, teachers check in with students, read alongside them, and ask questions. The online programs provide teachers with data that they use to monitor student progress, target specific instruction, and differentiate reading materials to meet student needs.

During Math, students work with targeted math curricula based on grade level common core skills & foundational skills at their level. Teachers provide each student the right level of support. While students are working on the targeted curricula, teachers coach them on relevant learning strategies. Instruction is often supplemented with small group learning or other instructional strategies designed to give students quick, targeted feedback. Depending on their level, students may use a program designed for targeted math remediation or acceleration including, e.g., IXL, FRAX, and Reflex.

Tier Two, Academic

The COST system works to develop thresholds for the initiation of Tier 2 services, considering data gathered from formative and summative assessment measures. Students are identified to participate in 8-week cycles of push-in or pull-out academic groups, targeting the specific content gaps revealed through assessment data. Tier 2 services include additional reading groups or content driven groups. Progress is measured through appropriate, standardized tools. Each student's progress is assessed at the end of the cycle and reviewed by the COST team to determine if they are ready to return to Tier 1 levels of support, if they need an adjustment to the intervention or an alternative type of intervention, or if they may be candidates for Tier 3 services.

Example: Dyslexia screening and Intervention.

Regarding the assessment and identification of students with dyslexia, the assessments administered through a tiered intervention process can be completed in the general education setting, before referral for a special education assessment, to determine whether a student may meet eligibility criteria for special education services under the category of a specific learning disability ("SLD"). EFC uses a tiered assessment process:

> **Tier 1 Universal Screening.** All students are screened. Subsequently, students participate in high-quality, research-based reading instruction in the general education setting.
>
> **Tier 2 Progress Monitoring.** Targeted Small-Group Intervention. Students with targeted skill needs in the areas of reading, spelling, and writing receive more intensive instruction. If a student has been referred to Tier 2 interventions because of her dyslexia

screening, the student receives an evidence based, multisensory, direct, explicit, structured, and sequential approach to instruction. In addition, evidence-based techniques and strategies designed to target specific language deficits (e.g., phonological awareness) may be implemented.

Tier 3 Individualized Intervention with Intensified Progress Monitoring. Students with the most intensive needs receive even more intensive instruction. Students who are not showing growth may require instructional adjustments beyond the core curriculum and may need special education assessment.

Tier Three, Academic

Tier 3 academic services are provided for students who require intensive intervention. This includes students who are not making adequate progress in an evidence-based Tier 2 program, students with IEPs who require intensive intervention/support, and students who have persistently low academic achievement. Latitude's approach to intensive intervention is Data-Based Individualization ("DBI").

DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. The DBI process is used by both COST and IEP teams. The first step of the DBI process is identifying a validated intervention program or instructional practice that provides targeted instruction in a specific skill or set of skills (e.g., phonemic awareness, vocabulary, math problem solving, social skills) matched to students' needs and delivered with fidelity. Within a DBI process, this serves as a "platform" (or starting point) that the teacher will modify to meet the student's unique needs through DBI.

When evaluating the validated intervention program that will represent the platform, teachers consider a series of dimensions that are part of a Taxonomy of Intervention Intensity to help guide the initial intervention selection:

- **Strength**: the evidence of effectiveness for students with intensive needs.
- **Dosage**: the number of opportunities the student has to respond and receive feedback from the teacher.
- **Alignment**: how well the intervention matches the targeted academic skills or behaviors of concern, as well as incorporates grade-appropriate standards or behaviors we would expect for a particular context.

- **Attention to transfer**: whether the intervention is explicitly designed to help students make connections between the skills taught in the intervention and skills learned in other contexts and environments.
- **Comprehensiveness**: how well the intervention incorporates a comprehensive array of explicit instruction principles; and
- **Behavioral or academic support**: whether an academic intervention incorporates behavioral strategies that may support students with self-regulation, motivation, or externalizing behaviors that may impact their ability to learn, or whether a behavioral intervention considers academic components as part of the intervention.

The final dimension of the taxonomy, individualization, focuses on the ongoing use of progress monitoring data and other diagnostic data sources to intensify and individualize the intervention based on student need. This approach mirrors the remaining steps of the DBI process that consist of data collection and modification in an iterative process until improvement is seen.

Progress monitoring occurs throughout the DBI process to assess responsiveness to the validated intervention platform, as well as adaptations to the intervention.

- ***Prior*** to delivering the validated intervention platform, intervention teams develop a progress monitoring plan that outlines the progress monitoring tool, student goal, and frequency of data collection and review.
- ***During*** delivery of the validated and adapted intervention, educators should collect and graph frequent progress monitoring data.
- ***After*** sufficient data are collected, they are graphed and evaluated against the student's instructional goal to determine whether the student is making sufficient progress. If so, the teacher continues to implement the validated or adapted intervention. If the student's progress is insufficient, the teacher consults with a team to determine how to further intensify the intervention. This cycle repeats regularly throughout the DBI process, with adaptations to the intervention indicated using phase change lines on the progress monitoring graph.

Progress monitoring data also may be reviewed along with other diagnostic data to assist teams in developing a hypothesis about why the student may not be responding. As part of the diagnostic data review, the team may conduct an error analysis or look for other trends in the progress monitoring data.

When a student fails to respond to a validated intervention, teams need to identify why the student is not responding to determine how to adapt the intervention. Diagnostic data can assist

teams in this process. They may be used to understand a student's specific skill deficits and strengths.

Diagnostic data may be collected through various formal and informal approaches. These may include standardized tools available through publishers; more informal approaches, such as error analysis of frequent progress monitoring data; or review of class assessments and work samples. Other sources of diagnostic data may include feedback from parents, teachers, and others who work with the student.

Educators use diagnostic data to develop a hypothesis about the potential cause(s) of the student's academic difficulties. This hypothesis drives the team's decisions about how best to support the student and adapt the intervention.

Using multiple data sources, the teacher or team makes a decision to adapt the intervention program to better meet the student's individual needs. The teacher or team outlines these adaptations in an individual student plan (created by the Student Study Team, "SST," or pursuant to an IEP). The plan may include adaptation strategies along several dimensions. These strategies may include quantitative changes, such as providing more opportunities for a student to respond by increasing the length or frequency of the intervention or decreasing the size of the intervention group. The strategies also may include qualitative changes, such as altering the way content is delivered (e.g., more carefully selecting instructional foci aligned with students' needs), changing how a student responds (e.g., providing more opportunities to practice orally and in writing), arranging environmental variables (e.g., arranging for instruction in a setting that allows students to focus without distractions), or adjusting the type of adult feedback and error correction a student receives. Often, a qualitative adaptation in combination with a quantitative change is necessary to meet a student's unique needs. In some cases, the diagnostic data may indicate that the student requires a different intervention program or approach.

When making decisions about adaptations, the teacher or team may consider the dimensions of the Taxonomy of Intervention Intensity (strength, dosage, alignment, attention to transfer, comprehensiveness, behavioral or academic support, and individualization). The dimensions help provide a systematic approach to intensification.

In addition to using the DBI process, there are some students with 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 may be push-in and/or pull-out services and are provided by trained special education teachers as indicated by the students' IEP and progress on IEP goals are closely monitored over time. IEP goals are reviewed at least annually, and students are reassessed for special education every three years.

Tiered Behavioral Services

The foundation of the school culture approach is Positive Behavioral Interventions and Supports, an approach utilized in many EFC schools and supported by the EFC Department of Student Support Services. 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 Charter 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 ("SWPBIS"), an evidence-based practice that has proven effective at reducing behavioral challenges for students, including students with disabilities.[4] SWPBIS provides the architecture for building system change within a school that is aimed at bringing about a positive school climate. A Culture and Climate 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 is supported in building their understanding of the model's core features, exploring various behavioral intervention strategies at each tier, and learning about the tools and process of monitoring progress and fidelity.

<u>Tier One, Behavioral</u>

The Cultural and Climate team plays a key role in the development and implementation of Tier 1 practices. Through a collaborative process that considers the unique culture and climate of the Charter 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 Culture and Climate team is to review the Charter School's disciplinary practices for clarity and consistency and to ensure that discipline referral information is collected in such a way that data

[4] Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002

can be easily monitored and aggregated for the purpose of tracking outcomes and making informed decisions about referring students to higher levels of intervention.

Tier Two, Behavioral

The COST and the Behavioral Referral Team (an adjunct team that analyzes individual student behavior data and recommends behavioral supports) work to develop thresholds for the initiation of Tier 2 services, considering data gathered office discipline referrals and attendance. These teams work 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 two daily "check-ins," or 10-minute counseling sessions, from a trusted staff member around a small set of behavioral goals. These goals are created based on 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, the intervention should be continued/adapted/changed, or if they may be candidates for Tier 3 services.

Tier Three, Behavioral

Latitude uses the DBI process described in the Tier Three, Academic section above for students who need more intensive behavioral intervention. Intensive behavioral intervention supports may include Functional Behavioral Analysis ("FBA"), and wraparound services. 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. This plan outlines support staff, de-escalation techniques, incentives, consequences, and communication protocols. Trained staff deliver Behavior Intervention Services to aid students in utilizing replacement behaviors, remaining engaged in class activities, and accessing classroom curriculum. Latitude uses the DBI process (detailed above) to monitor the effectiveness of intensive interventions and respond to student needs/make adaptations to the intervention as needed.

Tiered Social-Emotional Services

Tier One, Social-Emotional

To assess school-wide climate and social-emotional needs, Latitude collects data annually through the School Climate Assessment Instrument. The Latitude leadership team develops and coordinates action steps toward improving identified areas for growth highlighted by SCAI survey results. These steps may include implementing trauma-informed school-wide social emotional curriculum, conflict resolution strategies, and/or bullying prevention policies and procedures. Research supports that children growing up in communities with higher levels of stress and high poverty are more likely to 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.

Once needs are identified, curricula and/or interventions are chosen that align with the Charter School's culture and current practices. Latitude currently utilizes Wayfinder, described under the section on Social-Emotional Learning above, to provide Tier 1 services. Throughout the year, the Latitude staff seeks to identify both internalizing and externalizing behaviors exhibited by students and provides the opportunity to consider any contextual and/or traumatic experiences that may impact the student's social-emotional well-being.

Tier Two, Social-Emotional

The COST 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 Social- Emotional Screener. Teachers and Tutors also provide referrals and qualitative data on students who are struggling. Students are identified to participate in 8-week cycles of group therapy, 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, the intervention should be continued/adapted/changed, or if they may need intensive Tier 3 services.

Tier Three, Social-Emotional

Latitude uses the DBI process (described in the Tier Three, Academic section above) for students in need of more intensive social-emotional interventions. These services include individual and family therapy, provided by licensed clinical professionals. Latitude partners with Seneca Family of Agencies to support students' social and emotional needs. Clinicians collaborate with youth and families to complete the Children and Adolescent Needs and Strengths 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. Seneca's licensed

clinicians and collaborate closely with school staff families and community partners to provide individualized culturally responsive mental health support services may include individual and family therapy group counselling crisis intervention case management, and coordination with teachers and school administrators to create a consistent supportive environment for students. Seneca Family of Agencies partners with Alameda County Behavioral Health to access the Specialty Mental Health program for qualifying students and beginning in the 2025-26 school year will leverage the CYBHI Statewide Multi Payer Fee Schedule to expand access to services for Latitude students and families. For students who require more intensive support beyond what is offered at school, Seneca clinicians and school staff work together to make referrals to additional community-based supports and wraparound services, such as Alameda County's Full-Service Partnership program.

Clinicians also utilize the Partners for Change Outcome Measurement System to track clients' own view of their progress throughout the course of treatment. Should students require more intensive support, the clinicians will work with Alameda District Behavioral Health Services to access wraparound support for families. Latitude also participates in the School-Based Medi-Cal Program Random Moment Time Survey to leverage Medi-Cal dollars for mental health services.

5. Assessment

The COST utilizes multiple data sources to evaluate student progress. At Tier 1, we look at data to track student engagement, suspension, reading growth, math growth, benchmark and SBAC performance, attendance, and grades. At Tier 2, we evaluate reading and math growth, growth in targeted SEL areas, attendance, office referrals and suspensions. At Tier 3, every student has their individualized plan that outlines the targets and goals for that specific student, and we progress monitor to ensure growth (frequency of progress monitoring is determined on an individual basis by COST, SST, or IEP Team but ranges from every 2-12 weeks).

In addition, assessment data is used to support continuous improvement of our MTSS program. On an annual basis, the EFC's Student Support Services (the Home Office team that supports sites in managing their students support services programming) leadership examines the current status of student supports and creates an intervention plan that builds on the particular strengths, challenges and aspirations of the school community. The assessment process provides the opportunity to dive deeply into the culture of the Charter School, build trusting relationships with staff, and pose questions that inform the collaborative creation of shared goals and strategies for the following school year.

The leadership team ensures that systems are in place to promote continuous performance improvement through the collection and analysis of multiple sources of data and feedback. Tools used in the past have included:

1. Key Performance Indicators (ELA SBAC, Math SBAC, Reading Proficiency, Attendance, and Suspension).

2. Data on statewide special education performance indicators.

3. An annual staff survey, to gather insight from staff members regarding the effectiveness of current interventions, including whether services are integrated, data-driven, and youth-centered.

4. Data on the distribution of staff and student time across the three tiers of service, to inform decisions about the future allocation of resources.

5. The Center on Positive Behavioral Interventions and Supports Self-Assessment Survey ("SAS"), to identify staff perceptions of the status and priority for improvement in behavioral interventions at the school-wide, classroom, and individual student levels.

6. The SCAI, which considers climate across eight dimensions - physical environment, faculty relationships, student interactions, leadership and decisions, management, and discipline, learning and assessment, attitude and culture, and community relations - effectively encompass the critical components of school climate identified in current research.[5]

All these assessment components are synthesized into a summative report and the Student Support Services leadership team uses this information to create a responsive implementation plan that contains prioritized goals and strategies for each new school year.

6. Professional Development and Coaching

An essential goal of the Student Support Services team 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. Some topics in the past have included Recognizing and Responding to the Effects of Trauma and Self-care for Teachers Experiencing Vicarious Trauma. All training is 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 and students. Support staff participate in trainings provided by the Student Support Services team, El Dorado County Charter SELPA, Seneca, and other educational partners.

[5] Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002

7. 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.[6] 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 (family resource centers, 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 training and workshops for parents to address such topics as child development, positive parenting, and behavior management.

8. Support for Students with Disabilities

Overview

Latitude assures that a Free Appropriate Public Education ("FAPE") shall be provided to all enrolled students. Latitude complies with all applicable state and federal Laws in serving children with disabilities, including, but not limited to, Section 504, the ADA and the IDEA. California law gives schools various options on how to deliver special education and related services either as (1) a public school of the chartering authority, (2) an independent local education agency, or (3) as a charter SELPA. Latitude is its own local education agency ("LEA") for purposes of special education, in conformity with Education Code Section 47641(a). Latitude is a member in good standing of the El Dorado County Charter SELPA.

*See **Appendix 5** – Letter from SELPA for verification of standing.*

Latitude complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures and utilizes appropriate SELPA forms. Latitude does not discriminate against any pupil with a disability in the admission process or any other aspect of operation. Latitude recognizes its responsibility to enroll and support students with disabilities. It is understood and agreed that all children shall have access to Latitude Academy and no student shall be denied admission nor counseled out of Latitude due to the nature, extent, or severity of the student's disability or due to the student's request for, or actual need for, special education services.

[6] National Policy Forum for Family, School, & Community Engagement. New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Available at: https://www.sedl.org/connections/engagement_forum/resources.cgi?item=29

Since Latitude operates as an LEA of the EDCOE SELPA in accordance with Education Code Section 47641(a), the Oakland Unified School District Board of Education shall have no responsibility to ensure that the students who attend Latitude are provided FAPE. In accordance with state and federal law, each student eligible under the IDEA will be provided FAPE in the Least Restrictive Environment ("LRE"). The decisions regarding the specific services each student will receive are the responsibility of the IEP team. The team includes the involvement of parents, and the decisions are formulated in a written plan (i.e., an IEP).

As discussed above, Education for Change Public Schools has a strategic partnership with Seneca. We are also a Full-Service Community School, providing a range of programming and services to the whole family. Our Special Education program is in alignment with a larger schoolwide 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 eight weeks. The MTSS program in alignment with the COST process integrates with this assessment calendar. Teachers and the administration receive regular data reports communicating student growth, and a lack of progress is flagged immediately. Through the MTSS program, teachers are coached and supported in developing both behavioral and academic intervention 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 supports called 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 Special Education team who will develop an assessment plan if appropriate.

A student with an IEP has access to ALL the services and supports delineated in their IEP as well as interventions available schoolwide. The Coordination of Services team partners strategically with IEP teams to ensure students with IEPs are getting both the services outlined in their IEPs, as well as access to other school-wide interventions and supports as necessary. For example, a student with an IEP could have as part of their IEP specialized academic instruction in reading, receive strategic instruction from the Education Specialist twice a week specific to organizational and processing skills, and participate in a counseling group to address socio-emotional goals. This same student may also participate in a cycle of a Tier 2 math intervention available to all general education students to address some gaps that the student's teachers recently noticed in mathematics. While this student is receiving strategic services from designated and appropriately credentialed special education providers, they also receive services and interventions available to all general education students as part of their 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 and Latitude are proud of their Special Education program. We have been recognized for 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 support 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.

Latitude has leveraged District mental health and SELPA low incidence resources to effectively serve students with low incidence disabilities. Latitude has committed to training special education paraprofessionals in the Tier 1,2, and 3 interventions programming in addition to disability-specific training.

9. Support for Students Who Are Academically Low-Achieving

EFC utilizes the MTSS tiered framework, described in detail above, to provide aligned academic, behavioral, and social emotional approaches to prevent student struggle and remedy existing gaps. EFC assesses all students every trimester using formal interim assessments. Additionally, teachers can at any time identify through the COST process students who are struggling to make gains in class. The Charter School's Instructional Leadership reviews student progress data quarterly to identify students who require additional support. The 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. More than one intervention is often used within a given level of prevention.

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

EFC has established a Department of Student Support Services which manages the MTSS and Special Education for the organization. Please see the sections on MTSS, COST, and Tiered Services above for a full description of these systems and how they are leveraged to support students who are academically low achieving.

Targeted Differentiated Instruction

All Latitude students access a daily instructional period where students receive targeted differentiated instruction. The table below outlines what diagnostic assessments we use to target support, and what types of learning activities can be assigned during this block to students.

Figure 1.22— Sample Instructional Strategies Aligned to Performance:

ELA	Math
Diagnostic Data • NWEA MAP	**Diagnostic Data** • NWEA MAP
Level 1: At or Above Grade Level • Blended Learning: ReadingPlus • 1:1 check-ins with teachers on self-directed learning	**Level 1: At or Above Grade Level** • Blended Learning: IXL • 1:1 check-ins with teachers on self-directed learning
Level 2: One to Two GLs Behind • Blended Learning: ReadingPlus and IXL • Small group check-ins with teachers to goal-set and progress monitor • Small-group Fluency sessions	**Level 2: One to Two GLs Behind** • Blended Learning: IXL • Correcting math misconceptions • 1:1 check-ins with teachers to goal-set and progress monitor • Small-group workshops to address specific needs/ misconceptions
Level 3: Far Below (MTSS teachers) • Blended Learning: ReadingPlus and IXL • Small group instruction with MTSS teachers to address foundational literacy skills • Small-group Academic Literacy Strategies	**Level 3: Far Below (MTSS teachers)** • Blended Learning: IXL • Small group instruction with MTSS teachers to address/ cultivate foundational numeracy skills

• 1:1 check-ins w/ interventionists to goal-set, progress monitor, and teach study habits	• 1:1 check-ins w/ interventionists to goal-set, progress monitor, and teach study habits

10. 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. Latitude's Instructional Leadership Team reviews trimester benchmark data to identify students who are performing above grade level who might benefit from challenge activities. The curricula selected in all content areas has 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.

Most of the curriculum for high-achieving students will be within core 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. Latitude uses a rubric to score student responses that extends beyond the regular "proficient" score. Students who are excelling academically are expected to meet the criteria for advanced in their responses.

Data driven practices are a critical and core component of Latitude staff practices. These practices help to identify students who are above grade level and use the intervention block to accelerate their progress by pushing them academically or spiraling new knowledge. Latitude's use of blended learning programs allow educators to differentiate lessons students work on, assigning work that is beyond the grade level students may be in.

11. Support for Students Who Are English Learners

English language proficiency is critical for our children. English proficiency in our society serves as a powerful gatekeeper, opening doors to opportunity for those who reach proficiency and limiting or closing doors to opportunity for those who do not. Access to high-quality English instruction for English Learners is an equity issue. Latitude is committed to effectively serving children who are ELs through a comprehensive approach to language instruction.

The EL program outlined below addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with EL students. EFC and Latitude will comply with all applicable legal requirements for EL students, including long-term ELs or ELs at risk of becoming long-term ELs, as they pertain to annual notification to parents, student identification, placement,

program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Latitude will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. In addition, EFC and Latitude will meet all federal and state law requirements relative to equal access to the curriculum for EL students.

Our Commitment to Language Diversity

The Latitude team believes fluency in multiple languages, including English, is critical to 21st-century success. We anticipate that a significant percentage of Latitude students will continue to be classified as ELs when they enroll at Latitude and then become multilingual citizens of an increasingly global world. We recognize the importance of valuing students' native languages and will actively reinforce an appreciation for all our students' cultures, customs, and languages.

The goal of the Latitude EL plan is to utilize high-quality instructional programs and services for ELs that allow them to achieve the same challenging grade-level standards as native English-speaking students as quickly as possible. The Charter School is dedicated to providing these students with an exceptional education and facilitating English proficiency as soon as possible.

Introduction and Vision

Latitude aims to ensure educational equity for English Learners, which means that each child receives what the child needs to develop their full academic and social potential. To effectively educate ELs, 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 Learners is based on the understanding that children who have recently immigrated to the United States, arriving with limited proficiency in English, are emergent bilingual citizens 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 just learning English, leveraging the many gifts they bring to their classrooms. Building on the student's existing strengths, Latitude's approach focuses on

preparing English Learners to succeed in secondary school, college, and careers in the United States and on the development of the complex language practices required in both.

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

Identification, Designation, and Notification

The Charter School will administer the home language survey upon a student's initial enrollment into a California public school (on enrollment forms).

All students who indicate that their home language is other than English will be tested with the ELPAC, which is aligned with the 2012 California ELD Standards.

Students with the most significant cognitive disabilities identified for alternate state assessments participate in the Alternate ELPAC, which allows students to better engage with the material and accurately indicate their language fluency.

The ELPAC consists of two separate assessments:

1. Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an EL or as initially fluent in English ("IFEP"). The IA is administered only once during a student's time in the California public school system based on the results of the home language survey. The writing and speaking portions are locally scored, which allows the state to generate the official score. The IA is given to students in grades TK–12 whose primary language is not English or ASL and has three proficiency levels: Level 3 is Initial Fluent English Proficiency, Level 2 is Intermediate English Learner, and Level 1 is Novice English Learner. Students in Levels 1 and 2 are ELs who are subsequently required to take the Summative ELPAC annually until they are reclassified.

2. Summative Assessment ("SA")

The Summative ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed). ELs will take the SA annually until they are reclassified as fluent English proficient ("RFEP"). The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results to measure how well they are progressing with English development in each of the four domains: Reading, Writing, Speaking, and Listening. The results are used as one of four

criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

The ELPAC SA and IA are assessments administered across multiple grade spans—TK–K, 1, 2, 3–5, 6–8, 9–10, and 11–12 (with the IA combining 9-12).

Testing times will vary depending on the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows throughout the school year. The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English or ASL (as determined by the home language survey) and who has not previously been identified as an EL or IFEP by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency. The IA must occur within 30 calendar days after the date of first enrollment in a California public school or up to 60 calendar days before the date of first enrollment but not before July 1 of that school year.

The SA testing window will be four months from February 1 to May 31. The English language proficiency of all currently enrolled ELs shall be assessed by administering the test during the annual assessment window. EFC will notify families of the Charter School's responsibility for ELPAC testing and will provide ELPAC results within thirty days of receiving scores from the publisher. The ELPAC shall fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Upon receipt of initial scores, students are designated as either IFEP or EL using the guidelines in **Figure 1.23** based on the Initial ELPAC. Should the State of California adjust its recommendations for the initial classification of EL and IFEP, Latitude will adopt the state recommendations, and this change will not be considered a material change of the charter.

Figure 1.23—Designation Criteria:

English Learner	Initial Fluent-English Proficient
Overall Initial ELPAC Proficiency Level is level 1 or 2	Overall Initial ELPAC Proficiency Level is level 3

Latitude's notification to parents or guardians regarding their child's EL status shall include:

- 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 ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP

Parents and guardians of ELs and IFEP students are informed of the above information via Latitude's Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria. Latitude translates materials into Spanish (based on the 15% threshold of language groups) as needed to ensure that parents and guardians of ELs understand all communications and are involved in all processes related to their child's English language development. Parents and guardians are advised to contact the Charter School for additional information.

In addition, EFC provides parent outreach services and meaningfully informs parents with limited English proficiency of other important information regarding Charter School matters to the same extent as other parents.

Ongoing Assessment, Monitoring, And Reclassification Procedures and Criteria

EFC will comply with all applicable state and federal laws regarding the testing and service requirements for English Learners. Students identified as ELs will take the assessment for English language proficiency annually to determine growth in English language proficiency until they are reclassified. A combination of annual assessments for English language proficiency scores, teacher and staff input and evaluation, parental opinion and consultation, and a comparison of pupil performance in basic skills compared to English proficient students are used to determine eligibility for reclassification of students as detailed in **Figure 1.24**. Pending State Board of Education approval, this will ultimately include the use of the Observation Protocol for Teachers of English Learners ("OPTEL") for Criteria 2 and 3. Should the State of California change its tools and/or recommendations for reclassification, EFC will adopt the state tools and/or recommendations, and this change will not be considered a material change of the charter.

Latitude recognizes that English Learners might also have additional challenges learning to read. Therefore, Latitude will collect biweekly to monthly data (depending on reading level) on ELs'

reading progress to ensure ELs who are not making progress receive targeted interventions during small group reading or intervention blocks.

Figure 1.24—Reclassification Criteria:

Criterion 1: Assessment of English Language Proficiency	Criterion 2: Teacher Observation & Assessment	Criterion 3: Parental Opinion & Consultation	Criterion 4: Mastery of Basic Skills
Assessment of language proficiency, including but not limited to performance on the ELPAC	Teacher evaluation, including but not limited to a review of the pupil's curriculum mastery and, pending approval, use of the OPTEL	Parental opinion and consultation, including but not limited to a review of the pupil's curriculum mastery and, pending approval, use of the OPTEL	Comparative analysis of basic skills mastery to determine if the student is sufficiently proficient to participate effectively in the curriculum without EL supports and scaffolds (e.g., ELA CAASPP, CAA, NWEA MAP)

Aligned to California Guidelines for Reclassification, available at: https://www.cde.ca.gov/sp/el/rd/

Strategies for EL Students

EFC and Latitude have adopted the California ELD Standards, which focus on ELs interacting in meaningful ways with the content as well as learning about how English works. Designated and Integrated ELD instruction are also components of Tier I instruction for all English learners under the Multi-Tiered System of Supports and incorporate the principles of Universal Design for Learning. Anchored in these standards and framework, Latitude's strategy for supporting ELs takes a dual-pronged approach:

1. Integrated English Language Development

Latitude teachers and staff have received training on integrated ELD, drawing on the research and contributions of Jim Cummins and Jeff Zwiers. This research-based program provides and models strategies for language acquisition and academic achievement for English Learners. The strategies provided include pictorial input charts, process grids, student expert groups, color

coding and co-construction of knowledge and anchor charts between students and teachers. These strategies are integrated into lesson planning and daily classroom instruction.

2. Designated English Language Development

Latitude provides small-group literacy and language instruction for all levels of EL students. Its leadership has been trained to examine ELD standards and proficiency levels (emerging, expanding, bridging) and identify what a student needs to move between proficiency levels. Based on ELPAC, SBAC, and internal assessments, Latitude matches the designated ELD instruction to student academic needs.

Teachers are involved in program development, and families are informed of the plan and provided opportunities for feedback through existing parent leadership structures.

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

Latitude practices a full inclusion model for all students, including ELs, in which teachers engage students in a standards-aligned curriculum. Core pedagogical practices grounded in research on English language acquisition and academic literacy are embedded within grade-level instruction, ensuring ELs receive consistent Integrated ELD strategies.

Instructional Model

Latitude utilizes an Integrated ELD model in which all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English and academic knowledge in academic subjects. These methods and strategies, drawn from such resources as the research and contributions of Zwiers and Cummins and Quality Teaching for English Learners ("QTEL"), frontload the content vocabulary and the forms and functions of language students must explore and express their understanding of content. Students then practice these within classroom structures such as heterogeneous cooperative grouping and inquiry-based learning, which each provide an authentic context and desire for the production of English.

In the Studio setting, teachers engage students in deeper learning through a project-based curriculum incorporating core pedagogical practices grounded in research on English language acquisition and academic literacy. This ensures that English Learners consistently receive Integrated ELD strategies.

This program emphasizes backward design, allowing teachers to embed explicit language instruction within their content area teaching. Through this gradual release of responsibility, the design process prompts teachers to:

- Understand the role of language in content learning.
- Determine the language knowledge students need to access content and express their understanding.
- Provide appropriate, explicit instruction and practice in both oral and written language.

Teachers are supported in analyzing formative and summative assessment data to inform instruction for ELs based on their English language level, in alignment with the ELD Standards and California Framework for ELD.

Our integrated ELD approach emphasizes the following core tenets for effectively serving English Learners:

- EL students need multiple opportunities for structured, oral English-language practice about academic topics and text.
- EL students need increased opportunities to develop sophisticated academic English vocabulary.
- It is important to access students' prior knowledge and build background (content) knowledge before and during reading challenging text, especially for ELs.
- Acquiring Reading skills in a second language (L2) is similar to acquiring Reading skills in a first language (L1).
- Formative assessments are essential for gauging progress, strengths, and weaknesses and guiding instruction.
- Academic English-Language Development ("AELD") instruction cannot be separated from English Language Arts or other academic 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 the curriculum, explicitly teaching them academic vocabulary and grammar, and including both content and language objectives for instructional planning and teaching.

Key Principles

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

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

See Links 'Pedagogies and Practices in Multilingual Classrooms: Singularities in Pluralities' and '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 Learners is grounded in the understanding that immigrant adolescents, who are emergent bilinguals with limited English proficiency, bring a wealth of abilities, knowledge, and experiences—linguistic, cognitive, artistic, and social—from various spheres of life. Our Studio instructional program is designed to leverage this cultural and linguistic diversity through heterogeneous and collaborative structures that capitalize on the strengths of every school community member. Students who may struggle with English proficiency or have low literacy skills do not lack cognitive or intellectual capacity; instead, they arrive with rich and varied experiences to contribute. The challenge for educators is to effectively leverage this diversity to benefit all students in the classroom.

For this reason, heterogeneity and collaboration are inextricably linked in our educational model. Thoughtfully designed collaborative groupings allow students of varying proficiency levels to access materials, learn from one another, and broaden their perspectives. Diversity in the classroom is not merely a challenge to overcome; it is a valuable asset to harness. When students are organized into collaborative groups and engage in projects requiring joint effort, they benefit from their classmates' diverse experiences. In contrast, when students work in isolation, they miss the opportunity to learn from their peers.

Collaborative structures also provide essential support for students who need to use their native language to grasp content. Through small group discussions, ELs can first comprehend material in their native language, thereby strengthening their linguistic skills before articulating their understanding in English through discussions, projects, and presentations. Research shows that content knowledge acquired in one language can transfer to another, and that developing students' native languages fosters their growth in English.

Studio Practices to Leverage Heterogeneity & Collaboration for ELs:

- Students are grouped heterogeneously based on English proficiency level, academic background, native language, and literacy skills.

- Projects are structured to be open-ended, providing multiple access points for students at different levels to engage meaningfully.
- The curriculum is interdisciplinary, encouraging connections across subjects.
- Instruction is student-centered, drawing on students' prior experiences, including their immigration journey and knowledge of their native cultures, while fostering ample opportunities for discussion and collaboration.
- Native languages are acknowledged and utilized as resources, with projects incorporating reading and writing in students' first languages.
- Collaborative learning is the predominant instructional method, providing students with multiple opportunities to interact using English and their native languages to discuss content.
- Class times are extended, and additional supports are available to facilitate deep and practical learning in a heterogeneous community, such as smaller class sizes, paraprofessionals, co-teaching, structured peer support, and homework assistance.
- Teachers collaborate in teams, dedicating weekly time to co-creating curriculum, planning activities, and addressing their students' academic and social needs.

Experiential Learning

The experiential learning central to Latitude's Studio model is supported by research indicating that conceptual understanding precedes language acquisition. Language emerges most naturally in purposeful, language-rich, interdisciplinary settings. For instance, when students engage with topics through real-life experiences—such as listening to a Holocaust survivor speak—they are better equipped to access relevant texts. These rich experiences beyond the classroom provide entry points into complex subjects, engaging students in meaningful ideas from which language and content understanding can develop.

External experiences allow students to apply and extend their developing linguistic, socio-cultural, and cognitive skills in authentic settings. Field experiences—such as research projects on community issues, visits to local museums, interviews with community members, or lab experiences—enable students to connect their learning to the outside world and understand the relevance of their studies.

Language Acquisition Research Supporting Latitude's Experiential Learning:

- **Merrill Swain's Work** emphasizes the importance of meaningful output, stating that authentic interactions provide opportunities for students to engage with developing

language in contextualized situations. In our project-based environment, ELs regularly collaborate in group tasks to negotiate meaning and produce significant output in English.

- **Jim Cummins' Research** highlights the necessity of embedding academic language within context to facilitate ELs' understanding. Through hands-on learning in Latitude's Studios, academic content is regularly integrated into rich contexts, enhancing comprehension.
- **Stephen Krashen's Theory** suggests that learners have an affective filter that affects their ability to learn. Students with high anxiety or low motivation may face barriers to learning, especially ELs. At Latitude, our small class sizes and focus on personalization and social-emotional learning help create an environment with a lower affective filter, making learning more accessible. The motivation fostered by engaging in project-based learning also helps reduce this filter.
- **Krashen** also posited that effective language acquisition requires comprehensible input—meaningful communication that is immediately understandable to learners. Our studios provide numerous opportunities for comprehensible input, as ELs are strategically grouped with peers who can provide this "i + 1" support. Additionally, teachers differentiate reading selections to ensure they are accessible to English learners. By utilizing authentic texts relevant to projects instead of relying solely on textbooks, teachers can better cater to the needs of emerging readers. Tools like Newsela assist in this differentiation.

Studio Practices that Leverage Experiential Learning for ELs:

- Emphasis on fieldwork and learning beyond the classroom.
- Collaborations with community organizations to provide additional support for students and families.
- Support for extended learning opportunities, such as internships and community service.
- The curriculum is organized primarily around project-based activities culminating in tangible products (experiments, research papers, art projects, debates, presentations, exhibitions, etc.).
- Utilization of multimedia resources—such as movies, visuals, guest speakers, and images—to create shared experiences that enhance content access.
- Assessment through portfolios that include authentic tasks and classroom projects developed over time to demonstrate understanding.

Language and Content Integration

Integrating language and content is essential to fostering experiential learning and collaboration. Providing ELs with rich experiences and hands-on activities helps them build knowledge in a content area while developing the language necessary to explain what they have learned. In this way, language acquisition is an outgrowth of content learning. However, when students collaborate in small groups to negotiate and clarify their understanding of the content, language becomes crucial for deepening comprehension.

Collaboration among different content teachers supports students in developing their language skills. An interdisciplinary project centered around a common theme broadens students' understanding and provides opportunities to use language to explain that content. Moreover, the vocabulary and language structures necessary to access content are often reinforced across various classes, enhancing students' ability to use these skills in multiple contexts.

Studio Practices that Support Language and Content Integration for ELs:

- Every teacher is responsible for teaching both content and language.
- Teachers actively seek opportunities for language learning within all content areas by identifying language features and providing students with opportunities to apply them in context.
- Projects and activities include clearly defined content and language objectives.

To further support the integration of language and content across all Studio classes, teachers at Latitude receive training from the Internationals Network for Public Schools in the "14 Strategies for Helping ELLs Thrive in Heterogeneous Classrooms."

CCSS and NGSS

The Common Core Standards raise expectations for all students, requiring higher expertise and support for our English learners. Latitude integrates the English Language Development Standards with the CCSS and Next Generation Science Standards, employing research-based instructional strategies to support English learners in all content areas.

See Links 'Mathematics, the Common Core, and Language', and 'Realizing Opportunities for ELs in the Common Core English Language Arts and Disciplinary Literacy Standards'.

Common Core English Language Arts

Latitude employs specific strategies to support English Learners as they engage with the CCSS in Language Arts and the English Language Development Standards. Teachers provide instruction through units of study that assist students in building their vocabulary. Utilizing multiple sources

on a topic helps create context and accelerates vocabulary acquisition. To support writing, students are exposed to various writing assignments that are meaningful and relevant to their lives, with assessments focusing on content rather than just mechanics. For speaking and listening, ELs will engage in structured conversation protocols.

Common Core Mathematics

In mathematics instruction, the primary focus is on mathematical thinking rather than language accuracy. Oral discourse is essential for ELs, as emphasized in the ELA/ELD Framework. Teachers design meaningful and engaging activities to build content knowledge before delving into the specific language of that content. The California ELD Standards prioritize meaning and interaction, followed by knowledge of the English language. This meaning-making process occurs during activities such as Number Talks and Student-Led Solutions. Mathematical vocabulary is taught in context rather than isolation. Additionally, the software used in our blended learning program allows students to manipulate models and receive oral feedback tailored to their needs.

Next Generation Science Standards

In science, integrated instruction will extensively use models and diagrams to support learning. This strategy enables students to describe functions and relationships before acquiring technical vocabulary. ELs will engage in extensive academic discourse to strengthen their reasoning skills orally before transitioning to written expression. As ELs progress along the ELD continuum, teachers will adjust the level of support provided in academic vocabulary. Written assignments, such as journals and reports, along with opportunities for revision, will help students master the Next Generation Science Standards.

Social Studies

Although the California Social Science Standards remain unchanged, Latitude is committed to enhancing students' English language development alongside content knowledge, preparing them for the rigorous expectations aligned with the Common Core State Standards. This preparation includes practice in academic discourse, units of study, and extensive use of maps and graphic organizers.

Workshop—Systematic/Dedicated ELD & Interventions

EFC’s Designated ELD program recognizes that academic language proficiency is separate from everyday speech and writing. It is the language of texts, academic discussion, and professional writing. Without it, students will not achieve long-term success in school and beyond. Formal, academic English is used for problem-solving, weighing 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.

Latitude's Workshop model supports English Learners with daily, explicit language instruction targeted at their developmental level. Teachers are trained in designated ELD approaches to provide differentiated, targeted ELD instruction in alignment with students' English proficiency levels and areas of need. Additionally, EFC's designated ELD focuses on teaching language that explicitly prepares ELs to engage in learning across all subject areas and in real-life situations.

As part of designated ELD, EL students receive explicit Academic English language instruction. Academic English language instruction at Latitude includes cognitive tasks, academic language, and proficiency.

- **Cognitive Tasks**: Instruction will explicitly teach language functions. Workshop activities will guide ELs in:
    - Describing
    - Asking questions
    - Estimating
    - Inferring
    - Identifying cause and effect
    - Predicting
    - Comparing and contrasting
    - Persuading
    - Summarizing
- **Academic Language**: Instruction will cover linguistic functions, including:
    - Academic vocabulary (both domain-specific and general)
    - Morphology
    - Syntax and grammatical features (e.g., sentence structures, parts of speech, verb tense/mood, subject/verb agreement)

    - Discourse patterns

- **Proficiency**: Workshops will maximize opportunities for students to practice listening, speaking, reading, and writing, accelerating their fluency in each area.

Instructional Strategies

Academic language proficiency is distinct from everyday speech and writing; it is essential for academic discussions and professional writing. Without proficiency in academic English, students may struggle to achieve long-term success in school and beyond. Formal academic language is critical for problem-solving, evaluating evidence, and critical thinking and is necessary for navigating complex tasks associated with adult independence, such as banking and healthcare.

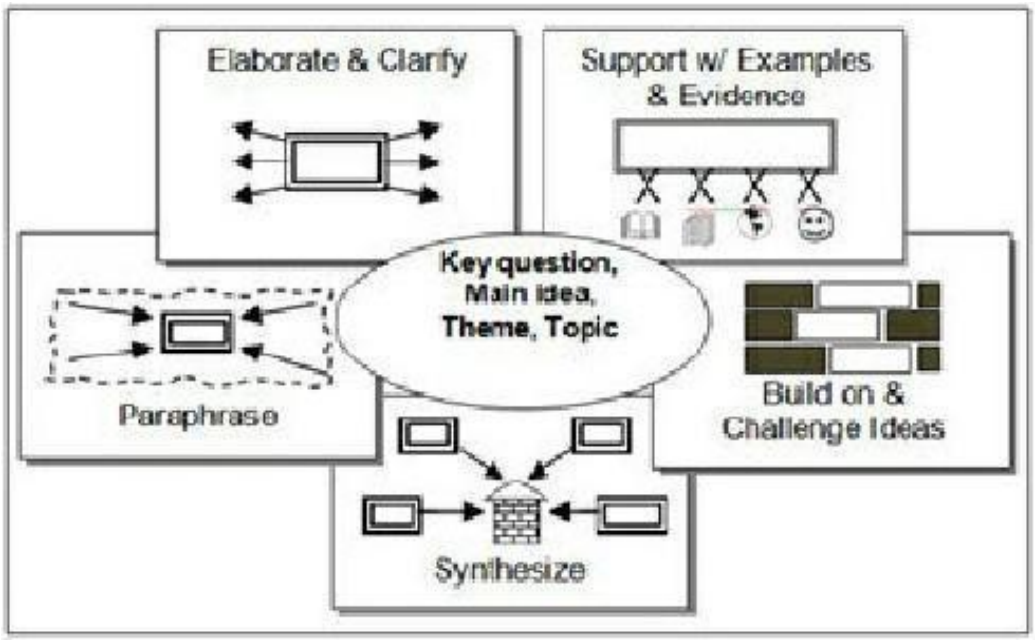
As many students transition into core content courses, emphasizing subject matter knowledge often leaves little room for formal language instruction. This shift can result in Intermediate English learners being orally fluent but lacking critical gaps in language knowledge and vocabulary. Ensuring access to prior knowledge and fostering student motivation and interaction is crucial, but it is insufficient. Continuous development and explicit instruction in academic English across all subject areas are necessary for student success.

Latitude teachers provides ELs with targeted Academic English language instruction, enabling them to access core content.

EFC's Designated ELD instructional strategies include:

- Teachers re-teach strategies through modeling, think-alouds, and guided practice across various appropriate-level texts.
- Teachers use grade-level texts, and when a student is frustrated, they read the content to the student and guide and practice comprehension orally.
- Students have multiple daily opportunities to build their oral language by engaging in accountable talk protocols like think-pair-share.
- Facilitate academic discussions using resources from Jeff Zwiers' *Academic Conversations* (see diagram below).

Figure 1.25—Academic Conversations:



ELD Interventions

EFC's MTSS system is designed to target the root cause of a student's challenges. Students not making progress academically because of specific challenges with their English language development will receive a targeted ELD intervention at Tier 1.

The teacher 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, they would receive Tier 2 ELD interventions.

Latitude uses blended learning and will continue to research and seek out strong online and adaptive English language development programs. In addition to finding a strong online adaptive program to supplement and support our intervention programming, Latitude provides targeted Tier 2 instruction using a research-based comprehensive interventions curricula like Lexia and SIPPS Plus.

Serving Long-Term English Learners ("LTELs")

Latitude 37.8 High School is committed to providing a comprehensive, research-based approach to effectively support LTELs. Our multifaceted strategy addresses the unique linguistic, academic, cultural, and familial needs of LTELs, ensuring they receive targeted instruction, robust assessment, and meaningful engagement. Through data-driven decision-making, explicit language instruction, dedicated classes, culturally responsive teaching, and structured family

involvement, Latitude fosters an inclusive and supportive environment that promotes significant academic and personal growth.

Data-Driven Instruction and Monitoring

Latitude leverages comprehensive, data-driven approaches to instruction, crucial for accurately identifying and addressing each LTEL student's linguistic and academic requirements. At the beginning of each academic year, the ELD coordinator administers the Fastbridge assessment, a research-supported diagnostic tool evaluating reading comprehension, fluency, decoding, and word-per-minute rates. This rigorous assessment protocol recognizes the foundational role of literacy skills in LTEL reclassification, as supported by research from August and Shanahan (2006), underscoring the importance of systematic intervention in literacy.

In addition, Latitude utilizes the Cengage National Geographic curriculum, which provides detailed assessments in reading, writing, speaking, and listening at chapter and unit milestones. Consistent analysis of these assessments guides instructional adjustments and informs decisions on student placement within ELD class levels. Quarterly data reviews enable teachers to tailor curricular modifications to meet evolving student needs effectively.

Explicit Academic Language and Literacy Instruction Across Disciplines

Recognizing the critical role of language proficiency in academic success across content areas, Latitude mandates professional development for all teachers, not solely ELD specialists, to integrate language and literacy instruction explicitly within every classroom. This school-wide approach is based on research from Zwiers and Crawford (2011), which highlights the impact of embedding disciplinary literacy strategies across all subjects to support LTELs.

Latitude teachers regularly engage in professional learning cycles, utilizing methods such as audio and video recordings for reflective practice and peer-to-peer feedback, to enhance their instructional capacity in ELD strategies. Teachers explicitly instruct students in academic vocabulary, complex sentence structures, and reading comprehension strategies using evidence-based models such as the Frayer Model and Dr. Kate Kinsella's vocabulary routine. Resources from literacy and language experts like Dr. Jeff Zwiers, Dr. Jim Cummins, and the Reading Apprenticeship model are integral to fostering deep comprehension and academic discourse.

Dedicated ELD Classes

At Latitude 37.8 High School, LTELs receive explicit, dedicated ELD classes aligned with their assessed proficiency levels. This targeted approach emphasizes the necessity of tailored language instruction to effectively address the distinct needs of LTEL students and accelerate their pathway toward reclassification.

Culturally Responsive and Sustaining Practices

Latitude actively embraces culturally responsive education, acknowledging LTEL students' linguistic and cultural assets as central to academic achievement. The Charter School's selected curriculum, Cengage National Geographic, strategically includes culturally relevant content—addressing themes such as migration, diversity, overcoming adversity, and identity affirmation—which fosters an inclusive and affirming environment. Research by Gay (2010) supports that culturally responsive teaching significantly boosts student engagement and self-esteem, critical factors in language and academic development.

This culturally affirming practice is particularly impactful for Latitude's predominantly Mexican and Central American LTEL student population, as the curriculum presents relatable contexts and celebrates diverse cultural identities, enhancing students' connections to learning.

Structured Family and Community Engagement

Latitude prioritizes proactive and structured engagement with LTEL families. Families are engaged early, starting with explicit discussions of their child's ELPAC results, clearly outlining pathways toward reclassification. Family engagement continues throughout the year via multilingual resources, regular communication, twice-annual student-led conferences, and Presentations of Learning events. These structured interactions provide essential touchpoints for families to understand, support, and influence their child's educational trajectory actively. Additionally, regular outreach from ELD teachers and dedicated meetings with the ELD coordinator facilitate ongoing dialogue and feedback, ensuring continuous improvement. Latitude's ELAC further offers a collaborative forum for families to strategize and enhance the effectiveness of the ELD program collectively.

Monitoring Reclassified Students

Latitude will use the ELA CAASPP/CAA/FastBridge, teacher assessments, and observations to monitor the progress of RFEP students annually for a period of at least four years after reclassification. Student performance shall be reviewed at least once each school year. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.

Monitoring and Evaluation of Program Effectiveness

Latitude evaluates the effectiveness of its education program for ELs by:

- Adhering to Latitude-adopted academic benchmarks by language proficiency level and years in the program to determine annual progress.

- Monitoring teacher qualifications and using appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring the availability of adequate resources.

Newcomers

Students who are new to the country and/or to the English language have distinct academic, social, and emotional needs. Latitude serves a comparatively large population of Newcomer students relative to other Oakland schools, and the Charter School has developed specific structures to support these students' success. Research on Newcomer education identifies several key factors for success: early identification, targeted language instruction, social-emotional support, and culturally responsive teaching. Latitude has worked intentionally to address these factors through its combination of targeted ELD classes, blended learning supports, and structured social-emotional programming.

Newcomers are identified upon enrollment through the Home Language Survey and other intake processes. Once identified, they receive targeted support through a combination of Designated ELD and Integrated ELD. Newcomer students participate in a targeted ELD course led by trained teachers, designed to accelerate English language acquisition. Additionally, students are assigned to Lexia English, a personalized blended learning program that adapts to individual students' English proficiency levels and allows them to practice language skills at their own pace.

Beyond academics, Latitude recognizes the importance of supporting Newcomers' social and cultural adjustment. Students are invited to participate in a Newcomer Belonging Group, which focuses on social-emotional learning, peer connection, and orientation to the Charter School and local community. This group provides a safe space for students to navigate the challenges of transitioning to a new country and educational system.

While progress is evident, the Charter School continues to seek ways to strengthen these supports to ensure Newcomer students thrive academically and socially.

Systematic Support of Students

All newcomer students who enter Latitude are assessed for language and content knowledge. Based on the newcomers' results, students are given a personalized plan that can include a designated supplemental English Language Development class.

Heterogeneous Grouping

Informed by best practices from the International Network of Public Schools, which serves 100% newcomers, Latitude's approach to serving newcomers will be to group students heterogeneously with other students at varying levels of language acquisition during core content instruction. Classroom teachers and supplemental staff will support them using integrated ELD strategies. Students will also learn and practice English through formal and informal interactions with English-speaking peers.

Personalized, adaptive language learning

Newcomers receive targeted English Language Development from a trained staff member like a Newcomer tutor or an ELD Interventionist

12. Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), please refer to Latitude's Local Control and Accountability Plan ("LCAP"), attached as **Appendix 1- LCAP** for a reasonably comprehensive description of the Charter School's annual goals and specific annual actions to achieve those goals, for all pupils (i.e., schoolwide) and for each subgroup of pupils as identified in Education Code Section 52052, for each of the eight (8) state priorities identified in Education Code Section 52060(d).

See Link: 'Research-Based Recommendations for Serving Adolescent Newcomers'.

Element 2 (Measurable Pupil Outcomes) and Element 3 (Method of Measuring Pupil Outcomes)

"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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." – Ed. Code § 47605(c)(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(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School's pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) 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. Charter School's LCAP goals will serve as the goals for this section unless Charter School's LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below. Latitude's LCAP, as detailed in Appendix 1, includes specific goals for increasing student academic achievement by subgroup, in alignment with Education Code section 47605(c)(5)(B). These goals outline measurable growth targets for historically underserved student populations, ensuring equity and continuous improvement in academic outcomes.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

A copy of the Charter School's 2025-28 Local Control and Accountability Plan is attached to this agreement as Exhibit 1 and helps inform the Charter Renewal's description of its measurable pupil outcomes.

Measurement of Pupil Academic Achievement

The Charter School is not adopting the District's Collective MPOs. Instead, the Charter School has developed its own Mission-Aligned Performance Objectives (MPOs) that reflect its unique educational program and priorities.

Charter School sets the following targets for Measurable Pupil Outcomes related to academics. (See **Figure 2.1.**)

Figure 2.1—Academic MPOs:

Category	**Measure**	**Target**
Proficiency in ELA	Distance from Standard (DFS) on the SBAC reported on the California Dashboard	Improve annually overall and for all significant subgroups using the following criteria: ● DFS < -48.0, then annual target = -45.0 average DFS ● DFS = -48.0 to -0.1, then annual target = increase of 3 points ● DFS = 0.0 to +29.9, then annual target = increase of 3 points ● DFS > +29.9, then annual target = +30.0 average DFS
Proficiency in Mathematics	DFS on the SBAC reported on the California Dashboard	Improve annually overall and for all significant subgroups using the following criteria: ● DFS < -98.0, then annual target = -95.0 average DFS ● DFS = -98.0 to -25.1, then annual target = increase of 3 points ● DFS = -25.0 to -0.1, then annual target = increase of 3 points ● DFS > -0.1, then annual target = 0.0 average

		DFS
Progress Towards English Language Proficiency	ELPI reported on the California Dashboard	Percent of ELs making progress towards English language proficiency will either be at or above 55% (high) or increase by at least 1.5 points annually as reported by the California Dashboard.
High School Completion	Cohort Graduation rate reported on the California Dashboard	Improve annually overall and for all significant subgroups using the following criteria: ● < 67.0%, then annual target = 68.0% ● 67.0% to 90.4% DFS = increase of 1 points ● 90.4% to 94.9% = maintain ● > 94.9 = 95.0%
College and Career Readiness	CCI reported on the California Dashboard	Improve annually overall and for all significant subgroups using the following criteria: ● < 2.0%, then annual target = increase of 9 points ● 2.0% to 34.9% = increase of 2 points ● 35.0% to 54.9% = increase of 1 point ● > 55.0% = maintain

Charter School sets the following targets for Measurable Pupil Outcomes related to school culture and climate. (See **Figure 2.2.**)

Figure 2.2—Culture MPOs:

Category	Measure	Target
Student Satisfaction with Academic Program	SCAI Survey, Domain 6 (Learning & Assessment)	Student Satisfaction with Academic Program, as measured by SCAI Survey Domain 6 (Learning and Assessment), is 3.5 or higher.
Family Satisfaction with Academic Program	SCAI Survey, Domain 6 (Learning & Assessment)	Family Satisfaction with Academic Program, as measured by SCAI Survey Domain 6 (Learning and Assessment), is 3.5 or higher.
Attendance Rate	P2-ADA	92% or higher
Chronic Absenteeism	Chronic Absenteeism, as reported on Ed-Data	• Decrease annually overall and for each numerically significant subgroup, using the following criteria: • If > 25.9%, then annual target = 20.0% • If 20.0% to 25.9%, the annual target is a 6.0-point reduction. • If 13.0% to 19.9%, then the annual target is a 3-point reduction • If 10.0% to 12.9%, then the annual target is a 1.7-point reduction • If 4.6% to 9.9%, then the annual target is a 0.5-point reduction • If < 4.6%, then the annual target is to maintain

Suspension Rate	Suspension Rate as reported on California School Dashboard	Decrease annually overall and for each numerically significant subgroup, using the following criteria: ● If > 9.0%, then annual target = 6.0% ● If 3.6% to 9.0%, then the annual target is a 0.5-point reduction ● If 1.6% to 3.5%, then the annual target is a 0.4-point reduction ● If < 1.6%, then annual target = 1.5%
Expulsion Rate	Expulsion Rate as reported on Ed-Data	0%

Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.
- 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.

A. Measurable Student Outcomes and Academic Goals

Latitude provides a challenging and comprehensive education that prepares students to be engaged global citizens. The education program is designed to enable all students, including all numerically significant subgroups, to meet the following measurable pupil outcomes:

Outcome 1: English Language Arts Goals

- Students will demonstrate mastery of twelfth-grade level State Standards in ELA.
- Students will apply literacy skills, particularly those for non-fiction and expository texts, to all disciplines, including math, science, and social science.
- Students will develop a better understanding of themselves from the literature they read.
- Students will be prepared to succeed in high school, college, and beyond as highly literate and civic-minded citizens.

Outcome 2: English Language Development Goal

- Multilingual learners will meet annual EL growth targets until they reclassify as Fluent English Proficient.

Outcome 3: Mathematics Goals

- Students will demonstrate mastery of twelfth-grade level State Standards in math, preparing them for higher mathematics in high school, college, and the workplace.
- Students will utilize a conceptual understanding of mathematics to solve problems using multiple strategies.
- Students will communicate an understanding of mathematical logic in the problem-solving process.
- Students will apply mathematical concepts to real-world scenarios.
- Students will exchange mathematical ideas, collaboratively solve problems, and engage in peer teaching.

Outcome 4: History/Social Science Goals:

- Students demonstrate mastery of twelfth-grade level State Standards History/Social Science and English Language Arts & Literacy in History/Social Studies.
- Students apply literacy skills, particularly those for non-fiction and expository texts, to social studies.
- Students will develop knowledge of history, cultural and historical empathy, an understanding of democracy and constitutional heritage, and the critical thinking skills to prepare them for American civic engagement.

- Students better understand themselves from the literature they read and the history they study.
- Students are prepared to succeed in high school, college, and beyond as highly literate and civic-minded citizens.

Outcome 5: Science Goals

- Students will demonstrate mastery of twelfth-grade-level State Standards in science.
- All students will develop 21st-century skills in alignment with Frameworks for 21st-century Learning, which will prepare them for higher education, rewarding careers, and the challenges of an ever-changing world.
- All students will cultivate an appreciation of science's vital role in today's world and be able to apply their analytical skills to their daily lives.
- Students will demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem-solving.
- Students will apply mathematics in authentic learning experiences within the science core content.
- Students will recognize the role of science in the world and use that knowledge to solve complex engineering tasks.

Outcome 6: Technology Goals

- Students will demonstrate mastery of twelfth-grade level ISTE and NETS standards:
    - Creativity and Innovation
    - Communication and Collaboration
    - Research and Information Fluency
    - Critical Thinking, Problem-Solving, and Decision Making
    - Digital Citizenship
    - Technology Operations and Concepts
- Students will use technology to communicate, collaborate, and conduct research effectively.

- Students will learn basic computer skills such as word processing, arranging presentations, creating spreadsheets, developing simple websites, basic communications, and using Google Drive.
- Students will learn basic keyboarding skills.

Outcome 7: Visual Art Goals

- Students will demonstrate mastery of twelfth-grade-level State Standards in Visual Arts.
- Students will apply artistic skills to core ELA, science, and social science disciplines.
- Students will engage in artistic pursuits to cultivate creativity and collaboration skills.

Outcome 8: Physical Education Goals

- Students will demonstrate mastery of twelfth-grade level Physical Education State Standards.
- Students will demonstrate an understanding of how nutrition and exercise impact their physical and emotional health.
- Students will make healthy choices concerning their diet and exercise.
- Students will identify at least one fitness activity that they enjoy.

Outcome 9: Social-Emotional Goals

- Students will develop self-awareness and self-management skills to achieve school and life success through:
    - Identifying and managing one's emotions and behavior
    - Recognizing personal qualities and external supports
    - Demonstrating skills related to achieving personal and academic goals
- Students will use social-awareness and interpersonal skills to establish and maintain positive relationships through:
    - Recognizing the feelings and perspectives of others
    - Recognizing individual and group similarities and differences
    - Using communication and social skills to interact effectively with others

    - Demonstrating an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

- Students will demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts through:
    - Considering ethical, safety, and societal factors in making decisions
    - Applying decision-making skills to deal responsibly with daily academic and social situations
    - Contributing to the well-being of one's school and community

To best serve our students and community, the Charter School examines and refines its list of student outcomes, metrics, and targets regularly to ensure alignment with its mission, curriculum, assessments, and state or local standards.

B. Methods to Assess Pupil Progress Towards Meeting Outcomes

Summary

The Charter School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools in accordance with Education Code Section 47605(d)(1). The Charter School will administer all applicable state-mandated assessments including, but not limited to, the California Assessment of Student Performance and Progress assessment system using Smarter Balanced Assessment Consortium ("SBAC"), California Science Test ("CAST"), California Alternate Assessments ("CAAs"), the Physical Fitness Test ("PFT") and the ELPAC. The Charter School will comply with applicable federal assessment and accountability requirements of the Every Student Succeeds Act.

Please refer to **Appendix 1 - LCAP** for a reasonably comprehensive description of the assessments the Charter School shall utilize in its educational program. These assessments are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. The Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in its LCAP, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

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, ongoing monitoring of student performance on assessments informs educators on progress toward grade-level mastery. Through strengthening our data practice:

- Teachers can adjust instruction to meet student needs and design instruction to achieve measurable pupil outcomes.
- Students can monitor and reflect upon their progress toward learning targets.
- Families can understand their child's needs and how to support growth at home.

Assessment is only sometimes a formal, scheduled activity. Assessment takes place continuously through observation of student learning, teacher and student reflection, analysis of student work, discussions between teachers and students, and formal and informal testing. We aim to capture as much of that data as possible so that instructional support staff, students, and families have as much information as possible to guide their learning and decision-making.

Multiple Measures/Assessments Selected

The Assessment Matrix in **Figure 2.3** below includes multiple 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 measurable pupil outcomes and that teachers at Latitude and administrators and staff at EFC can monitor that progress for each student. Teachers will regularly use additional assessments specific to their content areas. Additionally, academically behind students may be assessed more frequently in their intervention areas as part of our MTSS plan.

Figure 2.3—Assessment Matrix:

Subject	Grade Levels	Assessment	Annual Frequency
ELA	9-12	Curriculum Embedded Assessments	8-10x
	9-12	Writing Performance Tasks	2-4x
	9-12	NWEA MAP Assessment	3-4x
	11	CAASPP Summative Assessment	1x
	9-12	Blended Learning usage and progress data (e.g., Reading Plus)	Ongoing
Math	9-12	Curriculum Embedded Assessments	8-10x
	9-12	NWEA MAP Assessment	3-4x
	11	CAASPP Summative Assessment	1x
	9-12	Blended Learning usage and progress data (e.g., IXL)	Ongoing
ELD	9-12	ELPAC	1-2x
Science	9-12	Curriculum Embedded Assessments	8-10x
	11	CAST	1x

History	9-12	Curriculum Embedded Assessments	8-10x
Physical Fitness	9	Physical Fitness Test	1x
Multiple	9-12	Report Cards	4x

These assessment tools draw upon the State Standards. They drive specific, measurable, attainable, results-based, and time-bound goals to ensure that school improvement efforts are concrete, motivating, and realistic. Performance on these measures, taken together, will indicate each child's progress toward "meeting statewide standards," as required by law. However, 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 that align with the State Standards. Assessment tools must be considered iterative, except those mandated within the CAASPP. EFC and Latitude do not commit to using the specific assessment tools listed. Instead, the Charter School commits to using assessments that can be given frequently, allow instant reporting, and drive growth toward grade-level standards mastery.

State Assessments

Pursuant to Education Code Section 47605(d)(1), Latitude, with support from EFC, will annually administer and report each assessment measure required under CAASPP, or legal equivalent, to all applicable students, i.e., SBAC, CAA, ELPAC, and PFT.

The results of these state assessments will indicate 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 an achievement continuum.

EFC will adjust this list as changes are made at the state and federal levels to ensure continued compliance with accountability requirements outlined in the Education Code and federal accountability law to the extent applicable. Any changes in assessments conducted by Latitude to comply with state and federal mandates shall not be considered a material revision of the charter.

Assessment Modifications and Accommodations

The Charter School will ensure that students with disabilities under the IDEA or Section 504 are included in State standardized assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include but are not limited to the CAAs in accordance with their IEP or Section 504 plan.

School-Wide Outcomes and Methods of Measurement

In addition to measures of individual student progress toward outcomes, the Charter School has the long-term goal that 90% of students will meet or exceed the standard or make significant annual growth on the SBAC in math and English Language Arts, make annual progress in English language proficiency, and demonstrate strong socio-emotional skills.

External Reporting

The Charter School will maintain sufficient staff and systems to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from OUSD and other authorized reporting agencies.

Use and Reporting of Data

Students, Teachers, and School

EFC leverages Cycles of Inquiry to support practice at Latitude. Teachers and administrators at Latitude inquire into their practice and its connection to the measurable pupil outcomes described above. A cycle of inquiry begins every 6 to 8 weeks. In grade-level or department teams, teachers are guided to examine student performance on multiple measures during that six-to-eight-week cycle to identify underperformance or high-performance patterns and focal students who need targeted support to make accelerated progress. It includes reviewing benchmark data in ELA and mathematics and performance in writing, science, history/social studies, ELD, and social-emotional learning. Collaborative teams use these opportunities to form questions from the data, develop hypotheses around the questions, create an instructional response plan, and pursue different strategies or actions to improve student outcomes. Instructional strategies for re-teaching may be identified and implemented, pacing guides may be adjusted, and intervention services may be assigned for specific students as needed. Teacher coaching on using various inquiry protocols helps to ensure Latitude is building the capacity to conduct high-quality cycles of inquiry.

The Instructional Leadership Team also uses walkthrough data to determine whether high-priority instructional practices are improving. This data supports the leadership team in aligning coaching resources, administrative focus, and professional development as appropriate.

Students are informed about their assessment results by the teacher and via report cards at the end of each marking period. Individually and by class, students look at their performance data, set goals, examine outcomes, and develop action plans responding to the data.

Students and Families

EFC and Latitude aim to ensure every family can access student performance data regularly. EFC will support Latitude in regularly communicating student progress with students and their families. Parent communications include school-wide meetings for families and quarterly learning team meetings with students, families, advisors, and mentors.

Formal reporting to families includes Report Cards, Assessment Results Reports, and Student-Parent-Teacher Conferences, as detailed in **Figure 2.4**. Reports are provided in both English and Spanish and are designed to be easily accessible by families. In addition, parents have access to all internal assessments listed in **Figure 2.3** upon request and at Student-Parent-Teacher conferences.

In accordance with Title III, Latitude adheres to all mandated reporting guidelines about ELs. Parents of English Learners receive mandated communications on reclassification per Title III through annual ELPAC testing results. In accordance with IDEA, Latitude will comply with all state and federal laws regarding reporting requirements for children with IEPs. Parents of students with IEPs receive reports according to the plan specified in each IEP. All students with disabilities are entitled to the reports and assessment data described in this section, which are provided to all students.

Figure 2.4—Formal Reporting to Caretakers:

Type	Purpose	Frequency
Report Cards	Share indicators of academic progress and engagement: ● Attendance data ● Mastery of grade-level standards ● Assessment data	Quarterly

Mailings and Information Sessions	• Share key assessment data with families as it is collected to ensure they can access data on their children (e.g., SBAC, ELPAC) • Provide information sessions to support families in understanding assessment results	Ongoing
Learning Team Meetings (Parents, Students, Teachers)	• Develop and revisit goals and strategies for school and home to achieve those goals • Review student work and measure progress toward grade-level standards • Share student performance and progress on state and internal assessment measures • Develop agency and ownership of learning for the student and family	Quarterly

Latitude, EFC, and Board of Directors

EFC and Latitude will utilize multiple streams of data to review program effectiveness and inform programmatic decisions regularly. EFC will provide Latitude with disaggregated data by subgroups, grade level, individual class, and student. Data will be collected, analyzed, and disseminated transparently, promoting accountability and continuous improvement among school community members.

EFC and Latitude will continuously review academic content and instruction in light of the data. They will improve curriculum, teaching, and professional development as appropriate. To this end, a school improvement plan will be developed each year with input from the Charter School's community, staff, and board as part of the annual Site Planning process.

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

Local Control and Accountability Plan

The Charter School shall submit the LCAP to the District and the County Office of Education annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents as part of a nonconsent agenda item on or before February 28 of each year at a regularly scheduled board meeting. The Charter School will use multiple forms of data to assess progress toward the goals outlined for Element 2 of this charter above, which will be consistent with its annual development and implementation of the LCAP, as discussed above.

School Accountability Report Card

EFC will compile data for the charter school each academic year to produce a School Accountability Report Card ("SARC"). Student achievement data will be disaggregated annually to identify students' academic performance by sub-groups (e.g., ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the District, families, Board of Directors, FLC, ELAC, and community.

C. Graduation Policy

Latitude has a board-approved Graduation Policy aligned with Education Code Section 51225.3, applicable to California traditional public high schools.

Theory of Action

Latitude recognizes that graduation pathways must reflect diverse student needs, offering rigorous preparation for college entry alongside supportive alternatives for students with extenuating circumstances. By providing differentiated pathways, Latitude ensures equitable opportunities for all students to achieve meaningful post-secondary outcomes.

Graduation Pathways

Latitude's graduation policy is as follows:

- Students will follow the College Prep Diploma pathway unless they meet the criteria for alternative graduation pathways outlined below.

- No student will be placed on an alternative graduation pathway without clear and documented communication to the student and their parent(s)/guardian(s).

Graduation pathways include:

1. College Prep Diploma Pathway

- Students complete coursework aligned with A-G requirements, preparing for CSU and UC admission.
- Course requirements:
    - History (30 credits): Modern CA, Ethnic Studies, Human Migration, U.S. History
    - English (40 credits): 4 years
    - Math (30 credits): 3 years (including Algebra and Geometry)
    - Science (30 credits): 3 years, including 2 years of lab science
    - Language other than English (20 credits): 2 years
    - Visual/Performing Arts (10 credits): 1 year
    - College Prep Electives (20 credits): Including Career Exploration and Internship

2. Proficient Diploma Pathway

- Available to highly mobile youth (foster, homeless, migrant, military family, newcomer, former juvenile court students) and students with extenuating circumstances.
- Students must meet California's minimum graduation requirements.
- Credits may include any course completed with a grade of D- or higher, though these may not meet UC/CSU requirements.

3. Transfer Student Pathway

- For students transferring from other high schools.
- Graduation requirements align with those of the student's previous school.
- Coursework expectations adjusted based on years enrolled at Latitude.

4. Credit Recovery Pathway

- For students requiring substantial credit recovery.
- Minimum graduation requirements are identical to those for the Proficient Diploma pathway.

- Remedial coursework through online providers as advised by Latitude's College Counselor.

Differential Graduation and Competency for Students with Disabilities

Latitude ensures a Free Appropriate Public Education with individualized modifications determined by the IEP team.

Minimum graduation requirements for students with disabilities:

- English: 3 courses
- Math: 2 courses (including Algebra 1)
- Science: 2 courses (including Biology and Physical Science)
- Social Studies: 3 courses (including Western Civilization, U.S. History, Government/Economics)
- Visual/Performing Arts, World Language, or Career Technical Education: 1 course
- Physical Education: 2 courses (unless exempted by EC Section 51241)
- Ethnic Studies: 1 semester
- Note: Alternative completion methods permitted with Superintendent approval.

Exemption for Students with Disabilities

Students with disabilities eligible for alternate assessments aligned with alternate achievement standards are exempted from coursework exceeding state minimum requirements. Eligible students awarded a CA State Minimum Requirements Diploma retain access to FAPE services until graduation or age 22.

Certificate of Completion

Students with disabilities may receive a certificate of completion upon meeting IEP-defined goals or completion of prescribed alternate coursework. Certificate recipients continue eligibility for special education services until meeting diploma requirements or age 22.

Early Graduation

Students seeking early graduation must submit a written petition and develop an approved plan with the Latitude Guidance Counselor. Latitude ensures all graduation decisions align with student interests, academic progress, and equitable access to post-secondary opportunities.

D. District Visitation/Inspection

The Charter School shall comply with a chartering authority's requested visitation process to enable the chartering authority to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. The Charter School agrees to and submits to the right of the chartering authority to make random visits and inspections or observations to carry out its statutorily required oversight in accordance with Education Code Section 47604.32.

The chartering authority may receive data on student achievement through Charter School reports and presentations to the chartering authority in accordance with the chartering authority's standard process for reviewing and evaluating charter school performance.

Response to Inquiries

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records from the County Office of Education, the District Board of Education (if the chartering authority), and the State Superintendent of Public Instruction.

Annual Academic Goals Aligned to State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), Latitude has established annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d). In addition to **Figures 3.1 and 3.2** identified below**,** **Appendix 1 - LCAP** contains the full Latitude LCAP, which is incorporated herein and provides a reasonably comprehensive description of the aforementioned goals, actions, and measurable outcomes.

Toward this end, four core goal areas have been identified. These long-term goals have articulated anticipated average annual outcomes, metrics for assessing progress, and actions and services to support achieving the goals. These Goals, Outcomes, Metrics/Measures, and Actions/Services as listed shall be reviewed and revised, as needed, annually as part of the LCAP process and as dictated by the state-adopted LCAP template. This annual update will specifically include "a description of any changes made to this goal, expected outcomes, metrics, or actions, and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics" in alignment with the LCAP process and state-mandated LCAP template. Revisions to the goals, outcomes, metrics, or actions and services stated above that are necessary to implement the LCAP and to maintain alignment with the California School Dashboard as it evolves shall not be considered a material revision to the charter, shall be submitted to the

authorizer on an annual basis in accordance with Education Code Sections 47604.33 and 47606.5, and shall be maintained by the Charter School at the school site.

In accordance with Education Code Section 47605(c)(5)(B), the Charter School's pupil outcomes are set based on increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the Charter School, as that term is defined in Education Code Section 52052(a)(2).

In setting goals for student achievement, EFC has considered the California Accountability System and its desire to see continuously improving student results. In cases where the Charter School is meeting or exceeding the standard for a particular measure, goals are set to maintain that level of accomplishment. In areas where the Charter School is not yet meeting the standard, annual growth goals are established to ensure continuous improvement and work to achieve subgroup parity in alignment with the state's 5 x 5 grids.

Latitude engages with its school community, including families, the Board of Directors, and other stakeholders, to develop its LCAP. The following goals align with the Charter School's mission and the state's eight priority areas. Goals, measurable outcomes, and actions will be revisited and updated annually.

Figure 3.1—Goal Alignment with Eight State Priorities:

	Priority 1: Basic Conditions of Learning	Priority 2: Implementation of State Standards	Priority 3: Parental involvement	Priority 4: Pupil Achievement	Priority 5: Pupil Engagement	Priority 6: School Climate	Priority 7: Course Access	Priority 8: Other Pupil Outcomes
Goal 1 - Core Instruction: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st-century learning opportunities, including math, science, social studies, targeted ELD, and ELA; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.		X		X			X	X
Goal 2 - Multi-Tiered Systems of Support: Implement a rigorous whole-child approach that not only meets the basic needs of our students but also takes into consideration their		X		X				X

socio-emotional, academic, behavioral, and linguistic needs.								
Goal 3 - Community & Culture: All students and families feel welcome at school. Students attend school in a safe, engaging, and nurturing environment. Families are empowered to participate in decisions regarding curriculum implementation, school culture, and community engagement.			**X**		**X**	**X**		
Goal 4 - Operations: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities, and services.	**X**							

Figure 3.2—Goals, Outcomes, Actions, and Alignment to State Priorities:

Goal 1: Core Instruction	
Goal & Alignment	**Outcomes**
Goal 1: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st-century learning opportunities, including math, science, social studies, targeted ELD, and ELA; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development. This work is aligned with the following State Priorities: <u>State Priority #2 - Implementation of State Standards</u> Implementation of State Standards, including how the programs and services will enable ELs to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency. <u>State Priority #4 - Student Achievement</u> Pupil Achievement as measured by all of the following: statewide assessments, the percentage of EL pupils who progress toward English language proficiency as measured by the ELPAC, and the English learner reclassification rate. <u>State Priority #7: Course Access</u>	❖ Student proficiency in ELA, as measured by Distance from Met (DFS) on the SBAC, will improve annually, overall and for all significant subgroups, using the following criteria: ➢ DFS < -48.0, then annual target = -45.0 average DFS ➢ DFS = -48.0 to -0.1, then annual target = increase of 3 points ➢ DFS = 0.0 to +29.9, then annual target = increase of 3 points ➢ DFS > +29.9, then annual target = +30 average DFS ❖ Student proficiency in Mathematics, as measured by DFS on the SBAC, will improve annually or maintain proficiency, overall and for all significant subgroups, using the following criteria: ➢ DFS < -98.0, then annual target = -95.0 average DFS ➢ DFS = -98.0 to -25.1, then annual target = increase of 3 points ➢ DFS = -25.0 to -0.1, then annual target = increase of 3 points ➢ DFS > -0.1, then annual target = 0.0

The extent to which pupils have access to and are enrolled in: a broad course of study including courses described under Education Code Sections 51210 and 51220(a)-(i), as applicable; programs and services developed and provided to unduplicated pupils; and programs and services developed and provided to individuals with exceptional needs. <u>State Priority #8: Other Pupil Outcomes</u> Student outcomes, if available, for the adopted course of study for grades K to 8, as applicable.	average DFS ❖ Student satisfaction with the academic program, as measured by responses on the SCAI Survey for Domain 6 (Learning & Assessment), will average 3.5 or higher. ❖ Family satisfaction with the academic program, as measured by responses on the SCAI Survey for Domain 6 (Learning & Assessment), will average 3.5 or higher. ❖ Teacher rating of the academic program, as measured by responses on the Insight Survey for the Academic Opportunity Domain, will either be at or above 5.0 (national average) or increase by at least 0.1 points annually with a minimum target of 3.0 (1 standard deviation below the national average). ❖ The Charter School will meet EFC instructional requirements, as measured by the EFC Annual Evaluation ❖ The Charter School will meet EFC curricular requirements, as measured by the EFC Annual Evaluation
Actions	
The Charter School will engage in the following actions to support the achievement of the goal, as set forth and subject to annual revision as defined in the Charter School's LCAP: ❖ Identify, develop, and purchase curriculum materials to ensure alignment to the State Standards. Implement projects across subjects to provide engaging, rigorous, and standards-aligned curriculum that integrates math, science, social studies, ELA, and targeted ELD.	

- ❖ Conduct an annual curriculum evaluation to evaluate alignment with the State Standards and make adjustments as necessary.
- ❖ Continue providing honors credit options in core subjects for students seeking advanced coursework and ensure equitable access to community college courses for advanced learners.
- ❖ Expand internship and community-based learning opportunities to reinforce college and career readiness through hands-on, real-world experiences.
- ❖ Develop teacher practice by providing regular, high-quality instructional coaching and feedback, site-based professional development, structured collaboration time, and cycles of inquiry to support:
  - ➢ Planning and implementation of standards-aligned units of study
  - ➢ Best practices in supporting student engagement with literacy-rich learning units, complex text work, and academic discourse, and writing across the curriculum, with an emphasis on claim/evidence structures
  - ➢ High-priority instructional practices development, including integrated and designated ELD strategies, differentiated instruction, and authentic assessment.
  - ➢ Data-driven instruction grounded in student work and assessment analysis
- ❖ Provide Induction Coaching to all teachers holding a preliminary credential as needed to keep them on course to clear their credentials during the term of their licensure.
- ❖ Retain teachers by:
  - ➢ Building ample time into the daily and yearly schedule for planning, preparation, and collaboration
  - ➢ Creating opportunities for teacher leadership to continue career growth
  - ➢ Providing a competitive salary and benefits proposal
- ❖ Provide weekly one-on-one coaching to instructional leaders and the Principal and convene a monthly Instructional Leader Professional Learning Community (PLC) to develop and advance instructional leadership practices. Offer dedicated teacher collaboration time to refine interdisciplinary project-based learning and ensure alignment with 21st-century learning skills.
- ❖ Administer an assessment system, including formative assessments (i.e., performance tasks, internal benchmarks, SBAC IABs) and summative assessments (i.e., SBAC, CAST, ELPAC)

that allows students to demonstrate subject-area mastery, aligned to the State Standards and provides stakeholders with actionable reporting tools.

- ❖ Align and leverage data management systems to track student progress toward proficiency and growth targets.
- ❖ Support ongoing student and benchmark data analysis by teachers during professional development and one-on-one instructional coaching to inform instruction.
- ❖ Monitor student proficiency data on an ongoing basis in the School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in the State Standards. Actions and distribution of resources specifically include coaching to elevate teacher practice.
- ❖ Engage stakeholders–staff, families (including FLC/SSC and ELAC), and Board–in analyzing qualitative and quantitative data to evaluate the effectiveness of actions in achieving goals. Then, adjust goals, actions to achieve goals, measurable outcomes, and methods of measurement for these outcomes as needed to address gaps.

Goal 2: Multi-Tiered System of Supports	
Goal & Alignment	**Outcomes**
Goal 2: Implement a rigorous whole-child approach that not only meets the basic needs of our students but also takes into consideration their socio-emotional, academic, behavioral, and linguistic needs. This work is aligned with the following State Priorities: State Priority #2 - Implementation of State Standards	❖ Student proficiency in ELA, as measured by Distance from Met (DFS) on the SBAC, will improve annually, overall and for all significant subgroups, using the following criteria: ➢ DFS < -48.0, then annual target = -45.0 average DFS ➢ DFS = -48.0 to -0.1, then annual target = increase of 3 points ➢ DFS = 0.0 to +29.9, then annual

Implementation of State Standards, including how the programs and services will enable ELs to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency. <u>State Priority #4 - Student Achievement</u> Pupil Achievement as measured by all of the following: statewide assessments, the percentage of EL pupils who progress toward English language proficiency as measured by the ELPAC; and the English learner reclassification rate. <u>State Priority #8: Other Pupil Outcomes</u> Student outcomes, if available, for the adopted course of study for grades K to 8, as applicable.	target = increase of 3 points ➢ DFS > +29.9, then annual target = +30 average DFS ❖ Student proficiency in Mathematics, as measured by DFS on the SBAC, will improve annually or maintain proficiency, overall and for all significant subgroups, using the following criteria: ➢ DFS < -98.0, then annual target = -95.0 average DFS ➢ DFS = -98.0 to -25.1, then annual target = increase of 3 points ➢ DFS = -25.0 to -0.1, then annual target = increase of 3 points ➢ DFS > -0.1, then annual target = 0.0 average DFS ❖ The percent of ELs progressing towards English language proficiency will either be at or above 55% (high) or increase by at least 1.5 points annually on the English Language Progress Indicator reported on the CA Schools Dashboard. ❖ Improve annual cohort graduation rate overall and for all significant subgroups using the following criteria: ➢ < 67.0%, then annual target = 68.0% ➢ 67.0% to 90.4% DFS = increase of 1 points ➢ 90.4% to 94.9% = maintain

	➢ > 94.9 = 95.0% ❖ Improve annual College and Career Indicator overall and for all significant subgroups using the following criteria: ➢ < 2.0%, then annual target = increase of 9 points ➢ 2.0% to 34.9% = increase of 2 points ➢ 35.0% to 54.9% = increase of 1 point ➢ > 55.0% = maintain

Actions

The Charter School will engage in the following actions to support the achievement of the goal, as set forth and subject to annual revision as defined in the Charter School's LCAP:

- ❖ Implement and refine a MTSS program and COST process to identify students and align supports for 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 ELs, services for foster youth, and services for students from low-income families).
- ❖ Implement daily office hours for academic support across subjects, ensuring students who need remediation or acceleration receive targeted interventions.
- ❖ Provide wrap-around social-emotional support through case managers who support relationships among students, families, and staff.
- ❖ Utilize weekly student data reviews to identify students needing additional socio-emotional or academic support and engage advisors in tracking student well-being.
- ❖ Provide individual and group therapy by school counselors through the MTSS program.
- ❖ Establish student-led advisory groups and affinity spaces to support diverse student needs and promote belonging and self-advocacy.

- ❖ 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 teachers and leaders professional development on using Integrated ELD practices within core subjects, with ongoing coaching and feedback to support implementation.
- ❖ Provide teachers and leaders with professional development on Universal Design for Learning to support a range of learners.
- ❖ Support homeless students and families in the application and enrollment process to ensure barriers do not exist for these children. Once enrolled, utilize reservation funds for homeless education to support individualized services.

Goal 3: Community & Culture	
Goal & Alignment	**Outcomes**
Goal 3: All students and families feel welcome at school. Students attend school in a safe, engaging, and nurturing environment. Families are empowered to participate in decisions regarding curriculum implementation, school culture, and community engagement. This work is aligned with the following State Priorities: <u>State Priority #3 - Parental Involvement</u> Parental involvement and family engagement, including efforts to seek parent input for making decisions for schools, and how the Charter School will promote parent participation in	❖ Attendance rate, as measured by P2-ADA, will be 92% or higher on annually on average ❖ Chronic Absenteeism, as measured by CBEDS and reported on Ed-Data, will decrease annually overall and for each numerically significant subgroup, using the following criteria: ➢ If > 25.9%, then annual target = 20% ➢ If 20% to 25.9%, the annual target is a 6-point reduction. ➢ If 13% to 19.9%, then the annual target is a 3-point reduction

programs for unduplicated pupils and individuals with exceptional needs. <u>State Priority #5 - Student Engagement</u> Pupil engagement, as measured by school attendance and chronic absenteeism rates <u>State Priority #6. - School Climate</u> School climate, as measured by all of the following, as applicable: ❖ Pupil suspension rates ❖ Pupil expulsion rates ❖ Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	➢ If 10% to 12.9%, then the annual target is a 1.7-point reduction ➢ If 4.6% to 9.9%, then the annual target is a 0.5-point reduction ➢ If < 4.6%, then the annual target is to maintain ❖ Annual year-to-year return rate of students, as measured by the percent of students in non-graduating grades enrolled by October census date in prior year that are enrolled by October census of the current year, will be 85% or higher. ❖ Suspension rate, as measured by CBEDS and reported on the CA Schools Dashboard, will decrease annually overall and for each numerically significant subgroup, using the following criteria: ➢ If > 9.0%, then annual target = 6.0% ➢ If 3.6% to 9.0%, then the annual target is a 0.5-point reduction ➢ If 1.6% to 3.5%, then the annual target is a 0.4-point reduction ➢ If < 1.6%, then annual target = 1.5% ❖ Expulsion rate, as measured by CBEDS and reported on the Ed-Data, will be 0% ❖ Student satisfaction with school culture, as measured by responses on the SCAI Survey for Domain 7 (Attitude and Culture), will average 3.5 or higher.

	❖ Family satisfaction with school culture, as measured by responses on the SCAI Survey for Domain 7 (Attitude and Culture), will average 3.5 or higher. ❖ Teacher rating of the school climate, as measured by responses on the Insight Survey for the Learning Environment Domain, will either be at or above 5.0 (national average) or increase by at least 0.1 points annually with a minimum target of 3.0 (1 standard deviation below the national average). ❖ Teacher rating of the school operations, as measured by responses on the Insight Survey for the School Operations Domain, will either be at or above 5.0 (national average) or increase by at least 0.1 points annually with a minimum target of 3.0 (1 standard deviation below the national average).

Actions

The Charter School will engage in the following actions to support the achievement of the goal, as set forth and subject to annual revision as defined in the Charter School's LCAP:

- ❖ Provide a healthy meal program to ensure students have the nourishment necessary to learn.
- ❖ Annually refine and implement attendance team structure and systems to promote positive attendance and decrease chronic absence.
- ❖ Leverage a PBIS that takes proactive action in establishing a strong school culture and focuses on increasing the positive incentive systems in classrooms and school-wide.
- ❖ Align SEL work throughout the Charter School and support teachers on Tier 1 strategies for behavior intervention.

- ❖ Expand and engage families in community events (e.g., back-to-school nights, celebrations of learning) and capacity-building learning experiences based on parent interests, assets, and inquiries.
- ❖ Expand parent communication, including increased Spanish translation services and working in good faith with families with special needs to provide accommodations to decrease barriers to participation.
- ❖ Actively recruit bilingual staff when hiring new staff members.
- ❖ Provide opportunities for families to advise the Charter School through informal, broad-based structures (e.g., annual survey, workshops) and formal parent leadership structures (e.g., FLC/SSC and ELAC).
- ❖ Recruit Parent Representatives and provide leadership training to develop their capacity to facilitate the FLC committee aligned to clear, defined goals.
- ❖ Support the FLC in developing parents' understanding of grade-level standards, strategies for supporting their child, implementing restorative practices, and the Latitude graduate profile.
- ❖ Engage FLC in jointly developing, reviewing, and agreeing on the annual family engagement plan.
- ❖ Offer student leadership opportunities through student government and advisory roles to increase student voice in decision-making.
- ❖ Use annual student and family surveys (SCAI, belonging surveys, stakeholder feedback tools) to assess school climate and areas for improvement.

Goal 4: Operations	
Goal & Alignment	**Outcomes**
Goal 4: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities,	❖ Teachers meeting the California credentialing requirements for the subject area and grade level assigned will be 70%

and services. This work is aligned with the following State Priorities: <u>State Priority #1 - Basic Services</u> The degree to which teachers are appropriately assigned (Education Code Section 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (Education Code Section 60119), and school facilities are maintained in good repair (Education Code Section 17002(d))	or higher, as measured by CBEDS and reported on the SARC ❖ At least 70% of teachers return annually. ❖ The Charter School will meet EFC facilities requirements, as measured by EFC Annual Site Plan Evaluation ❖ Student satisfaction with the facility, as measured by responses on the SCAI Survey for Domain 1 (Physical Appearance), will average 3.5 or higher. ❖ Family satisfaction with the facility, as measured by responses on the SCAI Survey for Domain 1 (Physical Appearance), will average 3.5 or higher. ❖ Teacher rating of the school operations, as measured by responses on the Insight Survey for the School Operations Domain, will either be at or above 5.0 (national average) or increase by at least 0.1 points annually with a minimum target of 3.0 (1 standard deviation below the national average).
Actions	
The Charter School will engage in the following actions to support the achievement of the goal, as set forth and subject to annual revision as defined in the Charter School's LCAP: ❖ Recruit teachers with authorizations and credentials appropriate for their assignment by: ➢ Developing a recruitment plan each Fall, with implementation beginning each Winter ➢ Partnering with teacher preparation programs and teacher recruitment programs to attract new teachers	

- ➢ Incentivizing referrals within the organization
- ➢ Providing a competitive salary and benefits proposal
- ➢ Utilizing a signing bonus incentive as needed

- ❖ Annually refine and implement a safety plan before the first day of school.
- ❖ Implement facilities walkthroughs four times annually using a walkthrough rubric. Ensure regular facilities maintenance and safety improvements to keep learning environments clean, safe, and conducive to student success.
- ❖ Hire and train custodial, clerical, technical, and office staff to ensure effective and efficient school operations and clean and safe facilities.
- ❖ Ensure the Charter School has adequate materials, supplies, and equipment.
- ❖ Provide a safe, clean, well-equipped, and inspiring learning environment for children.
- ❖ Invest in updated instructional materials, technology, and curriculum resources aligned to state standards and student needs.
- ❖ Strengthen transportation support and accessibility for students with limited commute options, particularly for internship and college coursework opportunities.
- ❖ Jointly develop, monitor, and review a school improvement plan as part of the annual Site Planning process, which provides the foundation for the LCAP and LCAP Federal Addendum to ensure a unified approach to serving students across programs, including Title I, Part A and Title II Part A. This includes a needs assessment in the Fall, monitoring of outcomes over the year, and review, revision (as needed), and approval of the following year's plan in the Spring.

Element 4 (Governance)

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." – Ed. Code § 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School 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 Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools ("OCS") within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 *et seq*.).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 *et seq*.); the California Public Records Act (Government Code section 6250 *et seq*.); Government Code section 1090 *et seq*.; and the

Political Reform Act (Government Code section 81000 *et seq*.) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

Charter School acknowledges the District's statutory right to appoint, at the District sole discretion, a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS 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, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School 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 Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 *et seq*., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

Charter School 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 Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under

those authorities as well. To the extent that there is information that the District has, but that Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the same to Charter School in a reasonably timely manner upon request.

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, Letters of Inquiry, and Notices of Concern, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by District. If the District seeks an audit of Charter School, the District shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Charter School by law or charter provisions.

Charter School Ombudsperson

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, "Ombudsperson", is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.

EFC Governance Overview

The governance structure of the Charter School will have the following components:

- California Nonprofit Public Benefit Corporation: Education for Change Public Schools
- Education for Change Board of Directors
- Superintendent of Schools and Chief of Schools
- EFC Family Leadership Council
- School Site Leadership
    - Principal
    - The Charter School Family Leadership Council
    - English Learner Advisory Committee

In accordance with Corporate Bylaws, the Superintendent, subject to the control of the Board of Directors, supervises and controls the affairs of the corporation and the activities of the staff.

Education for Change, as the non-profit operating the Charter School, is responsible for overseeing the operations of the Charter School. The EFC Board of Directors ("Board of

Directors" or "Board") makes corporate and policy-level decisions and delegates management powers to its Superintendent of Schools ("Superintendent"). Under the policies established by the Board of Directors, the Principal reports to the Chief of Schools or to the Superintendent of Schools for day-to-day management issues at the site level. The Principal coordinates all Charter School-level planning and decision making that involves the Charter School's professional staff, parents/guardians, and community members in establishing and reviewing the Charter 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. Beyond the Superintendent, the EFC Home Office has numerous positions designed to support the Principal in the management and operation of the Charter School.

In addition, EFC believes that students are best served through a distributive leadership structure that involves and includes parents, teachers and site leadership. To that end, EFC facilitates the EFC Family Leadership Council, and employs a number of regular and ad hoc structures to create opportunities for staff leadership.

An Organizational Chart for the EFC "Home Office" is provided in **Figure 4.1** and an Organizational Chart for the Charter School is provided in **Figure 4.2**. Organization charts regularly change in alignment with priorities and in response to changes in organizational and school resources.

Figure 4.1—EFC Home Office Organizational Chart

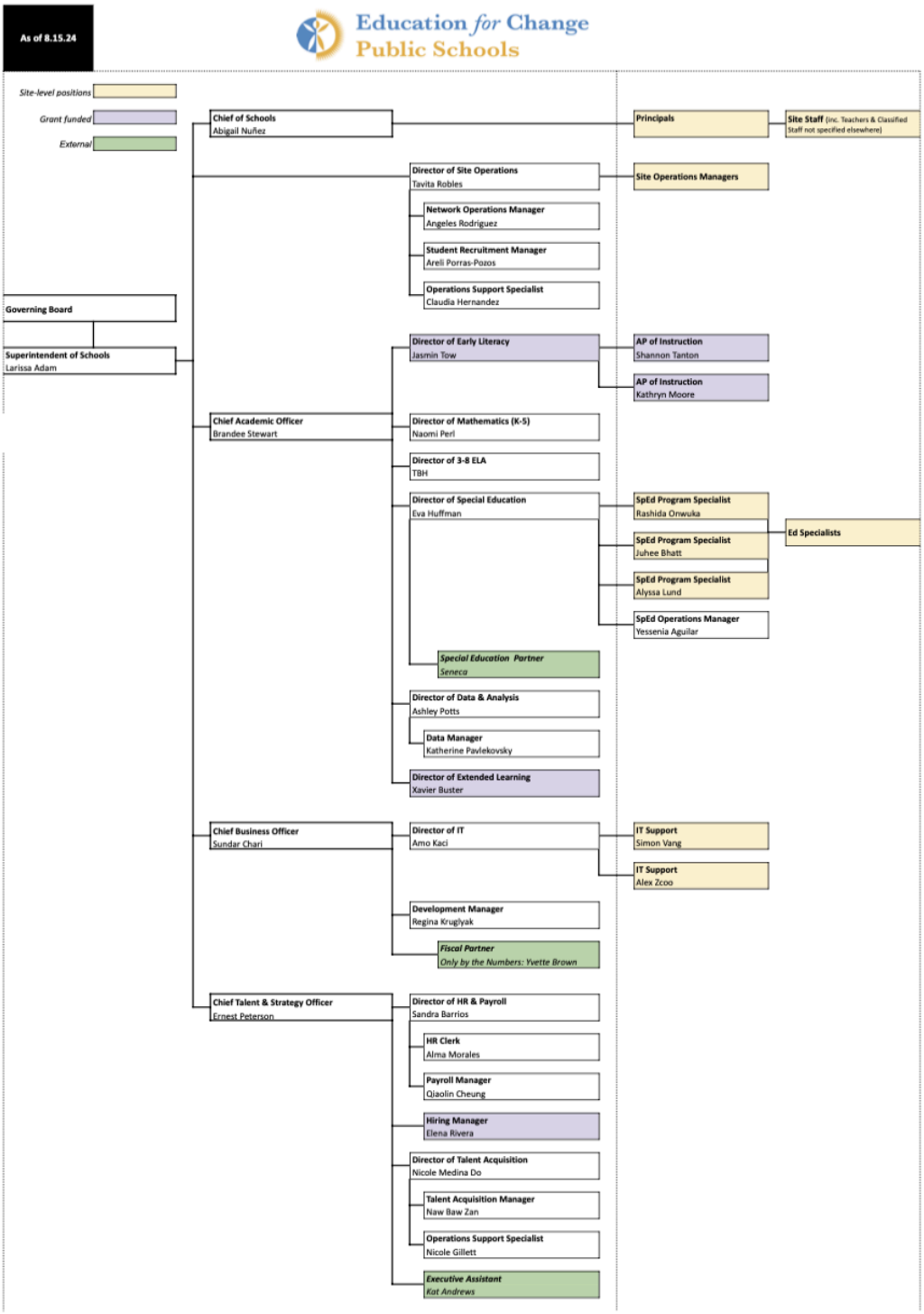
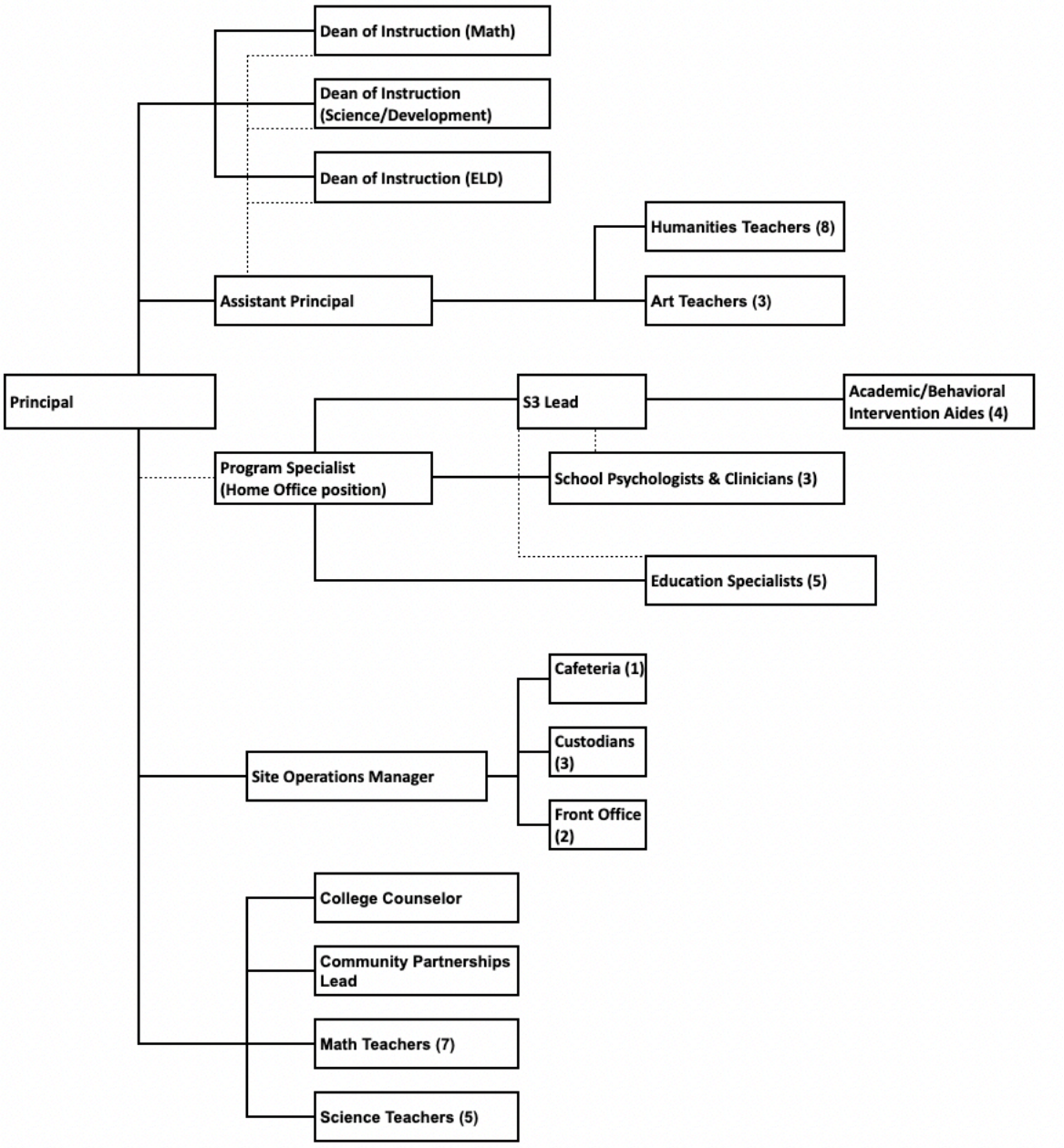


Figure 4.2—Latitude 37.8 High School Organizational Chart:



The Charter School shall operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated with the District. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, Latitude 37.8 High School, operated by Education for Change, a California non-profit benefit corporation, or for claims arising from the

performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

The governing structure of EFC may be revised. Material revisions shall be submitted to OUSD in accordance with Education Code Section 47607 and are governed by the standards and criteria of Education Code Section 47605.

Non-Profit Public Benefit Corporation

The Charter 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(a).

Education for Change is a California nonprofit, 501(c)(3) tax-exempt corporation, incorporated in 2005 which operates seven charter schools, each separately authorized by the Oakland Unified School District, Alameda County Board of Education, or the State Board of Education ("SBE"). The charter applicant and holder for all EFC schools is the Board of Directors of Education for Change, which operates in accordance with its adopted corporate bylaws. Each EFC school maintains a separate budget and is audited as part of the organization's annual financial audit. 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 District guidelines and requirements for charter schools. It will retain its own counsel when necessary. It has purchased and will maintain as necessary general liability, workers compensation, property, errors and omissions and unemployment insurance policies. EFC ensures compliance with all **Assurances** put forth within this petition, at the onset of the petition and within each individual element.

Please see **Appendix 6 - Corporate Documents** for the EFC Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Education For Change Board of Directors

The Charter School is governed by a Board of Directors, in accordance with applicable law and its adopted bylaws, as may be subsequently amended pursuant to the amendment process specified in the bylaws which shall be consistent with the terms of this charter.

The Board of Directors will consist of directors from a variety of professional and academic backgrounds to ensure that the Charter School has the necessary expertise to maintain a high-quality program. This includes experience in one or more areas critical to charter school

success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising, or other areas that are determined necessary and timely.

The Board of Directors meets at least quarterly. All Board meetings comply with the Brown Act and Education Code Section 47604.1(c).

Role and Responsibilities

The mandate of the Board of Directors and stakeholders of EFC is to promote the guiding mission of the Charter School as articulated in this charter. In order to do so, the Board of Directors 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 Board of Directors will exist to affirm or reject policy recommendations and to evaluate the Superintendent.

The Board of Directors of EFC is responsible for:

- Overseeing the legal and fiscal well-being and compliance of the organization and each EFC school
- Hiring, evaluation, and, when necessary, termination of the Superintendent
- Long-term strategic planning for EFC
- Approving and monitoring the implementation of the organization's Bylaws, resolutions, and policies and ensuring the terms of the charter are met
- Performing all 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.
- Approving charter amendments as necessary and submitting material revisions as necessary for the chartering authority's consideration
- 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
- Participating in and approving Charter School programmatic audits, including annual independent fiscal audit, and LCAP
- Regularly measuring both student and staff performance
- Encouraging active involvement of students, parents/guardians, grandparents, and the community
- Approving admission requirements
- Participating as necessary in dispute resolution
- Appointing an administrative panel or act as a hearing body and take action on recommended student expulsions
- 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 of Directors 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, hiring and evaluation of the Superintendent, 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 of Directors. The Board of Directors, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Delegation of said duties will be in writing, specify the entity designated, describe the specific tasks to be delegated, any conditions on the delegated authority and the timeframe of these duties, and require an affirmative vote of a majority of Board members.

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.

EFC has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and

Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within **Appendix 9**. As required, the Conflict of Interest Code will be submitted to the District Board of Supervisors for approval.

Composition

The Board of Directors shall consist of no fewer than five (5) and no more than thirteen (13) members. EFC recruits qualified and appropriate candidates for the board to ensure:

- Diversity in skill sets, perspectives, and backgrounds.
- Full and responsible governing of the organization and schools.
- A unifying and passionate commitment to the vision and mission of EFC.

Two of the seats on the Board of Directors will be reserved for representatives from the EFC Family Leadership Council. The Family Leadership Council membership will elect two representatives to be recommended to the Board of Directors. In addition, in accordance with Education Code Section 47604(c), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation. If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors shall be appointed by the Board of Directors, except for the chartering authority representative, if any.

Each year, the Board of Directors will elect a Chair pursuant to the Bylaws. Any member of the Board of Directors may be eligible for this position**.** The Chair may choose to resign the Chairmanship with a letter of resignation, in which case the Board of Directors will elect a new Chair for the remainder of that term.

The Board of Directors 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 Board of Directors in alignment with the bylaws and the articles of incorporation.

Terms

Each EFC Board member serves a term of three (3) years, with the opportunity to renew for an unlimited number of terms. Directors who are representatives from the Family Leadership

Council will serve a one-year term. There shall be no term limit for either (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 **Figure 4.3**.

Figure 4.3—Board Members, Positions, and Term Expirations:

Members	Position	Term Expiration
Eva Camp	Board Chair, Executive Committee Chair	8/10/2025
Lauren Weston	Board Vice Chair, Executive Committee	10/20/2026
Nick Driver	Board Member, Finance Committee	6/8/2025
Damon Grant	Board Member, Student Outcomes Committee Chair	8/11/2027
Mike Barr	Board Member, Finance Committee Chair	10/20/2026
Erika Cisneros	Board Member, Student Outcomes Committee	10/20/2026
Sonia Urzua	Board Member	2/22/2026
Niloy Gangopadhyay	Board Member, Executive Committee	8/9/2026
Christopher Campbell	Board Member, Finance Committee	4/25/2027

Stephisha Ycoy-Walton	Parent Board Member, Student Outcomes Committee	10/26/2025
Kimberley Ovalle	Parent Board Member	10/26/2025

*Board Member qualifications are attached as **Appendix 12.***

Recruitment and Selection of Board Members

New board members are recruited and selected based on the provisions of EFC's Bylaws, which states that directors in office shall elect successors to the directors. The Superintendent of Education for Change works closely with the Board of Directors to ensure that members are in full alignment with the organization's mission, culture, and goals. The qualifications sought in candidates interested in serving on the Board of Directors include but need not be 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
- Specific knowledge, experience, and/or interest in at least one element of governance for EFC

Development of Board Members

All board members receive an annual training on topics to include, at a minimum, open meeting laws, conflict of interest policy, the Brown Act, ethics, essential policies and procedures, legal and financial responsibilities, charter school oversight, and other training as needed or requested by Board Members. EFC also ensures new board members receive training on basic roles and responsibilities, committees, board recruitment, public relations and marketing, evaluating the board and Superintendent, 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 training and workshops to be held at special and regularly scheduled Board meetings each year. Training may be provided by EFC's legal counsel, the California Charter Schools Association, or other experts.

Governing Board Meetings

The Board of Directors shall meet at least quarterly or more often as needed to review and act on its responsibilities. Each year, the Board of Directors shall approve a schedule for regular meetings to be held during the following year.

The Board of Directors solicits the participation of members of the community who do not have a direct stake in or accountability for the Charter School'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.

Meetings will be held at the principal office of EFC, which is within the physical boundaries of Alameda County, unless the Board of Directors designates another location within Alameda County within close proximity to the location of the charter schools operated by EFC. In the event EFC operates charter schools outside of Alameda County, it shall hold meetings in the County in which the greatest number of pupils enrolled in those charter schools managed by that entity reside. The Board Chair will lead the meetings of the Board of Directors.

Standing Committees

The Board of Directors has both standing and temporary (ad hoc) committees to focus on specific tasks and/or policies such as those listed earlier in the description of the Board's Role and Responsibilities. All Board committees shall be composed of board members serving as chairs. EFC 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 Charter School. All non-board member committee members will be selected by the Board of Directors upon recommendation of the Superintendent.

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 are all monitored by this committee.

- **Executive** - This committee is responsible for recruiting and making recommendations for selection of new board members and leading the evaluation and selection of the Superintendent.

The Board of Directors 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 from 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 conducted in accordance with the Brown Act.

The Board of Directors 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 Board. In non-policy decisions, whenever possible, and appropriate, the Board of Directors will seek input from standing or Board-established ad hoc committees. The Board of Directors will not be required to seek input on any matter that would legally be heard in closed session pursuant to the Brown Act.

Changes to standing committees (e.g., composition, purview, etc.) may be made at any time by the Board of Directors and shall not be considered a material revision to the charter.

Fiscal Management

The Superintendent is the corporate officer responsible for all budgetary matters, subject to oversight by the Board of Directors. On a day-to-day basis, the Chief Business Officer ("CBO") operates and makes recommendations to the Superintendent regarding the Charter School budget, with input from the Principal, Instructional Leadership Team, and Family Leadership Council. The CBO works closely with an outside CPA for the audit of the Charter School's end of year financial statements and for appropriate review of procedures and internal control. The Board of Directors may authorize the Finance Committee to make final financial decisions regarding portions of the Charter Schools' budget.

Compensation

Directors may not receive compensation for their services as directors or officers but may receive 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 such resolution is adopted.

Superintendent

As specified above, the Board of Directors delegates day-to-day management responsibilities of EFC to the Superintendent. The position of EFC Superintendent is designed to lead and manage

the entire non-profit organization and all schools. This person is responsible for administering all of the aspects of day-to-day operations of EFC, working with the Board of Directors, the Authorizer, children, parents and families, and community members. The Superintendent is the leader of EFC, and reports directly to the Board of Directors, and is responsible for the orderly operation of the EFC charter schools and the supervision of management team members at Home Office who directly supervise principals who directly supervise all staff in the Charter School. Duties include:

- The Superintendent will be responsible for overseeing the network office team and working with them collaboratively to create sustainable, scalable systems and policies that will support the schools and enable them to maintain their focus on delivering high quality instruction.
- The Superintendent will address the strategic challenges EFC will face and will consider specific strategic questions including the following:
    - How does EFC maintain a focus on improving academic outcomes?
    - How will the organization secure the financial resources necessary to fund itself in an increasingly tight economic environment?
    - What types of human talent systems are necessary to support the organization and ensure that there are enough high-quality teachers and administrators?

The high-level responsibilities of the Superintendent include:

- **Strategic Planning**: In partnership with the Board of Directors, the Superintendent will execute on the existing strategic plan, then spearhead a new one when the current one is completed.
- **Team Building**: The Superintendent will be responsible for creating the team necessary to carry out the mission of the organization and provide ongoing operations and instructional support to schools.
- **Advancement:** The Superintendent will further advance the mission of the organization by identifying and securing new sources of funding from foundations, corporations and individual donors, and by forming additional strategic partnerships.
- **Governance:** The Superintendent will work with the Board of Directors and the Board Chair to support the Board of Directors in its fulfillment of its governance functions. The

Superintendent will be responsible for supporting and executing the directives of the Board of Directors.

- **External Relations:** The Superintendent will serve as the chief spokesperson for EFC, ensuring proper representation of the organization to the local civic, business and political community, the greater education reform sector and other external constituents, including parents and families.
- **Financial Management:** The Superintendent will oversee the financial systems of the organization, including the development of the annual budget, subject to approval and oversight by the Board of Directors.
- **School Support:** The Superintendent will provide support to the instructional team as needed in the areas of staff management and evaluation, hiring, HR issues, and other tasks that are necessary to ensure that the mission of EFC is fulfilled.
- **Compliance –** The Superintendent will ensure all necessary compliance requirements applicable to EFC and the Charter School are met.

EFC Family Leadership Council

Parent involvement is a key success factor at all charter schools operated by EFC, and one of the foundational elements of the Charter School. EFC therefore established an EFC Family Leadership Council to ensure ongoing, consistent involvement and training for parent leadership development. Each EFC school site FLC (described below under School Site Leadership) will elect two representatives to the EFC FLC. The EFC FLC participates in the ongoing evaluation of EFC's programs and operations, schools and community concerns and priorities for improvement.

EFC has instituted a 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. Two seats on the governing board shall be reserved for family representatives nominated by the EFC FLC. These parent 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.

*Please see **Appendix 7 - Family Leadership Council Guidebook.***

School Site Leadership

As stated in the overview, EFC believes that students are best served with a distributive leadership structure that involves and includes parents, teachers and site leadership. To that end, the following individuals and bodies at the school site have a role in the leadership and governance of the Charter School:

- Principal
- Family Leadership Council
- English Learner Advisory Committee

Principal

The Charter School Principal leads and manages the Charter School, inspiring staff, families and community members to provide the best environment and structure for student learning. That person has the freedom and flexibility to make or suggest improvements on existing practices, as well as to request financial, instructional and material support from the Home Office.

The Charter School Principal's primary responsibilities are:

- Lead the Charter School in accordance with the EFC vision and mission
- Lead and manage the planning and implementation of Charter School's 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 representative(s) from administration, teachers, support staff)
- Facilitate communication between all charter 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 Charter School
- Oversee the day-to-day operations of the Charter School

- Report to the Charter School stakeholders, Superintendent and the EFC Board, on the progress of the Charter 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 Charter School.
- Be available to parents on a regular basis. Keep parents informed of and involved in policy changes at the Charter 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

Parental Involvement in Governance

Family Leadership Council

The Charter School and all other EFC schools have active school site FLCs composed of family members who represent the diversity of the Charter School. Each year, the Charter School's Family Leadership Council elects two representatives to serve on the EFC FLC.

The school site Family Leadership Councils are expected to present feedback and information to the EFC Board of Directors through the EFC FLC structure, which also serves as a vehicle to give families meaningful input on the strategic direction of the organization. The EFC FLC serves in an advisory role to the EFC Board of Directors.

EFC promotes family partnership and 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 Charter 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 to achieve at the highest levels, scheduling specific homework time, and providing a quiet environment for their children's studies.

English Learner Advisory Committee

For as long as there are more than 21 ELs in attendance, the Charter School will have an English Learner Advisory Committee. The ELAC is open to all families, with parents of ELs comprising at least the same percentage of the ELAC membership as ELs constitute of the Charter School's total student population. The ELAC serves in an advisory capacity to:

- Advise the Principal and staff on programs and services for English learners
- Advise the School Leadership on the development of the LCAP and LCAP Federal Addendum as they relate to English Learners
- Help make parents aware of the importance of regular school attendance

Element 5 (Employee Qualifications)

"The qualifications to be met by individuals to be employed by the charter school." – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School 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. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Reporting Educator Misconduct to the 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 submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

Overview

The Charter School is driven by its own mission and vision, as well as the EFC 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, the Charter School and EFC must have a strategy and a plan to ensure the Charter School has the human capital and talent necessary to realize its vision.

The Charter School shall recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. All prospective employees are required to have legal authorization to work in the United States, and also successfully complete a DOJ fingerprinting background check, tuberculosis ("TB") risk assessment and examination (if necessary), and reference checks to ensure the health and safety of the Charter School's faculty, staff, and pupils. In addition, prospective employees are carefully screened to ensure they have the qualifications for employment as outlined in their job descriptions. The Charter School shall not discriminate against any individual employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, 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, including immigration status, or association with an individual who has any of the aforementioned characteristics.

Code of Professionalism

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 Board of Directors, any administrators, managers or employees, and any other committees of the EFC Board shall at all times comply with applicable federal and state laws, nonprofit integrity standards and OUSD'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.

All EFC and Charter 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
- Maintain a high level of professional conduct

Employee Recruitment and Selection Process

EFC and the Charter School are dedicated to hiring professional and qualified staff. All staff to be hired at the Charter School must demonstrate an understanding and commitment to EFC and the Charter School's mission, vision, and educational philosophy.

EFC provides equal employment opportunities for all qualified applicants and staff. Employment decisions are based on qualifications, abilities, and work performance.

Recruitment

EFC is dedicated to hiring professional and qualified staff. All staff to be hired at the Charter School must demonstrate an understanding and commitment to EFC's mission, vision, and educational philosophy. The Director of Talent Acquisition and the Chief Talent and Strategy Officer at the EFC Home Office will be responsible for staff recruitment, as follows:

- 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
- Utilizing print and news media, as appropriate
- Expand and deepen partnerships to foster internal and external pipelines which will help reduce cost/hire and support diversity

Selection

Selection and appointment of employees at EFC will be the exclusive prerogative of EFC. As such, the EFC Board of Directors shall set the terms and conditions of employment by establishing personnel policies. Decisions relative to the selection, employment, and release of the Superintendent rest with the Board of Directors. Decisions relative to the selection, employment, and release of the executive management employees rest with the Superintendent in consultation with the Board of Directors as needed.

The Principal, in partnership with the EFC Home Office, is responsible for the selection, employment, and release of all school-site staff. 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, the following selection process will be implemented:

1. Request resumes, cover letters and written responses to essay prompts (EFC Director of Talent Acquisition or designee),
2. Utilize pre screening tools for all staff (EFC Director of Talent Acquisition or designee),
3. Leverage brief screening interviews (by phone) as needed (EFC Director of Talent Acquisition or designee),
4. Conduct a follow-up interview, including a sample teaching lesson or other demonstration of job-related abilities (site level selection team),
5. Verify credentials and past employment, state and federal background checks, and professional and personal reference checks (EFC Human Resources team),
6. Finalize a selection (Principal & EFC Director of Human Resources or designees),
7. Finalize contract and extend offers of employment (EFC Director of Human Resources or designee).

Employee Qualifications

All employees must meet the state and federal legal requirements for employment, including relevant credentialing requirements, background checks, TB clearance, immunizations, and any additional position-specific requirements.

The HR department maintains on file and available for inspection current copies of:

- Teacher credentials for their certificated assignment, as required by position
- Documentation of TB clearance, in accordance with Education Code Section 49406
- Verification of state and federal criminal background check clearance
- Criminal background summaries, which will be maintained by the HR Department in a
- confidential secured file separated from personnel files, as required by law
- Documents establishing legal employment status, most commonly in the form of an I-9 Employment Eligibility Verification form and acceptable forms of identification
- All other relevant employment documentation

Except for unionized employees whose employment relationship with EFC, rights and obligations, and service to the Charter School shall be subject to a collective bargaining agreement, all other employees' job classification and work basis will be specified in individual employment agreements, unless they also become subject to a collective bargaining agreement. 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 Charter School and to comply with state laws.

For further details on employee qualifications as they relate to the health and safety of students and staff, please see **Element 6**.

Qualifications and Job Descriptions for Key Positions

Education for Change as a charter management organization has an experienced Home Office team responsible for supporting the Charter School 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 the Charter School in its operations. The organization chart and job responsibilities will be revised as necessary to reflect the needs and priorities of the organization in service of its mission.

Management Team

- Superintendent - Manages the strategic direction of EFC

- Chief of Schools - Supervises and coaches all Principals and schools
- Chief Talent and Strategy Officer - Manages HR and Talent teams and leads strategic priorities
- Director of Site Operations - Leads the site-based Operations teams
- Chief Academic Officer - Leads the Instructional Team, including Special Education
- Chief Business Officer - Leads the Finance and IT teams

Instructional Leadership Team

- Chief of Schools - Supervises and coaches all Principals
- Chief Academic Officer - Leads instructional strategy and manages directors of academic content areas, expanded learning, assessment and student support services
- Director of Student Support Services - Manages and leads the Division of Student Support Services
- Director of Mathematics - Leads K-8 Mathematics coaching, professional development, and support
- Director of TK-2 ELA - Leads Early Elementary ELA coaching, professional development, and support
- Director of 3-8 ELA - Leads Upper Elementary and Middle School ELA coaching, professional development, and support
- Director of Assessment, Data, and Analysis - Manages assessment administration, data platforms, and student data
- Director of Expanded Learning - Manages Expanded Learning programming and oversees ELOP funds and requirements

Finance and Operations Team

- Chief Business Officer - Leads the Finance and IT Teams
- Chief Talent and Strategy Officer - Manages strategic priorities and leads Human Resources and Talent teams

- Director of Human Resources - Manages HR and Payroll Teams, Benefits
- Director of Talent Acquisition - Leads certificated and classified staff recruitment and selection, and partnerships
- Director of Site Operations - Leads the site-based Operations teams
- Director of IT - Manages and supports IT team and special projects

The following outlines the key Charter School positions and the qualifications needed for those roles. They will be revised as necessary to reflect the needs of the Charter School.

Principal

Under direction of the Chief of Schools, the Principal is responsible for the day-to-day operations of the Charter School. 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 Charter 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 Charter School's approved instructional frameworks and annual site plans, fosters a culture of positive, engaged learners, and serves as a strong advocate for the Charter School's philosophy.

- 3+ years teaching experience
- Experience as a teacher leader, instructional coach, or site leader
- Experience working with children in an educational or youth development setting
- Training and/or experience with conflict management
- Excellent organizational, project management and time management skills
- Spanish Bilingual preferred
- Masters Degree preferred
- Outstanding problem solving skills
- Effective oral and written communication skills with an ability to communicate with various constituencies and to work comfortably with a variety of staff at all levels within the organization

- Proactive, independent thinker, goal oriented
- Excellent team player with a high degree of willingness to be hands-on and do whatever it takes to support the success of Education for Change

Assistant Principal/Deans of Instruction

The Assistant Principal is viewed as a future principal. As such, the Assistant Principal role is intended to provide a wide range of experiences that will successfully prepare individuals to eventually serve as Principal. The Assistant Principal supports the Principal in the roles described above under Principal.

The Dean of Instruction under the supervision of the Principal or Assistant Principal provides instructional coaching and professional development to targeted teachers. The Dean role is intended to provide instructional leadership experiences that will prepare the individual for Home Office and site administration responsibilities.

The qualifications for an Assistant Principal include:

- 3+ years teaching experience
- Experience as a teacher leader, instructional coach, or site leader
- Spanish Bilingual preferred
- Masters Degree preferred
- Knowledge of the State Standards and instructional practices aligned to those standards
- Strong data analysis skills
- Experience working with English Learners
- Experience coaching, mentoring or developing teachers
- Strong community building skills
- Outstanding communication and organization skills

The qualifications for a Dean of Instruction include:

- 3+ years teaching experience
- Experience accelerating student learning and achievement in low-income communities

- Knowledge of curricula and instructional best practices
- Content knowledge in Common Core Standards
- Strong Data Analysis Skills
- Demonstrated success as an instructional leader and in the professional development of teachers
- Strong interpersonal skills
- Able to work effectively with diverse communities
- Outstanding communication and organization skills
- Must possess a growth mindset and be able to use feedback to refine practice

Teachers

As with students and parents/guardians, teachers make a specific choice to be part of the Charter School Academy team, as well as part of the non-profit Education for Change team. EFC teachers meet the requirements for employment as stipulated by Education Code section 47605(l). Teachers are responsible for delivering instruction aligned to the instructional guidelines at Education for Change

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 Charter School and EFC.

The qualifications for the Teachers include:

- Bachelor's degree
- Valid California Multiple Subject Teaching Credential or ability to attain one based on out of state certification, permit, or other document required for the teacher's certificated assignment.
- CLAD, BCLAD, or English Learner Authorization

- Must possess a growth mindset and be able to use feedback to refine practice
- Experience with Positive Behavior Interventions & Supports preferred
- Experience accelerating student learning and achievement in low-income communities preferred
- Spanish language proficiency preferred
- Experience and desire to use data and technology as levers to drive instruction

Education Specialists

Qualifications:

- Valid California Education Specialist Credential
- Successful experience with students with special needs
- Must possess a growth mindset and be able to use feedback to refine practice
- Successful experience working in a collaborative environment
- Experience working with diverse communities
- Minimum of 3 years of experience as a certified Special Education teacher preferred
- Valid California Autism Authorization preferred
- Experience accelerating student learning and achievement in low-income communities preferred
- Bilingual-Spanish preferred
- Experience and desire to use data and technology as levers to drive instruction

School Psychologists

Qualifications:

- Minimum of 3 years of experience as a licensed Specialist in School Psychology
- Valid California Pupil Personnel Services Credential in School Psychology

- Comprehensive knowledge of school psychology theory, child development, substance abuse
    - education, tests and measurements, and crisis management.
- Must possess a growth mindset and be able to use feedback to refine practice
- Successful experience working in a collaborative environment
- Experience working with diverse communities

Site Operations Manager

Qualifications:

- Bachelor's degree (prefer directly related experience) or equivalent combination of education and experience, in a large organization or school;
- Departmental budget management, database management, spreadsheet analysis, and student information system applications experience;
- Meticulous attention to detail;
- Excellent organizational, project management, and time management skills;
- Outstanding problem-solving skills;
- Effective oral and written communication skills with an ability to communicate with various constituencies and to work comfortably with a variety of staff at all levels within the organization;
- Proactive, goal-oriented independent thinker;
- Excellent team player with a high degree of willingness to be hands-on and do whatever it takes to support the success of Education for Change;
- Knowledge of personal and/or network computer skills, including Google Suite and online platforms;
- Ability to solve practical problems and deal with various variables in situations where only limited standardization exists;

- Ability to interact courteously, tactfully, and discreetly with a wide variety of personalities and challenges; exercise sound and independent judgment;
- Ability to demonstrate team-building skills, establish and maintain effective working relationships, and collaborate effectively;
- Spanish-speaking preferred;
- Must possess a growth mindset and be able to use feedback to refine practice; and
- Experience working with diverse communities.

Instructional Tutor

Qualifications:

- 1-2 years of successful, demonstrated experience working with school-age children
- High School Diploma, or equivalent
- Ability to:
    - Implement a scripted intervention curriculum effectively
    - Responsibly supervise students in all phases of the program (indoor, outdoor, activities, curriculum, etc.)
    - Work effectively with students of all ages
    - Adhere to safety practices, control and motivate students and preparing and maintaining accurate records
    - Collaborate with classroom teacher, district staff, consultants and other school stakeholders
    - Assist with family meetings and training sessions
    - Work both independently and collaboratively as a team
    - Understand and carry out verbal and written directions
    - Read and write English with sufficient comprehension to perform duties accurately and competently

- Work and communicate effectively and cooperatively with individuals from diverse backgrounds
- Enter data on a computer and navigate various student information systems
- Perform multiple, non-technical tasks including adhering to safety practices; supervising and motivating students; preparing and maintaining accurate records.

Student Support Assistant

Qualifications:

- Associate's degree (A.A.) or equivalent from two-year college or technical school; and two years experience and/or training; **OR** an equivalent combination of education and experience, in a large organization or school.
- Valid driver's license
- Superior customer service skills and problem-solving orientation
- Spanish bilingual capacity a plus
- Excellent organizational and time management skills
- Proactive, independent thinker, goal oriented
- Excellent team player with a high degree of willingness to be hands-on and do whatever it takes to support the success of Education for Change Establish and maintain effective working relationships
- Ability to communicate effectively orally and in written form with students, parents, and staff. Spanish speaking a plus.
- Must possess a growth mindset and be able to use feedback to refine practice
- Successful experience working in a collaborative environment
- Experience working with diverse communities

Academic/Behavioral Intervention Aides

Qualifications:

- High school diploma
- At least two years of study at an institute of higher education or possession of an Associate's degree or higher preferred
- 1+ year working with students in special education or students from urban communities in an educational setting
- Flexibility and ability to adapt to changing conditions; ability to take initiative and modify activities and programs as needed
- Must possess a growth mindset and be able to use feedback to refine practice
- Knowledge of basic subjects taught in elementary school, including mathematics, reading, writing, grammar, and spelling
- Knowledge and experience with students with autism and Applied Behavioral Analysis preferred
- Crisis Intervention Prevention ("CPI") certification preferred

Community Partnerships Lead

Qualifications:

- BA/BS College Degree in education, social sciences, public administration, communication, or related field
- 1-3 years relevant experience in building and maintaining positive community partnerships
- Proven skills in project management
- Experience working effectively with and understanding the needs of culturally and ethnically diverse populations
- Establishing and maintaining cooperative working relationships with co-workers, families and community agencies
- Life-long learner with knowledge of community resources

- Effective oral and written communication skills, including cross cultural communication
- Exhibits the ability to be a creative thinker and self-starter
- Multilingual skills preferred but not required
- Available for flexible work schedule, including some evenings, weekends, and summer hours
- Must have reliable transportation to travel between school and community organizations
- Assessing and prioritizing multiple tasks, projects and demands

Non-instructional Staff

Other staff member qualifications depend on the open position but, at a minimum, candidates must demonstrate experience or a strong desire in supporting the mission of EFC and the Charter School. All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description.

Services Provided via Contractors

The Charter School will receive additional services from employees of organizations with which the Charter School contracts. The Charter school will ensure that the qualifications of employees of contractors are consistent with the expectations for the Charter School's employees.

Professional Development

EFC and the Charter School staff participate in extensive professional development prior to and throughout each school year. Professional development is aligned to the Charter School's established annual educational priorities. Staff are also provided additional professional development and coaching related to their individual growth areas and needs.

Performance Evaluation

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 Instructional Leadership 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.

Just as staff are expected and encouraged to grow and achieve at high levels, so are these expectations applied to the principal and the Charter School. The EFC Home Office staff work with the sites to ensure that the mission of the Charter 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 the chartering authority and other authorized reporting agencies.

Element 6 (Health and Safety)

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii)That the school safety plan be reviewed and updated by March 1 of every year by the charter school." – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year. Charter School shall include any additional topics added through amendment of Education Code section 32282 or any other legislation.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings
Charter School 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. Charter School shall maintain student immunization, health examination, and health screening records on file.

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, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School'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. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School 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 Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School 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) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School 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, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

Charter School 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. Charter School shall maintain TB clearance records and certifications on file.

Overview

EFC will follow clear procedures to ensure the health and safety of pupils and staff. Toward this end, the EFC Board of Directors has adopted and implements full health and safety procedures

and risk management policies at the school site in consultation with insurance carriers and risk management experts. These include:

- **Health and Wellness Policies**, including immunizations, health screenings, administration of medication, emergency epinephrine auto-injectors, blood-borne pathogens, a drug free and tobacco free campus, and the role of staff as mandated child abuse reporters
- **A School Safety Plan**, including procedures for background checks, anti-discrimination and harassment policies, facility safety, and a disaster preparedness plan providing emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster

These policies and procedures govern the behavior of both students and staff to ensure the safety of both. They are reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies are maintained on the school site, available for Authorizer review on an ongoing basis, and incorporated into the Student and Family and the Employee handbooks, which are included in **Appendix 8 - Handbooks**. The Charter School shall ensure that staff are trained annually on the health, wellness, and safety policies and procedures.

The following is a summary of the health, wellness, and safety policies and procedures of the Charter School. In addition, please see **Appendix 9 - Health, Wellness, and Safety Plans** for the current Safe School Plan.

Health and Wellness

The following is a summary of the health and safety policies of the Charter School.

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Superintendent shall monitor the fingerprinting and background clearance of

the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Medication In School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students, shall comply with tuberculosis risk assessment and examination requirements prior to employment and working with students, and for employees at least once each four years thereafter, in accordance with Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Naloxone

The Charter School shall stock and maintain Naloxone nasal spray to administer in the event of an opiate overdose.

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. EFC has established a written "Exposure Control Plan" designed to protect employees and students 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. The Blood Borne Pathogen Exposure Plan is included in **Appendix 9 - Health, Wellness, and Safety Plans**.

School Meals

The Charter School is dedicated to promoting the health and wellness of its students. All students will have access to meals during the school day that are nutritious and meet all Federal Nutritional guidelines. The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Athletic Programs

The Charter School complies with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter school, including but not limited to the requirements of Education Code section 221.9 with respect to the posting and/or disclosure requirements regarding pupil participation in competitive athletics and complies with the requirements of Education Code section 33479 et seq. regarding recognition of signs of sudden cardiac arrest with respect to any athletic program that is offered.

The Charter School complies with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code Section 49475) offered by or on behalf of the Charter School.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. Coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Drug, Alcohol, and Smoke-free Environment

The Charter School maintains a drug-, alcohol-, and tobacco-free environment.

Suicide Prevention Policy

The Charter School shall adopt policies on pupil suicide prevention in accordance with Education Code section 215. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the Charter School's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email

address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Safe Place to Learn Act

The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.**California Healthy Youth Act**

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 9-12, at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq*.

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

The Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):

a) child abuse reporting procedures

b) routine and emergency disaster procedures

c) policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations.

d) procedures to notify teachers of dangerous students pursuant to Education Code Section 49079

e) a discrimination and harassment policy consistent with Education Code Section 200

f) provisions of any school wide dress code that prohibits students from wearing "gang-related apparel," if applicable

g) procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School

h) a safe and orderly environment conducive to learning

i) the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605

j) procedures for conducting tactical responses to criminal incidents

k) procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan

l) procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the Charter School, at an activity sponsored by the Charter School, or on a school bus serving the Charter School

m) procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or similar life-threatening medical emergency while on school grounds

n) a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent. The training shall be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training will occur at least bi-annually. The Charter School Safety Plan is included in

Appendix 9 - Health, Wellness, and Safety Plans.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

Emergency team roles and responsibilities are described in the School Safety Plan and are reviewed annually. Roles include the school site responsible official, the school site safety coordinator and the Central Office responsible officials. Other roles include team leaders for the site communications, assembly area, first aid, food and water, search and assessment, student release, traffic and security, utilities and hazards teams.

Safety plans are maintained on file and available for inspection. EFC adheres to these plans to address the needs of each school site. Emergency drills are held periodically and as required for fire, earthquake and code red/lockdown scenarios.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Additional Policies

Comprehensive Anti-discrimination and Harassment Policies And Procedures

EFC and the Charter School are committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Misconduct of this nature is very serious and will be addressed in accordance with EFC policy and procedures.

EFC has established a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the Charter School, in order to prevent and immediately remediate any concerns about discrimination or harassment at EFC (including employee to employee, employee to student, and student to employee misconduct). Under the direction of the EFC Board of Directors, the Superintendent and/or the Chief Talent and Strategy Officer or designee shall be responsible for investigation, remediation, and follow-up on matters submitted

to EFC through this procedure. The EFC Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation and Complaint Forms is included in the Employee Handbook and the Student and Family Handbook, which are available in **Appendix 8- Handbooks**.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Please see **Appendix 9 - Health, Wellness, and Safety Plans** for the EFC Uniform Complaint Policy, Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy, and Policy for Complaints Against Personnel.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code, including provisions for seismic safety.

The Charter School 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. The Charter School shall conduct fire drills as required under Education Code Section 32001.

The Charter School affirms that it will comply with the federal ADA access requirements and other applicable fire, health and structural safety requirements; will maintain on file readily accessible records documenting such compliance and facility inspection records; and that the site will be secured with an appropriate Certificate of Occupancy.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Employee Training

The Charter School shall ensure that all staff members receive annual training on the Charter School'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.

The Charter School shall also ensure that its employees receive the required sexual harassment training under Government Code Section 12950.1.

The Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, in accordance with Education Code Section 44691, 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 Education Code section 44691.

Element 7 (Balance of Racial/Ethnic, Special Education, and English Learner Students)

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." – Ed. Code § 47605(c)(5)(G)

Overview

The Charter School will continue to serve approximately 400 students in grades 9-12. The Charter School will maintain a waiting list to ensure it will meet enrollment goals. It is the absolute goal of the Charter School to serve the general student population of Oakland, and the Charter School will strive to achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that will reflect the general population residing in the territorial jurisdiction of the Oakland Unified School District and the demographics of the neighborhood elementary schools, consistent with Education Code section 47605(c)(5)(G).

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, special education, or EL student demographics of our students is identified, the Principal will initiate dialogue and meetings with community leaders from the underrepresented student groups. The objective of that dialogue will be to guide the Charter School into creating more culturally inclusive and competent marketing strategies, and ultimately, a more culturally inclusive and competent school. The Director of Recruitment at the Home Office will take the lead with the Principal in developing and implementing a comprehensive recruitment and outreach strategy.

Recruitment Strategies

Enrollment Timeline

The Charter School implements an enrollment timeline and process that allows for a broad-based recruiting and application process, enabling families throughout the District to learn about the EFC and Charter School program and make an informed decision.

Earned Media

Earned Media is one of the most effective strategies for garnering widespread attention to a charter school. The Charter School will utilize the experience and relationships of its team

members to strategically get articles placed in local newspapers that focus on the innovative programs offered at the Charter School.

Social Media Advertising

EFC has initiated social media advertising to outreach to more families across Oakland and increase brand awareness of its schools. Families can reach out to EFC through these channels and receive follow up phone calls.

Collateral Materials/Leave Behinds

Professionally designed brochures, flyers, and posters will showcase the benefits and opportunities that an education from the Charter School 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 printed in English, Arabic, and Spanish and will be designed to demonstrate the diversity and cultural appreciation that occur at the Charter School. All marketing material samples will be provided to OUSD 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.

Targeted Outreach to Achieve Balance

Latitude 37.8 High School is a citywide school that provides a preference or a weight for students residing within the boundaries of the Oakland Unified School District. As such, the student demographics at the Charter School reflect the overall demographics of the District. To ensure students across the city have access to the Charter School, targeted recruitment is conducted through the Charter School's partners, including Oakland Enrolls, Seneca Family of Agencies, the Attles Center for Excellence, and Voces Maya. Latitude's recruitment lead has connected with potential Indigenous/Mayan families via Voces Maya's Radio B'alam, and organizational leadership connects with Indigenous/Mayan families at weekly workshops hosted at one of our sister schools.

This recruitment ensures Oakland residents are aware of the Charter School and its offerings resulting in a large Students with Disabilities, English Learner, and Socioeconomically Disadvantaged population. Online advertising includes translation, both written and oral, into all languages.

To ensure students with disabilities are getting access to the Charter School, EFC partners with Seneca Family of Agencies to outreach to their clients. For students with high incidence disabilities, EFC widely advertises its special education programming, its MTSS offerings, and our partnership with Alameda District Behavioral Health Services to provide mental health services.

Latitude Open Houses

In the spring and fall of every year, Latitude hosts community informational meetings, so that interested parents or community members can come and learn about the opportunities that will be provided by Latitude. Information for each of these open houses is distributed to all current families and middle schools, via social media and platforms like Instagram, Facebook, and Eventbrite, and via a concerted online and word of mouth grassroots strategy. Dates and times for the open houses are set to maximize the number of parents that are able to attend. The Charter School hosts Open Houses on multiple Saturday mornings in December and January, as well as Zoom sessions on weekend evenings. Translators are available at all recruitment events, and some sessions are advertised as specifically for Spanish speaking families. Proposed dates are advertised on the website, and include meetings in December, January, February, and March of each year.

The Charter School also understands that as part of its oversight of the Charter School, OUSD may conduct program review of federal and state compliance issues.

Systems and Supports to Retain Target Student Groups

The Charter School is committed to maintaining enrollment of students representing various racial and ethnic backgrounds, language groups, and students with disabilities. Our strategies and processes are designed to reflect and support the diversity of our community, ensuring that every student feels valued and has equal opportunities for educational success.

The Charter School makes it a priority to hire staff directly from the surrounding community. By recruiting a workforce that reflects the demographics of our students and includes alumni from local high schools, as well as others residing in local Oakland neighborhoods, we ensure that our team is culturally responsive and representative of the community we serve. This has proven effective in building trust with families, as students and their families see themselves mirrored in

the staff and recognize the value of the relationships formed.

In addition, the Charter School prioritizes using inclusive and welcoming language, programming, and materials that reflect and respect the diverse identities of our students and families. We have intentionally adopted curricula that reflect the diversity of our community. For example, our project-based curriculum deeply engages students in understanding their own history and culture as well as the experiences of other groups, and immerses students in such topics as civil rights, labor rights, and LGBTQ+ history. Another example is the Advisory lessons designed by our four advisory leads, which engage students in building empathy for the diversity of students in our school.

Finally, the Charter School, along with other Education for Change schools, explicitly prioritizes Student Belonging through our EFC-wide strategic initiatives. The Charter School conducts student focus groups and surveys to identify practices that are contributing to a sense of belonging as well as those that must be shifted in order to ensure a deep sense of connectedness for all students, and in particular those that belong to student groups who have traditionally been underrepresented and/or "othered" in our society. Our Culture Leadership Team actively monitors this data and implements programming to address student needs.

We pay special attention to the following target groups, in order to ensure that our school environment is welcoming and that our programming meets their needs:

<u>Black/African American Families</u>

We engage our Black/African American students in affinity spaces and work as a team to unpack trends in Black student attendance, engagement, and achievement. Affinity mentoring and small-group support takes place through our Black Student Union.

We consistently engage in efforts to improve disproportionality in attendance, include direct communication with families, understanding their challenges, and providing solutions such as transportation assistance, flexible scheduling for family meetings, and more accessible communication with teachers and staff. To ensure that Black/African American students see themselves reflected in our curriculum and to build cross-cultural understanding between different student groups, all students engage in learning about Black/African American history and culture through our Humanities classes and through our advisory lessons. In addition, our leadership team has facilitated schoolwide solidarity events organized by our Black Student Union and organized panels with local black luminaries and entrepreneurs to learn about how they navigated their paths to success and the legacy they hope to leave behind.

Additional enrichment programs at the Charter School are informed by student focus groups and

surveys, which are disaggregated by race/ethnicity, and Latitude has responded to the input from Black/African American students and families.

Newcomers

In order to create a welcoming and supportive environment for our Newcomers, Latitude very intentionally uses a variety of systems and structures that increase the level of academic and social support experienced by students. We cluster our Newcomer students in advisories by language, in order to promote a sense of connectedness with other Newcomers who share their language and cultural background. In addition, we bring our Newcomers together multiple times per week for small group English Language Development instruction. Moreover, we offer a dedicated Math Support class for Newcomers specifically taught by the most experienced math teacher on our team. Finally, we ensure that staff are consistently available to translate both daily interactions with students and families as well as important structures like IEP meetings, student academic conferences, and family education and leadership events.

Students with Special Needs

Our most important strategy for retaining students with special needs is to provide high quality, responsive Tier 3 programming that meets their specific needs, and to approach our work with families collaboratively through thoughtfully designed services, communications, IEP meetings, and family education opportunities. We invest deeply in the full continuum of Special Education programming, including both full inclusion and Special Day Class models, robust academic and behavioral interventions for students with both Mild/Moderate and Extensive support needs, and Educationally Related Mental Health Services.

Our engagement with our community of exceptional learners is also facilitated through our partnership with Seneca Family of Agencies to implement the Unconditional Education model, in which “the most essential mission is to apply this lens of unconditional care to the most struggling students in our schools, prompting out-of-the-box thinking to remove barriers to school success . The willingness to “do whatever it takes,” even when doing so proves to be a tremendous challenge.”[7] Our Special Education and General Education teams strive to fulfill this promise to our students with disabilities every day by using a variety of strategies and services to develop individualized programming that truly meets the needs of the child and their family.

By constantly evaluating and refining our practices, we aim to create an environment where every student feels valued and supported, regardless of their background. Ultimately, our goal is to build a school community that reflects the rich diversity of our city, provides equitable

[7] Source: Seneca Unconditional Education Model Overview, https://senecafoa.org/wp-content/uploads/2021/02/UE-Model-Overview.pdf

opportunities for all, and gives students and families compelling reasons to stay at the Charter School.

Element 8 (Admissions Policies and Procedures)

"Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605]." – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School 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.

Charter School 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, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, 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, including immigration status, or association with an individual who has any of the aforementioned characteristics).

The Charter School shall admit all pupils who wish to attend the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

Homeless and Foster Youth

Charter School 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Charter School 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. Charter School 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.

Charter School 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.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

Overview

The Charter School is open to all students. Admission to the Charter School, except as provided by Education Code Section 47605(e)(2) shall not be determined according to the student's place of residence or that of the student's parent or guardian, within the state of California, except in the case of a public random drawing as provided below or unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(de)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws, establishing minimum and maximum age for public school attendance in charter schools.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii) as listed above.

Recruitment and Application Process

As discussed in **Element 8**, EFC implements a recruitment process aimed at ensuring the student population at the Charter School is reflective of the student population in the surrounding neighborhood.

The Charter School requires students who wish to attend the Charter School to complete an application form. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Applications are accessible online through a citywide single charter application process. Parents can receive direct assistance with the application process either over the phone or in person.

The application is comprised of the following:

- Basic contact information
- Grade level
- Eligibility for preferences, as detailed below

Applications are due mid-February each year. If the number of applicants exceeds the number of available spaces, a public random drawing is held in accordance with Education Code Section 47605(e)(2)(B). The application materials will specifically identify the application deadline and the proposed lottery date. All applicants are also informed of the date and location of the public random drawing, as detailed below.

Admission Process

The Charter School is participating in the OaklandEnrolls Common Charter Application process. In order to ensure that all students will be placed appropriately and benefit fully from the Charter School, 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 the Charter School shall be admitted, up to capacity. Admission to the Charter School shall not be determined by the place of residence of the student or their parent in the State, except as provided in Education Code Section 47605(e)(2). If the number of pupils who wish to attend the Charter School exceeds the Charter School's capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing ("lottery"). Students currently enrolled in the Charter School are exempt from the lottery. Within the context of this admission process, the Charter School seeks to deliver on the spirit and intent of Brown v. Board of Education by using legally permissible means to enroll a profile of students representative of the racial, ethnic, special education, English Learner, and socioeconomic diversity of the city of Oakland. In this regard, the Charter School employs certain weighting mechanisms in relation to its lottery that foster diversity and that fit squarely within acceptable admission 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 zip code 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 the Charter School[8] or founding families[9] (this priority will be capped at 10% of total enrollment).

[8] Charter School employees must be working in at least a .5 FTE (Full Time Equivalent) role.

[9] Founding families is defined as families who contribute at least 80 hours to support the launch of the Charter School prior to the 2018-19 academic year.

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, the Charter School will ensure that up to 85% of slots for admission will be allocated to students residing in Oakland. The Charter School identifies attendance regions consisting of several contiguous zip code areas or "clusters." Using United States Census data, the Charter School 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.

- **Socioeconomic Status ("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 employees of the Charter School or founding families are 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, are given one additional entry in the lottery.

- Students residing within the boundaries of OUSD who meet the SES criteria (qualify for free or reduced price meals) are 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 held in abeyance for a subsequent lottery, as needed.

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 Online via Zoom with a publicly available link, which is also emailed/texted to applicants (via the application portal). EFC will ensure that the lottery process will be:

- 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 Charter School and will be valid for the duration of the school year. If a student leaves the Charter School, that space will be offered to the next person on the waiting list by mail, an application portal notification and by phone. A student who is offered a position off of the waiting list will be required to confirm by accepting offer via the application portal their intent to enroll.

Enrollment Process

Upon admission to the Charter School, the registration process is comprised of the following:

- Submission of an enrollment packet
    - Student Registration Form
    - Proof of Immunization
    - Home Language Survey
    - Completion of Emergency Medical Information Form
    - Proof of minimum and maximum age requirements
    - Authorization for the Charter School to request and receive student records from schools the student has attended or is currently attending[10]

[10] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

- A copy of any existing Student Study Team evaluations and recommendations for the student shall be obtained
- A copy of any existing 504 Plan or IEP for the student shall be obtained

Regarding immunizations, California law requires that parents/guardians of all children must submit completed immunization records, or exemption materials, prior to admittance of their children to school. School verification of immunizations is to be by written medical records from a physician or immunization clinic. All new and transfer students must present a current immunization record at the time of enrollment. There is no grace period. Pupils who fail to complete the series of required immunizations will be denied enrollment until the series has been completed. Exceptions will be provided only to the extent authorized under the law.

Family Educational Rights And Privacy Act ("FERPA")

The Charter School, including its employees and officers, shall comply with the FERPA and Education Code section 49060 et seq. at all times.

Element 9 (Independent 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." – Ed. Code § 47605(c)(5)(I)

Fiscal Audit

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School 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 the applicable Office of Management and Budget Circulars.

The 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 familiar with the Audit Guide for Charter Schools. This auditor will complete an annual audit of the Charter School'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 the Charter School'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 OUSD. Two interim reports and a year-end report, in a format to be provided by OUSD, that will include actual and revised budget figures, projected revenues, expenditures, and fund balances will be submitted to OUSD unless a different system is agreed to by all parties.

The annual audit will be completed and forwarded to the District, Alameda County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year. At the conclusion of the audit, any exceptions or deficiencies will be reviewed by the Finance Committee with the Chief Financial Officer. The Finance Committee will report the findings and recommendations to the Board of Directors. The Board of Directors will then report to the District to address how the exceptions and deficiencies have been or will be resolved to the satisfaction of the chartering authority. The Charter School

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 the Charter School is a 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 OUSD with all financial and related reports, including enrollment attendance, to enable OUSD to meet its requirements by law.

The Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding financial records, from OUSD and shall consult with OUSD regarding these inquiries.

Please see **Appendix 10 - Financial Documents** for the most recent approved audit.

Element 10 (Procedures by Which Pupils Can Be Suspended or Expelled)

"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 the pupil's 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 schooldays 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 the pupil, the pupil's parent or guardian, or the pupil's educational rights holder 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)." – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall 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 the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) 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) No pupil shall be involuntarily removed by 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 schooldays 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 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).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

[Insert other procedures designed to ensure that Charter School's disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements.]

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this

Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

Code of Conduct

The goal of EFC is to operate schools that foster student self-discipline in a warm, supportive school climate that is conducive to maximum learning for all students. All EFC schools develop site-specific Codes of Conduct as general guides for behavior, but not as mechanisms for rigid control. To ensure success for ALL children, the individual personalities of students or extenuating circumstances will always be considered before corrective measures are prescribed. Codes of conduct will be presented in the Student and Family Handbook. Every family will receive a new copy of the Student and Family Handbook annually, which will be available in English and Spanish. Please see **Appendix 8 - Handbooks** for the current Student and Family Handbook. The following policy on suspension and expulsion will be included in all EFC schools' handbooks.

Suspension, Expulsion, and Involuntary Removal

The following Student Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Education for Change Public Schools. In creating this policy, EFC has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removals. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* EFC is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

EFC fundamentally believes that providing an orderly, safe, and warm classroom and school environment is the foundation for positive behavior in children and a comprehensive MTSS model is the vehicle through which to support ALL children to respond positively in that environment. When children break rules in an orderly, safe and warm environment, EFC believes there is a logical root cause for that behavior which must be addressed. There is minimal research to support suspending and expelling children, and research verifies that

African-American and Hispanic students are disproportionately impacted. Therefore, EFC expects its schools to develop a positive school culture, provide social emotional learning, and implement the behavioral interventions necessary to minimize the need for out-of-school suspension or expulsion.

Charter School staff shall enforce disciplinary policies and procedures fairly, respectfully and consistently among all students while considering the needs of individual children. Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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 this 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.

The EFC administration shall ensure that students and their parents/guardians are notified in writing[11] upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Principal's office. The Policy and its Procedures will also be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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 the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. EFC schools will follow all applicable federal and state laws, including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities for whom EFC schools 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.

[11] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child's or youth's educational rights holder, attorney, and District social worker, and an Indian child's tribal social worker and, if applicable, County social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

No student shall be involuntarily removed by EFC 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 (5) school days 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, and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. When no native written language exists, oral translation shall be provided to the student and their parent/guardian. If a student's parent/guardian requests a hearing, the EFC shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until EFC issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the EFC attendance policy or the terms of the student's independent study written agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. 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 or school attendance occurring at any time including but not limited to:

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.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the student:

a. Caused, attempted to cause, or threatened to cause physical injury to another person

b. Willfully used force or violence upon the person of another, except self-defense

c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 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 Sections 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, which includes but is not limited to, electronic files and databases.

g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

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 a student's own prescription products by a student.

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. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases

l. 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

m. 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

n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma

o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or pre-initiation into a student 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 student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 9 to 12, inclusive.

r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 9 to 12, inclusive.

s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

3. Causing a reasonable student to experience substantial interference with their academic performance.

4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.

2. A post on a social network Internet Web site including, but not limited to:

a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above.

"Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

3. An act of cyber sexual bullying.

a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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 subsection (1)(a)-(b) above.

v. Possessed, sold, or otherwise furnished any knife, or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this

type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device 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

b. Brandished a knife at another person.

c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.

d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

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 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 Sections 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, which includes but is not limited to, electronic files and databases.

g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

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 a student's own prescription products by a student.

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l. 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

m. 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

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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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

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r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 9 to 12, inclusive.

s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

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        1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

3. Causing a reasonable student to experience substantial interference with their academic performance.

4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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1. A message, text, sound, video, or image.

2. A post on a social network Internet Web site including, but not limited to:

a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

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photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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 subsections (3)(a)-(b) above.

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device 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.

b. Brandished a knife at another person.

c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel or 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, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. 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 their parent/guardian 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 Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i).

This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to participate in the conference. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/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 email, 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(s) committed by the student as well as the date when the student may return to school following the suspension.

If EFC 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 designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when EFC has determined a suspension period shall be extended, such extension shall be made only after a conference is held

with the student and the student's parents/guardians, unless the student and the student's parents/guardians fail to attend the conference.

This determination will be made by the principal or designee upon either of the following determinations: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Student Work/Homework during Out-of-School Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 9 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(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 EFC Board following a hearing before it or by the EFC Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Superintendent as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a Board member of 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.

E. 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 Student has committed an expellable offense and recommends the student for expulsion.

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 (complying with all student confidentiality rules under FERPA unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled 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 student. 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 Charter 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 Charter School to any other school district or school to which the student seeks enrollment
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person and/ or to employ and be represented by counsel or a non-attorney advisor
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

EFC 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 EFC or the Administrative Panel in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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 their right to (a) receive five days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying

2. EFC 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 entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room

4. The entity 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 entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness 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 entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, EFC must present evidence that the witness' presence is both desired by the witness and will be helpful to EFC. The entity 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 their discretion to remove a

person from the hearing whom they believe 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 hearing room during that testimony

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their 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 entity 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.

G. 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.

H. 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 or Administrative Panel 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 student, 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 their testimony heard in a session closed to the public.

I. Expulsion Decision

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 Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board ultimately decides not to expel, the student shall immediately be returned to their educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026.

J. 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 and student's parent/guardian. This notice shall also include the following:

a. Notice of the specific offense committed by the student

b. 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 EFC

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority and the student's district of residence within 30 days of the expulsion.

This notice shall include the following:

a. The student's name

b. The specific expellable offense committed by the student

Upon request, the Charter School will provide the student's school district of residence with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.

K. Disciplinary Records

EFC shall maintain records of all student suspensions and expulsions at EFC. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students 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. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from EFC 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 (1) year from the date of expulsion when the student may reapply to EFC for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student at the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been

readmitted/admitted to another school or school district after the end of the student's expulsion term shall be in the sole discretion of the Board following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to EFC environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding the Principal or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon EFC's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

EFC 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 EFC or the 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 (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP or 504 plan; and receive, as appropriate, a functional behavioral assessment, 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

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, EFC, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 plan

If EFC, the parent/guardian, and relevant members of the IEP/504 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 EFC, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that EFC had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement

b. 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; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and EFC agree to a change of placement as part of the modification of the behavioral intervention plan

If EFC, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504, then EFC 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/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or EFC 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/guardian or EFC, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided in 20 U.S.C. Section 1415(k)(1)(c), whichever occurs first, unless the parent/guardian and EFC 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 EFC 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 EFC 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

Education for Change Public Schools 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) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C Section 930, to or at school, on school premises, or to or at a school function;

b. 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

c. Has inflicted serious bodily injury, as defined by 20 U.S.C Section 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/504 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 EFC had knowledge that the student was disabled before the behavior occurred.

EFC shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. 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 EFC'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.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Principal or to other School supervisory personnel

If EFC 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 IDEA-eligible children with disabilities, including the right to stay-put.

If EFC had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. EFC shall conduct an expedited evaluation if requested by the parents; however, the

student shall remain in the education placement determined by EFC pending the results of the evaluation.

EFC shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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 federal social security." – Ed. Code § 47605(c)(5)(K)

Work Basis

Employee hours per week at the Charter School will be based upon individual employee work agreements. The standard work week for most staff is forty (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., the Charter School offers compensation that assures the successful recruitment of employees that enable the Charter School to fulfill its mission and goals. Specific salaries and stipends are identified pursuant to the collective bargaining agreement for the Charter School's certificated employees and individual employment agreements for all other employees.

Benefits

Mandatory benefits such as workers compensation, unemployment insurance, Medicare and social security (for non-STRS 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 pursuant to the collective bargaining agreement for the Charter School's certificated employees and individual employment agreements for all other employees.

Retirement

Eligible certificated employees participate in the State Teachers' Retirement System ("STRS"), in which the employer and the employee each contribute the statutory amount. Eligible classified employees participate in the Public Employees' 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 403(b) retirement plan with no employer match. EFC will make any contribution that is legally required of the employer including STRS, PERS, and federal social security.

Element 12 (Pupil Attendance Alternatives)

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." – Ed. Code § 47605(c)(5)(L)

Pupils who choose not to attend the Charter School 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 the Charter School 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 District.

No student may be required to attend the Charter School.

Element 13 (Employee Rights of Return)

"The rights of an 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." – Ed. Code § 47605(c)(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 and explicitly 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, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No individual may be required to work for the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14 (Dispute Resolution)

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures as required by 5 CCR §4600 *et seq*. The complaint procedures shall address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District for handling.

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 impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Charter School 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 Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School 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.

Charter School 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.

Complaints by Students and Employees

Charter School 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.

Disputes between the District and the Charter School

The staff and Governing Board members of Charter School agree to attempt to resolve all disputes between the District and Charter School 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 between the District and Charter School, 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, except any controversy or claim that in any way related to revocation of the 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(f), the matter will be addressed at the District'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, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Latitude 37.8 High, c/o Principal:
Latitude 37.8 High
1045 Derby Ave.
Oakland, CA 94601

To Director, Office of Charter Schools:
1011 Union Street #947
Oakland, CA 94607

(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, mail, or electronic 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 calendar 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.

Internal Disputes

EFC has established an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX Complaint Policy as required by state and federal law. If the District receives any complaints relating to the Charter School, it shall immediately refer the complaint and the complainant directly to the Charter School.

Please see **Appendix 9 - Health, Wellness, and Safety Plans** for the EFC Uniform Complaint Policy, Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy, and Policy for Complaints Against Personnel. Please see **Appendix 10 - Handbooks** for the Student and Family Handbook.

Element 15 (Closure Procedures)

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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." – Ed. Code § 47605(c)(5)(O)

The Charter School shall follow the procedures for closure outlined in the Oakland Unified School District Office of Charter Schools Charter School Closure Checklist available on the OCS website.

Closure Action

The decision to close Charter School 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(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least half of an academic year.

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" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, 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 Charter School or the OUSD Board of Education, the governing board of Charter School 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 Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS 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 Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.

3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School 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. Charter School shall provide a copy of these notifications, if any, to OCS.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

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 Charter School

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 Charter School

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 Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School 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 Charter School. 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. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District 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 Charter School 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 submitted to OCS in accordance with District procedures.

4. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

5. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.

6. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School 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 may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other 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.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School 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 Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School 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 District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School 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 Charter School 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 shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School 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.

5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:
    a. Name and contact of person(s) handling the liquidation;
    b. Each item in excess of $500 (computers, laptops, printers, and other equipment);
    c. An identification number that corresponds to a tag on that item;
    d. The cost of the item and whom/where/date of the item that was donated/sold.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD 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 Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

2. Make final federal tax payments (employee taxes, etc.)

3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. 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.

Additional Provisions

Insurance

Commercial General Liability Insurance: Charter School shall maintain Commercial General Liability Insurance, including automobile coverage, with limits of at least one million dollars ($1,000,000) per occurrence, and two million dollars ($2,000,000) aggregate, sexual misconduct, harassment, bodily injury and property damage. Coverage for sexual misconduct and harassment may either be provided through General Liability Insurance or Professional Liability Insurance. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of the start of a new charter term, if approved. Evidence of insurance shall be attached to this document as Exhibit B. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against Charter School. The policy shall protect Charter School and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

Workers' Compensation Insurance: Charter School shall procure and maintain, at all times during the term of the charter, Workers' Compensation Insurance in conformance with the laws of the State of California (including, but not limited to, Labor Code section 3700) and Federal laws when applicable. Employers' Liability Insurance shall not be less than one million dollars ($1,000,000) per accident or disease.

Facilities

Prior to occupancy or use of any school site or facility other than a District facility under Education Code 47614 ("Proposition 39"), or Facility Use Agreement in lieu of Proposition 39, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS 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 Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School 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 District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School 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.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School 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 Charter School, 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. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, and Education Code section 47604.3, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. 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,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- 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 business days' notice to Charter School. In extreme circumstances when 30 business days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
    - Preliminary budget
    - Local control and accountability plan and update
    - First interim financial report
    - Second interim financial report
    - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
    - Annual independent audit report (Ed. Code § 47605(m))
    - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
    - 20 day attendance report (Ed. Code § 47652(a))
    - Monthly attendance reports
    - Principal Apportionment Data (P1, P2, and P-Annual)
    - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)
- Any other reports and data as requested.

Additionally, Charter School shall notify OCS in writing and update in Epicenter or online reporting platform within five business days of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Interpreting the Charter

All terms of the charter that can be interpreted as within the intent of the Education Code shall be interpreted in such a manner.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Charter School and the District. The

District and the Charter School agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Changes in the law or the District administration related to charter schools occur from time to time. The Charter School shall fully comply with all such legal and/or administrative changes.

Modifications to this charter pursuant to such changes shall be deemed administrative amendments and shall not be considered "material revisions" requiring approval pursuant to Education Code Section 47607(a)(3).

Revoking the Charter

The District may revoke the charter of the Charter School in accordance with Education Code Section 47607 and its implementing regulations.

FINANCE AND OPERATIONS

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. - Education Code Section 47605(h).

Budget And Financial Plan

The Charter School has been financially healthy and stable since opening, with positive fund balances and a reserve far in excess of the state minimum. Please see the enclosed budget documents for further detail. To support review of this renewal petition, the following documents have been included in **Appendix 11 - Financial Documents**.

- Projected Budget
- Projected Cash Flow
- Annotated Budget Narrative and Assumptions

The budget and cash flow projections are based on the best data available to the petitioners at the time of submission and include many key assumptions, as outlined in the annotated budget narrative.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. - Education Code Section 47605(h)

EFC employs a full-time Chief Financial Officer to perform many of the accounting and budgeting operations of the Charter School. The CFO reports directly to the Superintendent. The CFO's responsibilities include to establish, implement, coordinate, control, and maintain the Charter School's financial accounting system; to process and maintain records of fiscal actions, other business records, and accounts; and to prepare a variety of financial reports and documents in support of school operations. The organization outsources some financial services such as accounts payable and uses a competitive bid process to select vendors with experience in charter schools or other public finance.

EFC will provide financial reports, in the manner prescribed by California's Standardized Account Code Structure ("SACS") for all reports to the District including the First and Second Interim Reports, Adopted Budgets, and Unaudited Actuals as required by the Education Code.

EFC will also provide an annual audit, including financial schedules in the aforementioned formats to the chartering authority , the California Department of Education and to any other official or entity as required by law.

Annually, no later than December 15th, EFC shall supply the District with a statement of assets and liabilities. It is expected that this information will be included in the annual independent fiscal audit. However, in the event that it is not contained in the audit or that the audit is not completed by this date, EFC shall submit a separate document to the District containing this information.

Sources of Funds

The majority of funds for the Charter School's operations come from the State of California and local in-lieu of property taxes, in the form of the standard per-student allocation under Local Control Funding Formula ("LCFF") based on ADA. The Charter School also receives other state and federal funds for special populations and specific programs. Additional sources of funds include grants and fundraising, and food service revenue.

Financial Reporting

By July 1 of each calendar year, the Charter School provides a draft budget for the following school year to the District, including its estimate for enrollment and its Average Daily Attendance assumptions. The Charter School shall comply with all other financial reports required by Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School 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 the District and other authorized reporting agencies.

Direct Funding

The Charter School shall receive funding pursuant to Education Code Section 47630 et seq. and elects to receive its funding directly from the state pursuant to Education Code Section 47651. Any funds due to the Charter School that flow through the District shall be forwarded to the Charter School in a timely fashion. During the term of this charter petition, the Charter School and the District shall negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

Concurrent Enrollment

The Charter School will not seek funding for any pupil who also attends a private school that charges the pupil's family tuition.

Charter School Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h)

Latitude 37.8 High School intends to occupy the same facility that it has been occupying, at 1045 Derby St., Oakland, CA 94601. This is a private property owned by Education for Change for the sole use of Latitude 37.8 High School. The property meets all school facility requirements as required by law.

Education *for* Change Public Schools

Latitude 37.8 High School Renewal Charter Petition

Appendices

1 LCAP

2 EFC 2025-2026 School Calendar and Sample Bell Schedule

3 Latitude Vision, Mission, Graduate Profile, and Competencies

4 EFC 2023-2028 Strategic Plan

5 Letter from SELPA

6 Corporate Documents

- EFC Articles of Incorporation
- Bylaws
- Conflict of Interest Code

7 EFC Family Leadership Council Guidebook

8 Handbooks

- Student and family handbook
- Employee handbook

9 Health, Wellness, and Safety Plans

- EFC Uniform Complaint Policy
- Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy
- Policy for Complaints Against Personnel
- SY25/26 Safe School Plan

10 Financial Documents

- Annual operating budget
- 3-year cash flow
- 3-year financial projections

11 CCSA Eligibility for Renewal Notification

12 Board member qualifications

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2024
Instructions are located at
https://www.cde.ca.gov/re/lc/documents/budgetoverviewins2025.docx

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Latitude 37.8 High
CDS code:	1771800138289
LEA contact information:	Lillian Hsu, Principal lhsu@efcps.net 510 910 4138
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in

Projected General Fund Revenue for the	**Amount**	
Total LCFF funds	$	6,187,329
LCFF supplemental & concentration grants	$	1,377,116
All other state funds	$	2,814,131
All local funds	$	470,000
All federal funds	$	296,680
Total Projected Revenue	$	9,768,140

Total Budgeted Expenditures for the	**Amount**	
Total Budgeted General Fund Expenditures	$	9,765,121
Total Budgeted Expenditures in the LCAP	$	9,721,165
Total Budgeted Expenditures for High Needs Students in the LCAP	$	4,264,565
Expenditures not in the LCAP	$	43,957

Expenditures for High Needs Students in the	**Amount**	
Total Budgeted Expenditures for High Needs Students in the LCAP	$	3,119,491
Actual Expenditures for High Needs Students in LCAP	$	4,672,947

LCFF Budget Overview for Parents Narrative Responses Sheet

A prompt may display based on information provided in the Data Input tab. If a prompt displays the local educational agency must respond to the prompt.

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Contingency for enrollment shortfall
No response required.	
No response required.	

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Latitude 37.8 High

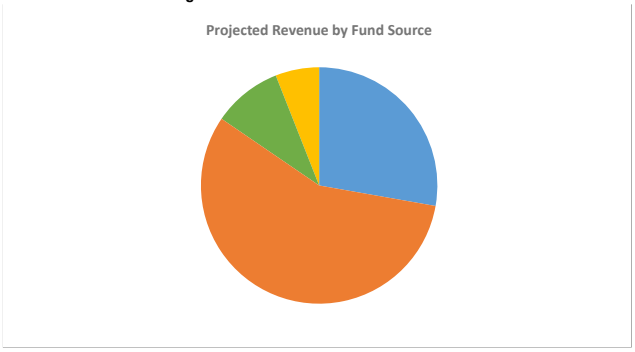
CDS Code: 1771800138289

School Year: 2025-26

LEA contact information: Lillian Hsu, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

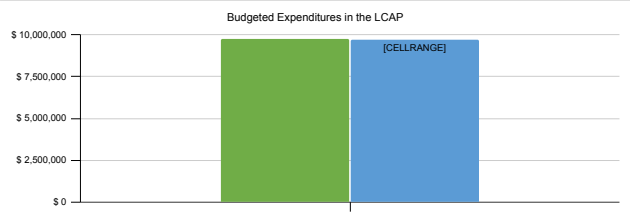
Budget Overview for the 2025-26 School Year



This chart shows the total general purpose revenue Latitude 37.8 High expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Latitude 37.8 High is $9,768,140.00, of which $6,187,329.00 is Local Control Funding Formula (LCFF), $2,814,131.00 is other state funds, $470,000.00 is local funds, and $296,680.00 is federal funds. Of the $6,187,329.00 in LCFF Funds, $1,377,116.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Latitude 37.8 High plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

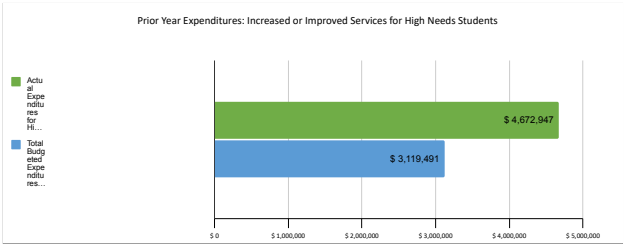
The text description of the above chart is as follows: Latitude 37.8 High plans to spend $9,765,121.00 for the 2025-26 school year. Of that amount, $9,721,165.00 is tied to actions/services in the LCAP and $43,957.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Contingency for enrollment shortfall

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Latitude 37.8 High is projecting it will receive $1,377,116.00 based on the enrollment of foster youth, English learner, and low-income students. Latitude 37.8 High must describe how it intends to increase or improve services for high needs students in the LCAP. Latitude 37.8 High plans to spend $4,264,565.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Latitude 37.8 High budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Latitude 37.8 High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Latitude 37.8 High's LCAP budgeted $3,119,491.00 for planned actions to increase or improve services for high needs students. Latitude 37.8 High actually spent $4,672,947.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Latitude 37.8 High School	Lillian Hsu, Principal	lhsu@efcps.net 510.910.4138

Plan Summary [LCAP Year]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Located in Oakland, Latitude 37.8 High School opened in 2018. 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.

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.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A review of Dashboard data aligns with the school's own reflection of progress, which includes data review as well as other measures of progress including observations and stakeholder feedback.

An area of strength was Academic Performance in College/Career, reflecting intentional efforts to prepare students for life beyond high school.

Growth areas include Suspension Rates, Mathematics, and English Learners.

Overall Suspension Rate: 7%, an increase of 2.8 percentage points from the previous year. Dashboard Performance: 5 out of 6 student groups are in the Red performance level; the remaining group (Socioeconomically Disadvantaged) is in Orange. Groups in Red: African American students, English Learners (EL), Hispanic students, Long-Term English Learners, and Students with Disabilities.

Mathematics Achievement Dashboard Indicator: Socioeconomically Disadvantaged students are in the Red performance level. Performance Decline: A decrease of 23.3 points below the standard, indicating a significant downward trend.

English Learner Progress Performance Decline: 7.6% decrease in students making progress toward English proficiency.

This decline indicates a need to strengthen both designated and integrated ELD instruction and support.

Please see more detail on actions below in the Technical Assistance section.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

1. Suspension Rates

Action Taken This Year and Next Year (Evidence-based Strategies):

Implemented targeted SEL lessons

Increased access to counseling and Tier 2 behavioral supports

Piloted restorative circles in advisory

2. Mathematics Achievement

Identified Need: The substantial decline in mathematics performance is attributed to instructional instability during the previous academic year. Specifically, a key mathematics teacher was on maternity leave, leading to a series of short-term substitutes and inconsistent instructional delivery. Research indicates that such disruptions can adversely affect student achievement in mathematics.

Action Taken: To address this issue, the school has hired a full-time, credentialed mathematics teacher for the current academic year, ensuring consistent and high-quality instruction. This strategic hire aims to provide stability in the mathematics department, allowing for the implementation of coherent lesson plans and fostering stronger teacher-student relationships.

Next Steps (Evidence-based Strategies): The school will continue to monitor student progress through formative assessments and adjust instructional strategies as needed to support all learners, with a particular focus on socioeconomically disadvantaged students.

3. English Learner Progress

Barriers Identified:

Limited use of asset-based instruction in general education settings

Inconsistencies in ELD program implementation fidelity

Inadequate teacher capacity to support long-term ELs

Action Taken (Evidence-based Strategies):

Initiated embedded professional development on ELD strategies

Established ELD coaching cycles

Piloted a language-rich interdisciplinary project-based unit

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Staff	Staff meetings To gather feedback on our 24-25 cycle of professional development and collegial coaching, as well as pilot of XQ competencies To gauge the biggest areas of school culture needs after digging deeply into Student Belonging Data and SCAI Data To gather feedback on student engagement, school safety, school culture, etc.
Families	Parent Unity Coalition meetings: 3/25, 4/16, 4/17, 5/12 Families are wanting more action from the city and collaboration among all of our stakeholders for neighborhood safety.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Staff feedback informed our Fall PD Arc, as well as a cycle of collegial coaching for reciprocal observations and feedback. This feedback impacted where we will invest resources for professional development and coaching as part of the LCAP.

Staff feedback impacted our spring culture and climate planning and informs where we will invest resources for training staff and students on shared language and strategies for emotional regulation.

Staff feedback informs our Culture and Climate planning for the next school year, especially our advisory programming and restorative work planning and the resources dedicated to each.

Family feedback informed the work we did this spring around neighborhood safety, co-planned and facilitated with city officials, students, and families. This feedback impacted where we will invest resources for neighborhood safety and stakeholder collaboration as part of the LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Core Instruction: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st century learning opportunities, including math, science, social studies, targeted English language development and language arts, and provide appropriately assigned and fully credentialed teachers to support a high-quality, broad course of study; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.	Broad

State Priorities addressed by this goal.

1,2,4,5,7,8

An explanation of why the LEA has developed this goal.

Accelerate learning to offset learning gaps

Increase the number of students making targeted growth in Common Core Standards

Ensure all EL students make adequate gains in English language development.

Ensure all teachers requiring certification are highly qualified

Ensure students are provided and engaged w/ a broad course of study

Ensure all teachers receive regular, high-quality instructional coaching, site-based professional development, and structured collaboration time

Measuring and Reporting Results

Metric #	Metric	Baseline (2023-24)	Year 1 Outcome (2024-25)	Year 2 Outcome (2025-26)	Target for Year 3 Outcome (2026-27)	Current Difference from Baseline
1	SBAC ELA DFM	-11.60	2 (prelim data)		-5.60	13.6
2	SBAC Math DFM	-103.40	-81 (prelim data)		-92.00	22.4
3	EL Progress Indicator	0.28	TBD		0.31	TBD
4	SARC: % Qualified Teachers	0.66	TBD		0.75	TBD
5	Annual Eval: Curricular Reqs	100.0%	100.0%		100.0%	0.00
6	Annual Eval: Instructional Reqs	100.0%	100.0%		100.0%	0.00

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

These results reflect the department's efforts to improve curricular coherence, develop data analysis and collaboration structures, and enhance supports for English learners and students with disabilities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

What's working well: Instructional coherence has improved, teachers demonstrate higher confidence in supporting ELs, and students have more consistent access to linguistically appropriate instruction across content areas.

What needs improvement: Reclassification rates remain a challenge, particularly for long-term English Learners. Further investment is needed in formative assessment systems, integrated coaching, and building family partnerships around language development.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Instructional Staff	To provide staff that would support student learning and social emotional development.	$2,027,574	No
2	Certificated Administrators	To provide administrative staff that would be able to lead student support efforts through coaching and professional development towards implementation of a strong core academic program.	$685,142	No
3	Curricular Materials	To ensure students have access to researched based learning materials	$30,624	Yes

Goal #	Description	Type of Goal
2	Multi-Tiered System of Supports: Implement a rigorous whole child approach that not only meets the basic needs of our students, but also takes into consideration their socio-emotional, academic and behavioral needs.	Broad

State Priorities addressed by this goal.

1,2,4,5,7,8

An explanation of why the LEA has developed this goal.

Improve the effectiveness of interventions students receive to ensure that academic, social and behavioral needs are adequately served.

Decrease the achievement gap between subgroups of students, especially those who need intervention

Measuring and Reporting Results

Metric #	Metric	Baseline (2023-24)	Year 1 Outcome (2024-25)	Year 2 Outcome (2025-26)	Target for Year 3 Outcome (2026-27)	Current Difference from Baseline
1	SBAC ELA DFM ALL	-11.60	2 (prelim data)		-5.60	13.6
2	SBAC ELA DFM EL	-121.80	-123 (prelim data)		-42.00	-1.2
3	SBAC ELA DFM AA	-19.70	TBD		-13.70	TBD
4	SBAC ELA DFM SWD	-91.80	-79 (prelim data)		-42.00	12.8
5	SBAC Math DFM ALL	-103.40	-81 (prelim data)		-92.00	22.4
6	SBAC Math DFM EL	-192.00	-179 (prelim data)		-92.00	13.0
7	SBAC Math DFM AA	-112.20	TBD		-92.00	TBD
8	SBAC Math DFM SWD	-164.20	-145 (prelim data)		-92.00	19.2
9	EL Progress Indicator	0.28	TBD		0.31	TBD
10	SCAI: Learning & Assessment - Students	3.89	3.91		3.50	0.02
11	SCAI: Learning & Assessment - Family	4.07	4.22		3.50	0.15
12	Insight: Academic Opportunity - Staff	5.00	5.60		5.00	0.60

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Latitude has made meaningful progress in serving students with disabilities, including those requiring moderate to extensive support. The school recently launched a dedicated Special Day Class (SDC) that integrates foundational academic instruction with project-based learning and life skills development. Students in the SDC engage in inclusive, real-world experiences, such as running school-based enterprises that integrate academic content, social-emotional learning, and vocational preparation.

Beyond the SDC, the school has prioritized inclusive practices through co-teaching models, professional development in universal design for learning (UDL), and structured collaboration between general and special education staff. The SPED team includes credentialed education specialists, related service providers, and paraprofessionals who co-plan and co-deliver instruction. IEP goals are tracked with fidelity, and regular data cycles inform individualized interventions and accommodations.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

What's working well: The introduction of the SDC has expanded access to meaningful, personalized learning experiences for students with more intensive needs. The school's investment in staff capacity and inclusive practices has resulted in stronger coordination and more purposeful support for students with IEPs in general education settings.

What needs improvement: While inclusion is improving, there is still inconsistency in the use of accommodations and modifications across content classrooms. The school is focused on refining co-teaching structures, deepening data use for IEP progress monitoring, and ensuring every general education teacher feels equipped to support diverse learners.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS Internal Personnel	Psychologists, social workers, clinicians to provide academic, social and behavioral support.	$674,342	Yes
2	MTSS External Services	Contracted clinicians to provide academic, social and behavioral support.	$603,868	Yes

Goal #	Description	Type of Goal
3	Community & Culture: All students, families, and staff feel welcome at school. Students attend school in a safe, engaging and nurturing environment. All staff and families are empowered and feel included to participate in decisions regarding implementation of curriculum, school culture, and community engagement.	Broad

State Priorities addressed by this goal.

3,5,6

An explanation of why the LEA has developed this goal.

All students feel safe at school

All staff feel welcomed and respected at school

Increase the level and quality of student engagement in learning

Increase efficacy of family outreach and engagement structures.

Provide after-school and support services

Measuring and Reporting Results

Metric #	Metric	Baseline (2023-24)	Year 1 Outcome (2024-25)	Year 2 Outcome (2025-26)	Target for Year 3 Outcome (2026-27)	Current Difference from Baseline
1	Annual Return Rate	84.0%	87.6%		85.0%	3.6%
2	% ADA	91.7%	91.7%		92.0%	0.0%
3	Chronic Absenteeism	27.2%	25.4%*		16.4%	-1.8%
4	Suspension Rate	7.0%	3.2%*		6.0%	-3.8%
5	Expulsion Rate	0.0%	0%*		0.0%	0.0%
6	SCAI: Attitude & Culture - Students	3.67	3.79		3.50	0.12
7	SCAI: Attitude & Culture - Family	3.89	4.00		3.50	0.11
8	Insight: Learning Environment - Staff	6.50	6.40		5.00	-0.10

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Latitude High School offers multiple, intentional opportunities for students to participate in school decision-making and governance. A key structure is the student government elective, which provides students with a formal leadership role to represent their peers and collaborate directly with school leadership. Through this elective, students engage in authentic governance activities, developing advocacy and organizational skills. Additionally, all students are invited to contribute their perspectives through regular feedback mechanisms, including the annual SCAI and Belonging Surveys, which collect broad input on school culture, academics, and student needs. These structures ensure that student voice is both heard and acted upon in shaping the direction of the school.

Families at Latitude High School have multiple accessible and structured avenues to voice concerns. Many communicate directly with school leadership through text or email, which allows for immediate and personal engagement. In addition, families can raise issues through organized forums such as the Family Unity Coalition, which provides a collective space for discussing concerns and advocating for change. Formal feedback tools like the SCAI Survey are also used to gather family perspectives on school climate, operations, and areas for improvement, ensuring that concerns are systematically captured and addressed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Survey results and informal feedback revealed that students wanted more choice and opportunities in creative, movement-based, and identity-affirming activities. In response, Latitude redesigned its schedule to support a broader elective block and introduced new courses in arts, physical movement, and affinity-group collaboration. Some of these electives have even been initiated and led by students themselves. This change not only reflects Latitude's responsiveness to student voice but also strengthens engagement, belonging, and leadership across the student body.

Families emphasized the need for greater attention to student wellness. In response, Latitude invested in additional staffing, now employing four full-time mental health clinicians and a wellness coach, directly reflecting family priorities and deepening the school's commitment to holistic student support.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Classified Support Staff	To support students with a welcoming environment	$275,720	No
2	Classified Admin	To support students with their socio-emotional needs.	$240,209	Yes
3	Staff Supports	To support adult culture and development	$1,707,545	No
4	Student, and Family Supports	To support extracurricular activities and family engagement.	$618,625	Yes
5	Social-Emotional Support (LREBG)	Mental health services to address pupil trauma and social-emotional learning, to be measured by metrics 3-6.	$69,324	Yes

Goal #	Description	Type of Goal
4	Operations: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities and services.	Broad

State Priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

Ensure all basic services are adequately addressed

Improve the quality of the learning environment

Provide and maintain operational services for schools and students

Measuring and Reporting Results

Metric #	Metric	Baseline (2023-24)	Year 1 Outcome (2024-25)	Year 2 Outcome (2025-26)	Target for Year 3 Outcome (2026-27)	Current Difference from Baseline
1	SCAI: Physical Appearance - Students	3.87	3.91		3.50	0.04
2	SCAI: Physical Appearance - Family	4.18	4.47		3.50	0.29
3	Insight: School Operations - Staff	5.60	5.80		5.00	0.20
4	Annual Eval: Facilities Requirements Site	Exemplary	TBD		Good	

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Families voiced concerns about the conditions surrounding the school, particularly in the wake of the pandemic. In response, Latitude partnered with families to advocate for and implement local improvements, including community clean-up efforts and coordinated pressure on city officials to enhance safety infrastructure.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Adoption of core practices for operations staff has had positive impact.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	4a. Custodial, Clerical, Technical, & Office Staff	Staffing to ensure high operational effectiveness, including health and safety protocols.	$49,213	No
2	4b. Materials, Supplies & Equipment	Purchase of items that support the day to day operations of the school.	$192,096	No
3	4c. Facilities & Utilities	To provide repairs and upgrades that ensure the building is safe and operating efficiently for students, staff, and families.	$1,000,790	No
4	4d. Operations Services	To ensure that the services required for daily operation are in place.	$730,762	No

Goal #	Description	Type of Goal
5	Career and College: All students have access to career- and college- prep opportunities, including job shadowing, internships, and Career and Technical Education.	Broad

State Priorities addressed by this goal.

1,2,4,5,7,8

An explanation of why the LEA has developed this goal.

Ensure all students ignite their career interests and collaborate with professionals on Real World Projects

Ensure all students Latitude graduate as confident leaders, prepared for college and beyond

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Graduation Rate	0.93	TBD		0.93	TBD
2	College Career Indicator	0.67	TBD		0.67	TBD

Insert or delete rows, as necessary.

Goal Analysis for 2023-24

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Latitude provides multiple pathways for students performing above grade level to access deeper academic and career-aligned challenges. The school's commitment to embedded honors coursework, dual enrollment, and real-world internships creates a continuum of enrichment opportunities that build academic depth and leadership skills.

Embedded Honors: Students in 10th–12th grade can earn honors credit by completing advanced deliverables, such as literary analyses, independent research, and advanced STEM projects, within the core curriculum.

Dual Enrollment: Students enroll in college courses through partnerships with Laney College and other local institutions, taking classes in English, math, science, social justice, and digital media. Latitude covers costs for tuition, books, and transportation, removing barriers to access.

Internships: Advanced students engage in internships aligned with their postsecondary interests. These experiences involve complex problem-solving, collaboration with industry professionals, and reflection components documented in student portfolios.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

What's working well: Advanced students have clear, scaffolded opportunities for deepening their learning. Dual enrollment and internships are well-utilized and reflect the school's emphasis on authentic, career-connected experiences.

What needs improvement: There is an opportunity to formalize identification of advanced learners through performance benchmarks and teacher recommendations, and to expand access to early enrichment in 9th grade.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Career Technical Education	Staffing to provide opportunities and access to CTE pathways, such as Engineering and Manufacturing	$815,332	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
1,377,116	149,646

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.63%	0%	$0	28.63%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1	Fostering a Sense of Belonging: English Learners Low-Income Students w/ Disabilities	Implementation of programs and practices that support social-emotional learning and positive school climate, such as SEL curriculum and mindfulness practice	Increase the percentage of students indicating a sense of belonging on our organizational standards Sense of Belonging survey from 65% to 75%.
2	Culturally-Sustaining and Responsive Curriculum and Pedagogy: English Learners Low-Income Students w/ Disabilities	Support academic achievement through MTSS	Distance from Met- average number of points from grade level benchmark for students at Latitude
3	Access to college preparatory courses and career exploration opportunities. English Learners Low-Income Students w/ Disabilities	Support pathway engagement and CTE courses	Increase our % of students who are meeting the college and career readiness indicator

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding will support additional MTSS staff, SEL/culture staff, and appropriate resources that will provide targeted and research based interventions to students. It will also support having effective and appropriately trained staff to deliver core curriculum, culture programming, and operations in support of foster youth, English learners and low-income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	82.4
Staff-to-student ratio of certificated staff providing direct services to students	N/A	12.7

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 4,810,213	$ 1,377,116	28.629%	0.000%	28.629%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 6,187,329	$ 2,814,131	$ 470,000	$ 296,680	$ 9,651,843.00	$ 4,767,532	$ 4,953,634

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Certificated Instructional Staff	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ 2,027,574	$ -	$ 1,306,281	$ 517,789	$ 203,504	$ -	$ 2,027,574	55.3%
1	2	Certificated Administrators	All	No	LEA-wide	All	All Schools	Ongoing	$ 685,142	$ -	$ 398,765	$ 190,769	$ -	$ 95,608	$ 685,142	
1	3	Curricular Materials	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ -	$ 30,624	$ 26,888	$ 3,736	$ -	$ -	$ 30,624	1.1%
2	1	MTSS Internal Personnel	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ 674,342	$ -	$ 85,737	$ 588,605	$ -	$ -	$ 674,342	3.6%
2	2	MTSS External Services	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ -	$ 603,868	$ 529,761	$ 23,350	$ -	$ 50,757	$ 603,868	22.4%
2	3	Tutoring / Small Group Instruction (LREBG)	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ -	$ -						0.0%
3	1	Classified Support Staff	All	No	LEA-wide	All	All Schools	Ongoing	$ 275,720	$ -	$ 198,371	$ 77,349	$ -	$ -	$ 275,720	
3	2	Classified Admin	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ 240,209	$ -	$ 177,737	$ 62,472	$ -	$ -	$ 240,209	7.5%
3	3	Staff Supports	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 1,707,545	$ 1,175,816	$ 448,805	$ 47,139	$ 35,785	$ 1,707,545	
3	4	Student and Family Supports	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ -	$ 618,625	$ 237,537	$ 100,366	$ 152,240	$ 128,482	$ 618,625	10.0%
3	5	Social-Emotional Support (LREBG)	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ -	$ 69,324	$ -	$ 69,324	$ -	$ -		0.0%
4	1	Clerical, Technical, & Office Staff	All	No	LEA-wide	All	All Schools	Ongoing	$ 49,213	$ -	$ -	$ 49,213	$ -	$ -	$ 49,213	
4	2	Materials, Supplies & Equipment	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 192,096	$ 45,228	$ 146,868	$ -	$ -	$ 192,096	
4	3	Facilities & Utilities	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 1,000,790	$ 562,266	$ 438,524	$ -	$ -	$ 1,000,790	
4	4	Operations Services	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 730,762	$ 1,016,477	$ (301,095)	$ 8,121	$ 7,260	$ 730,763	0.000%
	5	Career Technical Education	All	No	LEA-wide	All	All Schools	Ongoing	$ 815,332	$ -	$ -	$ 815,332	$ -	$ -	$ 815,332	0.000%
		Non-LCAP							$ -	$ 43,957	$ 43,802	$ 154	$ -	$ -		

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,810,213	$ 1,377,116	28.629%	0.000%	28.629%	$ 2,363,941	100.000%	149.144%	**Total:**	$ 2,363,941
								LEA-wide Total:	$ 2,363,941
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Certificated Instructional Staff	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 1,306,281	55.259%
1	2	Certificated Administrators	No	LEA-wide		All Schools	$ -	0.000%
1	3	Curricular Materials	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 26,888	1.137%
2	1	MTSS Internal Personnel	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 85,737	3.627%
2	2	MTSS External Services	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 529,761	22.410%
3	1	Classified Support Staff	No	LEA-wide		All Schools	$ -	0.000%
3	2	Classified Admin	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 177,737	7.519%
3	3	Staff Supports	No	LEA-wide		All Schools	$ -	0.000%
3	4	Student and Family Supports	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 237,537	10.048%
4	1	Clerical, Technical, & Office Staff	No	LEA-wide		All Schools	$ -	0.000%
4	2	Materials, Supplies & Equipment	No	LEA-wide		All Schools	$ -	0.000%
4	3	Facilities & Utilities	No	LEA-wide		All Schools	$ -	0.000%
4	4	Operations Services	No	LEA-wide		All Schools	$ -	0.000%
	5	Career Technical Education	No	LEA-wide		All Schools	$ -	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 8,712,173.00	$ 9,884,197.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Certificated Instructional Staff	Yes	$ 1,886,098	$ 2,517,807
1	2	Certificated Administrators	No	$ 688,457	$ 693,798
1	3	Curricular Materials	Yes	$ 29,777	$ 38,880
2	1	MTSS Internal Personnel	Yes	$ 233,981	$ 695,686
2	2	MTSS External Services	Yes	$ 519,426	$ 905,633
3	1	Classified Support Staff	No	$ 236,590	$ 237,317
3	2	Classified Admin	Yes	$ 198,802	$ 224,498
3	3	Staff Supports	No	$ 1,391,144	$ 1,610,169
3	4	Student and Family Supports	Yes	$ 251,406	$ 387,258
4	1	Clerical, Technical, & Office Staff	No	$ 57,187	$ 81,784
4	2	Materials, Supplies & Equipment	No	$ 154,614	$ 379,448
4	3	Facilities & Utilities	No	$ 998,985	$ 1,071,275
4	4	Operations Services	No	$ 1,033,840	$ 1,040,644
5	1	Career Technical Education	No	$ 1,031,866	$ -
		Non-LCAP		$124,460	

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,286,442	$ 2,363,941	$ 1,675,734	$ 688,207	100.000%	100.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Certificated Instructional Staff	Yes	$ 1,306,281	$ 1,391,315.00	55.259%	83.027%
1	2	Certificated Administrators	No	$ -	$ -		0.000%
1	3	Curricular Materials	Yes	$ 26,888	$ 442.00	1.137%	0.026%
2	1	MTSS Internal Personnel	Yes	$ 85,737	$ 25,233.00	3.627%	1.506%
2	2	MTSS External Services	Yes	$ 529,761	$ 202,952.00	22.410%	12.111%
3	1	Classified Support Staff	No	$ -	$ -		0.000%
3	2	Classified Admin	Yes	$ 177,737	$ 16,880.00	7.519%	1.007%
3	3	Staff Supports	No	$ -	$ -		0.000%
3	4	Student and Family Supports	Yes	$ 237,537	$ 38,912.00	10.048%	2.322%
4	1	Clerical, Technical, & Office Staff	No	$ -	$ -		0.000%
4	2	Materials, Supplies & Equipment	No	$ -	$ -		0.000%
4	3	Facilities & Utilities	No	$ -	$ -		0.000%
4	4	Operations Services	No	$ -	$ -	0.000%	0.000%
5	1	Career Technical Education	No	$ -	$ -	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ -	$ 1,286,442	0.000%	0.000%	$ 1,675,734	100.000%	0.000%	$ -	0.000%

FY26 Latitude 37.8 High School Student Calendar

8/11/25-6/4/26

0 = students not in school
1 = full day
2 = minimum day

	Total	Min Days	Regular Days
August	15	0	15
September	20	0	20
October	21	0	21
November	13	0	13
December	14	0	14
January	18	0	18
February	18	0	18
March	21	0	21
April	15	0	15
May	19	0	19
June	4	0	4
Total	178	0	

	# Days	
T1	61	
T2	58	
T3	59	
Total	178	(1 extra day)

Total Days Check: 178

Updated: 10/16/24

JULY 2025 — Instructional Days: 0

S	M	T	W	TH	F	S	
		0	0	0	0	5	Independence Day
6	0	0	0	0	0	12	
13	0	0	0	0	0	19	
20	0	0	0	0	0	26	
27	0	0	0	0			

AUGUST 2025 — Instructional Days: 15

S	M	T	W	TH	F	S	
					0	2	
3	0	0	0	0	0	9	Paid Work Days
10	1	1	1	1	1	16	Start of School
17	1	1	1	1	1	23	
24	1	1	1	1	1	30	
31							

SEPTEMBER 2025 — Instructional Days: 20

S	M	T	W	TH	F	S	
	0	1	1	1	1	6	Labor Day
7	0	1	1	1	1	13	SR
14	1	1	1	1	1	20	
21	1	1	1	1	1	27	
28	1	1					

OCTOBER 2025 — Instructional Days: 21

S	M	T	W	TH	F	S	
			1	1	1	4	
5	0	1	1	1	1	11	SR
12	0	1	1	1	1	18	Indigenous Peoples' Day
19	1	1	1	1	1	25	
26	1	1	1	1	1		

NOVEMBER 2025 — Instructional Days: 13

S	M	T	W	TH	F	S	
						1	
2	1	1	1	1	1	8	
9	0	0	1	1	1	15	Veterans Day
16	1	1	1	1	1	22	End of Marking Period 1
23	0	0	0	0	0	29	Fall Break
30							

DECEMBER 2025 — Instructional Days: 14

S	M	T	W	TH	F	S	
	0	1	1	1	1	6	SR
7	1	1	1	1	1	13	
14	1	1	1	1	1	20	
21	0	0	0	0	0	27	Winter Break
28	0	0	0				Winter Break

JANUARY 2026 — Instructional Days: 18

S	M	T	W	TH	F	S	
				0	0	3	New Years Day
4	0	1	1	1	1	10	SR
11	1	1	1	1	1	17	End of Semester 1
18	0	1	1	1	1	24	MLK Day
25	1	1	1	1	1	31	

FEBRUARY 2026 — Instructional Days: 18

S	M	T	W	TH	F	S	
1	0	1	1	1	1	7	SR
8	1	1	1	1	1	14	
15	0	1	1	1	1	21	President's Day
22	1	1	1	1	1	28	

MARCH 2026 — Instructional Days: 21

S	M	T	W	TH	F	S	
1	0	1	1	1	1	7	SR
8	1	1	1	1	1	14	
15	1	1	1	1	1	21	End of Marking Period 2
22	1	1	1	1	1	28	
29	1	1					

APRIL 2026 — Instructional Days: 15

S	M	T	W	TH	F	S	
			1	1	0	4	Cesar Chavez Observed
5	0	0	0	0	0	11	Spring Break
12	0	1	1	1	1	18	SR
19	1	1	1	1	1	25	
26	1	1	1	1			

MAY 2026 — Instructional Days: 19

S	M	T	W	TH	F	S	
					1	2	
3	0	1	1	1	1	9	
10	1	1	1	1	1	16	
17	1	1	1	1	1	23	
24	0	1	1	1	1	30	Memorial Day
31							

JUNE 2026 — Instructional Days: 4

S	M	T	W	TH	F	S	
	1	1	1	1	0	6	Last Day of School & Semester 2 TBD: Disaster make-up day
7	0	0	0	0	0	13	
14	0	0	0	0	0	20	Juneteenth
21	0	0	0	0	0	27	
28	0	0					

*In the event that disasters reduce our # of school days below the state minimum of 175 days AND/OR we are not meeting the required number of instructional minutes.

12th grade									12th grade							
Pod A		**Class**	**Teacher**	**Room #**					Pod B		**Class**	**Teacher**	**Room #**			
9:00 - 10:40	Period 1a	English 4	Leo Gordon (Mr. G)	8					9:00 - 10:40	Period 1a	Precalculus &	Max Yarbrough (Mr. Max)	6C			
9:00 - 10:40	Period 1b	English 4	Leo Gordon (Mr. G)	8					9:00 - 10:40	Period 1b	Math Discourse	Max Yarbrough (Mr. Max)	6C			
10:50 - 12:30	Period 2a	Precalculus &	Max Yarbrough (Mr. Max)	6C					10:50 - 12:30	Period 2a	English 4	Leo Gordon (Mr. G)	8			
10:50 - 12:30	Period 2b	Math Discourse	Max Yarbrough (Mr. Max)	6C					10:50 - 12:30	Period 2b	English 4	Leo Gordon (Mr. G)	8			
12:30 - 1:00	Lunch								12:30 - 1:00	Lunch						
1:05 - 1:30	Advisory	Advisory							1:05 - 1:30	Advisory	Advisory					
1:35 - 3:15	Period 3a	*Digital Film Making OR Community College Class OR Senior Internship*	Chris Decker (Mr. Decker)	8					1:35 - 3:15	Period 3a	*Digital Film Making OR Community College Class OR Senior Internship*	Chris Decker (Mr. Decker)	8			
1:35 - 3:15	Period 3b	*Digital Film Making OR Community College Class OR Senior Internship*	Chris Decker (Mr. Decker)	8					1:35 - 3:15	Period 3b	*Digital Film Making OR Community College Class OR Senior Internship*	Chris Decker (Mr. Decker)	8			
3:20 - 4:00	Period 4	ELECTIVE							3:20 - 4:00	Period 4	ELECTIVE					
12th grade									12th grade							
Pod C		**Class**	**Teacher**	**Room #**					Pod D		**Class**	**Teacher**	**Room #**			
9:00 - 10:40	Period 1a	English 4	Alejandro Navarro (Mr. Han)	6A					9:00 - 10:40	Period 1a	Precalculus &	Max Yarbrough (Mr. Max)	6C			
9:00 - 10:40	Period 1b	English 4	Alejandro Navarro (Mr. Han)	6A					9:00 - 10:40	Period 1b	Math Discourse	Max Yarbrough (Mr. Max)	6C			
10:50 - 12:30	Period 2a	Precalculus &	Max Yarbrough (Mr. Max)	6C					10:50 - 12:30	Period 2a	English 4	Alejandro Navarro (Mr. Han)	6A			
10:50 - 12:30	Period 2b	Math Discourse	Max Yarbrough (Mr. Max)	6C					10:50 - 12:30	Period 2b	English 4	Alejandro Navarro (Mr. Han)	6A			
12:30 - 1:00	Lunch								12:30 - 1:00	Lunch						
1:05 - 1:30	Advisory	Advisory	Advisory						1:05 - 1:30	Advisory	Advisory					
1:35 - 3:15	Period 3a	*Digital Film Making OR Community College Class OR Senior Internship*	Chris Decker (Mr. Decker)	8					1:35 - 3:15	Period 3a	*Digital Film Making OR Community College Class OR Senior Internship*	Chris Decker (Mr. Decker)	8			
1:35 - 3:15	Period 3b	*Digital Film Making OR Community College Class OR Senior Internship*	Chris Decker (Mr. Decker)	8					1:35 - 3:15	Period 3b	*Digital Film Making OR Community College Class OR Senior Internship*	Chris Decker (Mr. Decker)	8			
3:20 - 4:00	Period 4	ELECTIVE	ELECTIVE						3:20 - 4:00	Period 4	ELECTIVE	ELECTIVE				
11th Grade Team 1									11th grade							
Pod E		**Class**	**Teacher**	**Room #**					Pod F		**Class**	**Teacher**	**Room #**			
9:00 - 10:40	Period 1a	Humanities 11	Daniel Harbarger (Mr. Daniel)	6D					9:00 - 10:40	Period 1a	Algebra 2	Jennifer Harechmak (Mrs. H)	4A			
9:00 - 10:40	Period 1b	Humanities 11	Daniel Harbarger (Mr. Daniel)	6D					9:00 - 10:40	Period 1b	Math Discourse	Jennifer Harechmak (Mrs. H)	4A			
10:50 - 12:30	Period 2a	Biology	Mers Tran (Teacher T)	6B					10:50 - 12:30	Period 2a	Humanities 11	Daniel Harbarger (Mr. Daniel)	5			
10:50 - 12:30	Period 2b	Rosetta	Mers Tran (Teacher T)	6B					10:50 - 12:30	Period 2b	Humanities 11	Daniel Harbarger (Mr. Daniel)	5			
12:30 - 1:00	Lunch	LUNCH							12:30 - 1:00	Lunch	LUNCH					
1:05 - 1:30	Advisory	Advisory							1:05 - 1:30	Advisory	Advisory					
1:35 - 3:15	Period 3a	Algebra 2	Jennifer Harechmak (Mrs. H)	4A					1:35 - 3:15	Period 3a	Biology	Mers Tran (Teacher T)	6B			
1:35 - 3:15	Period 3b	Math Discourse	Jennifer Harechmak (Mrs. H)	4A					1:35 - 3:15	Period 3b	Rosetta	Mers Tran (Teacher T)	6B			
3:20 - 4:00	Period 4	ELECTIVE							3:20 - 4:00	Period 4	ELECTIVE					
11th grade Team 2									11th grade							
Pod G		**Class**	**Teacher**	**Room #**					Pod H		**Class**	**Teacher**	**Room #**			
9:00 - 10:40	Period 1a	Humanities 11	Brooke Quach (Ms. Brooke)	4B					9:00 - 10:40	Period 1a	Algebra 2	Jessica Tomei (Ms. Tomei)	5			
9:00 - 10:40	Period 1b	Humanities 11	Brooke Quach (Ms. Brooke)	4B					9:00 - 10:40	Period 1b	Math Discourse	Jessica Tomei (Ms. Tomei)	5			
10:50 - 12:30	Period 2a	Biology	James Kang (Mr. James)	3A					10:50 - 12:30	Period 2a	Humanities 11	Brooke Quach (Ms. Brooke)	4B			
10:50 - 12:30	Period 2b	Rosetta	James Kang (Mr. James)	3A					10:50 - 12:30	Period 2b	Humanities 11	Brooke Quach (Ms. Brooke)	4B			
12:30 - 1:00	Lunch	LUNCH							12:30 - 1:00	Lunch	LUNCH					
1:05 - 1:30	Advisory	Advisory							1:05 - 1:30	Advisory	Advisory					
1:35 - 3:15	Period 3a	Algebra 2	Jessica Tomei (Ms. Tomei)	5					1:35 - 3:15	Period 3a	Biology	James Kang (Mr. James)	3A			
1:35 - 3:15	Period 3b	Math Discourse	Jessica Tomei (Ms. Tomei)	5					1:35 - 3:15	Period 3b	Rosetta	James Kang (Mr. James)	3A			
3:20 - 4:00	Period 4	ELECTIVE							3:20 - 4:00	Period 4	ELECTIVE					
10th grade Team 1									10th grade Team 1							
Pod I		**Class**	**Teacher**	**Room #**					Pod J		**Class**	**Teacher**	**Room #**			
9:00 - 10:40	Period 1a	Humanities 10	Nic Kaelin (Mr. Nic)	11					9:00 - 10:40	Period 1a	Geometry	Celin Montoya (Ms. Montoya)	13			
9:00 - 10:40	Period 1b	Humanities 10	Nic Kaelin (Mr. Nic)	11					9:00 - 10:40	Period 1b	Math Discourse	Celin Montoya (Ms. Montoya)	13			
10:50 - 12:30	Period 2a	Computer Science/Desig	Nova Nachman (Mx. Nova)	6D					10:50 - 12:30	Period 2a	Humanities 10	Nic Kaelin (Mr. Nic)	11			
10:50 - 12:30	Period 2b	Computer Science/Desig	Nova Nachman (Mx. Nova)	6D					10:50 - 12:30	Period 2b	Humanities 10	Nic Kaelin (Mr. Nic)	11			
12:30 - 1:00	Lunch	LUNCH							12:30 - 1:00	Lunch	LUNCH					
1:05 - 1:30	Advisory	Advisory							1:05 - 1:30	Advisory	Advisory					
1:35 - 3:15	Period 3a	Geometry	Celin Montoya (Ms. Montoya)	13					1:35 - 3:15	Period 3a	Computer Science/Design-E	Nova Nachman (Mx. Nova)	6D			
1:35 - 3:15	Period 3b	Math Discourse	Celin Montoya (Ms. Montoya)	13					1:35 - 3:15	Period 3b	Computer Science/Design-E	Nova Nachman (Mx. Nova)	6D			
3:20 - 4:00	Period 4	ELECTIVE							3:20 - 4:00	Period 4	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE	

10th grade Team 2									10th grade Team 2								
Pod K		Class	Teacher	Room #					Pod L		Class	Teacher	Room #				
9:00 - 10:40	Period 1a	Humanities 10	Lisa Kelly (Ms. Kelly)	9					9:00 - 10:40	Period 1a	Geometry	Anna Seabolt (Ms. Anna)	10				
9:00 - 10:40	Period 1b	Humanities 10	Lisa Kelly (Ms. Kelly)	9					9:00 - 10:40	Period 1b	Math Discourse	Anna Seabolt (Ms. Anna)	10				
10:50 - 12:30	Period 2a	Computer Science/Desig	Nick Embrey (Mr. Embrey)	2					10:50 - 12:30	Period 2a	Humanities 10	Lisa Kelly (Ms. Kelly)	9				
10:50 - 12:30	Period 2b	Computer Science/Desig	Nick Embrey (Mr. Embrey)	2					10:50 - 12:30	Period 2b	Humanities 10	Lisa Kelly (Ms. Kelly)	9				
12:30 - 1:00	Lunch	LUNCH							12:30 - 1:00	Lunch	LUNCH						
1:05 - 1:30	Advisory	Advisory							1:05 - 1:30	Advisory	Advisory						
1:35 - 3:15	Period 3a	Geometry	Anna Seabolt (Ms. Anna)	10					1:35 - 3:15	Period 3a	Computer Science/Design-E	Nick Embrey (Mr. Embrey)	2				
1:35 - 3:15	Period 3b	Math Discourse	Anna Seabolt (Ms. Anna)	10					1:35 - 3:15	Period 3b	Computer Science/Design-E	Nick Embrey (Mr. Embrey)	2				
3:20 - 4:00	Period 4	ELECTIVE							3:20 - 4:00	Period 4	ELECTIVE						
9th grade Team 1									9th grade Team 1								
Pod M		Class	Teacher	Room #					Pod N		Class	Teacher	Room #				
9:00 - 10:40	Period 1a	Humanities 9	Rebecca Longworth (Mx. Longworth)	18					9:00 - 10:40	Period 1a	Algebra 1	Carlos Cabana (Mr. Carlos)	16				
9:00 - 10:40	Period 1b	Humanities 9	Rebecca Longworth (Mx. Longworth)	18					9:00 - 10:40	Period 1b	Math Discourse	Carlos Cabana (Mr. Carlos)	16				
10:50 - 12:30	Period 2a	Physics	Rafael Castro (Mr. Castro)	1					10:50 - 12:30	Period 2a	Humanities 9	Rebecca Longworth (Mx. Longwo	18				
10:50 - 12:30	Period 2b	Art & Design	Edo Escobedo (Mr. E)	3B					10:50 - 12:30	Period 2b	Humanities 9	Rebecca Longworth (Mx. Longwo	18				
12:30 - 1:00	Lunch	LUNCH							12:30 - 1:00	Lunch	LUNCH						
1:05 - 1:30	Advisory	Advisory							1:05 - 1:30	Advisory	Advisory						
1:35 - 3:15	Period 3a	Algebra 1	Carlos Cabana (Mr. Carlos)	16					1:35 - 3:15	Period 3a	Physics	Rafael Castro (Mr. Castro)	1				
1:35 - 3:15	Period 3b	Math Discourse	Carlos Cabana (Mr. Carlos)	16					1:35 - 3:15	Period 3b	Art & Design	Edo Escobedo (Mr. E)	3B				
3:20 - 4:00	Period 4	ELECTIVE							3:20 - 4:00	Period 4	ELECTIVE						
9th grade Team 2									9th grade Team 2								
Pod O		Class	Teacher	Room #					Pod P		Class	Teacher	Room #				
9:00 - 10:40	Period 1a	Humanities 9	Nancy Jo Turner (Ms. Turner)	12					9:00 - 10:40	Period 1a	Algebra 1	Aly Lipski (Ms. Aly)	17				
9:00 - 10:40	Period 1b	Humanities 9	Nancy Jo Turner (Ms. Turner)	12					9:00 - 10:40	Period 1b	Math Discourse	Aly Lipski (Ms. Aly)	17				
10:50 - 12:30	Period 2a	Art & Design	Edo Escobedo (Mr. E)	3B					10:50 - 12:30	Period 2a	Humanities 9	Nancy Jo Turner (Ms. Turner)	12				
10:50 - 12:30	Period 2b	Physics	Rafael Castro (Mr. Castro)	1					10:50 - 12:30	Period 2b	Humanities 9	Nancy Jo Turner (Ms. Turner)	12				
12:30 - 1:00	Lunch	LUNCH							12:30 - 1:00	Lunch	LUNCH						
1:05 - 1:30	Advisory	Advisory							1:05 - 1:30	Advisory	Advisory						
1:35 - 3:15	Period 3a	Algebra 1	Aly Lipski (Ms. Aly)	17					1:35 - 3:15	Period 3a	Art & Design	Edo Escobedo (Mr. E)	3B				
1:35 - 3:15	Period 3b	Math Discourse	Aly Lipski (Ms. Aly)	17					1:35 - 3:15	Period 3b	Physics	Rafael Castro (Mr. Castro)	1				
3:20 - 4:00	Period 4	ELECTIVE							3:20 - 4:00	Period 4	ELECTIVE						

MISSION & LIVING VISION



At Latitude High School, we use the **Bay Area as our extended classroom, integrating** the places, people, and resources of our **community into our studies**. Through real-world projects, field experiences, and collaborations with adult professionals, **we demystify access to** the Bay Area's cultural and economic assets and **expand our students' sense of possibility for their future**.

Our Graduate Profile

A Latitude graduate will demonstrate:

Personal Agency — Latitude graduates will have the agency to make choices about their lives and the ability to take an active role in shaping 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.



Inspired by Camille Farrington's work at the University of Chicago Consortium

Latitude HIGH SCHOOL

UCHICAGOCCSR

Foundations for Young Adult Success: A Developmental Framework

Download the full report at ccsr.uchicago.edu and wallacefoundation.org

This framework synthesizes decades of research evidence, practice wisdom, and theory to capture a holistic view of children's developmental needs from early childhood to young adulthood. Whether at home or school, in an afterschool program, or out in their community, young people are always developing. Broader societal contexts, systems, and institutions shape youth development—often creating big disparities in opportunities and outcomes. Adults also play a pivotal role, and can give young people a better chance at successful lives by understanding and intentionally nurturing their development.

Developmental Experiences Can Happen in All Settings

Children are shaped by their interactions with the world, the adults around them, and how they make meaning of their experiences no matter where they are.



Developmental Experiences Require Action and Reflection

*Children learn through developmental experiences that combine **Action** and **Reflection**, ideally within the context of trusting relationships with adults.*



Developmental Experiences Build Components and Key Factors of Success

Over time, through developmental experiences, children build four foundational components, which underlie three "key factors" to success.

Foundational Components

Self-Regulation includes awareness of oneself and one's surroundings, and managing one's attention, emotions, and behaviors in goal-directed ways.

Knowledge is sets of facts, information, or understanding about self, others, and the world. **Skills** are the learned ability to carry out a task with intended results or goals, and can be either general or domain-specific.

Mindsets are beliefs and attitudes about oneself, the world, and the interaction between the two. They are the lenses we use to process everyday experience.

Values are enduring, often culturally-defined, beliefs about what is good or bad and what is important in life. Values serve as broad guidelines for living and provide an orientation for one's desired future.

Key Factors

Being successful means having the **Agency** to make active choices about one's life path, possessing the **Competencies** to adapt to the demands of different contexts, and incorporating different aspects of oneself into an **Integrated Identity**.



Continued on reverse.

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Latitude HIGH SCHOOL

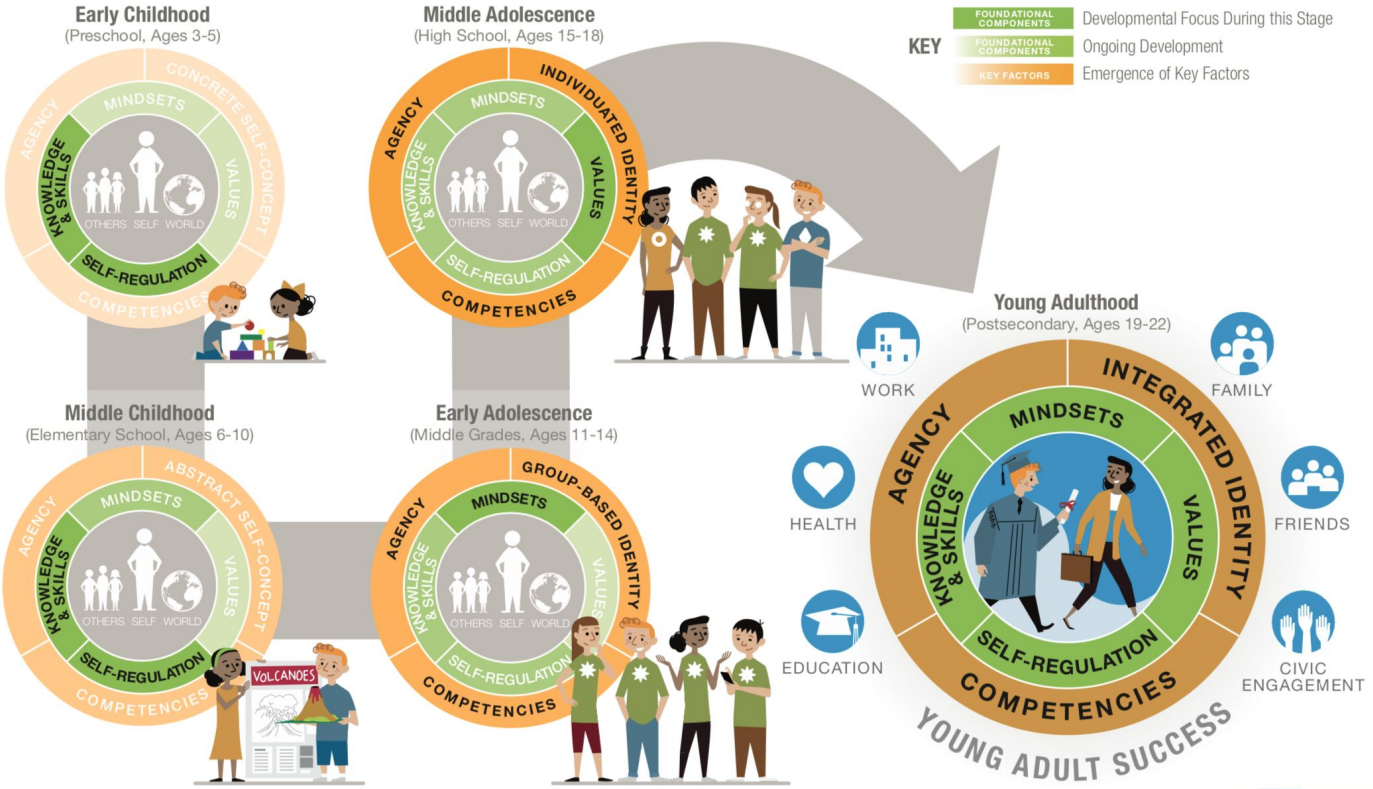
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UCHICAGOCCSR

Focus of Development Changes as Children Grow Older

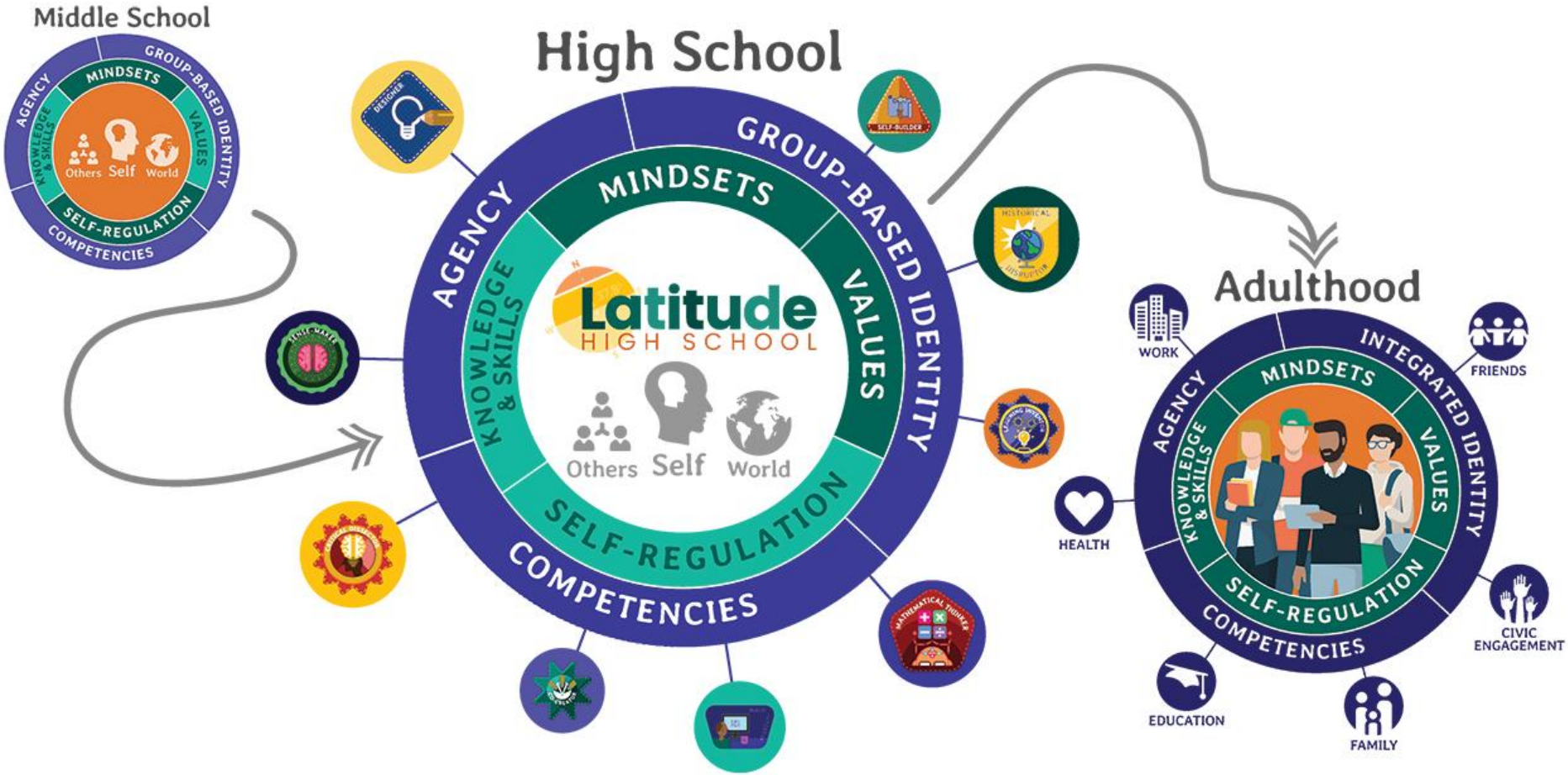
Download the full report at ccsr.uchicago.edu and wallacefoundation.org

Providing the right experiences for growth requires knowledge of child and youth development. The development of the four foundational components, along with agency, integrated identity, and competencies, occurs at different stages throughout childhood and adolescence. Development into a successful young adult entails growth of the *self* and one's abilities to interact with *others* and navigate the broader *world*. We define success beyond education and employment to include healthy relationships, a meaningful place within a community, and contributing to a larger good.



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Middle School
AGENCY
GROUP-BASED IDENTITY
MINDSETS
VALUES
KNOWLEDGE & SKILLS
Others
Self
World
SELF-REGULATION
COMPETENCIES
High School
AGENCY
GROUP-BASED IDENTITY
MINDSETS
VALUES
KNOWLEDGE & SKILLS
SELF-REGULATION
COMPETENCIES
Latitude
HIGH SCHOOL
Others
Self
World
Adulthood
WORK
FRIENDS
HEALTH
CIVIC ENGAGEMENT
EDUCATION
FAMILY
AGENCY
INTEGRATED IDENTITY
MINDSETS
VALUES
KNOWLEDGE & SKILLS
SELF-REGULATION
COMPETENCIES



Phase I

Advisory
Studio
Workshop
Extended Learning

Phase 2

Advisory
Studio
Workshop
Extended Learning

Graduation Phase

Advisory
Studio
Workshop
Extended Learning

ATTUNED
Education Partners

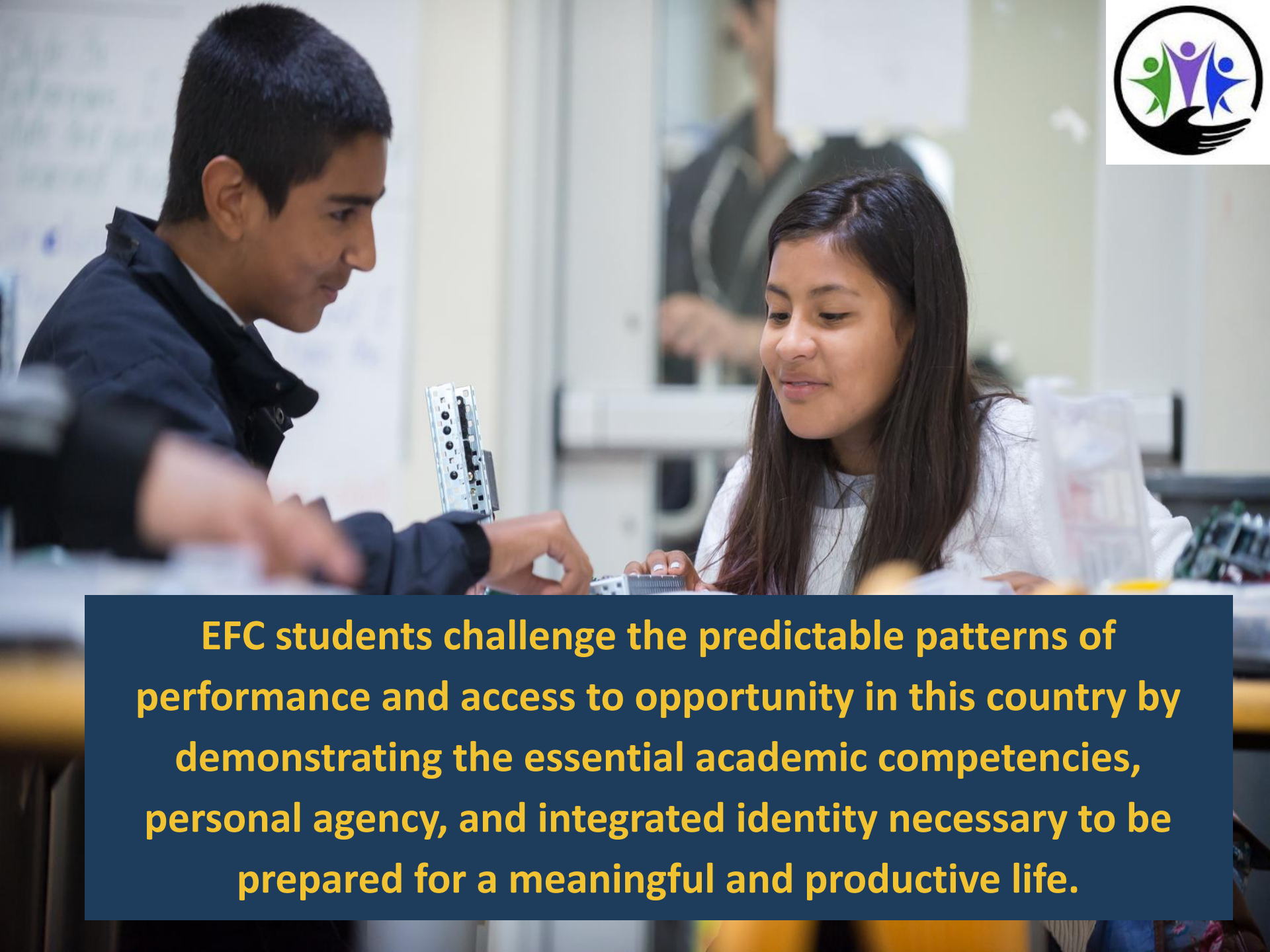
Education *for* Change
Public Schools



Education for Change

Strategic Plan

2023-2027



EFC students challenge the predictable patterns of performance and access to opportunity in this country by demonstrating the essential academic competencies, personal agency, and integrated identity necessary to be prepared for a meaningful and productive life.

Attuned produced an org diagnostic report that included outcomes data, instructional quality reviews, and constituent perspectives

Performance data analysis

Review of key organizational data to identify areas of strength, weakness and opportunity

Attuned reviewed data provided by EFC and publicly available performance data from the California State Department of Education (CDE) and other national publications.

Instructional quality review

Quality and equity assessment of specific instructional practices and structures

Attuned reviewed instructional artifacts as well as conducted in-person visits to observe lessons across grade spans and content areas at two EFC campuses.

Constituent perspectives

Surveys and interviews with community, staff and others to collect perspectives on the system's strengths and challenges

Attuned interviewed 10 district leaders, 5 principals, and conducted 3 unique focus groups with high school students, family members, and staff members. We also shared a survey with all stakeholders and received ~660 responses including 196 from students, 268 from family members, and 203 from staff members.

Org Diagnostic Report

Key findings were synthesized into this detailed report covering the organization's strengths and challenges across the following areas:

- Equity centered vision, plan, & monitoring
- Student outcomes
- Student culture and well-being
- Curriculum, instruction, and assessment
- Talent management,development, and well-being

Attuned Education Partners © 2023

The diagnostic identified several key strengths

Key strengths

- Stakeholders report that EFC creates a loving, community-centered environment that puts students first.
- The cohort graduation rate (88%) for EFC's 2022 graduating class is higher than the local district and on par with the state, and 92% of 12th graders were accepted to a 4-year university in 2022.
- Over 80% of classrooms offered strong conditions for learning, and suspension rates are low overall.
- Most EFC schools are helping English Learners make progress towards English language proficiency at higher rates than the state and OUSD

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The diagnostic also identified several key challenges

Key gaps

Gaps in student outcomes and experiences

- Less than a quarter of EFC's students met SAT readiness benchmarks in ELA and math and 2022 student achievement on SBAC in ELA (30%) and math (19%) falls below the local district.
- Academic performance varies by school, and there are gaps in student achievement across subgroups.
- Stakeholders share concerns around equity for Black students and staff.
- Chronic absenteeism is high (33% in 2022).

Opportunities for aligned and coherent support

- Staff and central office leaders see opportunities to strengthen alignment and implementation of EFC's instructional vision and further define the role of the central office in relation to the schools.
- High-quality instructional materials are not in use in most ELA classrooms.
- Instruction offers inconsistent opportunities for cognitive engagement.
- School staff express concerns over teacher retention and burnout, and want their voices to be heard by leadership.

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The Strategic Plan Steering Committee identified three strategic priorities to help EFC reach its goals:

Priorities
Organizational Coherence: Clarify and communicate the role of the home office in relation to schools across key levers for school improvement and improve execution of systems and priorities in order to drive outcomes across and within sites.
Rigorous Instruction for All: Build an instructional model that includes research-based and culturally responsive practices and curricula and implement rigorous, intentional, and sustainable systems of support that develop teacher and leader subject matter and pedagogical content knowledge and capacity to improve outcomes for students.
Affirming, inclusive, and engaging school culture: Uphold a culturally responsive environment of high expectations that is affirming, anti-racist, and inclusive of all groups at EFC, with specific attention to groups that are experiencing a lower sense of belonging in service of more equitable outcomes and experiences.

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Each priority has a set of aligned initiatives, that will take place in a sequenced manner over the course of the 5 year plan

#	Description	Lead	Y0 22-23	Y1 23-24	Y2 24-25	Y3 25-26	Y4 26-27	Y5 27-28
SP #2	**Rigorous Instruction for All:** Build an instructional model that includes research-based and culturally responsive practices and curricula and implement rigorous, intentional, and sustainable systems of support that develop teacher and leader subject matter and pedagogical content knowledge and capacity to improve outcomes for students.	CAO						
2.1	Home office leaders, in partnership with principals and teachers and taking into account the unique models at each school, conduct a collective and inclusive curriculum adoption process so that all schools implement high-quality, culturally relevant, research-based curricula in K-8 ELA.	Director of ELA	Design *- K-2 adoption (Knowledge Building Curricula)*	Launch - K-2 (Knowledge Building Curricula) Design *- Curriculum adoption process (fall 23)* *- 3-8 adoption (winter 24)*	Launch - 3-8 curriculum Design - 9-12 curriculum	Monitor	Monitor	Monitor
2.2	Home office leaders refine and principals and coaches implement systems across schools to support teachers to develop their understanding and preparation of curricular lessons and units.	CAO		Design (sprin			Monitor	Monitor
2.3	Home office leaders refine and principals and coaches strengthen observation, development, and feedback systems to develop teachers' ability and efficacy to execute rigorous and engaging lessons across schools.	CAO				Launch	Monitor	Monitor
2.4	Home office leaders refine and principals strengthen data-driven instruction and student work analysis systems to develo capacity and efficacy to respond effectively t understanding.					Design	Launch	Launch
2.5	Home office leaders refine and impleme new teacher development that extends b teachers in their first five years feel suppo content knowledge and instruction.	CAO			Design	Pilot Design Year 2 teachers	Launch *Summer 24-year 2 teachers*	Launch *Summer 25-years 3-5 teachers*
2.6	Home office leaders design and implement training on the science of reading across all grade levels (including for instructional leaders) in order to provide more effective literacy instruction.	CAO			Design	Launch *-Potentially pilot with some grade levels first*	Monitor	
2.7	Home office leaders develop the capacity of schools to increase students' cognitive engagement and cultural competence through embedded and integrated culturally responsive teaching practices.	CAO				Design *- Building home office capacity* *- Leveraging unit & lesson internalization practices*	Launch	Monitor

ILLUSTRATIVE

Each initiative is then broken down into concrete next steps (or deliverables), sequenced over the course of the plan

SP #1	Organizational Coherence: Clarify and communicate the role of the home office in relation to schools across key levers for school improvement and improve execution of systems and priorities in order to drive outcomes across and within sites.				
#	Initiatives/deliverables	Lead	Start Date	Due Date	Complete?
1.1	Home office leaders, in partnership with principals and other site leaders, further decision making clarity between home office and schools (including defining roles and responsibilities) to promote greater equity, collaboration, and consistent outcomes.	CTSO			
1.1.1	With Steerco, facilitate a process to get feedback on decision making clarity around curriculum adoption for K-2, sense of belonging & chronic absenteeism, and some components of DEIA.	CTSO	4/17/2023	5/2023	Complete
1.1.2	With Steerco, stamp decision making clarity for curriculum adoption in K-2, sense of belonging & chronic absenteeism, and some components of DEIA.	CTSO		/2023	Complete
1.1.3	Share outcomes of decision making clarify for curriculum adoption in K-2, sense of belonging & chron absenteeism, and some components of DEIA with principals for feedback and make adjust necessary.			6/16/2023	
1.1.4	Communicate final outcomes around decision making clarity for cur belonging & chronic absenteeism, and DEIA to principals		6/19/2023	6/30/2023	
1.1.5	Establish a working group of principals, site ad termine decision making clarity on 3-8 curri ponents of DEIA, and pain points surfaced	CTSO	8/1/2023	8/31/2023	
1.1.6	Plan and facilitate work ity and rationale for a set of decisions on curriculum adoption a additional components of DEIA	CTSO	9/4/2023	12/15/2023	
1.1.7	Create and administer a s nce and site admin to give input on other pain points determined by SteerCo in g (i.e., what should be standardized, who should make which decisions)	CTSO	10/1/2023	1/15/2024	
1.1.8	Use the same working group or establish a new working group that will provide a recommendation on the decision clarity (incorporating feedback from the survey)	CTSO	12/15/2023	1/15/2024	
1.1.9	Plan and facilitate working group sessions to develop decision clarity and rationale for a set of decisions (i.e.,9-12 curriculum, culture, talent, operations, DEIA, etc)	CTSO	1/15/2024	4/19/2024	
1.1.10	Communicate decisions and/or recommendations and rationale to Superintendent	CTSO	4/19/2024	5/1/2024	
1.1.11	Communicate decisions and rationale to home office and site admin	CTSO	5/1/2024	6/2/2024	

ILLUSTRATIVE

Strategic Priority 1: **Organizational Coherence**

	What are the initiatives that will help us achieve this?	Year initiative launches
1.1	**Clarify the role of the home office:** Home office leaders, in partnership with principals and other site leaders, further decision making clarity between home office and schools (including defining roles and responsibilities) to promote greater equity, collaboration, and consistent outcomes.	Year 1
1.2	**Align systems to the role of the home office:** Home office leaders create aligned systems for implementing and communicating decision making clarity that is responsive, monitored, and improved on over time to ensure stakeholder understanding and investment.	Year 1
1.3	**Communicate, share, and implement the strategic plan:** Home office leaders, in partnership with principals and other site leaders, design and implement a plan to communicate and engage stakeholders in the execution of EFC's strategic plan in order to increase knowledge and investment (e.g., through marketing, communication, revisions of foundational documents, etc.).	Year 1

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Strategic Priority 2: **Rigorous Instruction for All**

	What are the initiatives that will help us achieve this?	Year initiative launches
2.1	**ELA Curriculum Adoption:** Home office leaders, in partnership with principals and teachers and taking into account the unique models at each school, conduct a collective and inclusive curriculum adoption process so that all schools implement high-quality, culturally relevant, research-based curricula in K-8 ELA.	Year 1
2.2	**Unit & lesson internalization systems:** Home office leaders refine and principals and coaches implement systems across schools to support teachers to develop their understanding and preparation of curricular lessons and units.	Year 2
2.3	**Observation & feedback systems:** Home office leaders refine and principals and coaches strengthen observation, development, and feedback systems to develop teachers' ability and efficacy to execute rigorous and engaging lessons across schools.	Year 3
2.5	**New teacher development:** Home office leaders refine and implement systems and structures for new teacher development that extends beyond the first year, so that teachers in their first five years feel supported in their development of content knowledge and instruction.	Year 3
2.6	**Development in the science of reading:** Home office leaders design and implement training on the science of reading across all grade levels (including for instructional leaders) in order to provide more effective literacy instruction.	Year 3
2.4	**Data driven instruction:** Home office leaders refine and principals strengthen data-driven instruction and student work analysis systems to develop teachers' capacity and efficacy to respond effectively to evidence of student understanding.	Year 4
2.7	**Culturally responsive teaching practices:** Home office leaders develop the capacity of schools to increase students' cognitive engagement and cultural competence through embedded and integrated culturally responsive teaching practices.	Year 4

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Strategic Priority 3: Affirming, inclusive, and engaging school culture

What are the initiatives that will help us achieve this?		Year initiative launches
3.1	**Communicate DEI Commitments:** Home office leaders, in partnership with stakeholders, launch and communicate the shared vision and commitments for diversity, equity, inclusion, and anti-racism that will foster a diverse, equitable, and inclusive community for students, families, and staff.	Year 1
3.3	**Increase sense of belonging and reduce chronic absenteeism:** Home office leaders, in partnership with stakeholders, design and implement a proactive and reactive plan to increase student sense of belonging in service of reducing students' chronic absenteeism, with a focus on specific subgroups of students.	Year 1 (pilot)
3.2	**Align Systems to DEI Commitments:** Home office leaders, in partnership with stakeholders, research and create an actionable and integrated plan to implement shared vision and commitments for DEIA with clear systems and structures so that the commitments live across the organization.	Year 2 (pilot)

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APPENDIX

- Link to Strategic Plan initiative deliverables.

May 5, 2025

Larissa Adam
Superintendent
Education for Change
333 Hegenberger Road
Suite 600
Oakland, CA 94621

Sent via Email

Re: Education for Change

To whom it may concern,

Education for Change, which includes Achieve Academy, ASCEND, Cox Academy, Epic Charter, Latitude 37.8 High, Lazear Charter Academy, and Learning Without Limits, has been a member of the El Dorado County Charter SELPA since July 2011. Education for Change is an organizational member in good standing and has demonstrated the commitment and capacity to function as LEAs for special education services.

Please contact me if you have any questions.

Sincerely,



Ginese Quann
Executive Director

GQ:lc

2718970

State of California

SECRETARY OF STATE

I, *Kevin Shelley*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB - 2 2005

Kevin Shelley

Secretary of State

Sec/State Form CE-107 (rev. 1/03)

OSP 03 60510

2718971

ARTICLES OF INCORPORATION
OF
EDUCATION FOR CHANGE

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

JAN 21 2005

KEVIN SHELLEY
Secretary of State

ARTICLE I

The name of this corporation is Education for Change.

ARTICLE II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific and primary purpose of this corporation is to engage in charitable and educational activities within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue law (the "Code").

ARTICLE III

The name and address in this state of this corporation's initial agent for the service of process is Desten Broach, 485 Boulevard Way, Oakland, CA 94610.

ARTICLE IV

A. This corporation is organized and operated exclusively for exempt purposes within the meaning of Section 501(c)(3) of the Code. Notwithstanding any other provision of these Articles, this corporation shall not carry on any activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (2) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2), 2106(a)(2)(A)(ii), 2522(a)(2), or 2522(b)(2) of the Code.

B. Except as permitted by law, no substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in, or intervene in (including the

publication or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE V

The property of this corporation is irrevocably dedicated to charitable purposes, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member, if any, of this corporation, or any other private person. Upon the winding up and dissolution of this corporation and after paying or adequately providing for the debts and obligations of this corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes and that has established its tax-exempt status under Section 501(c)(3) of the Code.

DATED: January 20, 2005

Desten Broach

Desten Broach, Incorporator

OFFICE OF THE SECRETARY OF STATE



Education *for* Change

BYLAWS

of

EDUCATION FOR CHANGE PUBLIC SCHOOLS

Revised August 5, 2020

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BYLAWS
of
EDUCATION FOR CHANGE

ARTICLE I
PRINCIPAL OFFICE

The principal office of this corporation shall be located in the county of Alameda, California.

ARTICLE II
MEMBERSHIP

The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE III
BOARD OF DIRECTORS

Section 1. Powers. This corporation shall have powers to the full extent allowed by law. All powers and activities of this corporation shall be exercised and managed by the Board of Directors of this corporation directly or, if delegated, under the ultimate direction of the Board.

Section 2. Number and Qualification of Directors. The number of directors shall be not less than five nor more than thirteen, with the exact authorized number of directors to be fixed from time to time by resolution of the Board of Directors. Two of the seats on the Board will be reserved for representatives from the EFCPS Family Leadership Council. The Family Leadership Council membership will nominate two representatives to be recommended to the Board of Directors.

Section 3. Limitations on Interested Persons. At all times, not more than 49% of the directors of this corporation may be interested persons. An interested person means either:

(a) any person currently being compensated by this corporation for services rendered to it within the previous twelve months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director in his or her capacity as director; or

(b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

Section 4. Selection and Term of Office of Directors. All directors, except for the representative designated by the charter authorizer, shall be appointed by the existing Board of Directors. Each director, except for the Family Leadership Council representatives, shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified. The Family Leadership Council representatives shall hold office unless otherwise removed from office in accordance with these bylaws for one (1) year and until a successor director has been designated and qualified.

Section 5. Vacancies. Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 6. Resignation and Removal. Resignations shall be effective upon receipt in writing by the Board Chairman (if any), the Secretary, or the Board of Directors of this corporation, unless a later effective date is specified in the resignation. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 5.

Section 7. Annual Meetings. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act and Education Code Section 47604.1.

Section 8. Regular Meetings. Regular meetings of the Board of Directors, including annual meetings, shall be held within the physical boundaries of Alameda County at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The

agenda shall be posted at a physical location within Alameda County and on the homepage of the Corporation website with a direct and prominent link.

Section 9. Special Meetings. Special meetings of the Board of Directors may be called by the Board Chairman (if any), or a majority of the Board of Directors, and noticed in accordance with Section 9. If a Board Chairman has not been elected then the President is authorized to call a special meeting in place of the Board Chairman. The party calling a special meeting shall determine the place, date, and time thereof.

Section 10. Notice of Special Meetings. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. The agenda shall be posted at a physical location within Alameda County and on the homepage of the Corporation website with a direct and prominent link. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 11. Quorum. A majority of the total number of directors then in office shall constitute a quorum, provided that in no event shall the required quorum be less than one-fifth of the authorized number of directors or two directors, whichever is larger. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, except as otherwise provided in these Bylaws or in the California Nonprofit Public Benefit Corporation Law. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a

majority of the required quorum for such meeting.

Section 12. Teleconference Meetings. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of Alameda County;
b. All votes taken during a teleconference meeting shall be by roll call;
c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 14. Standard of Care.

A. General. A director shall perform the duties of a director, including duties as a member of any Board Committee on which the director may serve, in good faith, in a manner such director believes to be in the best interest of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a director, a director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

(i) one or more officers or employees of this corporation whom the director believes to be reliable and competent as to the matters presented;

(ii) counsel, independent accountants, or other persons as to matters which the director believes to be within such person's professional or expert competence; or

(iii) a committee upon which the director does not serve, that is composed exclusively of any or any combination of directors, persons described in paragraphs (i), or persons described in paragraph (ii) as to matters within its designated authority, provided that the director believes such Committee merits confidence; so long as in any such case, the director acts in good

faith after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Except as provided in Article VI below, a person who performs the duties of a director in accordance with this Section shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a director, including, without limiting the generality of the foregoing, any actions or omissions which exceed or defeat a public or charitable purpose to which a corporation, or assets held by it, are dedicated.

B. Investments. Except with respect to assets held for use or used directly in carrying out this corporation's public or charitable activities, in investing, reinvesting, purchasing or acquiring, exchanging, selling, and managing this corporation's investments, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income as well as the probable safety of this corporation's capital. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to this corporation.

Section 15. Inspection. Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents, and to inspect the physical properties of this corporation. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney.

Section 16. Director Compensation. The Board may authorize the advance or reimbursement to a director of actual reasonable expenses incurred in carrying out his or her duties as a director, such as for attending meetings of the Board and Board Committees.

Section 17. Executive Compensation Review. The Board of Directors (or a Board Committee) shall review any compensation packages (including all benefits) of the President or the chief executive officer and the Treasurer or chief financial officer, regardless of job title, and such other officers as may be required by law or which shall be so designated by resolution of the Board of Directors from time to time, and shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of this corporation.

ARTICLE IV
COMMITTEES

Section 1. Board Committees. The Board of Directors may, by resolution adopted by a majority of the directors then in office, create any number of Board Committees, each consisting of at least one director, and no one who is not a, to serve at the pleasure of the Board. Appointments to any Board Committee shall be by a majority vote of the directors then in office. Board Committees may be given all the authority of the Board, to the extent provided in the Board of Directors' resolution, except for the powers to:

(a) set the number of directors within a range specified in these Bylaws;

(b) elect directors or remove directors without cause;

(c) fill vacancies on the Board of Directors or on any Board Committee;

(d) fix compensation of directors for serving on the Board or any Board Committee;

(e) amend or repeal these Bylaws or adopt new Bylaws;

(f) adopt amendments to the Articles of Incorporation of this corporation;

(g) amend or repeal any resolution of the Board of Directors which by its express terms is not so amendable or repealable;

(h) create any other Board Committees or appoint the members of any Board Committees; or

(i) approve any merger, reorganization, voluntary dissolution, or disposition of substantially all of the assets of this corporation.

(j) approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

Section 2. Advisory Committees. The Board of Directors may establish one or more Advisory Committees to the Board. The members of any Advisory Committee may consist of directors or non-directors and may be appointed as the Board determines. Advisory committees may not exercise the authority of the Board to make decisions on behalf of this corporation, but shall be restricted to making recommendations to the Board or Board Committees, and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or Board Committee.

Education for Change Public Schools will operate a Family Leadership Council and a Staff Leadership Council which will meet regularly with the President to advise on EFCPS and send delegates to Board meetings to advise the Board as needed.

Section 4. Meetings.

Meetings and actions of committees shall be governed by and held and taken in accordance with the provisions of Article III of these Bylaws concerning meetings and actions of the Board of Directors, with such changes in the content of those Bylaws as are necessary to substitute the Board Committee and its members for the Board of Directors and its members. Minutes shall be kept of each meeting of any committee and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any Board or Advisory Committee not inconsistent with the provisions of these Bylaws.

ARTICLE V
OFFICERS

Section 1. Officers. The officers of this corporation shall be a President, a Vice President, a Secretary, and a Treasurer. The corporation may also have, at the discretion of the directors, a Board Chairman and a Vice-Chairman. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President or Board Chair. Except for the Board Chairman and Vice-Chairman, officers shall not also be directors (Board members).

Section 2. Election. The officers of this corporation shall be elected annually by the Board of Directors, and each shall serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment.

Section 3. Removal. Subject to the rights, if any, of an officer under any contract of employment, any officer may be removed, with or without cause, by the Board of Directors or by an officer on whom such power of removal may be conferred by the Board of Directors.

Section 4. Resignation. Any officer may resign at any time by giving written notice to this corporation. Any resignation shall take effect on receipt of that notice by any other officer than the person resigning or at any later time specified by that notice and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of this corporation under any contract to which the officer is a party.

Section 5. Vacancies. A vacancy in any office for any reason shall be filled in the same manner as these Bylaws provide for election to that office.

Section 6. Board Chairman. If a Board Chairman is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Board Chairman is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Board Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 7. President. The President, also known as the Chief Executive Officer shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 8. Secretary. The Secretary shall supervise the keeping of a full and complete record of the proceedings of the Board of Directors and its committees, shall supervise the giving of such notices as may be proper or necessary, shall supervise the keeping of the minute books of this corporation, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

Section 9. Treasurer. The Treasurer, also known as the Chief Financial Officer, shall supervise the charge and custody of all funds of this corporation, the deposit of such funds in the manner prescribed by the Board of Directors, and the keeping and maintaining of adequate and correct accounts of this corporation's properties and business transactions, shall render reports and accountings as required, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

ARTICLE VI
CERTAIN TRANSACTIONS

Section 1. Loans. This corporation shall not make any loan of money or property to, or guarantee the obligation of, any director or officer; provided, however, that this corporation may advance money to a director or officer of this corporation or any subsidiary for expenses reasonably anticipated to be incurred in performance of the duties of such director or officer so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Section 2. Contracts with Directors. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association,

or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

Section 3. Contracts with Employees. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE VII
INDEMNIFICATION AND INSURANCE

Section 1. Right of Indemnity. To the fullest extent allowed by Section 5238 of the California Nonprofit Public Benefit Corporation Law, this corporation may indemnify its agents, in connection with any proceeding, and in accordance with Section 5238. For purposes of this Article, "agent" shall have the same meaning as in Section 5238(a), including directors, officers, employees, other agents, and persons formerly occupying such positions; "proceeding" shall have the same meaning as in Section 5238(a), including any threatened action or investigation under Section 5233 or brought by the Attorney General; and "expenses" shall have the same meaning as in Section 5238(a), including reasonable attorneys' fees.

Section 2. Approval of Indemnity. On written request to the Board of Directors in each specific case by any agent seeking indemnification, to the extent that the agent has been successful on the merits, the Board shall promptly authorize indemnification in accordance with Section 5238(d). Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of directors who are not parties to the proceeding, whether, in the specific case, the agent has met the applicable standard of conduct stated in Section 5238(b) or Section 5238(c), and, if so, may authorize indemnification to the extent permitted thereby.

Section 3. Advancing Expenses. The Board of Directors may authorize the advance of expenses incurred by or on behalf of an agent of this corporation in defending any proceeding prior to final disposition, if the Board finds that:

(a) the requested advances are reasonable in amount under the circumstances; and

(b) before any advance is made, the agent will submit a written undertaking satisfactory to the Board to repay the advance unless it is ultimately determined that the agent is entitled to indemnification for the expenses under this Article.

The Board shall determine whether the undertaking must be secured, and whether interest shall accrue on the obligation created thereby.

Section 4. Insurance. The Board of Directors may adopt a resolution authorizing the purchase of insurance on behalf of any agent against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, and such insurance may provide for coverage against liabilities beyond this corporation's power to indemnify the agent under law.

ARTICLE VIII
MISCELLANEOUS

Section 1. Fiscal Year. The fiscal year of this corporation shall end each year on June 30.

Section 2. Contracts, Notes, and Checks. All contracts entered into on behalf of this corporation must be authorized by the Board of Directors or the person or persons on whom such power may be conferred by the Board from time to time, and, except as otherwise provided by law, every check, draft, promissory note, money order, or other evidence of indebtedness of this corporation shall be signed by the person or persons on whom such power may be conferred by the Board from time to time.

Section 3. Annual Reports to Directors. Within 120 days after the end of this corporation's fiscal year, the President shall furnish a written report to all directors of this corporation containing the following information:

(a) the assets and liabilities, including the trust funds of this corporation, as of the end of the fiscal year;

(b) the principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) the revenue or receipts of this corporation, both unrestricted and restricted to particular purposes, for the fiscal year;

(d) the expenses or disbursements of this corporation, for both general and restricted purposes, for the fiscal year; and

(e) any transaction during the previous fiscal year involving more than $50,000 between this corporation (or its parent or subsidiaries, if any) and any of its directors or officers (or the directors or officers of its parent or subsidiaries, if any) or any holder of more than ten percent of the voting power of this corporation or its parent or subsidiaries, if any, or any of a number of such transactions in which the same person had a direct or indirect material financial interest, and which transactions in the aggregate involved more than $50,000, as well as the amount

and circumstances of any indemnifications or advances aggregating more than $10,000 paid during the fiscal year to any director or officer of this corporation. For each transaction, the report must disclose the names of the interested persons involved in such transaction, stating such person's relationship to this corporation, the nature of such person's interest in the transaction and, where practicable, the value of such interest.

The foregoing report shall be accompanied by any report thereon of independent accountants or, if there is no such report, the certificate of an authorized officer of this corporation that such statements were prepared without an audit from the books and records of this corporation. The report and any accompanying material may be sent by electronic transmission in compliance with Article VIII, Section 5 of these Bylaws.

Section 4. Required Financial Audits. This corporation shall obtain a financial audit for any tax year in which it receives or accrues gross revenue of $2 million or more, excluding grant or contract income from any governmental entity for which the governmental entity requires an accounting. Whether or not they are required by law, any audited financial statements obtained by this corporation shall be made available for inspection by the Attorney General and the general public within nine months after the close of the fiscal year to which the statements relate, and shall remain available for three years (1) by making them available at this corporation's principal, regional, and district offices during regular business hours and (2) either by mailing a copy to any person who so requests in person or in writing or by posting them on this corporation's website.

Section 5. Electronic Transmissions. Unless otherwise provided in these Bylaws, and subject to any guidelines and procedures that the Board of Directors may adopt from time to time, the terms "written" and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions *from* the corporation, the corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions *to* the corporation, the corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

Section 6. Amendments. Proposed amendments to these Bylaws shall be submitted in writing to the directors at least one week in advance of any Board meeting at which they will be considered for adoption. The vote of a majority of the directors then in office shall be required to adopt a bylaw amendment.

Section 7. Governing Law. In all matters not specified in these Bylaws, or in the event these Bylaws shall not comply with applicable law, the California Nonprofit Public Benefit Corporation Law as then in effect shall apply.

CERTIFICATE OF SECRETARY

I certify that I am presently the duly elected and acting Secretary of Education for Change, a California nonprofit public benefit corporation, and that the above Bylaws are the Bylaws of this corporation as adopted by the board of directors on April 19th, 2005 and amended on August 5, 2020.

DATED: 8/5/20

Sundar Chari, Secretary

CONFLICT OF INTEREST CODE

Revised 8.12.21

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Education for Change hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, and all other designated employees of Education for Change ("Charter Management Organization"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter Management Organization, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated employees are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business

entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter Management Organization: All Statements shall be supplied by the Charter Management Organization. All Statements shall be filed with the Charter Management Organization. The Charter Management Organization's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter Management Organization decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter Management Organization Chief Executive Officer, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

EXHIBIT A

Designated Employees

I. Persons occupying the following positions are designated employees of the Charter Management Organization ("CMO") and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).

A. Members of the Governing Board and their alternates (if applicable)

B. Corporate Officers (President, Treasurer, and Secretary)
C. CMO Leadership Reporting Directly to Governing Board (Superintendent of Schools)
D. CMO Management Team Reporting Directly to CMO Leadership (Assistant Superintendent of Schools, Chief Strategy Officer, Chief Academic Officer, Director of Site Operations)
E. Charter School Principals
F. Charter School Assistant Principals
G. Director of Human Resources
H. Consultants[1]

II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of "Exhibit B."

A. CMO Directors or Managers in the functions of Finance, Human Resources, Data, Special Education, or Instruction (Director of Human Resources, Payroll Manager, Director of Special Projects, Director of Student Support Services, Director of Data & Analysis, Director of Early Literacy, Director of Mathematics, Director of ELA/ELD, Director of Extended Learning)

III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."

A. CMO Directors or Managers in the functions of Technology, Staff Recruitment, or Student Recruitment, (Director of Talent Acquisition,, Director of IT)

[1] The Charter Management Organization Superintendent may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter Management Organization Superintendent's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter Management Organization Chief Executive Officer. Investments include interests described in Category 1.

Category 3 Reporting:

A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter Management Organization Chief Executive Officer. Investments include the interests described in Category 1.

Education *for* Change Public Schools

Guidebook for

EFC Family Leadership Councils

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Background and Purpose

Research shows that strong home-school partnerships are important for student academic achievement[1] and for teacher retention[2]. There is a perception, however, that low-income parents of color are too busy, too overwhelmed or too apathetic to get involved in their children's school. More than a twenty years of community organizing in Oakland schools has proven this perception to be false.[3] The purpose of the EFC Family Leadership Council Guidebook is to provide a helpful structure that encourages close relationships between parents and educators, promotes shared decision-making within schools, and leverages the strengths and resources of the community in service of the students. This guidebook is anchored in EFC's Family Engagement Rubric and our Theory of Action regarding family partnership.

Theory of Action Regarding Family Partnership

Grounded in our values of Inclusive, Connected, Interdependent Learners, we believe that children are more likely to thrive when families and school staff work together as **equal partners**. We believe that our children are more likely to thrive when…

- Educators make an intentional effort to build trusting relationships with families;
- Educators engage in work to explore their own identity and cultural competence, and are mindful of these dynamics as they build relationships and communicate with families;
- Families and educators engage in frequent two-way communication using the structures most accessible to each family;
- Families are encouraged to share their hopes and goals for their children;
- Educators have frequent opportunities to learn from and further develop families' skills and knowledge regarding how to support their children's learning;
- Families have meaningful opportunities to be part of the fabric of the school (eg. through celebrations of learning, leadership roles, volunteering, employment, etc.);
- Schools provide structured time for all of the aforementioned activities.

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[1] Henderson and Mapp, A New Wave of Evidence

[2] Futernick/West Ed Study

[3] Annenberg study

Necessary Conditions

All parents can play a critical role in their children's education if the right conditions exist:

1) The entire school staff—principal, teachers, office manager, security guard and lunch lady—value parents as partners;

2) Teachers, administrators and classified staff adopt behaviors that are welcoming to families, and reach out when things are going well, as well as when there is a problem;

3) The school creates structures to support Family leadership development;

4) The school allocates resources for parental involvement, such as funding for a parent coordinator position; routine translation of written communications; translation for parent meetings; childcare for meetings; and scheduling meetings/events at times when parents are able to come; and

5) The school intentionally connects families to resources and services designed to support and promote healthy families and communities.

Core Beliefs

Parents in affluent neighborhoods are involved in every aspect of their child's school experience, and low-income families can be as well. Two core beliefs underlying EFC's approach:

- **All parents have hopes and dreams for their children**
- **All families have the capacity to support their student's learning**

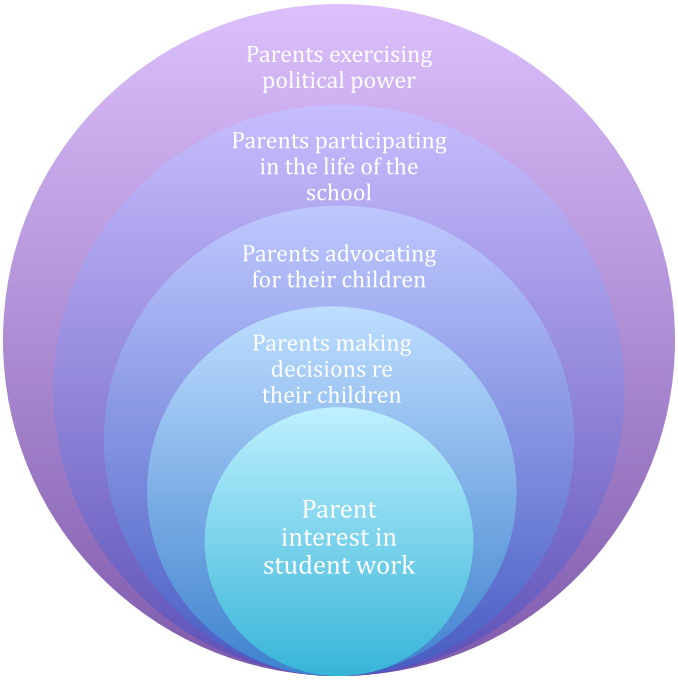
We also believe that it is important to support a variety of parent partnership practices, and to link parent activities to student learning[4]. We expect parents to show interest in their student's work; to make decisions about their children's education; to advocate on behalf of their children; to share in the day to day life of the school as volunteers and decision makers; and to build political will in the larger community to protect and advance the interests of our students and the school.

The Bulls Eye of High Leverage Parental Activities

Affluent parents move with agility among diverse spheres of activities, and our goal is for *all* parents to feel confident and competent in doing the same. The Family Leadership Council structure is designed to support parents to act as full partners in their child's education. Below is a graphic representing parent activities associated directly or

[4] Beyond the Bake Sale

indirectly with student academic growth.[5] The strongest association is for "Parent Interest in Student Work."



Basic Structure of the EFC Family Leadership Councils

Purpose and Function:

The Family Leadership Council is a group of family leaders representing every classroom in the school; it meets monthly with the principal. The Family Leadership Council helps set the direction of the school, becoming familiar with school achievement data, and participating in programmatic decisions. The family leaders provide a dynamic link between the classroom and the home, working closely with the school's educators and with other parents from their child's class. Family Leadership Council representatives help the school to conduct meetings, workshops, and events with the parent community during the school year. When necessary, the Family Leadership Council takes on outside issues that impact the families in the school, such as public safety and other neighborhood concerns. The Family Leadership Council might also take on issues that arise with the Alameda County Department of Education, the Oakland Unified School District, as necessary, acting as advocates for the school. Family Leadership Council leaders also fundraise for the school.

5

Organization:

The Family Leadership Council consists of one or more representatives for every classroom in the school. The Family Leadership Council members are elected by each classroom's parents on back to school night. If a class fails to elect a Family Leadership Council representative on back to school night, then the teacher will recommend a parent to represent his/her class. The Family Leadership Council meets once a month with the principal. The site Principal collaborates with the school Family Coordinator to plan and facilitate the meetings, with parent leaders stepping up to co-facilitate agenda items.

Family Leaders Build a Classroom Constituency

Family leaders are charged with representing the families from their classroom, so they must develop the practice of listening to other parents. They bring information, concerns and discussions from the classroom to the council, and from the council to the classroom. Family leaders are trained in the practice of "1-1" visits as a way to build and maintain strong relationships with other parents; see page 12 for more information about "1-1's." Periodically, family leaders hold classroom meetings, which are co-planned with the teacher.

Connection to the EFC Regional Council and Governing Board

The Family Leadership Council from each EFC school elects two representatives to the EFC-wide Family Leadership Council, which meets with the Superintendent of EFC on a monthly basis. The EFC-wide Family Leadership Council elects a parent representative to the EFC Governing Board. Below is a chart of the structure:

Invitation to Families

Role of the School, Role of the Family

In the book *Beyond the Bake Sale*, Karen Mapp and Anne Henderson argue that the primary responsibility for building a partnership between home and school lies with the school staff, especially school leaders.[6] This is because there are "lopsided" power dynamics between teachers and principals, who are education professionals, and parents, who are not. The power difference becomes magnified when educators come from a different racial, cultural or economic background than the parents. Mapp and Henderson observe that "reaching out" is easier for educators than "reaching in" is for parents.[7]

Parents are more likely to participate in their children's education if they feel invited by school staff and by their child; if they believe their involvement will help; and if the culture of the school and of the community expects parents to be involved. This cultural expectation can be thought of almost as a "job description" for parents. Interestingly, teachers also need to feel invited by their peers in order to be comfortable reaching out to families.[8]

The most effective invitation to parents is always personal. Sending home a letter is rarely enough for parents to feel genuinely welcomed and needed. Teacher phone calls, and/or a personalized student note, are good ways to follow-up a on a letter. Below is text for a one-page Family Leadership Council flyer, which can be given to families prior to back to school night. It is based on a document used by ASCEND.

BE A FAMILY LEADER AT (Name of school)!

- **Who is on the Family Leadership Council?**
  - Elementary: 2 or more parents from each classroom
  - Middle School: 4 or more parents from each grade level
  - Family Leaders are selected by their peers in each classroom during Back to School Night

- **What does the Family Leadership Council do?**

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[6] Anne T. Henderson and Karen L. Mapp, *Beyond the Bake Sale*

[7] Anne T. Henderson and Karen L. Mapp, *Beyond the Bake Sale*

[8] IBID

- Family Leaders are a “bridge” between teachers and other parents – they support both parties to communicate with each other (through one-on-one meetings, phone calls, and co-facilitation of grade level parent meetings)
- Family Leaders participate in analysis and discussion of school data and our instructional program in order to set budget priorities. Their recommendations, along with those of the staff, are forwarded to the EFC Regional Family Leadership Council, and the EFC Governing Board during budget planning. The Family leaders are also consulted for input on any major issue facing the school (safety, academic program, etc.)
- Family leaders choose 1-2 community issues to focus on for the year. For example, leaders might choose to work with city officials to improve traffic safety around the school.
- Some Family leaders also participate in meetings, leadership training sessions, and community actions with partner organizations, such as OCO.
- Family leaders help to organize and/or volunteer at events such as the Exposition of Student Learning, student registration, and school festivals.
- The Family Leaders Fundraising Committee raises money for fieldtrips. This group raises money through food sales at events such as the Exposition of Student Learning and through sales of various items throughout the year. The fundraising committee fundraises for every grade, not just for the grades represented by its members.

- **How often do the Family leaders meet?**
  - The entire Family Leadership Council meets once a month, with additional meetings scheduled as needed in order to organize major events.

- **Who sets the agenda for and facilitates Family Leadership Council meetings?**
  - The meetings are co-planned and co-facilitated by a team consisting of the principal and 3-4 Family leaders. They meet one week prior to the Family Leadership Council meeting to set the agenda and designate meeting roles and responsibilities.

- **What are our goals for the future?**
  - A greater emphasis on formal training in leadership, with a particular focus on meeting facilitation.

If for some reason, not enough Family leaders are selected during back to school night for every grade level, then teachers can nominate parents to represent their classrooms on the Family Leadership Council. Here is a sample letter that ASCEND uses for this purpose:

[DATE]

Dear _____,

I am writing you because you have been recommended by your child's teacher to represent _____'s class as a parent leader. Our family leaders group meets one Thursday a month from 6 p.m. to 7:15 p.m. to work on issues that will improve ASCEND School and make it a great place for our kids to learn. At these meetings, we work together to fund raise for specific grades as well as the whole school, identify ways that we can get more parents involved in classroom and school-wide activities, learn more about how ASCEND students are doing academically, and work on issues that affect all students (like traffic safety, or school cleanliness).

The responsibilities of being a classroom representative are:

- ➢ Attending our once a month meetings
- ➢ Helping 3-4 times per year to call about 10 parents in your child's classroom to invite them to participate in class or school events
- ➢ Communicating with your child's teacher regularly to see if there are any issues to address in your child's grade level

Our first meeting is on Thursday, September 22, from 6:00 to 7:15 p.m. in Room 202. We will have childcare and dinner will be provided. This will be an important meeting where family leaders will discuss and decide on the direction of ASCEND in the future.

Please indicate below if you would do us the honor of serving as your child's classroom representative this year, and return the bottom part of this letter to the office. We hope that you will join us!

Sincerely,

[Principal]

✂----------✂

Parent Name: _____ Child's name: _____

❑ Yes, I will represent _____'s class as a parent leader this year.

❑ No, I will not be able to represent _____'s class as a parent leader this year.

Election of Classroom Representatives

Back to school night should start with a whole school meeting where the principal welcomes families, introduces teachers, briefly talks about the goals for the year, and describes the Family Leadership Council.

During the classroom portion of back to school night, set aside ten minutes for the election of parent representatives. Make a warm invitation, clearly describing the duties of family leaders (attend monthly meeting, make phone calls) and offer to support the people who take on this role.

Write the names of the people willing to participate on a whiteboard or chart paper. There should be at least one person, but as many as four are welcome, if you have an enthusiastic group. Ask parents to vote "Yes" or "No" on slips of paper, indicating if they agree for the parents who have volunteered to be their representatives. If there are more than four parents who want to be on the council, ask everyone to vote by writing four names on the paper. Count the ballots immediately and announce the outcome. If someone volunteered but was not elected, talk to that person afterward, and offer to help them find another way to participate with the class or school.

Monthly Family Leadership Council Meetings

The Family Leadership Council meetings are co-planned and co-facilitated by the principal and Family Coordinator, with input from family leaders.

Timing of meeting

The Family Leadership Council meetings should be held at a time that is convenient for families.

Food and Childcare

Ask people to come early if there will be food at the meeting, or if they need to take their children to childcare, so that the meeting can start within 5 minutes of the start time on the agenda. It is essential to always start on time, even if not every parent has arrived. This will establish discipline in the group and encourage regular attendance at the meetings.

Timeline of topics

There is a reciprocal nature to the Family Leadership Council. The principal generates topics that are related to the school program and follow a predictable timeline that can be scheduled in advance. Family leaders will also generate topics, and these are not as predictable, although the basic practice of listening to others before and after meetings creates a predictable pattern for parent activity and learning.

Here are some ideas for topics that will position Family leaders to be able to make recommendations at the appropriate times in the budget cycle for EFC Schools, to fundraise, and to address community issues that directly impact the school. Care should be taken to allow parents to choose topics and shape the agendas, finding a balance between the necessary timeline for program and budget decisions, and the interests and passion of parents. Teachers will plan some events, such as data nights or science nights, with parents playing a supportive role.

September:

1. Community building with new and returning FLC members.

2. Lead families in analyzing school wide achievement data (Early Literacy, SBAC, and school culture data from the previous school year); connect the data to plans for the current school year, and solicit input regarding ways to partner with families to address areas of need.

October:

1. Study subgroup achievement data, with a focus on those who are performing below grade level. Connect the data to plans for the current school year.
2. Lead families in identifying advocacy focus areas for the year (eg. neighborhood safety)

November:

1. Analyze T1 academic and school culture progress data, connect the data to initiatives being implemented in the current school year, and identify ways to partner with families to address areas of need.
2. Continue to work on previously identified advocacy issue(s).

December:

1. Winter Celebration

January:

1. Preview February-May site planning process, educating families on how they will provide input.
2. Continue to work on previously identified advocacy issue(s).

February:

1. Analyze midyear academic and school culture progress data, connect the data to initiatives being implemented in the current school year, and identify ways to partner with families to address areas of need.
2. Continue to work on previously identified advocacy issue(s).

March:

1. Discuss program and budget recommendations for next year; connect to data analyzed at previous meetings.
2. Continue to work on previously identified advocacy issue(s).

April:

1. Analyze T2 academic and school culture progress data, connect the data to initiatives being implemented in the current school year, and identify ways to partner with families to address areas of need.
2. Continue to discuss program and budget recommendations, based on academic and school culture data.
3. Continue to work on previously identified advocacy issue(s).

May:

1. Finalize program and budget recommendations, based on academic and school culture data.
2. Continue to work on previously identified advocacy issue(s).

June:

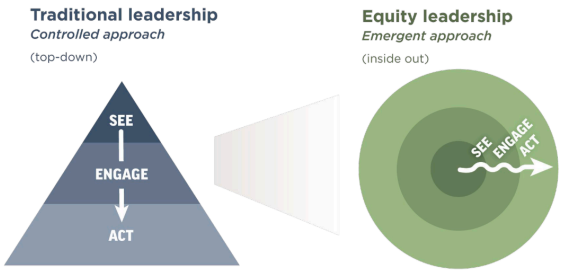
1. Celebration and recognition of family leaders

Classroom Partnership

The family leaders and the classroom teacher will form a team that works closely together over the year. At the beginning of the year, the teacher and parents should get to know each other through one to one conversations and/or small group meetings. The goal is to build trust and a level of comfort that makes it easy to work together. Family leaders support the teacher with classroom projects that require parent participation by activating a parent phone tree. Such projects could include field trips, class parties, fundraisers, parent nights and student led conferences. Family leaders are trained to listen to other parents, engaging them in intentional "one to one" conversations, and can play a mediating role with an angry parent if needed. The goal of the parent leader and the teacher is to build trust and unity by being responsive and respectful to families.

Building an "Equity Leadership" Culture in the School

Unfortunately, most schools function as small bureaucracies nested inside a larger bureaucracy. As a result, almost everyone involved—parents, teachers, students and even the principal—feel powerless to some extent. But schools don't have to function in that way. We can choose to create an Equity Leadership school culture[9].



- SEE: Order & control
- ENGAGE: Top-down
- ACT: Set goals, identify strategies, roll out plans to get "buy-in" -- then direct plans

- SEE: Recognize how inequities are products of systemic oppression
- ENGAGE: Build partnerships with those most impacted, listen to experiences, create authentic distributed leadership
- ACT: Collective experimentation and learning; collaborative (re)-design of opportunity structures

[9] National Equity Project, Host Leadership

The benefits of building an Equity Leadership culture:

- Leaders come to know each other beyond a task-oriented agenda, begin to trust one another, and find room to try new things in new ways
- New people can be engaged around their own interests, rather than finding a way to fit into an existing plan
- The school grows a network of people who know and trust each other, and over time are able to take action in a variety of ways
- There is a stronger, more dynamic, more creative school life.

The practice of "one to one" visits can transform school culture

Doing individual "one to one" meetings is the essential strategy for creating an Equity Leadership school culture over time. Family and educator leaders learn how to use the art of conversation. "One to ones" are not interviews, nor are they focused on a specific task. These conversations represent an exchange of views, judgments, and commitments. They are about uncovering issues, developing relationships and cultivating leaders.[10]

A "one to one" visit is

- A +/- 30 minute face-to-face conversation with another person
- Getting to know another person and being known by that person
- An inquiry into what matters deeply to a person and why
- An opportunity to know the private motivations each person has for doing public action
- A search for leaders with the talent and desire to change a situation
- A way to identify issues the community cares about

Community Organizing

Oakland has a rich history of community organizing and a diverse group of "base-building" community groups involved with public schools. A recent study by the Annenberg Institute for School Reform documents the contributions of community organizing to improve public education in low-performing schools and districts. These contributions include new or upgraded facilities, whole school reform programs, new resources for teaching and curriculum, and new funding for afterschool programs and family support.[9] In addition, community organizing addresses outside issues that directly or indirectly impact schools, such as traffic, violence prevention, affordable housing, jobs, immigration, and health care. Effective school leaders see community organizers as allies, and make time to meet with them.

[10] Annenberg Study

Celebration/Recognition for Family Leaders

Family leaders put in long hours over the course of the year in their efforts to support the school. They are internally motivated to do so, out of love for the children, and a sense of responsibility to the community and to the next generation. While Family leaders are not externally motivated, they should be thanked and recognized for their efforts none-the-less. Simple acts of gratitude, a comment, phone call or note after a big event; and planned group activites such as a party or dinner mid-way through the year, or a picnic at the end of the year are important ways of celebrating the accomplishments of the Family leaders, and signaling that their efforts are noticed and valued by teachers and the principal.

Education *for* Change Public Schools

Employee Handbook
2024-25

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I. WHO WE ARE

Introduction

As an Education for Change ("EFC") employee, you are an integral member of our team. Your dedication and commitment are the primary ingredients of our success as an organization and of the success of our students. We trust that you will find your employment with EFC to be both challenging and rewarding.

EFC recognizes that our strength as an organization lies in the quality of our employees and our ability to work together as a team to achieve our shared mission. We believe that each individual makes a profound and positive difference, not only in shaping the lives of our students but also in contributing to the effectiveness of our Leadership Team. Toward this end, we encourage you to engage in open communication with the Leadership Team about any aspect of your employment with EFC.

This handbook is designed to help employees get acquainted with EFC. It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School.

Should any provision in this handbook be found to be unenforceable and invalid, such finding does not invalidate the entire handbook, but only the subject provision. Furthermore, should any provision of this handbook contradict a provision of an applicable collective bargaining agreement at EFC, the applicable collective bargaining agreement shall be controlled.

Education for Change's History

Education for Change Public Schools ("EFC") was born in 2005 through a strategic partnership between the Oakland Unified School District and the education reform community. It was originally designed to become a charter management organization that would focus on converting existing OUSD Program Improvement schools to charter schools to provide the flexibility and agility of charter law to existing district public schools.

The designers of EFCPS operated under the belief that a laser-like focus on aligning curriculum implementation and improving instruction in Mathematics and English Language Arts was the most critical lever for improving student outcomes. EFC initially started with two schools, Achieve and Cox Academy; over seven years, that laser-like focus translated into enormous gains with Achieve and Cox Academy achieving API gains of over 200 points on the former state assessment (California State Test).

In 2012, Lazear Charter Academy, ASCEND, and Learning Without Limits, formerly OUSD schools, converted to become neighborhood charter schools as part of Education for Change. That same year, the EFC board passed a strategic plan to transition EFC from a K-5 school turnaround charter management organization to a preK-12 neighborhood transformation CMO. In 2014, as a response to community demand for a quality middle school, EFC developed its first brand new school, Epic Middle School, a Next Generation Learning Challenge school. In 2018, EFC opened Latitude HS, an innovative new High School, starting with 50 9th graders and expanding to serve up to 400 Oakland youth by 2022.

EFC's schools are heavily concentrated in two target neighborhoods – the Fruitvale and Elmhurst. EFC is currently the largest K-8 public school operator in the Fruitvale and serves 2700 TK-12 students in six schools throughout the Fruitvale and Elmhurst neighborhoods. We are committed to, over time, transforming the neighborhood by using educational opportunities and outcomes to empower the families and their children. In the short term, we will measure our impact through student outcomes, but over time, our impact will be measured by how many children in our target neighborhoods graduate from college.

Our Governance Structure

EFC is a California Non-Profit Public Benefit Corporation, and is a tax-exempt 501(c)(3) organization. All EFC schools operate as part of this single organization and all EFC employees are employees of this single non-profit corporation. While local school boards approve our charters, neither they nor the local school districts direct EFC's internal operating policies and procedures. EFC has the freedom to establish its own policies and procedures, as long as they comply with the EFC charters, applicable collective bargaining agreements, and applicable state and federal law.

The leader(s) of each school are the school Principal(s) and the entire school staff reports to the Principal(s). The Principal, in turn, reports to the Chief Executive Officer of Education for Change or their designee. Each Principal will work with and receive guidance on local issues from the Home Office, Parent Liaison, and the Parent Leadership Council, which includes parents and community members

The EFC Board of Directors is responsible for governing the organization. The Trustees each have a personal fiduciary duty to look out for the long-term well-being of EFC. The Board is responsible for dealing with the strategic policies that affect the organization, as well as approving budgets, policies, and other important decisions. The Board is composed of a broad cross-section of the school community, the community at large, and professionals and community leaders.

Role of the EFC Home Office

The EFC Home Office provides support and assistance to each school and helps disseminate EFC's values, programs, norms, and high standards. The Home Office focuses on:

- Facilitating learning across the community based on best practices, site innovation, and research.
- Guiding school development, negotiating school district relationships, and building community partnerships.
- Providing centralized services and support, including professional development, curriculum development, financial management, enrollment outreach, fundraising, human resources, recruiting, payroll, facilities development, government compliance, technology planning, and purchasing.

EFC combines Home Office coordination and oversight with significant school authority. Centralized functions have economies of scale and support our educational mission by enabling principals, teachers, and school staff to focus on teaching, students, and learning. The goal of the Home Office is to provide services to the schools far in excess of what a stand-alone charter school would be able to afford or acquire on its own.

Charter Schools Background

Charter schools are independent public schools with rigorous curriculum programs and unique educational approaches. In exchange for operational freedom and flexibility, charter schools are subject to higher levels of accountability than traditional public schools. Charter schools, which are tuition-free and open to all students, aim to offer quality and choice in the public education system. Charter schools can design their own innovative curriculum, hire their own staff, and control their own budget. They are publicly funded like other public schools.

When lawmakers passed the Charter Schools Act of 1992, California became the second state in the country (after Minnesota) to enact charter school legislation. The intent was to allow groups of educators, community members, parents, or others to create an alternative type of public school.

A charter school is generally exempt from most laws governing school districts, except where specifically noted in the law. For example, California public charter schools are required to participate in the statewide testing program. The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations, and it prohibits the conversion of a private school to a charter school. Public charter schools may not charge tuition and may not discriminate against any person on the basis of ethnicity, national origin, gender, or disability.

The "charter" establishing each such school is a contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success. In California, charters are granted for five years. At the

end of the term, the entity granting the charter ("authorizer") may renew the school's contract. EFC has schools authorized by both the Oakland Unified School District and the Alameda County of Education. Charter schools are accountable to their authorizer, and to the students and families they serve, to produce positive academic results and adhere to the charter contract.

For additional information on charter schools, please visit the following websites: ●

California Charter School Association: https://www.ccsa.org/

● California Department of Education Charter Schools Home Page: www.cde.ca.gov/sp/ch/index.asp

● US Charter Schools: https://charterschoolcenter.ed.gov/charter-schools-usa

● Charter Schools Development Center: https://www.chartercenter.org/

● US Department of Education Charter Schools Program: www.ed.gov/programs/charter/index.html

II. THE EDUCATION FOR CHANGE WAY

Our Mission

The mission of Education for Change 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 to a successful life.

Our Values

We believe in order to do this work, the following values and ways of being are critical to creating the environment of belonging necessary to make our mission a reality:



CONNECTED

- We continually work to build trusting relationships among students, families, staff, and the Oakland community at large. We are an all-hands-on-deck network driven by empathy. We value our collective identity and the individual identities of our community members and scholars such that we have a sense of collective ownership and responsibility for each other and for our scholars.



INCLUSIVE

- We proactively disrupt predictable patterns of opportunity, power, privilege, and performance. We create an inclusive environment where multiple perspectives are not only valued but sought, where people from all backgrounds feel seen and heard and can thrive, and where we all feel a deep sense of accountability to our mission.



INTERDEPENDENT

- Our success at every level is dependent on our individual and collective sustainability. To that end, we are transparent, creative, and collaborative problem-solvers who seek to build trusting relationships. We are curious and are open to new ideas while also putting systems in place to ensure continuity so that our employees can stay, grow, thrive, and help make good on our promise to our students and families.



LEARNERS

- We support each other to develop and grow so that we can leverage our collective power, intelligence, and passion on behalf of our students. We lean on home-grown leaders who are rooted in our community. Individuals feel known and are provided opportunities to maximize their potential in alignment with their passions and goals.

EFC Strategic Plan

EFC is an organization filled with passionate, thoughtful, and driven leaders who stand together committed to excellent educational outcomes and equitable educational opportunities for every child in Oakland. In 2022-23, EFC worked with stakeholders across the organization to develop its 2023-28 Strategic Plan. This Strategic Plan defines EFC's vision for the next three to five years. and outlines the priorities for EFC and its schools and will guide site planning, budgeting, fundraising, progress monitoring, and most of our decision-making.

You can read the Strategic Plan here.

In particular, our Board, our leadership, and our stakeholders came together around a strategic plan to drive student outcomes by focusing on Instructional Coherence, Data-Driven Instruction, and Instructional Leadership. The ultimate vision is that EFC students challenge the predictable patterns of performance and access to opportunity in this country by demonstrating the essential academic competencies, personal agency, and integrated identity necessary to be prepared for a meaningful and productive life.

EFC Non-negotiables

The EFC non-negotiables define what all sites are required to implement and the programmatic features that ultimately define the EFC culture. These non-negotiables are a result of strategic planning work and input from all staff.

EFC Non-negotiables

Coherent Instructional Model	Strong Teacher Development	Supporting the Whole Child
● Coherent, research-based, standards-aligned instructional model ● EFC standards-aligned benchmarks ● Grade-level coherence: instructional goals, content, instructional strategies, pacing ● Structures that support high levels of student engagement ● Rigor – higher levels of Bloom's taxonomy	● Structures that enable coaching, modeling, training, feedback ● Data-based inquiry ● Grade-level collaboration ● Teacher leadership/ decision- making structure ● Appropriate levels of teacher planning time built into schedule	● Family leadership council ● MTSS – research-based interventions at every tier ● School-wide culture policy with clearly communicated values and expectations ● Structures and practices to promote physically healthy kids

School-Level Site Planning

Every year, each school must engage community and staff stakeholders to develop their Site Plan. Each school has the opportunity to refine its instructional programming within the parameters of the EFC Strategic Plan, EFC non-negotiables, its specific charter, and its budget. Specific areas where staff members have input are:

- Above and beyond investments in staff and resources
- Instructional priorities
- Instructional schedules
- Supplemental curriculum
- Professional development plan

For more detailed information regarding the site planning process, please refer to this site planning overview.

Staff Feedback and Organization Participation

Staff Feedback and organization participation are structured in a variety of ways to ensure feedback is collected in a consistent and comprehensive manner. This includes annual surveys, ongoing site surveys/temperature checks, embedded surveys/feedback in agendas/help tickets, school site committees, organizational committees/standing meetings, site-based activities, strategic planning, 1:1 meetings, and more. Working groups are also established by EFC and CEFC on an as-needed basis. Additionally, employees who are members of a union at EFC may be entitled to bring additional complaints or concerns according to the grievance systems outlined in the applicable collective bargaining agreement. Staff are also encouraged to share feedback directly with site leadership.

Each grade level, department, or circuit has a Grade Level Chair who is responsible for leading and facilitating all grade-level meetings and activities. The Grade Level Chair meets regularly with the grade level team about math, language arts, ELD, and school functions and reports to the Principal. The Grade Level Chair meets at least monthly with all the Grade Level Chairs as part of the site Instructional Leadership Team. Please contact the Principal of your school if you are interested in serving as your Grade Level Chair. Please see the job description for further details.

Budget

Each school develops a school site plan that aligns resources to the goals for the school for the upcoming year. Schools

use the instructional program described in the Instructional Framework and their current data analysis to set goals and strategic investments for the upcoming year.

Hiring

Schools are able to hire the qualified teachers and staff they feel will best implement the educational program at that specific site. EFC feels that it is important for schools to be able to attract and retain staff that are passionate about and skilled at implementing the school's instructional model. The Certificated and ESS collective bargaining agreement outlines more specific requirements for hiring, such as interview panels.

Calendar and Scheduling

Schools use the base EFC calendar to create their own school-specific calendar that outlines professional development days, parent conferences, school events, etc. In terms of scheduling, each school creates their own bell schedules that best meet the needs of the families and the instructional program. Both the bell schedule and calendar must ensure compliance with the state expectations for instructional minutes. Scheduling also includes the setting of prep schedules, specials schedules, etc. The Certificated and ESS collective bargaining agreement provides more specific direction regarding the annual calendar.

Professional Development and Data Analysis

As a cornerstone for all EFC schools, staff professional development will be developed and conducted with the intent of creating collaborative, supportive, continuous learning environments at each school. Just as we encourage our students to achieve through high expectations and by providing the best educational services possible, we look similarly at building this same culture of achievement, support, and quality for our teachers.

The professional development calendar and schedule vary by school and are outlined in the school's Instructional Framework. Each school has some form of professional learning community or inquiry groups as an anchor for teacher professional development.

During the school year, staff development will continue through network-wide professional development days, whole staff meetings, and grade-level team or department meetings. Additional staff development could include conferences, workshops, school visits, peer observation and coaching, videotaping in the classroom, collaboration with partner organizations, or involvement in other projects designed to enhance one's professional skills and knowledge.

Data analysis is a critical component of our professional development model. Teachers are expected to analyze data as part of their planning process. Together they set goals, design instructional responses to the data, implement those instructional responses, monitor students' progress, and then assess whether the grade level has met their goals on the following assessment.

Preparation and Collaborative Planning

Preparation time is time for teachers to prepare for their teaching. This can include cognitively planning lessons, preparing necessary materials, planning instructional responses to data, internalizing pedagogical moves, etc. This also is a time when teachers can meet with parents, schedule pre- and post-observation conferences, meet with colleagues, give student assessments, etc. Actual prep schedules are specific to each school site.

Collaboration time is critical to teacher development. Teachers are expected to attend grade-level and/or department-level meetings. Meeting attendance means arriving on time, actively engaging, and staying for the duration of the meeting. If for any reason, a teacher cannot attend the collaborative meeting they must clear it through the Principal and alert the meeting chair that they will not be available. The Certificated and ESS collective bargaining agreement provides more specific guidelines for teacher preparation.

III. CONDITIONS OF EMPLOYMENT

General Professional Expectations

As a charter and reform-minded community of schools, EFC requires staff roles to be different from some traditional schools. EFC teachers and administrators will, at times, assume and incorporate new roles such as student mentor, activity leader, peer coach, problem solver, and team member. It is important that each staff member be accountable for their actions so that the intricate web of school functions remains intact. A breakdown in any part of this web puts a great strain on all members of the school community. The school expects all staff to be professionals. The following professional expectations are the basis for staff to recognize and develop those attitudes and responsibilities necessary to function as a member of EFC. EFC staff will:

- Practice professional and respectful discourse in all communications with each other, students, parents, other community members, and school partners. Staff will strive to consider others' points of view when identifying and solving problems. Whenever possible, we should seek to understand before we seek to be understood. Assume good intentions.
- Wear appropriate professional attire. Our professional reputation and atmosphere are maintained, in part, by the image that we present to the students, parents, and community.
- Be on time for school, class, meetings, and other scheduled events.
- Follow meeting norms, office norms, and other agreed-upon norms.
- Model appropriate leadership and respectful behavior at school and all school events.
- Strive to support each other. Staff should go to the source when there is a conflict and use the appropriate and agreed-upon measures for conflict resolution.
- Maintain confidentiality for sensitive and/or confidential issues involving students and other staff.
- Be honest (e.g., in communications and on employment documents and time reports).
- Collaborate to create a positive learning environment for all that is focused on teaching and learning.
- Help maintain a safe work environment, one free of workplace injuries. This includes, among other things, not coming to work under the influence of alcohol or illegal drugs, not possessing firearms or weapons at work, not engaging in physical aggression with any person at work, and not engaging in the willful destruction of property or material.
- Model punctuality and appropriate attendance for students.

EFC takes professional expectations seriously as we want to create a positive place to work and learn.

By accepting employment with Education for Change, you are considered a disaster service worker. In the event of a natural, manmade, or war-caused emergency that results in conditions of disaster or extreme peril to life, property, and resources, all employees of Education for Change are subject to disaster service activities as assigned to them by their supervisors.

Employment Status

Except if stated expressly otherwise by a collective bargaining agreement or individual employment contract, it is the policy of the School that all employees are considered "at-will" employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Job Duties

When you begin working at EFC, your supervisor will review your job responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects or to assist with other work necessary or important to the operation of your department or the organization. EFC depends on your cooperation and assistance in performing such additional work, and reserves the right to alter or change job responsibilities, reassign or transfer job positions, or assign additional job responsibilities.

School-site staff members are expected to attend all school-arranged parent-teacher conferences and to assume supervisory responsibilities at school events/activities. In addition, teachers are expected to share responsibility for attending Back to School Nights, Open House, Data Summits, other school-wide events, and participating on school committees. Up to 12 hours maximum per school year for certificated staff as defined in Article 10.5 in the Certificated CBA.

We know that at times, the administrators will need to be away from the schools. In this case, the Principal appoints a Teacher in Charge who will act as principal in the absence of the administrators. The Teacher in Charge makes decisions for the administrators, except with regard to pupil suspension.

Work Schedule

Following are work schedule expectations for all staff. There are some staff members (e.g., receptionists, custodians) whose specific job requirements demand their presence at certain times. Part-time staff may have other hours, as determined by their supervisor. Occasionally, there will be events that require attendance at non-school times of the day or week, and staff members are expected to be present.

- **School Staff Arrival Time**

  School-site staff are expected to be at school every work day no more than 15 minutes before student instructional time begins in order to be ready for classes or work, or at the time directed for other school events/responsibilities. Other school-site staff may be required to be on campus earlier because of their specific job responsibilities.

- **School Staff Departure Time**

  Staff work hours are outlined in the Collective Bargaining Agreements. All other management staff (including Home Office management staff) and administrators are expected to be at the school (or office) until 4:30 p.m., although later hours will be needed frequently. Supervisors will determine individual schedules.

- **Home Office Arrival and Departure Time**

  Home Office staff are generally expected to be in the office from 8:30 a.m. to 5:00 p.m. unless arrangements are approved by one's supervisor. Longer hours will be required as needed.

Meal and Rest Periods

Employees in union-represented positions are entitled to rest and meal periods as described in the applicable collective bargaining agreement.

The following agreement has been created for employees who work under six (6) hours per day and who wish to waive their right to a 30-minute unpaid break.

What to do next:

1. The waiver of a meal break must be at the request of the employee.
2. The employee must request permission from an authorized supervisor to waive their 30-minute unpaid break. The break may only be waived by mutual agreement between the employee and the supervisor.
3. The employee must sign and submit a meal break waiver agreement to the authorizing supervisor for each meal break waived(see below).
5. The supervisor will submit the signed meal break waiver agreement to the Human Resources Dept.

Documentation Required Prior to Employment

All EFC employees are responsible for submitting the following forms required either by our charters, insurance carriers, local law, or state law: (a) a valid teaching certificate and transcripts for teachers; (b) a TB test; (c) fingerprints clearance; (d) a W-4 tax form; and (f) a DE-4 tax form; (g) an I-9 form. Other required forms are specified in our new hire checklist provided to new employees. In addition, all employees must consent to a background check as a condition of employment.

Equal Opportunity Employer

EFC is an equal opportunity employer and makes employment decisions on the basis of merit. EFC strives to hire the best available people for each job. EFC cultivates a work environment that encourages fairness, teamwork, and respect among all employees. EFC is firmly committed to maintaining a work atmosphere in which people of diverse backgrounds and lifestyles may grow personally and professionally. It is the policy of EFC to afford equal employment and advancement opportunities to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

EFC is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of EFC and prohibits unlawful discrimination by any employee of EFC.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, EFC will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

An applicant, employee, or unpaid intern who requires an accommodation of a religious belief or practice should also contact the EFC Home Office representative for the day-to-day personnel responsibilities and discuss the need for accommodation. If the accommodation is reasonable and will not impose an undue hardship, EFC will make the accommodation.

Policy Against Unlawful Harassment/Discrimination/Retaliation

EFC is committed to providing a work and educational atmosphere that is free of unlawful harassment. The School's policy prohibits harassment, discrimination, or retaliation based on the employee's status in one or more protected classes outlined in the Equal Opportunity Employer policy in this handbook. The School will not condone or tolerate harassment of any type by any employee, independent contractor, or other person with whom the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes, comments, or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race, or any other protected basis;
- Retaliation for reporting or threatening to report harassment
- Differential or preferential treatment based on any of the protected classes above.
- Prohibited harassment is not just sexual harassment but harassment based on any protected category.
- Employees should also know that if they engage in harassment, they can be held personally liable for the misconduct.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in educational institutions is prohibited. All persons, regardless of their gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

The School is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment may consist of sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment training within six (6) months of their hire or

assumption of a supervisory position and will receive further training once every two (2) years thereafter. All other staff will receive one (1) hour of sexual harassment training within six (6) months of hire and will receive further training once every two (2) years thereafter.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school environment that is free from harassing or disruptive activity. Any employee who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Chief Executive Officer ("Superintendent"). See Attachment B for the "Harassment Complaint Form."

Sexual harassment may include but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation, or attempts to commit these assaults
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions, or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making a performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning, or pornographic, or bringing to work or possessing any such material to read, display, or view at work.
    - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning, or pornographic; and displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint, or reporting sexual harassment.

The School will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Employees may also direct their complaints to the California Department of Fair Employment and Housing ("DFEH"), which has the authority to conduct an investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts

fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Council ("FEHC") or file a lawsuit in court. Both the FEHC and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

Whistleblower Policy

Education For Change Public Schools is committed to lawful and ethical behavior in all its activities and requires board members, executives, directors, and employees to act in accordance with all applicable laws, regulations, and policies and to observe high standards of business and personal ethics in the conduct of their duties and responsibilities.

The objectives of Education for Change Public School's Whistleblower Policy are to establish policies and procedures to:

- Prevent or detect and correct improper activities.
- Encourage each board member, executive, director, and employee (reporting individual) to report what he or she in good faith believes to be a material violation of law, policy, or questionable accounting or auditing matters by EFCPS.
- Ensure the receipt, documentation, retention of records, and resolution of reports received under this policy, protect reporting individuals from retaliatory action.

Reporting Responsibility

Each reporting individual has an obligation to report what he or she believes is a material violation of law, policy, or any questionable accounting or auditing matter by Education for Change Public Schools, its officers, directors, executives, employees, or other representatives. Reporters must also notify Education for Change Public Schools if an action needs to be taken in order for Education for Change Public Schools to be in compliance with law, policy, or generally accepted accounting practices. The types of concerns that should be reported include, for purposes of illustration and without being limited to, the following:

- Providing false or misleading information on the Education for Change Public Schools financial documents, grant reports, tax returns, or other public documents.
- Providing false information to or withholding material information from the Education for Change Public Schools auditors, accountants, directors, or other representatives responsible for ensuring compliance with fiscal and legal responsibilities.
- Embezzlement, private benefit, or misappropriation of funds.
- Material violation of Education for Change Public Schools policy, including among others, confidentiality, conflict of interest, whistleblower, ethics, and document retention.
- Discrimination based on race, gender, sexual orientation, ethnicity, disability, or any other unlawful biases.
- Facilitating or concealing any of the above or similar actions.

Reporting Concerns

All Education for Change Public Schools Employees:

Whenever possible, employees should seek to resolve concerns by reporting issues directly to his/her manager or the next level of management as needed until matters are satisfactorily resolved. However, if for any reason an employee is not comfortable speaking to a manager or does not believe the issue is being properly addressed, the employee may contact the HR Director or Chief Executive Officer. If an employee does not believe that these channels of communication can or should be used to express his/her concerns, an employee may contact the Board of Directors within Education for Change Public Schools.

Handling of Reporting Violations

Except otherwise required by law, or as otherwise required by court order, Education for Change Public Schools will investigate all reports filed in accordance with this policy with due care and promptness. Matters reported internally without initial resolution will be investigated by the Superintendent or their designee to determine if the allegations are true, whether the issue is material, and what actions, if any, are necessary to correct the problem.

Education for Change Public Schools' staff will issue a full report of all matters raised under this policy to the Board of Directors. The Board of Directors may conduct a further investigation upon receiving the report from the Superintendent.

For matters reported directly to the Chairman of the Board of Directors, the Board of Directors shall promptly acknowledge receipt of the complaint to the complainant if the identity of the complainant is known and conduct an investigation to determine if the allegations are true and whether the issue is material and what if any, corrective action is necessary. Upon the conclusion of this investigation, the Board of Directors shall promptly report its findings to all pertinent parties.

Authority of Investigative Parties

The Investigative Parties (any Chief or the Board of Directors) shall have full authority to investigate concerns raised in accordance with this policy and may retain outside legal counsel, accountants, private investigators, or any other resource that is necessary to conduct a full and complete investigation of the allegations.

No Retaliation

This Whistleblower Policy is intended to encourage and enable executives, directors, and employees to raise serious concerns within the organization for investigation and appropriate action. With this goal in mind, no executive, director, or employee who, in good faith, reports a concern shall be threatened, discriminated against, or otherwise subject to retaliation or, in the case of any employee, adverse employment consequences as a result of such report. Moreover, an employee who retaliates against someone who has reported a concern in good faith is subject to discipline up to and including termination of employment.

Acting in Good Faith

Anyone reporting a concern must act in good faith and have reasonable grounds for believing the matter raised is a serious violation of law, policy, or a materials accounting or auditing matter. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, with gross negligence, or with the foreknowledge that the allegations are false, will be viewed as a serious disciplinary offense and may result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

Confidentiality

Reports of concerns, and investigations pertaining thereto, shall be kept confidential to the extent possible. However, consistent with the need to conduct an adequate investigation, Education for Change Public Schools cannot guarantee complete confidentiality. Disclosure of information relating to an investigation under this policy by staff, directors, or others involved with the investigation of Education for Change Public Schools to individuals not involved in the investigation may be viewed as a serious disciplinary offense and, with respect to Education for Change Public Schools' employees, may (on a case by case basis) result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

Therapy Dogs and Live Animals in the Classroom

EFC maintains standards for particular use cases of animals in educational settings to support student learning and emotional needs. Specifically, Education for Change public school maintains standards for Therapy Dogs and Live Animals in the Classroom.

Therapy Dogs

Education for Change Public Schools supports the use of certified therapy dogs for the academic, social, and emotional benefit of its students. A certified therapy dog is a dog trained to provide affection and comfort to students in the school. The most important characteristic of a therapy dog is its temperament. A good therapy dog must be friendly, patient, confident, at ease in all situations, and gentle. Therapy dogs must enjoy human contact and be content to be petted and handled, sometimes clumsily. A therapy dog's primary job is to allow unfamiliar people to make physical contact with it and to enjoy that contact.

The following minimum standards shall be in effect for all dogs approved to serve in the school.

1. A therapy dog must be clean, well-groomed, and not have an offensive odor.
2. A therapy dog does not urinate or defecate in inappropriate locations.
3. A therapy dog does not annoy any member of the student body or school personnel by seeking attention.
4. A therapy dog does not vocalize unnecessarily.
5. A therapy dog shows no aggression towards people or other animals.
6. A therapy dog does not solicit or steal food or other items from the student body or school personnel.
7. A therapy dog does not pose a health or safety threat to any student, personnel, or other persons.
8. The owner providing the therapy dog must be in full control at all times. The owner must provide care, and supervision and will be solely responsible for handling the therapy dog.
9. The therapy dog owner must always carry equipment sufficient to clean up the animal's waste, immediately remove the waste, and be responsible for the proper disposal of the animal's waste.

Therapy dogs are independently owned and must meet standards of health as prescribed by veterinarians at the owner's expense. Education for Change Public Schools bears no financial responsibility for the care or feeding of the animal.

Prior approval, owners shall provide to the Chief Strategy Officer or their designee:

1. Proof of current inoculations
2. Proof of health, such as a current health certificate from a veterinarian.
3. Proof of physical
4. Proof of heartworm test
5. Proof of the owner's Therapy Dog Owner liability insurance policy.
The policy shall name Education for Change Public Schools and its Board Members as additional insureds, and provide coverage of at least $1 million per occurrence.
6. Proof of the dog's Therapy Dog Certification

In addition, prior to approval, the owner shall present to the Principal:

1. A visibly clean dog with no sign of fleas/ticks.
2. A visually healthy, alert, and not grossly over or underweight dog.

These same requirements must be met on an annual basis, prior to the start of any school year. Should the Therapy Dog Owner's liability insurance expire during the school year, a copy of the renewed policy must be provided to the COO prior to the expiration date.

The Principal shall notify parents on an annual basis regarding the presence of therapy dogs in the school building.

Live Animals in the Classroom

Education for Change Public Schools allows the use of live animals in the classroom to enhance the learning experience of our students. In order to ensure student and animal health and safety, the following requirements must be met for the use of live animals in the classroom:

1. The principal must establish procedures for approving requests from teachers for the use of live

animals prior to their display in the classroom.

2. Animals whose bite may be poisonous or may cause severe physiological reactions are not permitted in schools.
3. Animals should be kept in an appropriate cage or enclosure that provides maximum containment of the animals, clean and sanitary conditions, shelter and protection from the weather, and appropriate temperatures and assures safety for the students.
4. Warning signs such as Keep Hands Away from Cage should be posted conspicuously on cages housing animals that may bite. Students and visitors should be cautioned about inserting fingers in an occupied animal cage.
5. All animals should be supplied with suitable and sufficient food and water as often as the feeding habits of such animals require. Students should feed and handle animals under the supervision of the teacher.
6. Teachers should train students in the handling and care of animals, such as mice and guinea pigs. Students should not excite animals or engage in activities such as poking pencils at animals because such activity encourages biting. Students need to know that many animals are nocturnal and are likely to bite if disturbed during the day.
7. Every reasonable precaution shall be taken to ensure that animals are not teased, abused, mistreated, annoyed, tormented, or in any manner made to suffer by any person or by any means.
8. Students should thoroughly wash their hands after they finish touching or handling an animal in the classroom to ensure proper hygiene. Students should not eat or drink anything while touching or handling an animal. Students shall wash their hands thoroughly after touching or handling an animal before eating or drinking anything.
9. All sick animals shall be isolated from healthy animals in such a manner that the illness or disease will not be transmitted to other animals. Students should not be allowed to touch or handle sick animals.

Volunteers/Chaperones

EFC recognizes the importance of parent and community involvement in all aspects of our educational and extracurricular school programming. Volunteers contribute to the success of our schools and allow schools to expand many programs and activities. A volunteer is defined as someone who is not employed by EFC, and who, for no compensation.

EFC requires that:

1. Any volunteer who will be associated with any school program in any capacity and on a frequent basis during the year, and who may have regular and/or unsupervised contact with students, will submit fingerprints to allow for a criminal background check at the expense of the school. The volunteer may also need to complete a TB test depending upon the frequency/duration of the volunteer's visits to EFC. Administrators of each school will maintain records of volunteers and their number of visits to the school.
2. All volunteers comply with all policies and regulations set forth by the school or EFC that involve the safety of students, as well as have a signed "Volunteer Commitments & Oath" form on file with EFC.
3. All volunteers must sign in with the Office Staff when on school property.
4. All volunteers must work under the direction and supervision of a school employee.
5. All volunteers wear some form of proper identification (Volunteer Badge) visible to the entire staff and outside visitors.

Implementation:

- Volunteers must check in with the Office Manager and/or main office. The Office Manager will monitor volunteer hours using a "Sign-in and out binder".
- Any volunteer who will be in schools and have significant and/or possibly unsupervised contact with students must receive HR clearance prior to to starting volunteering service.

Fingerprinting and TB Test process:

- Site Operations Manager, or designee, provides a fingerprint/TB test packet to the volunteer.
- Volunteer completes fingerprinting at an EFC approved fingerprinting location
- Volunteer provided a copy of the completed form to the Site Operations Manager, or designee
- Return the original TB test results to the Site Operations Manager, or designee
- The Site Operations Manager, or designee, notifies the HR Department with name, contact information and purpose of the volunteer
- The HR Department notifies the Site Operations Manager if the volunteer is approved or not approved

Personal Property

EFC is not responsible for any loss or damage that occurs to employees' personal property that is brought onto its premises, in vehicles, or in parking areas. Employees are to use their own discretion when choosing to bring personal property to the workplace and do so at their own risk. Employees should take necessary precautions to protect their personal effects from theft, loss, or damage while on EFC premises.

Parking

Employees may park their vehicles in permissible public areas in the vicinity of EFC facilities. Employees may not use loading zones or parking areas specifically designated for other vehicles. EFC is not responsible for any loss or damage to employee vehicles or contents while parked during EFC sessions, nor is it responsible for employees' parking violations. However, as a courtesy, EFC may reimburse up to $200 of the cost of repairing vehicle damage. Original receipts must be submitted for reimbursement.

Solicitation and Distribution of Literature

In order to ensure the efficient operation of EFC's business and to prevent disruption to students and employees, EFC has established control of solicitations and distribution of literature unrelated to EFC business on EFC property.

Employees may not solicit or disturb other employees for any reason whatsoever during working time and may not circulate, distribute, or post notices or other written material of any kind during working time or in working areas. "Working time" is when an employee should be performing his or her job duties. Non-working time includes rest or meal periods, before or after assigned work shifts, and other specified periods, if any, during the work day when employees are not expected to be performing their job duties.

Persons not employed by EFC may not solicit nor distribute literature for any purpose at any time without the express authorization of the Principal or Superintendent.

Conflicts of Interest

All employees must avoid situations involving actual or potential conflicts of interest. Personal or romantic involvement with a competitor, supplier, or subordinate employee of EFC, which impairs an employee's ability to exercise good judgment on behalf of EFC, creates an actual or potential conflict of interest. Supervisor subordinate romantic or personal relationships also can lead to supervisory problems, possible claims of sexual harassment, and morale problems.

An employee involved in any of the types of relationships or situations described in this policy should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or Human Resources Director, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, EFC may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

EFC has no prohibition against hiring relatives of our staff members. However, to avoid potential conflicts of interest, relatives will not be hired, promoted, or transferred into positions in which there is a direct relationship between relatives. Relatives include the employee's spouse, children, parents, siblings, all in-laws, grandparents, grandchildren, stepparents, stepchildren, domestic partner, and any relative living in the household of the employee

or domestic partner.

IV. WORKPLACE SAFETY

Health and Safety

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees will complete a series of annual trainings related to health and safety.

Employees are required to report immediately to your supervisor any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

EFC has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits, and service areas. Report any suspicious persons or activities to security personnel or your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify your supervisor when keys are missing or if security access codes or passes have been breached.

Occupational Safety and Health

EFC will comply with applicable state and federal laws and regulations relating to Occupational Safety and Health.

Any employee(s) shall report to the Principal, any possible health or safety hazards so that EFC may resolve any such circumstances.

EFC's employees do have the right to file anonymous OSHA complaints if they see a need that is not being addressed.

EFC agrees to take no retaliatory action against any employee for his/her actions in reporting possible health or safety hazards.

Accident/Incident Reporting

It is the duty of every employee to immediately, or as soon as is practical, report any accident or injury occurring during work or on EFC premises to the sites office personnel, so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes. Every employee must complete an incident report.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

School Facilities and Security

EFC facilities are generally located in or near urban neighborhoods with higher-than-average crime rates. It is critically important that staff follow security procedures established for each school, and carefully protect keys, passwords, and other security-related information.

Please report any and all incidents via the Incident / Injury Form.

Inspection of Property

In order to help ensure the health and safety of EFC students and staff, EFC reserves the right to inspect School premises. An employee's consent to such a search is required as a condition of employment. By signing the acknowledgment of receipt of this Handbook, employees understand that they do not have a reasonable expectation of privacy with regard to EFC property and personal property while on EFC premises.

Drug-Free Workplace

Employees are expected to remain drug-free. "Drug-free" shall be understood to mean free from the use of any illegal, non-physician-prescribed drugs, alcohol, or other substances. Violation of this policy will not be tolerated. Use of these substances, whether on or off the job, can detract from an employee's work performance, efficiency, safety, and health, and therefore seriously impair the employee's value to EFC. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of students and of other employees and exposes EFC to the risk of property loss or damage, or injury to other persons.

Employees shall not use, purchase, sell, transfer, or possess any form of illegal drugs or any type of drug paraphernalia on EFC property at any time or during working time in a professional capacity (e.g., with students) anywhere. Likewise, employees shall not possess or consume alcoholic beverages on EFC property or during work hours, including lunch and break periods. In addition, employees shall not report for work under the influence of drugs or alcohol.

Where a violation of this policy is suspected, an employee may be asked to submit to drug and alcohol screening and/or allow a search of his or her desk, work area, personal belongings, or vehicle. As stated earlier in this Handbook, an employee's consent to such a search is required as a condition of employment. Refusal to consent to a drug or alcohol screening or to allow a search of personal property will be considered to be insubordination and a basis for discipline, including possible release from employment. In addition, EFC will decide, based on all other available information, whether a violation of the drug or alcohol prohibition in this policy has occurred. Such a violation, if found, constitutes a separate and independent basis for discipline or termination. EFC also may bring the matter to the attention of appropriate law enforcement authorities.

An employee's conviction on a charge of illegal sale or possession of any controlled substance while in the employment of EFC property will not be tolerated because such conduct, even while off duty, reflects adversely on EFC. In addition, EFC must keep people who sell or possess controlled substances off EFC premises in order to keep the controlled substances themselves off the premises.

Any employee who is using prescription or over-the-counter drugs that may impair the employee's ability to safely perform the job, or affect the safety or well-being of others, must notify a supervisor of such use immediately before starting or resuming work.

EFC will encourage and reasonably accommodate employees with alcohol or drug dependencies to seek treatment and/or rehabilitation. Employees desiring such assistance should request a treatment or rehabilitation leave. Additionally, employees who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency or problem, will not automatically be given a second opportunity to seek treatment and/or rehabilitation. This policy on treatment and rehabilitation is not intended to affect EFC's treatment of employees who violate the regulations described previously. Rather, rehabilitation is an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

On occasion, the EFC Superintendent may authorize the use of EFC premises for celebrations or gatherings wherein alcohol is served. Employees participating in these gatherings are expected to show good judgment and reasonable

behavior with respect to alcohol.

Lactation Accommodation

EFC shall provide appropriate space for employees to express breast milk when needed. The space shall not be a bathroom, shielded from view and free from intrusion by coworkers or the public, have a lock, and not be used for any other activity while used for lactation purposes. The location shall not be accessible to students, shall be in a consistent location, shall be clean, and shall have access to running water and a refrigerator, and electricity. Employees will be allowed to use this space without question for at least 25 minutes at a time as frequently as needed.

Employees' Children in the Workplace

Education for Change Public Schools strives to be a family-friendly employer that promotes healthy work-life balance. We are aware that many of our employees are also caregivers and parents and respect the challenges that arise when childcare emergencies or other unavoidable situations arise. However, EFC is liable for incidents involving employees' children in the workplace. Therefore, the presence of children in the workplace is to be avoided whenever possible. If bringing a child to work with the employee is unavoidable, the employee must contact the principal/supervisor by email as soon as possible to discuss the situation and obtain permission to have the child accompany the employee while working. Factors the leadership will consider are the age of the child, how long the child needs to be present, the work environment in the employee's area, and any possible disruption to the employee's and co-workers' work. A child brought to the workplace in unavoidable situations will be the responsibility of the employee. Because of our liability, under no circumstances will an employee's child be allowed at a school site during school hours unless they are old enough (at least 10 years of age), to volunteer or assist in the classroom under the supervision of an employee. A child who is ill cannot be brought to the workplace at any time.

Recycling, Waste Prevention, and Conservation

EFC actively recycles as many materials as possible. Please place aluminum cans, glass, white paper, and envelopes in the proper recycling bins. Recycling containers are located near computer printers, copiers, and in the staffroom. Please do your part to prevent waste, conserve resources, and recycle reusable materials.

Workplace Violence

EFC is committed to providing a safe workplace. We want to minimize the risk of personal injury to employees and damage to property. We specifically discourage you from engaging in any physical confrontation with a violent or potentially violent individual. However, we do expect and encourage you to exercise reasonable judgment in identifying potentially dangerous situations and informing your supervisor or appropriate manager.

Smoking

Pursuant to California law, no smoking will be allowed in school facilities or at school-related activities. Employees choosing to smoke must do so only during their break and/or lunch periods and must do so away from school facilities.

V. STUDENT SAFETY

Child Abuse Reporting Requirements

All EFC personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters must report

suspected child maltreatment *immediately* when they have "reasonable suspicion to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm."

EFC shall provide training to all personnel regarding the obligations as mandatory reporters and the steps required to report suspected abuse. AB 1432 requires annual training for all our employees. This training is provided as an online course using Everfi.

This training is assigned to all employees in September. Personnel hired after this time will be assigned training after hiring.

Information on Child Abuse and the Suspected Child Abuse reporting form can be found in the HR resources folder on the EFC internal website. Click here[1][2][3] *to access this information.*

California law requires that you acknowledge your understanding of child abuse reporting requirements and that you will comply with these laws. Child abuse is defined as a physical injury that is inflicted by other than accidental means, sexual abuse, willful cruelty or unjustifiable punishment, cruel or inhuman corporal punishment or injury, and negligent treatment or maltreatment under circumstances indicating harm, or threatened harm, to the child's health or welfare. The California Penal Code section and acknowledgment are in your employment materials and must be filed with the Home Office. [4]

CA Penal Codes - Mandated Reporting

Policy Defining Appropriate and Inappropriate Physical Contact

Our organization's physical contact policy promotes a positive, nurturing environment while protecting students, employees, and volunteers. Any inappropriate physical contact by employees or volunteers towards students in the organization's programs will result in disciplinary action, up to and including termination of employment.

The organization's policies for appropriate and inappropriate physical interactions include but are not limited to:

Appropriate Physical Interactions	***Inappropriate Physical Interactions***

Contact initiated by the student such as: ● Side hugs ● Shoulder-to-shoulder or "temple" hugs ● Pats on the shoulder or back ● Handshakes ● High-fives and hand slapping ● Pats on the head when culturally appropriate ● Touching hands, shoulders, and arms ● Arms around shoulders ● Holding hands (with young children in escorting situations)	● Full-frontal hugs ● Kisses ● Showing affection in isolated areas or while one-on-one ● Lap sitting ● Wrestling ● Piggyback rides ● Tickling ● Allowing a student to cling to an employee's or volunteer's leg ● Allowing students, older than kindergarten, to sit on an employee or volunteer's lap ● Any type of massage given by or to a student outside of accepted and documented medical treatment ● Touching bottom, chest, or genital areas that is outside authorized and documented personal care assistance

Policy Defining Appropriate and Inappropriate Verbal Interactions

Employees and volunteers are prohibited from speaking to students in a way that is, or could be construed by any observer, as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating.

Employees and volunteers must not initiate sexually-oriented conversations with students. Employees and volunteers are not permitted to discuss their own sexual activities with students.

Our organization's policies for appropriate and inappropriate verbal interactions include but are not limited to:

Appropriate Verbal Interactions	*Inappropriate Verbal Interactions*
● Positive reinforcement ● Appropriate jokes ● Encouragement ● Praise ● Strength-based conversations ● Self-disclosure as a supervised therapeutic tool by licensed clinicians, medical professionals, and pastoral counseling	● Name-calling ● Discussing sexual encounters or in any way involving students in the personal problems or issues of employees and volunteers ● Secrets ● Cursing ● Off-color or sexual jokes ● Shaming, belittling ● Oversharing personal history ● Derogatory remarks ● Harsh language that may frighten, threaten or humiliate students ● Derogatory remarks about the student or his/her family ● Compliments relating to physique or body development

Reporting of Suspective Abuse or Inappropriate Behaviors and/or Policy Violations

EFC has zero tolerance for abuse. It is imperative that every employee or volunteer actively participates in the protection of students and staff.

In the event that employees or volunteers observe red-flag or inappropriate behaviors and/or policy violations by other employees or volunteers, it is their professional and personal responsibility to immediately report their observations in accordance with the organization's reporting procedures.

Remember, at our organization, the policies apply to everyone.

The following are examples of red-flag or inappropriate behaviors that all employees and volunteers are required to report:

- Any violation of the organization's abuse prevention policies
- Seeking unauthorized private time or one-on-one time with students and staff
- Seeing or visiting with a student outside of scheduled programming
- Buying gifts for individual students and staff
- Sending unauthorized electronic communications through text messaging, social media, online gaming, etc. in violation of the organization's electronic communication policy
- Making suggestive comments to students and staff
- Showing favoritism towards a student or type of student
- students and staff disclosing that an employee or volunteer makes them feel uncomfortable

All reports of suspicious or inappropriate behavior with students and staff will be taken seriously. Our procedures will be carefully followed to ensure that the rights of all those involved are protected.

If employees or volunteers witness suspicious or inappropriate behaviors or policy violations from another employee or volunteer, the individual is instructed to do the following:

- Interrupt the behavior.
- Report the behavior to a supervisor, director, or other authority.
- If you are not comfortable making the report directly, make it anonymously
- If the report is about a supervisor or administrator, contact the next level of management.
- Complete an internal report but do not conduct an investigation.
- Keep reporting until the appropriate action is taken.

Bullying/ Harassment

EFC staff are expected to respond to signs and/or reports of bullying or student harassment with a sense of urgency. Such incidents need to be documented and teachers must create action plans to support students' safety. If incidents continue, the classroom teacher must reach out to their grade level Admin and Dean of Students for support.

According to Stopbullying.gov, bullying can be defined as "unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behavior must be aggressive in nature and include:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. EFC staff must report and respond to all four types of bullying: social, physical, verbal, and cyber.

EFC Safe Place to Learn Policy

See EFC Handbook for Sexual Harassment Policy.

Transportation of Students

Student transportation shall be allowed only with advance Administrator level approval. Any EFC employee transporting students must have and provide to the Administration a valid California Driver's License as well as proof of auto insurance prior to driving an EFC student other than their own child. A copy of the driver's license and current proof of auto insurance is to remain on file in the Human Resources Department in the employee's file at the Home Office. Staff members are to complete the EFC expense reimbursement form in order to be reimbursed for mileage relating to student transportation (use Google Maps to document the mileage). Staff members are expected to keep the student seating area free of trash and personal items and must have appropriate restraint devices required by law in order to transport students. Staff and students are required to wear required restraints at all times (i.e.; seatbelts). Students are not permitted to eat in the vehicle. EFC staff members are expected to obey all DMV regulations while transporting students, including obeying posted speed limits and not texting and/or using an electronic device that requires hands while driving or participating in any activity that compromises safety. Staff members transporting students are expected to keep a first aid kit in the vehicle in case of an emergency (this can be provided by the school).

Accident Policy while Transporting Students

1. Pull to the side of the road when it is safe to do so, putting the vehicle in park and turning off the engine.
2. Check yourself, students, and other staff for injury. Provide first aid where necessary. Do not move an injured person if it is likely to cause further injury unless leaving the individual in the vehicle puts them at a higher risk (i.e.; car fire), then move the individual to safety.
3. Call 911 if there are serious injuries.
4. Call your immediate supervisor, giving them your location, phone number, license plate number, and names of any individuals in the vehicles.
5. If a second party is involved, call the police and make a police report. Do NOT admit fault!
6. Obtain all pertinent driver information (i.e.; license plate, driver's license number, make/model and color of vehicle, and insurance card (take a photo if possible).

7. Notify your insurance carrier immediately.
8. Fill out the EFC incident report form.
9. Notify appropriate Home Office personnel.

Student Files

Student files are kept under the supervision of the Site Operations Manager. All files are confidential and may not be removed from the locked file cabinet without the express consent of the Site Operations Manager. The school makes every attempt to access the cumulative files of every student, though it is often a lengthy process to obtain the information. When a student transfers out of EFC, the school will not release copies of the files without written notification from the requesting school.

Confidentiality and Proprietary Information

The security of EFC property is of vital importance to EFC. School property includes not only tangible property, such as desks and computers but also intangible property such as data and information. All employees share a responsibility to ensure that proper security is maintained at all times. In the course of your work, you may have access to confidential information regarding EFC, its students, its suppliers, its customers, or perhaps even fellow employees. You have a responsibility to prevent revealing or divulging any such information unless it is necessary for you to do so in the performance of your duties. Access to confidential information should be on a "need-to-know" basis and must be authorized by your supervisor.

Technology and Security of Passwords

EFC has developed an email system, voice mail system, access to the Internet, and other technology systems to assist employees in conducting EFC business. All information, data, and messages created, received, sent, or stored in these systems are, at all times, the property of EFC. These systems are to be used solely for business-related purposes. EFC does not allow these systems to be used in creating, receiving, sending, or storing data
that may reasonably be considered to be maliciously defamatory, obscene, or harassing. EFC has software and systems in place that are capable of monitoring and recording all community traffic to and from any computer employees may use. EFC reserves the right to inspect any and all files stored in all areas of the EFC community in order to assure compliance with this and other policies.

EFC relies on Aeries, the student information system, and other software to run mission-critical functions of the school, such as student attendance, grades, scheduling, and transcripts. Each employee entrusted with a network ID and password, and/or access to Illuminate, must carefully protect the assigned passwords, regularly change the passwords used, and use non-obvious passwords to avoid unauthorized access to the system. When leaving a computer unattended, always lock the workstation or shut down the machine to avoid unauthorized access by others on your account. Employees must acknowledge their acceptance of the EFC Acceptable Use Policy in order to use EFC technology resources.

Electronic Communications

This policy describes EFC's guidelines with regard to the use of electronic mail, voice mail, Internet access, and computer systems. This policy covers all EFC systems including all individual equipment (e.g., stand-alone computers and laptops). These systems are important assets of EFC and have been installed at substantial expense to facilitate business communications.

EFC respects the individual privacy rights of its employees; however, employee privacy does not extend to the employee's work-related conduct or to the use of our equipment or supplies. EFC operates under this policy for several reasons including: (1) to ensure that these systems are only used for business purposes; (2) to follow up on departing employees' work-in-progress; (3) to ensure that the confidentiality of these trade secrets is being preserved; (4) to monitor employee performance; (5) to maintain the systems; and (6) to monitor our customer service and relations with outside business. You should be aware that the following guidelines might affect your privacy in the workplace.

Although each employee may have individual passwords to access these systems, the systems belong to EFC and the

contents are to be accessible at all times by management for any business purpose. The systems may be subject to periodic unannounced inspections and should be treated like other shared filing systems. All systems passwords must be given to EFC management and you may not use passwords that are unknown to your supervisor or Human Resources Manager. Of course, these systems are intended solely for business use. Employees should inform family members and friends not to use the systems for any confidential messages (e.g., confidential voicemail or e-mail messages).

Do not assume that messages and files are confidential. EFC has the capability to access, review, and copy or delete any messages sent, received, or stored on the systems. EFC reserves the right to access, review, and copy or delete all such messages for any purpose and to disclose them to any party (inside or outside of EFC) it deems appropriate. Back-up copies of electronic mail messages, voicemail messages, and computer files are maintained and referenced for business and legal reasons.

These systems may not be used in any manner that would be discriminatory, harassing, or obscene, or for any other purpose which is illegal, or against EFC policy. Employees are not permitted to access the electronic

communications of other employees or third parties unless directed to do so by EFC management. Accessing another employee's electronic communications is strictly forbidden. EFC reserves the right to access and review files and messages and to monitor the use of electronic communications as is necessary to ensure that there is no misuse or violation of EFC policy or any law. Employees who misuse these communication systems will be subject to discipline up to and including termination.

Employees may not install personal software in EFC computer systems without prior written approval.

All electronic information created by any employee using any means of electronic communication provided by EFC is the property of EFC and remains the property of EFC.

Use of email on the Internet to copy and/or transmit any documents, software, or other information protected by copyright laws is prohibited.

Employees must exercise a greater degree of caution in transmitting EFC confidential information by email than they take with other means of communicating information, (e.g., written memoranda, letters, or phone calls) because of the reduced human effort required to redistribute such information. EFC confidential information should never be transmitted or forwarded to outside individuals or companies not authorized to receive that information and should not even be sent or forwarded to other employees inside EFC who do not need to know the information.

Always use care in addressing e-mail messages to make sure that messages are not inadvertently sent to outsiders or the wrong person inside EFC. In particular, exercise care when using distribution lists to make sure that all addresses are appropriate recipients of the information. Lists are not always kept current and individuals using lists should take measures to ensure that the lists are current. Refrain from routinely forwarding messages containing company confidential information to multiple parties unless there is a clear business need to do so.

Access to the Internet, Web sites, and other types of EFC-paid computer access are to be used for EFC-related business only.

Any EFC-provided laptops or portable computers are covered by this policy at all times. They are not to be used by employees for personal business activity.

Also, EFC strives to maintain a workplace that promotes a culture of respect. Therefore, EFC prohibits the use of computers, access to the Internet, and the E-mail system in ways that are malicious, disruptive, offensive to others, or harmful to morale.

For example, the display or transmission of sexually explicit images, messages, and cartoons is not allowed. Other such misuse includes but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment or showing disrespect for others.

E-mail may not be used to solicit others for commercial ventures or purchases, religious or political causes, outside organizations, or other non-business matters or fundraising not approved by the Superintendent.

Remember that EFC purchases and licenses the use of various computer software for business purposes and does not own the copyright to this software or its related documentation. Unless authorized by the software developer, EFC does not have the right to reproduce such software for use on more than one computer.

Employees may only use software on local area networks or on multiple machines according to the software license agreement. EFC prohibits the illegal duplication of software and its related documentation.

Employees should notify their supervisor or Human Resources Manager upon learning of violations of this policy.

Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment.

Cell Phone Policy

Cell phones (including earpieces) of any type may not be used in the classroom during instructional time. Cell phone usage, except for in the case of an emergency, should be limited to employee's break/lunch periods. Cell phone usage during times of student supervision is prohibited. If you have a camera phone, you may not use the camera function in any areas where other employees and students may have an expectation of privacy (e.g.: restrooms, locker rooms). Also, EFC has the legitimate expectation that you will respect all confidential information when using your cell phone on EFC premises. Violation of either of these expectations may result in discipline up to and including release from employment.

News Media Contacts

Employees may be approached for interviews or comments by the news media. Only individuals specifically designated by the Superintendent may comment on behalf of EFC to news reporters regarding matters such as EFC policy or events relevant to EFC.

VI. COMPENSATION AND BENEFITS

Salary Basis Employee Classifications

For salary administration purposes and to determine eligibility for certain employee benefits, EFC assigns employees to one or more of the following employment categories:

10 Month Staff

10 Month Staff members typically work a 191-196 day work-year. School-year staff typically do not have scheduled work days between the end of June and mid-August. This category generally includes all classroom teachers and some other school-site staff.

Payroll schedule and medical benefits run from August through July.

11 Month Staff

11 Month Staff members typically work from 207-215 days per year, depending on the position. These staff members typically do not have scheduled work days in the month of July. This category generally includes Reading Coaches and some other Intervention positions.

Payroll schedule and medical benefits run from July to June.

12-Month Staff/Year-Round Staff

Year-Round staff typically works a 12-month work year. This category includes all Home Office and other support staff such as school-site custodians. Site Office Managers and employees scheduled to work 222 days are considered 12-month employees.

Payroll schedule and medical benefits run from July to June.

Full-Time Staff

Staff who are regular employees who are scheduled to work 8 hours per day and five days a week.

Part-Time Staff

Staff who are regular employees who regularly work less than 8 hours per day or less than five days per week.

Temporary Staff

Temporary staff are those working for less than 90 days. Temporary staff are not eligible for certain benefits, including health insurance, or paid time off.

Non-Exempt Staff (Eligible for overtime)

Under federal and state law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of eight (8) hours per day or forty (40) hours per workweek or for working seven consecutive days during the workweek. These employees are referred to as 'non-exempt' in this handbook. This means they are not exempt from (and therefore should receive) overtime pay. Supervisors will approve any overtime hours in advance and submit appropriate documentation for payroll purposes.

Salaried Non-Exempt Employees (Eligible for overtime)

Salaried Non-Exempt employees are generally salaried, i.e., not paid on an hourly basis, and eligible for overtime for hours worked over eight (8) hours per day or 40 hours in a week. Supervisors must approve any overtime hours in advance and will submit appropriate documentation for payroll purposes.

Exempt Employees (Not eligible for overtime)

Exempt employees include professional staff, teachers, supervisors, executives, and others whose duties and responsibilities allow them to be exempt from overtime pay provisions. Exempt employees are paid on a salary basis, and their salary already takes into account that long hours are necessary at times. Change in employment status may result from a job change, promotion, a change in working hours, or a change in a job description.

Please see the applicable collective bargaining agreement for further information on your job assignment.

Compensation

It is important to us that our compensation levels reflect the capabilities of our employees. It is EFC's objective to attract and retain talented and dedicated employees. EFC desires to pay all regular employees wages and salaries that are competitive with other non-profit employers and local school districts.

Classified employees' annual salary will be based on work experience and qualifications and will be based on market-rate salaries for similar positions. Classified employees will be paid on a semi-monthly basis and will be paid in twenty (24) equal monthly payments, less statutory and other authorized deductions.
Certificated employees (teachers only): compensation shall be determined based on the EFC Teacher Salary Schedule. Coaches' compensation shall be determined based on the EFC Coaches Salary Schedule. Employee's' annual

salary will be based on verification of work experience and will be paid in twelve (12) equal monthly payments, less statutory and other authorized deductions. The employee understands that his/her position is exempt from overtime under State and Federal law and other applicable wage and hour laws.

Automatic Payroll Deposit

EFC requires automatic payroll deposit for all employees, either through a bank account. To begin automatic payroll deposit, you must submit a direct deposit form and a canceled check to the Home Office during the hiring process or be issued an Aline Visa Card. The automatic deposit should begin with the second payroll following the submission of your direct deposit information. Your paycheck will be deposited on or before the last business day of each month. Semi-monthly will be deposited on or before the 15th and on or before the last business day of each month.

EFC has implemented the use of Aline Cards. These are Visa Cards that will be used in lieu of a checking account for direct deposit. Payroll deposits will be uploaded to the cards for the employee's use. These Aline Cards are also available to any employee who is interested in using one. The card can be used in addition to your direct deposit. A designated amount would need to be indicated to be uploaded to the card. For more information, contact Human Resources/Payroll.

Payroll Information

Paydays for certificated staff are generally scheduled on the 25th of each month. Your paycheck or pay statement will include an itemization of the various deductions required by law or authorized in writing by you. You should keep these statements for your personal records. Paychecks will be presented only to the named employee. Requests for special handling of your check-in certain cases must be arranged in writing in advance with the Office Manager at the Site or the Home Office.

For non-exempt, hourly, temporary, or part-time employees on a semi-monthly pay schedule(including substitute teachers), as well as full-time employees performing, approved extra duties, ADP timesheets will be kept from the 1st of the month through the 15th of the month, then from the 16th day of the month through the last working day of the following month. Timesheets will be approved by your timecard supervisor in ADP no later than the 15th, or last day of the month.

Hourly Employees using time and attendance online must clock in when they start their work schedule and clock out when they leave. If the employee is eligible for 30 minutes of unpaid lunch (working 5 or more hours), they must clock out for lunch prior to the end of the 5th hour and clock back in no earlier than 30 minutes later when they return from their lunch break.
If the 15th or the last day of the month falls on a weekend or holiday, timesheets should be submitted on the school day closest to the 15th and the last day of the month. You are responsible for accurately recording your time on your timesheet. Falsification of any time records is cause for disciplinary action, up to and including termination.

If you believe there is a mistake on your paycheck, notify the Payroll Analyst or Director of Human Resources/Payroll via the HRRT Ticketing System.

Reimbursement/Purchasing Policy

EFC will pay reasonable expenses incurred in the course of an employee's work. Employees must obtain approval prior to incurring expenses on behalf of EFC to ensure the expenses are within budgetary guidelines. In order to receive reimbursement, all costs should be itemized on an expense report, signed by your supervisor, and accompanied by original receipts affixed to a full sheet of paper and submitted to the Home Office. Purchases made on behalf of EFC must be separated from personal items on the store receipt. All reimbursement reports must be completed within one calendar month of purchase.

EFC will reimburse employees for pre-approved reasonable and necessary travel, accommodations, and other actual expenses incurred during the course of business travel. Use of an employee's personal automobile for company business will be reimbursed at the IRS-approved mileage reimbursement amount per mile after 'basic' miles are

deducted. Basic miles are the number of round trip miles from home to your regular workplace.

Our EFC Operating Guidelines will contain more detailed information on our reimbursement and travel policies. If you have any questions about EFC's expense reimbursement policy, please contact your Principal, who is your liaison to the Home Office.

Employees requesting additional classroom supplies and/or instructional material must obtain approval prior to incurring expenses on behalf of EFC, to ensure the expenses are within budgetary guidelines.

Group Benefits

Education for Change is committed to providing competitive benefits. The following benefits are currently offered to those employees meeting eligibility requirements (e.g., those employees classified as Full-Time and/or Part-time who are working in excess of 30 hours per week). Education for Change does not provide for double coverage of health benefits for its employees. If spouses/domestic partners/or any dependent are both employed by Education for Change they have the option of either: 1) Individual separate coverage, or 2) being covered by the spouse/domestic partner's plan. You are responsible for completing the necessary paperwork in a timely manner to ensure activation of your benefits. Also, please refer to the separate EFC benefits summary for more information. If there is any conflict between this handbook and the official Summary Plan Descriptions ("SPD"s) or plan documents, the official SPDs and/or plan documents will govern. As with all policies in this handbook, healthcare coverage may change at any time.

Health coverage runs consistently with your work term dates.

10 Month Employees: August –July
11 Month Employees: July – June
12 Month Employees: July – June

Individual Benefits

EFC offers qualifying employees school-sponsored benefit programs as outlined below, and in the applicable collective bargaining agreement.

Medical Insurance

Kaiser Permanente and Sutter Health Plus are our options for medical coverage. There are 2 different plan options within each of these Health Providers' systems.

Option 1 is the Traditional HMO for both Kaiser and Sutter Health Plus. The employees' cost share is 20% of the monthly premium.

Option 2 is the Deductible HMO for both Kaiser and Sutter Health Plus. The employees' cost share is 10% of the monthly premium.

You will be given more information about the specific plans upon enrollment. Specific plan details are in the Benefits Guide booklet.

Guardian Supplementary Insurance Plans: Accident, Critical Illness, and Hospital Indemnity. The monthly premiums for these Supplementary Plans are employee-paid. Specific plan details are in the Benefits Guide booklet.

Dental Insurance

Dental benefits are provided by Delta Dental. The employees' cost share is 20% of the monthly premium. Specific details on this account are in the Benefits Guide booklet.

Vision Insurance

Vision benefits are provided by the Vision Service Plan (VSP). The employees' cost share is 20% of the monthly premium. You will be given more information about the specific plans upon enrollment. Specific details on these accounts are in the Benefits Guide booklet.

Employee Assistance Program (EAP)

Employee Assistance benefits are provided by Concern-EAP. EFC currently covers the entire cost of the EAP plan for employees and their dependents. Specific details on this account are in the Benefits Guide booklet.

Flexible Spending Accounts (FSA)

Education for Change offers Flexible Spending Accounts to all employees. The plan year for Flexible Spending Accounts begins in July and runs through June. The different Flexible Spending Accounts are: Health Flexible Spending Account, Dependent Care Flexible Spending Account, and Commuter Benefits. Specific details on these accounts are in the Benefits Guide booklet.

Disability Insurance

All employees participate in California State Disability Insurance. The state-designated amount is deducted from your paycheck.

Life Insurance

Life Insurance from Hartford is payable up to $30,000 in the event of your death, in accordance with the policy. You can indicate your beneficiary or beneficiaries by submitting the appropriate documents to Human Resources. You can change beneficiaries by submitting the change in writing.

COBRA

The federal Consolidated Omnibus Budget Reconciliation Act ("COBRA") gives you and your qualified beneficiaries the opportunity to continue health insurance coverage under our health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are: resignation, termination of employment, or death of an employee; a reduction in your hours or a leave of absence; your divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, you or your beneficiary pays the full cost of coverage at our group rates, plus an administration fee.

You will be provided with a written notice describing your rights granted under COBRA when you become eligible for coverage under our health insurance plan. The notice contains important information about your rights and obligations.

Health Insurance Portability

Under the Health Insurance Portability and Accountability Act, you and your qualified beneficiaries are entitled to Certificates of Coverage from EFC when any of three circumstances are present. These Certificates allow you and

your dependents to transfer from one employer health plan to another without starting a new pre-existing condition waiting period. The three conditions are:

- When you are no longer covered under the health plan, or you begin COBRA coverage (as in the case of extended leaves of absence or termination);
- At the time your COBRA coverage ends; and
- When a request is made within 24 months of termination of coverage.

The term "portability" does not mean you may take your specific health insurance policy from one job to another. It means that once you obtain health coverage, you will be able to use evidence of that insurance to reduce or eliminate any pre-existing medical condition exclusion period that might otherwise have been imposed on you when you move to another group health plan. Portability is designed to help people maintain coverage by giving them credit for having been covered previously.

You will be advised in writing of any pre-existing condition clause in your health insurance plan when you are hired. You may then request Certificate(s) from your previous employer (if applicable) to apply to your current plan. You may also request Certificate(s) from us under the conditions mentioned above when applicable.

Domestic Partners Coverage

EFC offers domestic partners insurance coverage. This policy gives you the opportunity to cover a long-term, significant non-spouse partner under our medical and dental plans. A domestic partnership will be recognized when it meets the provisions of Family Code Section 297 and when the couple has registered with the California Secretary of State.

Unemployment Compensation

Under certain circumstances, employees may be eligible for unemployment compensation upon termination of employment with EFC. Eligibility for unemployment compensation is determined by the State Employment Development Department and not by EFC.

Retirement

EFC currently offers one of two mandatory retirement programs (depending on your job description and status), and an additional voluntary retirement program available to all employees.

Which Retirement Plan?

Mandatory participation: Full-time non-teaching (Classified) staff are automatically enrolled in the Public Employee Retirement System ("CalPERS"). Certificated staff working greater than 50% of full time are automatically enrolled in the California State Teachers Retirement System ("CalSTRS" or "STRS"). Special regulations dictate the participation of foreign teachers. In addition, any teacher or substitute already enrolled in CalSTRS through a previous job must participate in CalSTRS while working at EFC.

Elective participation: Teachers working less than 50% of full time, who are not already members of STRS, can elect to participate in STRS. Substitute teachers who are not already members of STRS can elect to participate in STRS. Membership in STRS becomes mandatory for substitutes once they have served 100 days in any school year.

Public Employee Retirement System

For eligible staff, EFC offers PERS, a "defined benefit" retirement plan that covers most California classified employees. Employees contribute 8% of their salary, and EFC contributes 19.721% of the staff member's salary (these rates may change over time). PERS has a five-year vesting period; once vested members are eligible for

retirement benefits based on a formula including the member's years of service and salary. Complete information on PERS is available at https://www.calpers.ca.gov/.

Accrued sick time from previous employers may be carried over to EFC within 90 days of initial employment. It is the responsibility of the employee to contact a previous employer to obtain official documentation that lists the sick balances of previous work years. If a previous employer needs authorization from EFC please contact the Director of Human Resources.

California State Teachers Retirement System

For eligible staff, EFC offers STRS, a "defined benefit" retirement plan that covers most California public school teachers. Employees contribute based on their STRS designation (Classic 10.25%, Pepra 10.205%) of their salary, and EFC contributes 17.10% of the teacher's salary (these rates may change over time). STRS has a five-year vesting period; once vested, members are eligible for retirement benefits based on a formula including the member's years of service and salary. Complete information on STRS is available at www.calstrs.com.

Accrued sick time from previous employers may be carried over to EFC. It is the responsibility of the employee to contact a previous employer to obtain official documentation that lists the sick balances of previous work years. If a previous employer needs authorization from EFC please contact the Home Office. Upon leaving EFC, unused sick days may be transferred to your new place of employment.

Voluntary Supplemental Retirement Plans – 403(b), 457(b)

EFC allows additional voluntary retirement plans for employees who wish to save additional money for retirement on a pre-tax basis. Participation is voluntary, and all employees are eligible to participate. Employees can specify a percentage of salary or a flat amount to be withheld from each paycheck (the IRS currently caps contributions at $22,500 in 2023). EFC does not contribute any matching funds to 403(b) and/or 457(b) accounts.

For more information on these plans, please contact TDS @ 866-446-1072. Specific details are in the Benefits Guide booklet.

Social Security

EFC does not participate in federal Social Security for certificated staff members.

VII. EVALUATION AND RECORD KEEPING

Support, Evaluation, and Intervention

The support, evaluation, and intervention process for EFC faculty and staff is constantly being improved. More than an evaluation process, it is a philosophy. This process considers all aspects of the person at work: from the teacher in the classroom to the colleague in the faculty meeting or the staff person at a school or in the Home Office. Home Office Staff will also use the same process adapted for administrative functions. The evaluation process will typically occur annually. The exact parameters may vary depending on the applicable collective bargaining agreement.

The philosophy is that all staff can improve and that the evaluator is a support provider as well as an evaluator. Asking for help is valued because it helps others help you, the employee.

Ongoing Support

EFC believes that being an educator is a professional role that can be enhanced through continued scholarship, collegial interaction, evaluation, goal setting, self-assessment, and involvement in educational work beyond the school.

EFC is committed to using faculty and staff development time to:

- Reflect on our own practice for improvement;
- Educate ourselves on current research and best practices; and
- Build collegiality through a structured system of collaborations, peer observations ("peer coaching") and other protocols.

Formal Evaluations

Formal Certificated Evaluations

Formal evaluations for certificated staff occur once or twice each year, depending on the employee's job classification, years of experience, and the previous year's evaluation ratings.

We purposely set the performance standard high as we believe that highly effective teachers are critical to the success of our students. We firmly believe that the most important resource that we can provide for each and every one of our students is a highly skilled teacher. EFC is an appropriate organization for teachers who recognize the depth and breadth of content and pedagogical knowledge necessary to perform at proficient and advanced levels and who are committed to their own continuous growth as professionals.

Please reference the Performance Management section of the EFC Operations Manual for specific information regarding evaluation tools and schedules.

Personnel Files

EFC maintains a personnel file on each employee. The personnel file includes such information as your job application, resume, records of training, documentation of performance appraisals and salary increases, and other employment records.

Personnel files are the property of EFC and are kept in a locked file. Access to the information they contain is restricted. Generally, only management personnel who have a legitimate reason to review information in a file are allowed access.

You may review your personnel records and your payroll records if you wish. If you would like to review these records, you should contact the Human Resources Department. With reasonable advance notice, you may review your own personnel file in the School's offices and in the presence of the Human Resources representative.

Any records containing medical information are kept in a separate file and they will not influence employment decisions about you without your permission.

EFC's records about you will not be disclosed in an individually identifiable form to people or organizations outside EFC without your written approval unless disclosure is compelled for legal reasons. The only other exception will be to confirm you are or were an employee, the dates of your employment, and your title or position. This information may be disclosed without your authorization in response to a request identifying you by name.

Changes in Status

All employees are required to notify Human Resources via HRRT Ticket of any status changes including

a) Name
b) Address
c) Marital status
d) Number of dependents
e) Telephone number (home, work, and cell)
f) Person to be notified in case of emergency
g) Loss of driver's license, or restriction(s) in driving privileges
h) Felony arrest or pending charges or convictions

The following changes can be made directly by the employee in their ADP self-serve account.

a) Name
b) Address
c) Telephone number
d) Person to be notified in case of emergency
e) Change to your direct deposit information account or additional account
f) Changes to federal and state exemption number (W-4 & DE4)
g) In an effort to reduce paper usage, this is where you will find your pay statements. You can print out your pay statements, and W-2 when you need them directly from ADP.

VIII. HOLIDAYS AND LEAVES

General Policies Regarding Paid Time Off, Sick Days, and Personal Days

It is EFC's expectation that all employees make every effort to schedule appointments outside of regular work hours. In the event that it is not possible to schedule a necessary appointment outside of regular hours, and request a sick day used as a personal day or for other important appointments (i.e. court date or a residential emergency). Leave time is usually requested and used in one-hour increments. Should you have a need for a minimal amount of leave time during regular work hours your supervisor should be consulted to determine the best way to address the specific circumstances. For absences that are four (4) or more consecutive work days, the site may require physician verification.

Staff must arrive at school, to class, and to meetings on time every day. We ask staff to make every effort to avoid absences on days preceding or following school vacations or long weekends. We strongly discourage the families of EFC students from taking such days off, and it is important that we model the behavior we request. Similarly, since students are not allowed to attend an after-school activity on a day during which they have been absent, staff should avoid absences on days when their attendance is required after school.

Planned absences for medical and dental appointments are expected to be arranged, as much as possible, during non-school hours and must be taken on either half-day or full-day blocks.

The school staff has an obligation to make sure their responsibilities are covered, including arranging substitutes.

Please note that these policies and procedures may be impacted as outlined in the applicable collective bargaining agreement. Where in conflict, the collective bargaining agreement shall take precedence.

Observed Holidays

EFC observes the following 13 holidays for all staff:

New Year's Day
Martin Luther King Jr.'s Birthday
President's Day
Cesar Chavez Day
Memorial Day
Juneteenth
Independence Day
Labor Day
Indigenous People Day
Veteran's Day
Thanksgiving Day
Friday after Thanksgiving Day
Christmas Eve
Christmas Day
New Year's Eve

When a holiday falls on a Saturday or Sunday it is usually observed on the preceding Friday or the following Monday. Specific holiday observances will be announced in advance. Holidays are not counted as part of the work year.

Personal Necessity Days

Full-time employees are entitled to up to five paid personal days off per year. Employees must notify their supervisors as early as possible of their intention to use a personal day. Supervisors must report employees' use of personal days to the Home Office. It should be clear to all employees that personal days are to be used only in cases of necessity.

Staff must request personal days (paid or unpaid) at least 48 hours in advance. Personal days must be approved by the employee's supervisor. Approval is subject to school/organizational needs (i.e., substitute availability, the number of staff out, etc.) Approval is limited to two requests for a particular day at each school site, and then may be approved only after all other classes are covered and if the requesting teacher secures coverage of her/his classes, and submits the plan for coverage along with her/his substitute plans.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, EFC offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physical or flu shots) or to diagnose, treat, or care for a health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouse/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. Such family-related sick leave usage is subject to all of the same conditions and restrictions that apply to each employee's use of earned sick leave for his or her own personal illness.

If an employee has no spouse or registered domestic partner, the employee may designate one (1) person that the employee may use paid sick leave to aid or care for that person in lieu of a spouse or registered domestic partner. On an annual basis, the employee shall make or change such designation.

All full-time unit members shall be provided with sick leave as follows:

- **10-month employees:** (191, 196 Calendar) 80 hours of paid sick leave per school year and 40 hours of paid sick leave that may be used as personal leave per year
- **11-month employees:** (207,215 Calendar) 88 hours of paid sick leave per school year and 40 hours of paid sick leave that may be used as personal leave per year
- **12-month employees:** (222, 245 Calendar) 96 hours of paid sick leave per school year and 40 hours of paid sick leave that may be used as personal leave per year

Part-time unit members shall accrue paid sick leave prorated to their FTE status, with a minimum of twenty-four (24) work hours of sick leave frontloaded at the start of employment and each new work year. . If any applicable local ordinance requires a greater amount of time to be provided at the beginning of any school or fiscal year, the School

shall comply. Unused sick leave carries over from year to year and is not paid out upon separation from employment.

Non-exempt employees classified as "hourly" (hereafter "Hourly") shall accrue one (2) hour of sick leave for every thirty (30) hours of work. Hourly employees may accrue up to seventy-two (72) hours of sick leave per year. Sick leave may carry over from year to year but shall not exceed seventy-two (72) hours.

All other employees classified as "Guest Teachers" shall be credited with twenty-four (24) hours of sick leave at the beginning of each work year. Sick leave may carry over from year to year and shall not exceed seventy-two (72) hours.

Eligible employees will receive pay at their normal base rate for any sick leave taken. However, no employee will receive pay in lieu of sick leave for any granted but unused sick leave at the close of any calendar year or at the time of termination.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave Employee requests for unpaid medical leave must be approved in advance by the School.

Employees must notify their immediate supervisors of their need to take sick leave as soon as practicable and, in no event, no later than 30 minutes after their scheduled starting time.

If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the EFC will be required before the EFC honors any sick pay requests. EFC will not tolerate abuse or misuse of your sick leave privilege. If EFC suspects abuse of sick leave, EFC may require a medical certification from an employee verifying the employee's absence.

For members of STRS or PERS unused sick leave counts toward service credit for retirement purposes. Accrued sick time from previous employers may be carried over to EFC. It is the responsibility of the employee to contact a previous employer to obtain official documentation that lists the sick balances of previous work years. If a previous employer needs authorization from EFC, please contact the Home Office.

It is EFC's expectation that all employees make every effort to schedule appointments outside of regular work hours. In the event that it is not possible to schedule a necessary appointment outside of regular hours, employees may use sick leave for medical appointments. Should you have a need for a minimal amount of leave during regular work hours your supervisor should be consulted to determine the best way to address the specific circumstances.

Abuse of Sick Leave

Regular attendance is crucial to the success of this and any other business. Paid sick leave is provided as a financial buffer for employees who are too injured or ill to work or those who are dealing with the illness or injury of a family member, not as additional time off for employees who are well. Abuse of sick leave is grounds for discipline, up to and including termination.

Workers' Compensation/Industrial Illness Leave

EFC maintains a workers' compensation insurance policy for the benefit of all EFC employees with Berkshire Hathaway. This policy provides compensation for lost wages and medical expenses resulting from an on-the job injury or illness. It covers work-related injuries and illnesses only. The earnings benefit is provided only in those instances where the employee cannot immediately return to work as a result of his/her injury. Medical expenses are covered for any on-the-job injury that requires medical attention.

Any employee injured while performing work for EFC should report the incident immediately to his/her supervisor. The supervisor will complete an incident report and submit it to the Home Office immediately. You are required to go to the EFC-designated medical clinic to receive medical attention.

Workers' compensation coverage may be effective upon the occurrence of a work-related injury; sick leave may be used during the waiting period.

It is important that all employees use caution on a daily basis while working. For example not using furniture for anything other than the purpose for what it was designed i.e. sitting on a table or standing on a chair.

Personal Unpaid Medical Leave

Any regular full-time employee who is temporarily disabled and unable to work due to a medical condition, will, upon request, be granted a leave of absence without pay for the period of his or her disability, provided such period shall not exceed 6 weeks, except where other laws require a greater leave entitlement. The term "medical condition" as used in this policy encompasses all temporary medical disabilities including, but not limited to, pregnancy, childbirth, and related medical conditions.

As soon as you become aware of a need for a medical leave of absence, you should request a leave from your supervisor in writing. A physician's statement must be provided verifying the beginning and expected ending dates of your leave of absence. Any changes in this information should be promptly reported to your supervisor.

Except where other laws require a greater leave entitlement, eligible employees are normally granted leave for the period of the disability, up to a maximum of 6 weeks. You must take any available paid sick leave or paid time off as part of the approved period of leave. If paid time off or sick leave is used, the paid and unpaid portions of the leave will be added together to a total of 6 weeks. You may also be eligible for State Disability Insurance ("SDI"). You may not apply for Paid Family Leave benefits for your own disability.

Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits will be provided until the first day of the month following the first full month of disability. After that time, you will become responsible for the full costs of these benefits if you wish coverage to continue. When you return from medical leave, benefits will again be provided by EFC according to the applicable plans. If you sustain a work related injury or illness, you are eligible for a medical leave of absence for the period of disability in accordance with all applicable laws covering occupational disabilities.

Holiday benefits will be suspended and sick leave benefits will not continue to accrue during the approved medical leave period.

Please notify EFC at least two weeks before the date you will be able to return to your job. Prior to returning to your position, you must provide a written release from your doctor on or before your return date.

When a medical leave ends, every reasonable effort will be made to return you to the same position, if it is available, or to a similar position for which you are qualified. However, EFC cannot guarantee reinstatement in all cases.

If you fail to timely report to work at the end of the medical leave, we will assume that you have terminated your employment in accordance with the policies herein.

Family Care and Medical Leave

This policy explains how EFC complies with the federal Family and Medical Leave Act (“FMLA”) and the California Family Rights Act (“CFRA”), both of which require EFC to permit each eligible employee to take up to twelve (12) workweeks (60 days) (or twenty-six (26) workweeks (130 days) where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by EFC for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where EFC has at least fifty (50) employees within seventy-five (75) miles (except for purposes of CFRA where the School must only have at least five (5) employees).

Events That May Entitle an Employee To FMLA/CFRA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by EFC, they each will be entitled to a separate twelve (12) weeks of leave for this purpose which cannot be loaned or otherwise assigned from one employee to the other.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by EFC' separate pregnancy disability policy).

    a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

    b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits that person to the facility with the expectation that the person will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

    c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

    d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, or sibling for CFRA purposes.

4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.

5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks (60 work days) total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period

to care for the service member.

3. The "twelve-month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.

4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, EFC's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days EFC's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA or CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA/CFRA Leave

1. EFC shall offer unit members supplemental coordinated wage payment to their State Disability Insurance, or Paid Family Leave benefits, whichever is relevant to the unit member's particular situation, that will bring the staff member's pay to 100% of their normal base pay for a period of up to fifty (50) work days. Unless negotiated otherwise, all supplemental EFC payments herein will terminate as of June 30, 2023. All such coordinated supplemental pay from EFC must be authorized by the State as a condition to the benefit being implemented.

2. Employees are may use paid sick leave for any otherwise unpaid leave days. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.

Health Benefits

The provisions of EFC's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by EFC during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, EFC will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, EFC will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

EFC may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if that employee works less than thirty (30) days after returning from FMLA/CFRA leave; and

2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority that the employee had when the leave commenced.

Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate healthcare provider on a form supplied by EFC. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of EFC's request for certification) may result in denial of the leave request until such certification is provided.

2. EFC will notify the employee in writing if the certification is incomplete or insufficient and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. EFC may contact the employee's health care provider to authenticate a certification as needed.

3. If EFC has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, EFC may request a second opinion by a health care provider of its choice (paid for by EFC). If the second opinion differs from the first one, EFC will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after the expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a HRRT Ticket. An employee asking for a Leave of Absence will be given a copy of EFC's then-current FMLA/CFRA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt EFC's operations.

4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that EFC will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which that employee is qualified, for which the position that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. EFC will respond to an FMLA/CFRA leave request no later than five (5) business days after receiving the request. If an FMLA/CFRA leave request is granted, EFC will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.

2. When a request for FMLA/CFRA leave is granted to an employee, EFC will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of their own serious health condition, the employee must obtain a certification from their healthcare provider that they are able to resume work.

4. If an employee can return to work with limitations, EFC will evaluate those limitations and, if possible, will accommodate the employee as required by law. The employee will be medically separated from EFC if accommodation cannot be made.

Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without EFC' written permission. An employee who accepts such employment without EFC' written permission will be deemed to have resigned from employment at EFC.

Pregnancy Disability Leave

This policy explains how EFC complies with the California Pregnancy Disability Act, which requires EFC to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle An Employee to Pregnancy Disability Leave

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

2. The employee needs to take time off for prenatal care.

Duration Of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months in total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five eight-hour days per week, four months means 88 working and/or paid eight-hour days of leave entitlement based on an average of 22 working days per month for four months.

Pregnancy disability leave does count against the FMLA leave but does not count against CRFA leave which may be available.

Pay During Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued personal time at the beginning of any otherwise unpaid leave period.
2. The receipt of sick leave pay or state disability insurance benefits will not extend the length of pregnancy disability leave.
3. Sick pay accrued during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

The provisions of EFC's various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, EFC will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

Seniority

An employee on pregnancy disability leave remains an employee of EFC and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by EFC. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after the expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting And Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by by completing a HRRT Ticket. An employee asking for a Request for Leave form will be referred to EFC's current pregnancy disability leave policy.
2. Employees should provide not less than thirty (30) days or as much notice as is practicable if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt EFC's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. In most cases, EFC will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, EFC will notify the employee in writing, and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return To Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to

a comparable position unless there is no comparable position available, but filling that position with the returning employee would substantially undermine EFC's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, EFC will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above). 3. Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work. 4. If the employee can return to work with limitations, EFC will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from EFC.

Employment During Leave

An employee on pregnancy disability leave may not accept employment with any other employer without EFC's written permission. An employee who accepts such employment will be deemed to have resigned from employment with EFC.

Other Leaves of Absence/Time Off

Paid Family Leave (Wage Replacement Benefits)

Paid Family Leave ("PFL") does not create the right to a leave of absence but is part of the State Disability Insurance program which provides wage replacement benefits for eligible employees. California employees may file a claim for up to six (6) weeks of PFL benefits with the Employment Development Department ("EDD") within a 12-month period to take time off work to care for a child, spouse, parent or domestic partner or the child of a domestic partner with a serious health condition, or to bond with a newborn or a child under eighteen (18) who has been placed in their home by adoption or foster care. The plan will provide benefits of approximately 55% of lost wages after a 7-day waiting period. This leave is sponsored within the State Disability Insurance ("SDI") program and funded through employee contributions.

If you are eligible for either federal Family Medical Leave Act ("FMLA") and/or California Family Rights Act ("CFRA") leave, both of these leaves will overlap with your receipt of PFL benefits and you will be reinstated to the same position, or to a similar available position for which you are qualified. If you are not eligible for FMLA or CFRA, then reinstatement is not guaranteed.

PFL does not apply to your own illness or injury nor can benefits be applied to time off under medical leave, workers' compensation leave or pregnancy disability leave. Before collecting paid time off under Paid Family Leave, you must serve a seven (7)-day unpaid waiting period. If you have accrued unused personal leave, you may apply one (1) week to the otherwise unpaid waiting period. You may apply for accrued but unused sick leave but are not required to do so.

Bereavement Leave

Staff are entitled to time off from work with full pay in the event of a death in the family, in accordance with the following guidelines. Requests for bereavement leave must be made to the Principal or designee:

Days Allowed

Up to six (6) consecutive work days in the event of death of a family member.

Up to two (2) additional work days in the event the unit member is required to travel more than two hundred (200) miles in connection with the family member's death. An employee's right under this section may be different under an applicable collective bargaining agreement. Please refer to the collective bargaining agreement for further information.

Time Off for School Children

Employees are encouraged to participate in the school activities of their child(ren). Parents, guardians, or grandparents having custody of schoolchildren are provided unpaid time off to participate in school or daycare activities. EFC may require proof of your participation in these activities. You may use accrued personal leave or unpaid time off for this purpose. Please provide reasonable notice to your supervisor before taking time off for school children.

Military Leave of Absence

Any employee who is in any branch of the uniformed services or a similar government military operation may take military service leave for military duty for up to five (5) years. Advance notice is required to maintain such a leave status. Available time off may be used for the absence as military service leave is unpaid. For teaching staff, a request must first be made to serve the time when school is not in session. Sick time and holiday benefits will not accrue during a military service leave.

Domestic Violence Crime Victims Leave

Victims of domestic violence and sexual assault may take time off work to obtain help from a court, seek medical attention, obtain services from a shelter, program, or crisis center, obtain counseling, or participate in safety planning. You may also assist a member of your immediate family who has been a victim. EFC may require proof of your participation in these activities. You may use accrued personal leave or granted sick leave or time without pay. When possible, give your supervisor reasonable notice.

Bone Marrow and Organ Donation Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by EFC for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to EFC that they are a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay, and other terms and conditions of employment.

Unless specified otherwise in an applicable collective bargaining agreement, leave will be as specified herein.

Jury and Witness Duty

Staff, while serving jury duty or if summoned as a witness, shall receive full pay during such duty for up to five (5) days, unless the unit member continues to perform job duties during their leave. A unit member is also permitted to retain the allowance they receive from the court for such service. Unless specified otherwise in an applicable collective bargaining agreement, leave will be as specified herein.

Process for Requesting Jury/Witness Leave

To qualify for either jury duty or witness leave, staff must submit to their supervisor a copy of the summons

within (1) week of the leave, or as soon as it is received, if leave is less than one (1) week away of receipt. In addition, staff must also submit to the unit member's supervisor a related proof of service with the period of jury duty or witness duty when completed. No adverse employment action will be taken against staff due to their service as either a juror or witness in state or federal courts.

Leave for Volunteer Firefighters and Emergency Personnel

If you are a volunteer firefighter, reserve peace officer, or other type of emergency rescue personnel, you are entitled to take up to fourteen (14) days off per calendar year to perform your duties, or to engage in fire or law enforcement training. Leave is unpaid but you may apply any accrued paid time off to your absence.

If you receive notice that you must report for duty prior to coming to work, or leave work after you have come to work, you must inform your immediate supervisor as soon as possible, stating the amount of time you expect to be gone, if possible. You are expected to come back to work as soon as you are able to do so.

Voting Time Off

You are encouraged to fulfill your civic responsibilities by participating in elections. Generally, employees are able to find time to vote either before or after their regular work schedule. If you are unable to vote in an election during your non-working hours due to your work schedule, we will grant you up to two (2) hours of paid time off to vote.

You should request time off to vote from your supervisor at least two (2) working days prior to Election Day. Time off will be scheduled at the beginning or end of the workday, whichever provides the least disruption to the normal work schedule.

You must submit a voter's receipt to your supervisor on the first working day following the election to qualify for paid time off. Unless specified otherwise in an applicable collective bargaining agreement, voting time off will be as specified herein.

IX. DISCIPLINE AND TERMINATION

The following conduct is prohibited and will not be tolerated by EFC. This list of prohibited conduct is illustrative only and applies to all employees of EFC; other types of conduct that threaten security, personal safety, employee welfare, and EFC operations also may be prohibited. If an employee is working under a contract or collective bargaining agreement with the School which grants procedural rights prior to termination, the procedural terms in the contract/agreement shall apply. Please see the Certificated and ESS collective bargaining agreements for further information regarding discipline and termination guidelines.

1. Insubordination - refusing to perform a task or duty assigned or acting in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties, or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on EFC property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction, or theft of another employee's property or of EFC property.
5. Fighting or instigating a fight on EFC premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons, or explosives of any kind on EFC premises.
8. Gambling on EFC premises.

9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness, or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive, or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on EFC premises without prior written approval of management, unless posting is on an EFC bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures, or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or EFC's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Intentional dishonesty.

Staff Resignation Process

EFC may also consider that an employee has voluntarily terminated his or her employment if: (a) the employee fails to return from an approved vacation or leave on the date agreed upon; or (b) the employee fails to report for work without notice for three (3) consecutive days.

All EFC-owned property, including vehicles, computers, instructional materials, equipment, supplies, keys, security system fobs, uniforms, identification badges, and credit cards, must be returned immediately upon termination of employment.

Procedures for a For Cause Release

General Provisions

The following independently or collectively are causes for discipline:

- Unsatisfactory performance
- Mistreatment of others, including students, parents, or staff
- Dishonesty, including any falsifying of employment records, employment information, or other School records
- Theft or deliberate or careless damage or destruction of any School property, or the property of any employee or student
- Possession of any firearms or any other dangerous weapons on School premises at anytime
- Possession of any intoxicant on School grounds, including alcohol or controlled substances (unless such substances are supported by a valid prescription)
- Conviction of any felony or crime of moral turpitude
- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management
- Absence without leave, repeated tardiness or abuse of leave privileges
  Unprofessional conduct
- Violating any safety, health, security procedure or engaging in any conduct which risks injury to the employee or others
- Committing of or being involved in any act of unlawful harassment of another individual
- Failure to maintain legally required credential(s) for the position
- Abandonment of position

Suspension or Dismissal Process

A written Notice of Recommended Discipline ("Recommendation") shall be given to the unit member in person or by certified mail prior to imposing a suspension without pay or dismissal from employment. A copy of the Recommendation shall also be provided to the Union President. The Recommendation shall contain the following information:

- The type and effective date of disciplinary action intended
- The cause(s) for the proposed discipline
- A factual summary of the basis for the charges
- A copy of all written charges, materials, reports, and/or documents upon which the discipline is based
- Notice of the unit member's right to grieve in accordance with the Grievance and Arbitration provisions of this Agreement

Unit members should refer to the Collective Bargaining Agreement for futher information.

Right to Grievance

Except as provided herein, all discipline is subject to the Grievance and Arbitration provisions of this Agreement.

Reference to or Reliance upon the Education Code

Provisions for certificated or classified discipline (suspension without pay or dismissal) which are enumerated in the California Education Code or interpreting case law do not apply to EFC.

The Superintendent or the Human Resources Designee/Manager and Principal jointly are the only representatives who have the authority to promise or enter into a written salary agreement or other employment contracts. To be

enforceable, any commitment must be in writing and signed by both parties.

Salary agreements are generally made on an annual basis and are renewed in approximately May or June preceding the academic year. Staff members who do not intend to return to the school the following year should inform the Principal of that decision by April 1.

X. COMPLAINTS AGAINST PERSONNEL

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a Charter School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to

discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Superintendent ("Superintendent") or designee:

1. The complainant will bring the matter to the attention of the Superintendent as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Superintendent or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the Superintendent, the complainant may file his or her complaint in signed writing to the Chair of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequences to employment.

Policy For Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a Charter School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Superintendent or Board President (if the complaint concerns the Superintendent) as soon as possible after the events that give rise to the employee's work-related concerns. The written complaint should set forth in detail the factual basis for the employee's complaint.

In processing the complaint, the Superintendent (or designee) shall abide by the following process:

1. The Superintendent or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the Superintendent (or designee) finds that a complaint against an employee is valid, the Superintendent (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Superintendent (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Superintendent's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the Charter School. The decision of the Board of Directors shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances, absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Superintendent) or the Superintendent or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures,

and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint**.**

Open Door Policy

Suggestions for improving EFC are always welcome. At some time, you may have a complaint, suggestion, or question about your job, your working conditions, or the treatment you are receiving. We want to hear your good-faith complaints, questions, and suggestions. If you wish to raise an issue, please take the following steps:

- Bring the situation to the attention of your immediate supervisor, who will then investigate and provide a response or explanation.
- If the issue persists, you may describe it in writing and present it to the Human Resources Manager, who will investigate and provide a response or explanation. We encourage you to bring the matter to the Human Resources Manager as soon as possible after you believe that your immediate supervisor has failed to resolve it.
- If the issue is not resolved, you may present it in writing to the Superintendent, who will attempt to reach a final resolution.

This procedure, which we believe is important for both you and EFC, cannot guarantee that every problem will be resolved to your satisfaction. However, EFC values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

COMPLAINT FORM

Your Name: _____ Date: _____ Date of Alleged Incident(s):_____ Name of Person(s) you have a complaint against: _____

_____ List any witnesses that were present: _____

_____ Where did the incident(s) occur?

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

I hereby authorize Education for Change to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by School:

Received by: _____ Date: _____

Uniform Complaint Policy

Scope

The Education for Change (the "Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted 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 Charter School 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.

The Charter School acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. While the Charter School cannot guarantee the anonymity of the complainant, this includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Chief Executive Officer ("Superintendent") or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with the law:

Ernest Peterson
Chief Talent & Strategy Officer
Education for Change
333 Hegenberger Rd, Suite 705
Oakland, CA 94621
510-568-7936

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Notifications

The Superintendent or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties.

The Superintendent or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.

2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.

3. Advise the complainant of the appeal process pursuant to Education Code Section 262.3, including the complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.

4. Include statements that:

a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;

b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;

c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination;

d. The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision; and

e. The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

Procedures

The following procedures shall be used to address all complaints that allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of the alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter

School staff shall assist him/her in the filing of the complaint.

Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of the law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation, or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation, or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response

OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.

OPTION 2:

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within

60 days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within 60 days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For

discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.



UNIFORM COMPLAINT FORM

I. Contact Information

Last Name: _____

First Name:_____

Address:_____

City: _____ **State: Zip:** _____

Home Phone: Work or Cell Phone:_____

II. Complainant

You are filing this complaint on behalf of: _____

- ❑ Parent/Guardian Pupil
- ❑ Witness to the Incident
- ❑ Other

III. School Information

School Name: _____

Grade: _____ Principal: _____

IV. Basis of Complaint

District violation of state or federal law or regulations governing:

- ❑ Adult Education
- ❑ Career/Technical Education
- ❑ Special Education
- ❑ Local Control Accountability Plan

❑ Consolidated Categorical Aid

❑ Child Care & Development

❑ Pupil Fees for Educational Activities

❑ Migrant Education

❑ Child Nutrition

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual or perceived characteristics of the following:

❑ Age

❑ Ancestry

❑ Color

❑ Physical or Mental Disability

❑ Ethnic Group Identification

❑ Gender Expression

❑ Gender Identity

❑ Gender

❑ Genetic Information

❑ Marital or Parental Status

❑ Nationality

❑ National Origin

❑ Race or Ethnicity

❑ Religion

❑ Sex

❑ Sexual Harassment (Title IX)

❑ Sexual Orientation

❑ Association with any of these actual or perceived characteristics

❑ Allegations of noncompliance of the following:

❑ Bullying

❑ Retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to the uniform complaint procedures

V. Details of Complaint

Please answer the following questions to the best of your ability. Attach additional sheets of paper if you need more space.

Please **describe** the type of incident(s) you experienced that led to this complaint, in as much detail as possible, including all dates and times when the incident(s) occurred or when the alleged acts first

came to your attention and location(s) where the incident(s) occurred:

_____
_____
_____
_____
_____

List the **individuals** involved in the incident(s) complaint of:

_____
_____
_____
_____

List any **witnesses** to the incident(s):

_____
_____
_____
_____

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What steps, if any, have you taken to resolve this issue before filing a complaint?

_____
_____
_____
_____

Signature of Person Filing Complaint _____

Please submit this complaint to:

Larissa Adam
Superintendent
Office (510) 370-2865
Fax (510) 904-6741
ladam@efcps.net

TITLE IX

Pursuant to Federal Title IX of the Education Amendments of 1972 ("Title IX"), implemented at 34 C.F.R. § 106.31, subd. (a), each EFC student and employee has a right to learn and work in an environment that is safe and free from unlawful discrimination and are treated equally and fairly. Education for Change (EFC) is committed to providing a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. This policy is inclusive of instances that occur while the following: on any school campus; at school-sponsored events and activities, regardless of location; through school-owned technology; and through other electronic means.

TITLE IX COORDINATOR

The Title IX Coordinator has the primary responsibility for coordinating the school's efforts to comply with and carry out its responsibilities under Title IX, which prohibits sex discrimination in all the operations of EFC, as well as retaliation for the purpose of interfering with any right or privilege secured by Title IX.

Sexual misconduct against students, including sexual harassment, sexual assault, rape, and sexual exploitation, can be a form of sex discrimination under Title IX. The Title IX coordinator oversees EFC's response to reports and complaints that involve possible sex discrimination to monitor outcomes, identify and address any patterns, and assess effects on the campus climate so that EFC can address issues that affect the wider school community.

A student or employee should contact the Title IX Coordinator in order to:

- seek information or training about students' rights and courses of action available to resolve reports or complaints that involve potential sex discrimination, including sexual misconduct,
- file a complaint or make a report of sex discrimination, including sexual misconduct,
- notify EFC of an incident or policy or procedure that may raise potential Title IX concerns,
- get information about available resources (including confidential resources) and support services relating to sex discrimination, including sexual misconduct, and
- ask questions about the school's policies and procedures related to sex discrimination, including sexual misconduct.

Title IX Coordinator – Contact Information:

Ernest Peterson
Chief Talent & Strategy Officer
Office (510) 370-2865
Fax (510) 904-6741
epeterson@efcps.net

FILING A FORMAL COMPLAINT

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment) and request an investigation, in person, by mail, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's **written report. Such a report may be made at any time, including during non-business hours, by using the contact information listed for the EFC Title IX Coordinator.**

Under new provisions of the law (Final Rule), a formal complaint must be signed by the complainant or by a parent/ guardian on behalf of the complainant. While parents and guardians do not become complainants (or respondents), the Final Rule expressly recognizes the legal rights of parents and guardians to act on behalf of parties (including by filing formal complaints) in Title IX matters. A complainant's wishes with respect to whether the school investigates will be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances. In circumstances where the Title IX Coordinator signs a formal complaint Where the Title IX Coordinator signs a formal complaint, they are not a complainant or a party during a grievance process and must comply with requirements for Title IX personnel to be free from conflicts and bias.

It should be noted that the Final Rule provides rape shield protections for complainants (as to all recipients), deeming irrelevant questions and evidence about a complainant's prior sexual behavior unless offered to prove that someone other than the respondent committed the alleged misconduct or offered to prove consent.

[Read the full Title IX Policy]

STATUTE OF LIMITATIONS – TIMELINES

Complaints must be filed within six months from the date when the alleged unlawful discrimination occurred, or from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying that is based on sex. All complaints shall be appropriately investigated in a timely manner.

Within 10 business days after the Title IX Coordinator receives the complaint, the Title IX Coordinator shall begin an investigation into the complaint; at which time, the Title IX Coordinator will send written notice of the allegations to both parties upon receiving a formal complaint and notice of any investigative interviews, meetings, or hearings. Written notice will include the grievance process, sufficient details of the allegation(s), the right to an advisor, and the results of false statements or false information. Prior to the completion of the investigation report, all evidence related to the allegations raised in a formal complaint must be sent to both parties. During this time, both parties will have ten (10) days to provide written responses which the investigator must consider. Once the investigative report has been sent to both parties and before reaching a determination regarding responsibility, the decision-maker will:

- Afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness
- Provide each party with the answers
- Allow for an additional three (3) days for limited follow-up questions from each party

EFC shall issue a written decision based on the evidence within sixty (60) calendar days from receipt of the written complaint by the Title IX Coordinator, unless an extension is appropriate pursuant to EFC policy. A determination must be made using a clear and convincing evidentiary standard. Which means “that proof which results in reasonable certainty of the truth.”

Any complainant who is dissatisfied with the final written decision may file an appeal in writing with the designated EFC administrator within 15 calendar days from the date when the school’s decision was sent.

FORMAL COMPLAINT – DISMISSAL

Through the Title IX process, EFC holds the right to dismiss a formal complaint or allegations therein by discretion. Other reasons for dismissal of a formal complaint or allegations therein are:

- The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
- The respondent is no longer enrolled or employed by the school; or
- Specific circumstances prevent the school from gathering sufficient evidence to reach a determination.

In the event that a formal complaint is dismissed, written notice will be sent to the complainant, with appeal rights attached. EFC is required to dismiss any formal complaints when the alleged conduct:

1. Would not constitute sexual harassment by definition (stated above)
2. Did not occur in EFC’s education program or activity
3. The alleged conduct did not occur in the United States.

It should be noted that EFC may still address the allegations in any manner the school deems appropriate under the school’s own non-discrimination, harassment, intimidation, and bullying policies.

RETALIATION PROHIBITED

The Final Rule expressly prohibits retaliation:

- Charging an individual with code of conduct violations that do not involve sexual harassment, but arise out of the same facts or circumstances as a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX constitutes retaliation.
- The school must keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, as required by law, or as necessary to carry out a Title IX proceeding.
- Complaints alleging retaliation may be filed according to a school's prompt and equitable grievance procedures.
- The exercise of rights protected under the First Amendment does not constitute retaliation.
- Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX grievance proceeding does not constitute retaliation; however, a determination regarding responsibility, alone, is not sufficient to conclude that any party made a bad faith materially false statement.

How to File a Complaint with the U.S. Department of Education, Office for Civil Rights

- **Overview/Information**
- **Discrimination Complaint Form–online and PDF versions (bottom of linked page)**

A complaint must be filed within 180 calendar days of the date of the alleged discrimination, unless the time for filing is extended by the U.S. Department of Education's Office of Civil Rights for good cause shown under certain circumstances.

U.S. Department of Education, Office for Civil Rights

San Francisco Office Contact Information

50 United Nations Plaza
Mail Box 1200, Room 1545
San Francisco, CA 94102
Phone: (415) 486-5555; TDD/TTY: (800) 877-8339
FAX: (415) 486-5570
Email: ocr.sanfrancisco@ed.gov

U.S. Department of Education Contact Information

Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Phone: (800) 421-3481
Email: ocr@ed.gov

Education for Change Public Schools

_____
Date

_____
Employee Name

_____
School

California labor law requires that employees periodically be allowed to take meal breaks. Specifically, the law requires:
No employer shall employ any person for a work period of more than five (5) hours without a meal period of not less than 30 minutes, except that when a work period of not more than six (6) hours will complete the day's work the meal period may be waived by **mutual consent of the employer and the employee.**

By signing this agreement I understand that I am waiving my right to have a 30 minute non-paid

meal break.

Employee Signature

Principal/Supervisor

EMPLOYEE ACKNOWLEDGEMENT

PLEASE READ THE EDUCATION FOR CHANGE EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO YOUR PRINCIPAL OR OFFICE MANAGER WITHIN ONE WEEK OF RECEIVING THE HANDBOOK. This Acknowledgement will be placed in the employee's personnel file.

I acknowledge that I have received and read a copy of the Education for Change Employee Handbook which outlines the policies, benefits, and expectations of Education for Change, including my responsibilities as an employee.

I agree to abide by the rules, policies, expectations, and standards set forth in the handbook. I also agree to the following Education for Change policies regarding: anti-harassment, discrimination policy, child abuse reporting, alcohol and drug abuse, and technology use.

I understand that this handbook is a general guide and does not constitute an employment agreement or a guarantee of continued employment. Negotiable employment rights for all represented employees shall be governed by any applicable collective bargaining agreement. This handbook supersedes any previously issued handbooks or policies. Furthermore, should any provision of this handbook contradict a provision of an applicable collective bargaining agreement at EFC, the applicable collective bargaining agreement shall be controlled. I also understand that the employer can make changes to this handbook at any time without notice consistent with any applicable collective bargaining agreement provisions and other legal requirements.

_____

Employee's Signature Date

_____

Employee's Printed Name

Attachment B

Sexual Harassment Complaint Form

It is the policy of EFC that all of its employees be free from sexual harassment. This form is provided for you to report what you believe to be sexual harassment, so that EFC may investigate and take appropriate disciplinary or other action when the facts show that there has been sexual harassment.

If you are an employee of EFC, you may file this form with the Director or Board President.

Please review EFC's policies concerning sexual harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be sexual harassment.

EFC will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, EFC will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, EFC will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize EFC to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that EFC will be able to address your complaint to your satisfaction.

Charges of sexual harassment are taken very seriously by EFC both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____
_____

List any witnesses that were present:
_____
_____

Where did the incident(s) occur? _____

Please describe the events or conduct that is the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):
_____
_____
_____
_____
_____
_____
_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize EFC to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____
Signature of Complainant

_____
Print Name

Received by: _____ Date: _____

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2024-2025 LATITUDE FAMILY/STUDENT HANDBOOK

EFC Mission Statement

The mission of Education for Change is to provide a superior public education to Oakland's most underserved children by relentlessly focusing on our students' academic achievement through high-quality, rigorous instruction and prepare them to make thoughtful and informed choices that will get them on a path to success for life.

EFC Vision Statement

Our vision is to create catalytic change across the country that will help to transform urban public schools into high performing organizations for the children that are most dependent.

LATITUDE HIGH SCHOOL MISSION & LIVING VISION STATEMENT

At Latitude High School, we use the Bay Area as our extended classroom, integrating the places, people, and resources of our community into our studies. Through real-world projects, field experiences, and collaborations with adult professionals, we demystify access to the Bay Area's cultural and economic assets and expand our students' sense of possibility for their future.

GRADUATE PROFILE
A Latitude graduate will demonstrate: **Personal Agency** — Latitude graduates will have the agency to make choices about their lives and the ability to take an active role in shaping 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.

Important Contact Information:

Latitude High School Main Office: 1045 Derby Ave, Oakland, CA 94601
Latitude High School Front Office Number: 510-467-0726
Education for Change Home Office: 333 Hegenberger Road, Suite 600, Oakland CA 94621

Hours of Operation:

- The school campus is open from 8:00am to 5:00pm on all school days.
- Class hours are from 9:00 am to 4:00 pm
- Please refer to the Latitude High school calendar for all staff days/Holidays/Minimum Days, Student Led Conferences

Arrival:

- No pets should accompany parents onto campus for dismissal, arrival or any other time they are visiting campus.
- Students are asked to be inside their classes by 9:00 am.
- Teachers are to take attendance by 9:15am, automotive phone call will be sent home if student is marked absent
- Parents picking up students early from school must go to the office to check their student out, and wait for their student there. **The only reason a student should leave early is for an appointment, family emergency, or due to illness.** Every moment missed from class time results in loss of learning.

Punctuality:

- Students arriving after 9:05am are considered **late** and **must** report to the office for a tardy slip.
- Students arriving after 9:05am who report to class without a pass **are sent to the front office.**
- After 9:15am the pedestrian gate will be locked, students and visitors will need to ring the doorbell to be let in by the front office

Dismissal:

- **School ends at 4:00pm**
- **No students will be released from school without the front office receiving parent permission.**
- If a student is ill, they must be picked up by an approved family member; they will not be permitted to leave alone.
- To prevent loss of learning time, students will not be permitted to be signed out early before 4:00 pm without proof of an appointment.
- If a student has college classes, internship they need to attend, they still need to sign out at the front office.
- Students who are not attending office hours, sports, student clubs need to depart campus no later than 15 min after dismissal.

Visitors:

- All visitors must report to the office, sign in using the visitor's log, and wear a visitor's ID badge.
- All visitors must sign out in the front office before leaving campus.
- All staff members on campus should direct all visitors to the front office to sign in and receive a visitor's pass.

- Any deliveries (lunches, jackets, etc.) from guardians to students should be made through the office.

Student Attendance

Absences:

Being absent from class decreases a student's ability to learn. It is difficult to succeed if a student misses too much work, because it is hard to catch up. In addition, absent students lose interest in school, which results in low academic performance. Although truancy has known effects on individuals, truancy has negative effects on the overall learning environment.

- Any student who is absent (Excused or Unexcused) 10 % or more of their days enrolled is considered chronically absent. In a case where a student is chronically absent, a meeting will be held with the School Attendance Review Team to create a contract to improve student attendance. If absences continue to occur, the school will refer the parents to a School Attendance Review Board at the District Home Office where a plan will be developed. If that plan is not completed, the parents may be referred to the Alameda County District Attorney.
- 3 unexcused absences and/or tardies more than 30 min will generate a SART meeting to implement an attendance contract.
    - Absences from school are excused only in cases of personal illness, injury, or medical appointment (a Medical Verification note may be required), family illness, an emergency situation requiring the student to be absent from school, quarantine of the home by local health officials, death of an immediate relative (limited to three days, unless reasonable cause can be shown for a longer absence), court hearing, observance of a religious holiday consistent with student's established beliefs or creed, attendance at naturalization ceremony, and certain justifiable personal reasons.
- Absences must be excused within **3 days** from the date of the absence.
- After a student has 10 unexcused absences for the year, any further absences require a doctor's note in order to be excused. Absences without a doctor's note will be unexcused after 10 unexcused absences.
- Failure to meet expectations of attendance contract will lead to SARB and possible legal prosecution for truancy.
- If it is known that a student will be out for more than 3 days, students will need to participate in independent study.
- Parents need to request independent study **two weeks** before the absence will begin. If it is an emergency medical situation, parent should come in as soon as possible to pick up work for the student.
- A student can be on independent study for up to 10 days. If the student does not return from Independent Study and the family has not requested an extension from the school; after 10 days of unexcused absences the student will be exited from the school and the spot will be opened to students on the waitlist.
- If a student needs to be on independent study for longer than 10 days, parents can petition the principals to extend the independent study. This petition must be in written form and explain the circumstances as to why the extension is necessary and what the family will do to ensure that the student continues their academic progress despite being out of school for an extended period of time.
    - The work from independent study must be turned into the office staff for accounting purposes, **not to the student's teacher. The process must begin and end with the office staff.**

CULTURE & DISCIPLINE EXPECTATIONS & POLICIES

At Latitude, we practice Positive Behavioral Interventions & Supports (PBIS). As part of this philosophy, we believe:

- All young people can learn.
- All young people deserve respect, for themselves, their families, and their cultures.
- All adults at Latitude share responsibility for all young people.
- All adults must hold and maintain high expectations for learning and behavior for all young people.
- All adults can work to build the assets that young people need for healthy development.
- Behavior and expectations must be taught.
- Because young people have different needs, they will need different types of support.

Latitude Discipline Structure:

The Progressive Discipline Steps system is in place to support teachers and students whenever students struggle with appropriate behavior in class, or in the common areas of the school. Below are the systems used in the classroom and school-wide to support students in accepting responsibility for their actions, which includes, consequences for behavior and restorative resolutions.

<u>Progressive Discipline</u>

Step 1: Verbal Prompt (teacher reminding student of expectations)
Step 2: Refocus (change of seating within class)
Step 3: Reflection (written reflection in classroom or buddy room & possible loss of privilege)
Step 4: Teacher/student heart-to- heart (teacher checks-in with student upon completion of reflection)
Step 5: Referral (send student to office with referral and completed reflection)

Behaviors Managed in the Classroom (Tier 1)

Behavior	Response
TIER 1	
- Disengagement - Calling Out - Defiance - Leaving Class without permission - Uses technology for non-school purposes - Uses/has phone in class - Single Action: inappropriate language (not directed at person), - Horseplay (no one feeling harmed) - Excessive/sustained displays of affection - Eats in class	Start with Step 1 of Progressive Discipline, Verbal prompt
TIER 2	
- Repeated Tier 1 behavior - Non-consensual Physical Contact - **Physical** Horseplay (harm is caused) - Leaves class upset/angry+gone too long - Academic Dishonesty/Cheating	
TIER 3	
- Repeated Tier 1 behaviors w/o improvement with Tier 2 interventions - Truancy Verbal Harassment - Physical aggression/posturing - Identity Based Discrimination - Bullying - Theft/Stealing - Elopement(Leaving campus) - -Vandalism	

Behaviors Managed Through Referral Process (Levels 1, 2, and 3)

Drugs and Alcohol

Action	*Consequence*	*Resolution*
Bringing substances to school and distributing/ intent to distribute to others	Level 3, 2+ days suspension	Participation in drug treatment program may be a condition for reintegration. Harm Circle with students and families.
Bringing substances on campus	Level 3, 1-2 days suspension	Participation in drug treatment program may be a condition for reintegration. Harm Circle with students and families.
Using marijuana, alcohol, or tobacco on campus **or** being under the influence of a substance on campus	Level 3, 1-2 days suspension	Participation in drug treatment program may be a condition for reintegration. Harm Circle with students and families.

Purchasing/ intent to purchase controlled substance	Level 3, 1-2 days ISS	Participation in drug treatment program may be a condition for reintegration. Harm Circle with students and families.

Skipping Class

Action	*Consequence*	*Resolution*
Skipping class or walking out of class, first offense	Level 1, 1 day detention	Teacher-student meeting. Student uses detention to make up missed work.
Skipping class or walking out of class, repeated offense	Level 2, 2 days detention or ½ day ISS, parent meeting with teacher and administrator	Teacher-student meeting. Student uses detention or ½ day ISS to make up missed work.
Leaving school grounds without permission	Level 2 or 3 depending on severity	Admin-parent-student meeting. Student uses ISS to make up missed work.

Aggression or Harassment Towards Others

Action	*Consequence*	*Resolution*
Verbal/ Written/ Online Threat or Harassment	Level 1 or 2 depending on severity	Harm Circle or conflict resolution, possibly with families. Parent contact.
Severe Verbal/ Written/ Online Threat or Harassment (mentioning weapons, deadly force, etc.)	Level 2, 1-2 day suspension	Harm Circle or conflict resolution with parent present. Community service around safety.
Name calling or Derogatory comments (verbal, written, online) involving Race, Gender, Ethnicity, Sexual Orientation, Disability, and/or Religion	Level 1, 1-2 days of detention	Harm Circle or conflict resolution. Community service around diversity/inclusion.
Sexual harassment (verbal, written, online), including but not limited to sexual comments, inappropriate or unwanted touching, spreading sexual rumors, displaying sexual subjective images, etc.	Level 2 or 3, depending on severity	Harm Circle or conflict resolution with parent present. Restorative work around sexual harassment.

Inappropriate or unwanted bodily contact	Level 2 or 3, depending on severity	Harm Circle or conflict resolution with parent present.
Physical assault/ fighting	Level 2 or 3, depending on severity	Harm Circle or conflict resolution, possibly with families.
Instigating an altercation between other students	Level 2 or 3, depending on severity	Harm Circle or conflict resolution.

Weapons

Action	Consequence	Resolution
Bringing weapon to school and harming peer(s)/staff	Level 3, 1-2 day suspension Appearance in front of EFC discipline panel.	Harm circle with all parties involved, families and admin.
Bringing weapon to school with the intent to harm peer(s)/staff	Level 2 or 3, depending on severity Possible appearance in front of EFC discipline panel.	Harm circle with all parties involved, families and admin.
Bringing object to school (razor blade, box cutter, pencil sharpener (taken apart), brass knuckles, etc.) and used as weapon towards self	Level 2, 1-2 day ISS	Referral for safety assessment. Restorative work around the dangers of weapons in a school setting.

Other

Action	*Consequence*	*Resolution*
Blatant defiance towards a staff member	Level 1 or 2 depending on severity	Community Service Harm Circle
Property Destruction	Level 1, 1-2 days of detention	Clean area Community Service Harm Circle
Theft Under $5	Level 1, 1-2 days detention	Community Service
Theft Over $5	Level 2-3, depending on severity	Community Service Harm Circle with affected staff and students.
Out of Uniform	Level 1, 1 day detention	Borrow uniform from office.
Leaving Referral-assigned Detention without Permission, Skipping Detention	Level 2, ½ day ISS	Meeting with principal and possibly family. Making up work during ISS.
Major Disruption of the class, activity, or campus	Level 2, 1-2 day ISS	Community Service Conflict Resolutions as necessary
Not going directly to the office once directed (refusing to leave class) or	Level 2, ½ or 1 day ISS depending on severity	Meeting with Teacher Making up work during ISS

walking away from a teacher when given direct instructions		
Cell Phone Violation	1st offense: taken until end of school day 2nd offense: taken for a full week 3rd offense: taken for a full week and parent meeting must be held to retrieve phone	Parent meeting

<u>Key of Possible Consequences</u>

Level 0: Managed by teachers in the classroom (reflection, loss of privilege for the day, parent phone call, etc.)

Level 1: Office referral, one or multiple lunch/recess detentions, parent phone call or meeting

Level 2: In-School Suspension (ISS), meeting with parent, loss of participation in school event

Level 3: Out of School Suspension with parent meeting, possible appearance in front of EFC discipline panel, loss of participation in upcoming school event

***Multiple Level 2 & 3 consequences will lead to additional suspension days and/or discipline hearing.**

COMMUNITY ENGAGEMENT EXPECTATIONS & POLICIES

FAMILY MEMBER CODE OF CONDUCT:

In order to maintain an orderly, respectful and secure educational environment for the students and staff of Latitude High School, it is essential that all family members and visitors to our buildings be aware of their responsibilities and adhere to the expected code of conduct as set forth in this handbook.

Families are expected to:

- Recognize that the education of children is a joint responsibility of the family and the school community.
- Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- Ensure that children bring only items appropriate and related to the instructional program at school.
- Know school and classroom rules and help their children understand them. Convey to their children a supportive attitude toward education and the district.
- Build good relationships with teachers, other families and their children's friends.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Insist their children be dressed and groomed in a manner consistent with the student dress code.
- Provide a place for study, and ensure homework assignments are completed.
- Bring any concerns about student interactions to the Principal for the school to lead any resolution efforts between students.

Public Conduct on School Property

Schools are a place of work and learning. Certain limits must be set for parents and other family members who visit our schools and classrooms. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. The building admin are responsible for all persons in the building and on the grounds. The following rules apply to visitors to Latitude:

- Anyone who is not a regular staff member or student of the school will be considered a visitor.
- All visitors to the school must report to the office upon arrival at the school. They will be required to sign the visitor's register and will be issued a visitor's badge, which must be worn at all times while in the school or on school grounds.
- Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
- Parents or visitors who wish to observe a classroom while school is in session are required to arrange such visits with the classroom teacher(s), so that class disruption is kept to a minimum.
- Teachers are expected not to take class time to discuss individual matters with visitors.
- Any unauthorized person on school property will be reported to admin. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.

Conduct Prohibited on School Property

No person shall:

- Intentionally injure any other person or threaten to do so.
- Approach a student other than their own student in order to address or resolve an issue.
- Intentionally damage or destroy school property or the property of a teacher, administrator, other district employee or any other person lawfully on school property, including graffiti or arson.
- Disrupt the orderly conduct of classes, school programs or other school activities.

- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- Intimidate, harass or discriminate against any person for any reason and on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct the free movement of any person in any place to which this code applies.
- Violate the traffic laws, parking regulations or other restrictions of vehicles.
- Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
- Possess or use weapons in or on school property or at school function, except in the case of law enforcement officers. Loiter on or about school functions.
- Gamble on school property or at school functions.
- Bring a pet or other animal onto campus at any time.
- Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
- Willfully incite others to commit any of the acts prohibited by this code.
- Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

Persons in Violation of the Code of Conduct

The authorization of a visitor, to remain on school grounds or at any school function, will possibly be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection. The school reserves its right to pursue a civil or criminal legal action against any person violating the code.

School to Home Communication-

- ➢ We will use our communication platform, **Parentsquare**, to communicate with families. We encourage all families to download the Parentsquare App to utilize all the benefits of our parent communication platform including updated information and a calendar with all events.
- ➢ At the end of each month, we will also send home a monthly newsletter that provides updates on each grade and an overview of the upcoming month's events and activities from the principals.

Parents & Families Volunteering at Latitude

- ➢ Volunteering and visiting classrooms is encouraged and must be pre arranged as to not disrupt learning in the classroom.
- ➢ Our teachers can always use support in the classroom! Families, please contact your teacher to find out ways to support your student's teacher. Teachers should be reaching out to families for help in their classroom. This could look like:
    - Help preparing materials for projects and classroom activities
    - Making copies for lessons or homework
    - Organizing class libraries or other classroom systems
    - Many more things- talk to the teacher!
- ➢ We also always need volunteers for other activities outside the classroom. Please contact Christian Martinez (cmartinez@latitudehigh.org) if you wish to volunteer for events outside of your student's classroom.

- Family volunteers should not take photos of students that are not their own.
- We expect our parents and families to treat all students and staff members with respect, use appropriate language, and conduct themselves professionally. If this is violated, the ability to be a volunteer or visitor at the school may be revoked.

Latitude Parent Problem-Solving Procedures:

Do you have a question, concern, or need? Please follow these steps. Please start with Step 1. Proceed to Step 2 if your needs are not met. Proceed to Step 3 if your needs are still not met and you are dissatisfied with our response to the issue.			
My child feels unsafe./ My child has a conflict with another student.	Report this information to your child's teacher, and ask what (s)he can do to resolve the issue. Check back in with the teacher later that day or the following day. If the issue is very severe/urgent, also proceed to step 2 immediately.	Report this information to a Dean of Culture by leaving a message with our office staff. The Dean of Culture will investigate and then contact you to discuss next steps. If this is not resolved, a principal will intervene in the investigation.	Call Larissa Adam (EFC Superintendent of Schools) at the Education for Change Home Office to discuss your concerns 510-568-7936
My child is not progressing academically./ I have questions about my child's academic progress.	Discuss this information with your child's teacher. Ask what (s)he is doing/will do to address your concerns, and ask what you can do at home to support your child's progress.	Make an appointment with a Principal/ Asst Principal (The Principal may also invite interventions staff to the meeting.)	
I need counseling services for my child.	Complete a C.O.S.T. referral form in the Latitude Main Office.	Make an appointment with the Principal or Asst. Principal if the need for counseling is urgent and you have not heard back about services within 2 weeks.	
I have a concern/question about the special education services my child receives.	Schedule an appointment with the special education staff.	Schedule an appointment with our Chief of Student Support Services, Brandee Stewart, by calling 510-568-7936	
I have a concern about school safety (including student behavior/ Hallways & playground issues/ parking lot & drop-off issues/etc.)	Schedule a meeting with our School Office Manager, who will discuss the concerns with the Principal or Asst. Principal.	Make an appointment with a Principal; they will work to resolve the issue.	
I have a concern about my child's teacher or another employee.	Schedule a meeting with your child's teacher (or the other employee) to discuss your concerns and explain what you need from him/her. If you feel uncomfortable and would like an administrator present or other staff person present, please arrange this through the main office.	Make an appointment with a Principal to discuss your concerns and possible solutions.	Call Larissa Adam (EFC Superintendent of Schools) at the Education for Change Home Office to discuss your concerns **510-568-7936**
I have a concern/question that relates to the After School Program.	Schedule a meeting with the After School Program Director to discuss your concerns/questions.	Make an appointment with the Asst. Principal; they will discuss your concerns with the After School Program Director and provide support in resolving the issue.	
I have a concern/question about school meals.	Schedule a meeting with our School Operations Manager, who will discuss the concerns with the cafeteria manager.	Make an appointment with a Principal; they will bring your concerns to the Director of Nutritional Services and will alert the EFC Home Office.	Call Fabiola Harvey (EFC Chief Operations Officer) at the Education for Change Home Office to discuss your concerns **510-568-7936**
I have a concern/question about building cleanliness.	Schedule a meeting with our School Operations Manager, who will discuss the concerns with the Lead Custodian.	Make an appointment with a Principal; they will bring your concerns to the Director of Custodial Services and will alert the EFC Home Office.	

Electronics:

- Electronics from home may not be used on campus, except during lunch and nutrition break. Latitude will not be liable for any lost or stolen electronics as they should remain at home.
- Students who bring a cell phone will be required to turn off their phones, turn them in during their first period to the provided container, and containers with cell phones will be stored in the office until the end of day. Students are responsible for ensuring their phone is labeled with their name.
- Students who are using electronics during class hours will have them confiscated by staff and turned into the office. Chronic situations will be dealt with by the administrators.
    - First Offense = Confiscated until end of day
    - Second Offense = Confiscated for 1 full week
    - Third Offense = Confiscated for 1 full week and parent must attend meeting with student to retrieve phone at end of the week.

Toys, Skateboards, Scooters, Bikes, and Other Distractions to Learning:

- Toys or other distractions to learning from home are not allowed at school.
- Skateboards, scooters, bicycles, hoverboards, skate shoes, etc. cannot be ridden on campus during school hours.

Health & Safety Procedures:

- Every classroom has a first aid kit that teachers should utilize for non-emergency medical issues.
- Families of students with prescription medication must provide the office with an authorization for medication form completed by a doctor. The doctor should also indicate if the medicine should stay with the student to self-medicate or remain in the office. School staff is <u>not allowed</u> to administer medication to students; this includes over-the-counter medicine.
- All gates and entrances must remain locked all day, including during the afterschool program. All staff and visitors who enter or leave campus MUST lock the gates behind them. **Only office staff should allow gate entrance during school hours.**

McKinney-Vento Site Contact

- The McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) (42 U.S.C. § 11431-11435) is federal legislation that ensures the educational rights and protections of children and youths experiencing homelessness. It requires all local educational agencies (LEAs) to ensure that homeless students have access to the same free, appropriate public education, including public preschools, as provided to other children and youths. The McKinney-Vento Act defines LEAs as public school districts, direct-funded and locally funded charter schools, and county offices of education. The McKinney-Vento Act also authorizes the funding for the federal Education for Homeless Children and Youths Program.
- Latitude High School, as our own LEA, is dedicated to ensuring the educational rights and protections of children experiencing homelessness, as detailed in the McKinney-Vento Act. The McKinney-Vento site contact is Latitude's Site Operations Manager, Christian Martinez. Mr. Martinez can be reached at: christian.martinez@latitudehigh.org.

Suicide Prevention Policy:

- The purpose of EFC's Suicide Prevention Policy is to protect the health and well-being of all EFC students by having procedures in place to prevent, assess the risk of, intervene in, and respond to

suicide. Please visit EFC's website to view the policy in it's entirety at: https://docs.google.com/document/d/1tIVFpmUMs9HckABfBzD300rnEbdH3NHC8gYMbgy4_w0/edit?usp=sharing

School Materials Policy:

- **Technology:**
  - The Education for Change network is intended for educational purposes. Access to online content via the network may be restricted in accordance with our policies. Students are expected to follow the same rules for good behavior and respectful conduct online as offline. Misuse of school resources can result in disciplinary action.
  - Students are responsible for the general care of any technology they have been issued by the school. Technology that is broken, or fails to work properly, must be submitted to school administration. **Families must pay** a fee to recover or replace any lost, stolen, and/or damaged school hardware or software due to misuse or negligence by the student.
  - In addition, please see the technology acceptable use policy you signed as part of your enrollment packet. If you have any questions, please see our office staff. Violations of this policy may have disciplinary repercussions, including suspension of network, technology, or computer privileges, notification to parents, community service or suspension from school and school-related activities, and legal action and/or prosecution. To regain these privileges students will be put on contract until the inappropriate behavior has been modified.
- **Books & Other Materials:** Any books or materials that are misused, damaged, not returned at the end of year, or are returned in poor condition, will be charged to the family of the student.

ADDENDUM FOR STUDENT/FAMILY HANDBOOKS
Distance Learning: Video Conferencing Expectations

EFC's video conferencing class sessions are a very important component of our Distance Learning program. All participants in the Zoom/Google Meet class sessions are expected to adhere to the following rules and best practices in order to ensure the best possible learning environment for all students.

Preparation

- Always enter a Zoom/Google Meet session using your own first name.
- Only enter the Zoom/Google Meet sessions to which you are assigned; never enter a Zoom session for another class or group.
- Do not share your class meeting IDs with others outside of the class.
- The background for a Zoom/Google Meet session must be appropriate to the other participants and offer enough light for the student's face to be visible.

Participation

- Arrive on time for the class session.
- Zoom/Google Meet is a virtual classroom; therefore, all classroom and school rules apply.

- Student's video camera shall be on unless the teacher/tutor directs student(s) to turn off video, and/or the parent/guardian has requested an exception.
- As expected of any class interaction, participants are to treat each other with courtesy and respect.
- Offensive or inappropriate language is not to be used in any form of communication. This extends to emails, discussion postings, group projects, and submitted assignments which may be part of or an extension of the Zoom/Google Meet interaction.
- Taking screenshots or screen recordings of virtual classrooms without the explicit permission from the teacher and class members is unacceptable.

Disciplinary Action for Unacceptable Behavior

- Disruptions to a Zoom/Google Meet session may lead to the removal of the student from a remote learning session for part or the entire session.

ADENDA PARA EL MANUAL DEL ESTUDIANTE / FAMILIA
Aprendizaje a distancia: expectativas de las videoconferencias

Las sesiones de clase de videoconferencia de EFC son un componente muy importante de nuestro programa de aprendizaje a distancia. Se espera que todos los participantes en las sesiones de clase de Zoom / Google Meet se adhieran a las siguientes reglas y mejores prácticas para garantizar el mejor entorno de aprendizaje posible para todos los estudiantes.

Preparación

- Ingrese siempre a una sesión de Zoom / Google Meet usando su propio nombre.
- Ingrese solo a las sesiones de Zoom / Google Meet a las que está asignado; nunca ingrese a una sesión de Zoom para otra clase o grupo.
- No comparta sus identificaciones de reuniones de clase con otras personas fuera de la clase.
- El fondo de una sesión de Zoom / Google Meet debe ser apropiado para los demás participantes y ofrecer suficiente luz para que el rostro del alumno sea visible.

Participación

- Llegue a tiempo a la sesión de clase.
- Zoom / Google Meet es un salón virtual; por lo tanto, se aplican todas las reglas del salón de clases y de la escuela.
- La cámara de vídeo del estudiante estará encendida a menos que el maestro / tutor le indique a los estudiantes que apaguen el video y / o el padre / tutor haya solicitado una excepción.
- Como se espera de cualquier interacción en clase, los participantes deben tratarse con cortesía y respeto.
- No se debe usar lenguaje ofensivo o inapropiado en ninguna forma de comunicación. Esto se extiende a correos electrónicos, publicaciones en debates, proyectos grupales

y asignaciones enviadas que pueden ser parte o una extensión de la interacción Zoom / Google Meet.

- Es inaceptable tomar capturas de pantalla o grabaciones de pantalla de clases virtuales sin el permiso explícito del maestro y los miembros de la clase.

Acción disciplinaria por comportamiento inaceptable

- Las interrupciones en una sesión de Zoom / Google Meet pueden dar lugar a la eliminación del alumno de una sesión de aprendizaje durante parte o toda la sesión.

EDUCATION FOR CHANGE

UNIFORM COMPLAINT POLICY AND PROCEDURES

Revised 3/21/19

Scope

The Education for Change (the "Charter School") policy is to comply with applicable federal and state laws and regulations. **The Charter School is the Local Education Agency (LEA) that shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.** Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of discrimination, harassment, intimidation, or bullying against any protected group including actual or perceived, including discrimination, harassment, intimidation, or bullying 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 Charter School program or activity; and

(2) Complaints of noncompliance or 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, Every Student Succeeds Act / No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program, adult education, After School Education and Safety, Agricultural Career Technical Education, American Indian Education Centers and Early Childhood Education Program Assessments, Bilingual Education, California Peer Assistance and Review Programs for Teachers, Career Technical Education, Compensatory Education, Course Periods without Educational Content, Economic Impact Aid, Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of Military Families, Local Control and Accountability Plans (LCAP), Physical Education Instructional Minutes, Pupil Fees, Reasonable Accommodations to a Lactating Pupil, Regional Occupational Centers and Programs, School Safety Plans, State Preschool, Tobacco-Use Prevention Education

The Charter School shall investigate and seek to resolve complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of

discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by The Charter School. The Charter School will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in EC sections 200, 220 and California Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the LEA, which is funded directly by, or that receives or benefits from any state.

The Charter School acknowledges and respects every individual's rights to privacy. Complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. While the Charter School cannot guarantee anonymity of the complainant, this includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Chief Executive Officer ("CEO") or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination, harassment, intimidation, or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant. Complainants are protected from retaliation.

Compliance Officers

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Hae-Sin Thomas
CEO
Education for Change
333 Hegenberger Road, Suite 600
Oakland, CA 94621
510-759-1331

The CEO or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the CEO or designee.

Should the complaint be specific to the CEO, the complaint will be directed to and the investigation will be conducted by the Board Chair.

Notifications

The CEO or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties.

The CEO or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.

2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal laws, if applicable.

3. Advise the complainant of the appeal process pursuant to Education Code Section 262.3, including the complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.

4. Include statements that:

    a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;

    b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;

    c. An unlawful discrimination, harassment, intimidation, or bullying complaint must be filed not later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying;

    d. The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision; and

    e. The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

<u>General Procedures</u>

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, or bullying.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in

the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.

OPTION 2:

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60 day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

- Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.

2. The conclusion(s) of law.

3. Disposition of the complaint.

4. Rationale for such disposition.

5. Corrective actions, if any are warranted.

6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Specific Procedures for Particular Complaints

If the Charter School finds merit in a complaint regarding Pupil Fees; Local Control and Accountability Plan (LCAP); Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district, and pupils in military families; Reasonable Accommodations to a Lactating Pupil; Course Periods without Educational Content (grades nine through twelve); and Physical Education Instructional Minutes (grades one through eight), the Charter School shall provide a remedy. The remedy shall go to the affected pupil in the case of complaints regarding:

1. Course Periods without Educational Content;
2. Reasonable Accommodations to a Lactating Pupil, and/or
3. Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in our school district, and pupils in military families.

The remedy shall to go all affected pupils and parents/guardians in the case of complaints regarding:

1. Pupil Fees
2. Physical Education Instructional Minutes, and/or
3. LCAPS.

Regarding pupil fees and/or an LCAP complaint:
A pupil fees complaint may be filed with the principal of a school or the Charter School Compliance Officer. A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. A

pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred. The Charter School will attempt in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the CEO or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.

2. A copy of the decision.

3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.

4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.

5. A report of any action taken to resolve the complaint.

6. A copy of the Charter School's complaint procedures.

7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within 60 days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only

if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

☐ Adult Education ☐ Consolidated Categorical Programs ☐ Nutrition Services

☐ Career/Technical Education ☐ Migrant and Indian Education ☐ Special Education

☐ Adult Education ☐ After School Education and Safety ☐ Agricultural Career Technical Education

☐ Pupil Fees ☐ Physical Education Instructional Minutes ☐ Economic Impact Aid

☐ School Safety Plans ☐ State Preschool ☐ Tobacco-Use Prevention Education

☐ Career Technical Education ☐ Compensatory Education ☐ Course Periods without Educational Content

☐ Economic Impact Aid ☐ Every Student Succeeds Act ☐ Local Control and Accountability Plans (LCAP)

☐ Reasonable Accommodations to a Lactating Pupil ☐ Regional Occupational Centers and Programs

☐ Bilingual Education ☐ California Peer Assistance and Review Programs for Teachers

☐ American Indian Education Centers and Early Childhood Education Program Assessments

☐ Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of Military Families

For allegation(s) of unlawful discrimination/harassment, please check the basis of the unlawful discrimination/harassment described in your complaint, if applicable:

☐ Age ☐ Ethnic Group Identification ☐ Religion

☐ Ancestry ☐ Gender ☐ Sex (Actual or Perceived)

☐ Color ☐ National Origin ☐ Sexual Orientation (Actual or Perceived)

☐ Disability (Mental or Physical) ☐ Race

☐ Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Hae-Sin Thomas
CEO
Education for Change
333 Hegenberger Road, Suite 600
Oakland, CA 94621
hthomas@efcps.net
510-759-1331

If the complaint is pertaining to the CEO, please send the complaint to the address above directed to the Chair of the Board, Nick Driver.

Education *for* Change Public Schools

POLICY: Title IX, Harassment, Intimidation, Discrimination, and Bullying

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Education for Change (the "School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in the School's policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), race or ethnicity (including ancestry, color, ethnic group identification, ethic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, gender, gender identity, gender expression, nationality (including national origin, country of origin, and citizenship), marital status, age, sexual orientation, immigration or citizenship status, or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. School staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which the School does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy in a manner that is not deliberately indifferent and take appropriate corrective action, if warranted. The School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Larissa Adam
Superintendent of Schools
333 Hegenberger Road, Suite 600, Oakland, CA 94621
ladam@efcps.net
510-568-7936

Definitions

Prohibited Unlawful Harassment

● Verbal conduct such as epithets, derogatory jokes or comments or slurs;

● Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis;

● Retaliation for reporting or threatening to report harassment;

● Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Harassment Under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the School.

The School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 my be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (1) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (2) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (3) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (4) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

● Physical assaults of a sexual nature, such as:

o Rape, sexual battery, molestation or attempts to commit these assaults.

o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

● Unwanted sexual advances, propositions or other sexual comments, such as:

o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

o Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.

● Sexual or discriminatory displays or publications anywhere in the educational environment, such as:

o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

o Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

o Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.

2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.

4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.

2. A post on a social network Internet Web site including, but not limited to:

a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.

b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3. An act of "Cyber sexual bullying" including, but not limited to:

a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in the school's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

The School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

The School advises students:

a. To never share passwords, personal data, or private photos online.
b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
d. To consider how it would feel receiving such comments before making comments about others online.

The School informs Charter School employees, students, and parents/guardians of the school's policies regarding the use of technology in and out of the classroom. The school encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

The School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. The School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at the school and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

The School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

The School informs the school employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

The School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other school employees who have regular interaction with students.

The School informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by the school, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

The School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for the school's students.

Grievance Procedures

1. Scope of Grievance Procedures

The School will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

a. Are written and signed;

b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and

c. Submitted to the School's UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, the School will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Larissa Adam
Superintendent of Schools
333 Hegenberger Road, Suite 600, Oakland, CA 94621
ladam@efcps.net
510-568-7936

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. The School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately

indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

The School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator, or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the

school's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of the School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

· Notice of the Allegations

o Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:

§ A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;

§ A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;

§ A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and

§ A statement that the School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

· Emergency Removal

o The School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with the School's policies.

o The School may remove a respondent from the School's education program or activity on an emergency basis, in accordance with the School's policies, provided that the School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

o This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

· Informal Resolution

o If a formal complaint of sexual harassment is filed, the School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If the School offers such a process, it will do the following:

§ Provide the parties with advance written notice of:

· The allegations;

· The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;

· The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and

· Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and

§ Obtain the parties' advance voluntary, written consent to the informal resolution process.

o The School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

· Investigation Process

o The decision-maker will not be the same person(s) as the Coordinator or the investigator. The School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.

o In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the

complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

o The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.

o The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.

o A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

o Prior to completion of the investigative report, the School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.

o The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

· Dismissal of a Formal Complaint of Sexual Harassment

o If the investigation reveals that the alleged harassment did not occur in the School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable the School policy.

o The School may dismiss a formal complaint of sexual harassment if:

§ The complainant provides a written withdrawal of the complaint to the Coordinator;

§ The respondent is no longer employed or enrolled at the School; or

§ The specific circumstances prevent the School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.

o If a formal complaint of sexual harassment or any of the claims therein are dismissed, the School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

· Determination of Responsibility

o The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

o The School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:

§ The allegations in the formal complaint of sexual harassment;

§ All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
§ The findings of facts supporting the determination;
§ The conclusions about the application of the School's code of conduct to the facts;
§ The decision and rationale for each allegation;
§ Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from the School or termination of employment. The Coordinator is responsible for effective implementation of any remedies order by the School in response to a formal complaint of sexual harassment.

6. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process.

7. Right of Appeal

Should the reporting individual find the School's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of the School's decision or resolution, submit a written appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

· The complainant and the respondent shall have the same appeal rights and the School will implement appeal procedures equally for both parties.
· The School will notify the other party in writing when an appeal is filed.
· The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

8. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

The School will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.



EDUCATION FOR CHANGE

COMPLAINTS AGAINST PERSONNEL

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

INTERNAL COMPLAINTS

(Complaints by Employees Against Employees)

This section of the policy is for use when a Charter School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Chief Executive Officer ("CEO") or designee:

1. The complainant will bring the matter to the attention of the CEO as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The CEO or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the Chair of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

POLICY FOR COMPLAINTS AGAINST EMPLOYEES

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a Charter School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the CEO or Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the employee's work-related concerns. The written complaint should set forth in detail the factual basis for the employee's complaint.
In processing the complaint, CEO (or designee) shall abide by the following process:

1. The CEO or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the CEO (or designee) finds that a complaint against an employee is valid, the CEO (or designee) may take appropriate disciplinary action against the employee. As appropriate, the CEO (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The CEO's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the Charter School. The decision of the Board of Directors shall be final.

GENERAL REQUIREMENTS

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The Board (if a complaint is about the CEO) or the CEO or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):_____

Name of Person(s) you have a complaint against: _____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur?

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

I hereby authorize Education for Change to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by School:

Received by: _____ Date: _____

Latitude 37.8 Safe Schools Plan 2025-26

[1]

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Introduction

Purpose of the Plan

The purpose of the **Education For Change** (District) and **Latitude** (School) Emergency Operations Plan (EOP) is to identify those threats, vulnerabilities and hazards that pose a risk to the health and safety of students, employees and visitors; to District/ School property; as well as to the safe and orderly operation of the District/School. The EOP outlines responses to the identified risks that, along with the exercise of professional judgment, empowers employees and students to act quickly and appropriately in response to an incident. The plan is both a reference and educational tool in that it provides emergency response guidance and is the basis for training stakeholders in their roles and responsibilities before, during and after and emergency incident.

The guidelines and procedures for dealing with incidents, contained in the basic plan, functional annexes and incident specific annexes, provide an organized systematic method to prevent, mitigate, respond and recover from various types of incidents. Not every imaginable degree of risk can be covered in the plan, however the plan provides the basics which when coupled with the professional judgment of staff provides a basis for knowledgeable decision making in a wide variety of incidents. Employees and students should receive annual training in in the plan relative to their respective obligations and responsibilities for plan implementation.

Developing, maintaining and exercising the EOP is another way the District/School is meeting its moral, ethical and legal obligations to the school community. Districts and schools without established incident management plans have been held legally liable for damages resulting from the lack of a plan and/or training. While no plans or policies can totally eliminate the potential for legal liabilities, establishing procedures and guidelines on the best professional practices provides a margin of protection against legal liability.

This plan has been developed to further the primary goals of protecting the health and welfare of students, staff and visitors, protecting District/School property against damage and continuing the mission of educating our children.

Scope of the Plan

The District and School EOP outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local and

Federal government mandates; common and specialized procedures; and prevention/mitigation, preparation response and recovery associated with specific identified risks.

Definitions

Definitions of terms may vary owing to the context within which the term is used. In some emergency management publications certain terms may have more than one meaning or use. For the purposes of the EOP the following definitions will apply.

Threat:
A natural or human caused event, which could have a negative impact on the health and welfare of persons or result in the damage or destruction of property. Examples would include: Tornados; hurricanes; earthquakes; fires; transportation accidents; and, hazardous materials releases.

Hazard:
A naturally occurring or human caused condition that may be static or evolving which has the potential to have a negative impact on the health and welfare of persons or result in the damage or destruction of property. Examples would include: Broken sidewalks; overloaded electrical systems; a sinkhole; a beachside cliff; an untrained equipment operator.

Vulnerability:
Refers to weaknesses in, or lack of, systems, infrastructure, training, response capability or any other protective system or condition subject to exploitation by threats or hazards that might result in harm. Examples would include: Geographic location; flaws in information technology protection systems; inability to secure a premises; lack of training in the emergency operations plan; weakened infrastructure systems.

Risk:
Is a combination of the probability that an event or incident will occur; the possibility that it will impact assets (human, capital, material); and, the consequence of that impact. For example: California (geographical vulnerability) has a high probability of earthquakes (threat) which could be strong (impacting assets) resulting in injury, death and property damage (consequence).

Incident:

An incident is an occurrence (natural, technological, or human-caused) that requires a response to protect life or property. The superintendent/principal/building administrator shall have the authority to

determine when an incident has occurred and to implement the procedures within this Emergency Response Plan.

Board of Directors Policy Statement

It is the responsibility of District and School officials to use their best efforts to protect students and staff during an emergency situation. The plan takes an all-hazard approach based upon the four phases of emergency management: prevention – mitigation; preparedness; response; and recovery. In compliance with Homeland Security Presidential Directive 5, District and School utilizes the National Incident Management System (NIMS) and the Incident Command System (ICS) when responding to and managing emergencies.

There is no guarantee, either explicit or implied, that District and/or School will provide a sufficient response system. As personnel and resources may be overwhelmed, District and School can only endeavor to make every reasonable effort to respond to the situation.

Situation Overview / Hazard Analysis Summary

District Overview

Education For Change Public Schools (District) is a Charter Management Organization (CMO) that evolved through a strategic partnership between the State Administrator of the Oakland Unified School District and the Education Reform community. The District was originally designed to become a charter management organization that would focus on converting existing OUSD Program Improvement schools to charter schools to provide the flexibilities and agilities of charter law to existing district public schools. As of the writing of this EOP, the District oversees six (6) charter schools in the Oakland / Bay Area, including **Latitude** (School).

School Overview

The School's current enrollment is **390** students in grade **9-12**. The campus consists of **1 portable building and 1 regular building.** Employees on site consist of:

- **(5)** administrators
- **(2)** office support staff
- **(5)** psychologists/mental health clinicians
- **(1)** paraprofessional
- **(27)** certificated teachers
  (4) Certification of instruction

- **(2)** maintenance and custodial staff
- **(1)** cafeteria staff

The master schedule, along with daily attendance, the student and visitors' sign in and out logs are maintained in the main office. Each classroom teacher maintains a daily attendance log for his/her class.

Special Needs Population

The District and School are committed to serving the needs of our students and staff with functional and access needs. The School's current population of students and staff with special needs is 82 **students with Individual Education Plans**. This number could increase should students or staff members suffer a temporary disabling condition.

This population includes students and staff with:

- Limited English proficiency (Spanish)
- Visual disabilities
- Cognitive or emotional disabilities
- Hearing disabilities
- Speech disabilities
- Mobility/physical disabilities (permanent or temporary)
- Medically fragile health (including asthma and severe allergies)

Building Information

The School is located on a **2.2 acre** lot and includes **a portable building and a main building. There is on site parking for staff and a long asphalt yard area along the south side of the school facing the railroad tracks. Main entrance to the school is on Derby Ave.**

Site maps showing evacuation routes, assembly areas, command post location (primary and alternate), emergency supplies storage, utility shut-offs, access gates for fire apparatus, mass casualty triage area constitute **Appendix A**.

Threat, Vulnerability and Hazard Summary

The District and School are exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and/or damaging or destroying personal and school property.

District and School staff members and members of the school community engage in a structured process to identify and prioritize the risk posed by those threats, vulnerabilities and hazards which are likely to impact the District and/or School.

This process includes an assessment of the buildings (interior and exterior) and grounds of the site to identify hazardous conditions.

The following table identifies threats, vulnerabilities and hazards that may affect the District and/or School.

Identified Threats, Vulnerabilities and Hazards

Earthquake	An earthquake is the most likely disaster to occur in the greater Bay Area. Alameda County and the City of Oakland are at high risk for significant earthquake related damage.
Incident of Targeted Mass Violence	In today's world, no organization amassing tens if not hundreds of employees and pupils in a single or multiple locations can ignore the possibility of an attack mounted against the organization or members thereof.
Fire	Annually, more than 5,000 fires occur in schools across the United States with the majority occurring during the school day. Proper prevention and mitigation measures combined with effective response protocols has resulted in not a single death in a school fire since 1958. Maintaining these efforts is imperative to school safety.
Intruder	An intruder is any person who comes upon the school grounds with the intent to or after entry engages in any conduct that threatens the health and safety of any person/s or disrupts the safe and orderly operation of the school. This includes persons who enter school grounds during non school hours and misuse,

	vandalize or steal school property. At the very least, intruders cause an emotional disruption to the good order of the school.
Opioid Overdose	Opioid addiction and overdoses have increased sharply across the country over the past two decades in what many organizations describe as a national crisis. Recent opioid overdoses among students have placed a spotlight on the role of schools in administering opioid antagonists on their campuses.
Hazardous Materials Incident	Hazardous materials incidents may range from accidental spillage of cleaning solutions and lab chemicals to incidents involving hazardous material pipelines and transportation accidents.
Terrorism	Once thought a foreign problem, terrorism is now a domestic threat. It is not out of the question for a terrorist (individual or organization) to make a political or religious statement by attacking a defenseless school. More likely would be an attack on a public venue hosting school children or an attack in the school's neighborhood in which the school suffers collateral damage. This is where the District/School uses the Risk Index, Threat and Vulnerability Assessment identification rating forms and the site assessment to identify threats, vulnerabilities and hazards and rank the risk. From this list the table is completed.

Prevention, Mitigation and Preparedness Overview

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. District/School is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff and prevent loss or damage to property.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities.

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. District/School fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Planning Assumptions and Limitations

Planning Assumptions

Stating the planning assumptions allows the District and School to deviate from the plan if certain assumptions prove not to be true during operations. The EOP assumes:

- The District/School community will continue to be exposed and subject to hazards and incidents described in the Threat, Vulnerability and_Hazard Summary, as well as lesser hazards and others that may develop in the future.

- A major disaster could occur at any time, and at any place. In some cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, many emergency situations occur with little or no warning.

- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.

- Following a major or catastrophic incident, the district/school may have to rely on its own resources to be self-sustaining for up to 72 hours.

- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.

- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident

scene.

- Proper prevention, mitigation and preparedness actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses.

- Maintaining the District and School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.

- A spirit of volunteerism among students and families will result in their providing assistance and support to incident management efforts.

- District/School recognizes that during an incident or disaster the District/School will maintain responsibility for its employees and pupils regardless of the agency that has assumed command of the situation.

- Per Government Code § 3100 – 3109: All government employees are disaster workers and subject to "such disaster service activities as may be assigned to them by their superiors or by law."

- The District/School recognizes that some employees are responsible for the care and safety of infirm or disabled family members who, in an emergency, will be unable to provide for their own welfare and/or safety. The District/School may identify these employees and, after considering the totality of the circumstances, release them for a period of time from their statutory duties as a disaster worker.

Limitations

It is the policy of District and School that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, the District and/or School can only endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

CONCEPT OF OPERATIONS

This Plan is based upon the concept that the incident management functions that must

be performed by the School generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, mitigate, protect against, respond to and recover from and the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, District and School participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

District and School recognizes that District/School employees will be first responders during an incident. Adopting NIMS enables staff to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

District and School works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the National Incident Management System (NIMS)

- Identify key district/school personnel who will complete IS-700.a National Incident Management System An Introduction.

- Adopt the use of the Incident Command System (ICS).

- All staff who assume roles described in this system will receive ICS-100 training. ICS-100 SCa Introduction to ICS for Schools.

- District/School key personnel should also, as time permits, complete IS 200.b ICS For Single Resources and Initial Action Incidents and IS 800.b National Response Framework An Introduction.

- The above courses are web based free of charge from the Federal Emergency Management Agency (FEMA) Emergency Management Institute. https://training.fema.gov/is/nims.aspx

- Participate in local government's NIMS preparedness program and align the District and School Plan with the EOP's of the local government agencies serving the District/School.

- Train and exercise the Plan on a regular and consistent basis.

- All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The District/School is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

EFC Emergency Operations Manual (EOM)

Education For Change (District) maintains a district Emergency Operations Manual (EOM, see **Appendix E**) to address hazards and incidents. The School Safe Schools Plan has been developed to fit into the larger district EOM in the case of a large-scale incident. The EOM directs all tactical operations of an incident including: implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS system can be used in all phases of incident management, including pre-incident activities, response, and recovery.]

The Incident Commander at the District and/or School level will be delegated the authority to direct all incident activities within the District's/School's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. In cases of transfer of incident command or joint command the District/School retains the primary responsibility for the custody and care of students and the direction of staff.

The principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as incident_specific plans. The principal or designee will assign an Incident Commander based who is most qualified to direct the response._Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.

- An overview of individual responsibilities.

The principal and assistant principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles must be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

District and/or School staff may be required to remain at school to assist in an incident. (Government Code § 3100 – 3109) In the event that the District/School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise, training and the needs of the incident.

District Administrator/Principal/Building Administrator

The District superintendent or the principal may serve as the Incident Commander or can delegate that authority to a qualified individual. At all times, the superintendent or the principal still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the superintendent/principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the superintendent's office and the Incident Commander.

Incident Commander

The Incident Commander responsibilities include:

- Must be bilingual.
- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, other individuals within the District's/School's jurisdiction and to ensure the preservation of district property and resources.
- Determine whether to implement incident response functions (Evacuation,

Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.

- Arrange for relocation of students, staff, and other individuals when safety is threatened by an incident.

- Work with emergency services personnel, including utility companies and public transportation agencies. Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, evacuation, rescue procedures, etc.

- Keep the superintendent and/or principal and other officials informed of the situation.

Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Supervise students under their charge.

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.

- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.

- Give appropriate action command during an incident.

- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.

- Report missing students to the Incident Commander or designee.

- Execute assignments as directed by the Incident Commander or ICS supervisor.

- Obtain first aid services for injured students from the school nurse or person

trained in first aid. Arrange for first aid for those unable to be moved.

- Render first aid if necessary and properly trained

Instructional Assistants

Responsibilities include

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.
- assisting teachers as directed.

Counselors, Social Workers, and Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the relocation of students, staff, and other individuals when their safety is threatened by an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of condition of school.

District / School Secretary / Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the District/School Incident Commander or ICS.
- Provide assistance to the principal and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.
- Other duties as assigned by the superintendent/principal/Incident Commander.

Food Service/Cafeteria Workers

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.

- Execute assignments as directed by the Incident Commander or ICS supervisor.

Transportation Employees (Study Tours)

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new location when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

Other Staff (Itinerant Staff, Substitute Teachers)

Responsibilities include:

- Substitute teachers will remain with their class unless relieved of that duty by the Incident Commander or designee.
- Reporting to the Incident Commander or ICS supervisor if requested or activated.

Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures, as age appropriate.

- Take an active part in school incident response/recovery activities, as age appropriate.

Parents/Guardians

The District and School recognizes that parents and guardians are a crucial part of our school community and are a major influence on their child's academic and social success. The District and School wants parents and guardians to be involved in and informed of our efforts to ensure their child's safety and welfare while at school or school functions. Parents and guardians are welcome to participate in School's emergency planning by becoming a participating member in the school safety or site committee.

Responsibilities include:

- Ensure current telephone numbers and home address are on file at the School by updating immediately when changes are made.
- When notified of an emergency at the School - adhering to instructions including not to come to the school until requested.
- Encourage and support School safety, violence prevention, and incident preparedness programs within the School.
- Participate in volunteer service projects for promoting School incident preparedness.
- Provide the School with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce School training and ensure family safety.
- Understanding their roles during a School emergency.

DIRECTION, CONTROL, AND COORDINATION

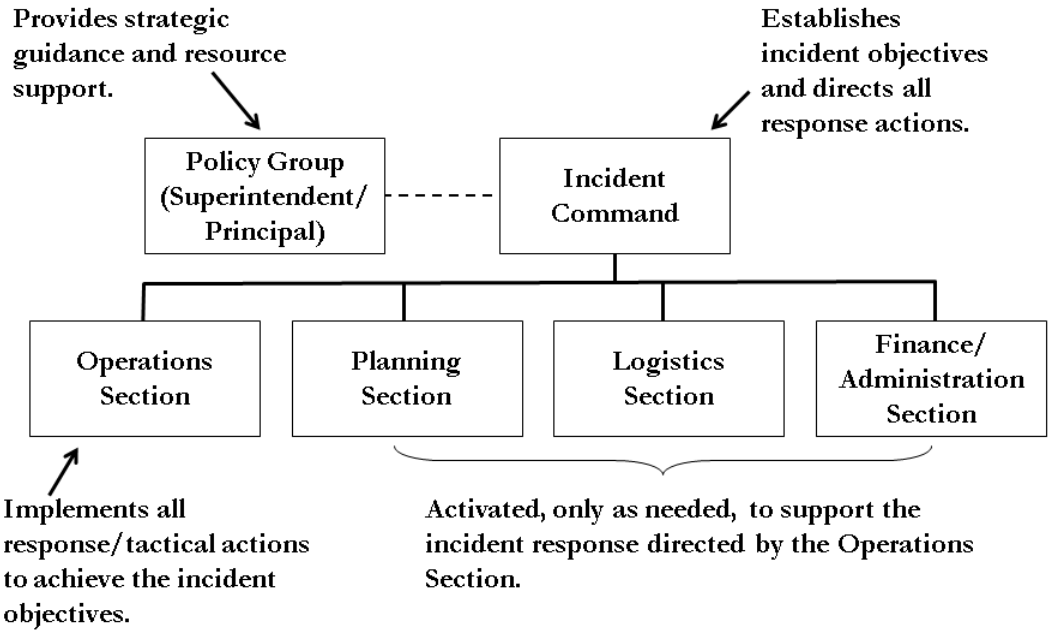
District/School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either

single site or multi-incidents, the District and/or School EOP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

Figure 1. Incident Management Team



The ICS is organized into the following functional areas:

(For a complete guide to the duties of each ICS position refer to FEMA ICS Resource Center http://training.fema.gov/emiweb/is/icsresource/index.htm)

Incident Command:

Directs the incident management activities using strategic guidance provided by the Policy Group.

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.

- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).

- Coordinate media relations and information dissemination with the principal.

- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.

- Document all activities.

Operations Section:

Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- Implement the incident action plan.

- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing facility.

- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.

- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.

- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.

- Activate the Parent Student Reunification Plan.

- Document all activities.

As needed, the types of Strike Teams described in the following table may be established within the Operations Section.

Table 2. Operations Section Teams

Strike Team	Potential Responsibilities
Search & Rescue Team	Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for: ▪ Identifying and marking unsafe areas. ▪ Conducting initial damage assessment. ▪ Obtaining injury and missing student reports from teachers. ▪ ICS Safety Officer may halt any search and rescue operation he/she deems unsafe to conduct.

First Aid Team	First Aid Teams provide triage and first aid services. First Aid Teams are responsible for: ▪ Setting up first aid area(s) for students. ▪ Assessing and treating injuries. ▪ Completing master injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students and other disaster victims.

Strike Team	**Potential Responsibilities**
Evacuation / Shelter / Care Team	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: ▪ Accounting for the whereabouts of all students, staff, and volunteers. ▪ Setting up a secure assembly area. ▪ Managing sheltering and sanitation operations. ▪ Managing student feeding and hydration. ▪ Coordinating with the Student Release Team. ▪ Coordinating with the Logistics Section to secure the needed space and supplies.

Facility & Security Response Team	The Facility & Security Response Team is responsible for: ▪ Locating all utilities and turning them off, if necessary. ▪ Securing and isolating Fire/HazMat. ▪ Assessing and notifying officials of Fire/HazMat. ▪ Conducting perimeter control.
Crisis Intervention Team	The Crisis Intervention Team is responsible for: ▪ Assessing need for onsite mental health support. ▪ Determining need for outside agency assistance. ▪ Providing onsite intervention/counseling. ▪ Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.
Student Release Team	Reunification refers to reuniting students with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: ▪ Setting up a secure reunion area. ▪ Checking student emergency cards for authorized releases. ▪ Completing release logs. ▪ Coordinating with the Public Information Officer on external messages.

Planning Section:

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.

- Document all activities.

Logistics Section:

Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities.

Finance/Administration Section:

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.

This section may not be established onsite at the incident. Rather, the District management offices may assume responsibility for these functions.

Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the school district operations center. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Joint Information Center.

The school principal and Incident Commander will keep the Policy/Coordination Group informed.

Community Emergency Operations Plan (EOP)

Education For Change (District) maintains a district Emergency Operations Plan (EOP) to address hazards and incidents.

Coordination with First Responders

An important component of the District and School EOP is a set of interagency agreements with various county agencies to aid in timely communication and delivery of services. These agreements help coordinate services between the agencies, District and School.

Various agencies and services include county governmental agencies such as mental health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event that is taking place in the community.

If a School incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The School Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

The District/School maintains responsibility for the control, safety and welfare of its students and staff.

Source and Use of Resources

District and School will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been trained to assist if called upon and available after an incident occurs.

The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- First aid kit and sanitation supplies will be provided by **EFC and are located in one of the containers outside on the yard. Keys: Custodian: Rafael Landaverde, Site Operations Manager: America Magallon**
- Cots and bedding supplies will be provided by: **School**
- Food/water supplies will be provided by: **School**
- Security will be provided by: **School**
- Counseling services will be provided by: **School**

COMMUNICATIONS

Communication is a critical part of incident management. This section outlines the District and School communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

Internal Communications

Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as

additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- Telephone Tree/RoboCall: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).

- Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.

- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

Communication with the School District Office

The Incident Commander will use the School Emergency Radio Network to notify the principal of School status and needs. The principal will notify the Home Office. The Home Office will notify the chartering agency/ authorizer and/or the County Office of Education of the status of all district schools. He/she will designate staff member(s) to monitor all communications.

External Communications

Communication with First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. The District and School frequently exercises the School EOP with first responders to practice effective coordination and transfer of command.

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from District/School about the incident, what is being done about it, and the safety of the children and staff.

Communication With Parents

Before an incident occurs, the District and School will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at Back–to-School Night.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, the District and School will:

- Disseminate information via text messages, radio announcements, and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, website address, or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

After an incident, District and School administrators may schedule and attend an open question-and-answer meeting for parents as soon as possible.

Communication With The Media

In the event of an incident, the Incident Commander will:

- Designate a Public Information Officer (Principal).
- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the principal and Policy Group.

All District/School employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in **Appendix B**.

Media contacts at the major television, internet, and radio stations are maintained by the principal. In the case of an incident, these media contacts will broadcast District and/or School's external communications plans, including the information hotline for parents and guardians.

Handling Rumors

In addressing rumors the most effective strategy is to provide facts as soon as possible. To combat rumors, the District and/or School will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, and cafeteria workers,. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.

- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, the District and School will conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information.

Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of School's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.

- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).

- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.

- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.

- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.

- Arrange for ongoing status reports during the recovery activities to: estimate when the educational program can be fully operational; and identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.

- Educate school personnel, students, and parents on available crisis counseling

services.

- Apprise the Oakland Unified School District, the county office of education and any other public agency or entity have a legitimate need to know of recovery status.

The District will:

- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.

- Establish absentee policies for teachers/students after an incident.

- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.

- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, video conferencing, telegroup tutoring, etc.

- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).

- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

Communication Tools

Some common internal and external communication tools that the District and School may use include the following:

- Standard Telephone: The District and School may designate a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.

- Cellular Telephones: These phones may be the only tool working when electric service is out. They are useful to faculty/staff en route to or from a site.

- Intercom Systems: The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.

- Bullhorns and Megaphones: A battery-powered bullhorn should be part of the School's emergency to-go kit to address students and staff who are assembling outside the School. Procedures governing storage and use will help ensure readiness for use.

- Two-Way Radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.

- Computers: A wireless laptop computer may be used for communication both within the School and to other sites and District. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as School evacuation, closure, or relocation on the home page of the school and district website.

- Fax Machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.

- Alarm Systems: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.

- Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance

ADMINISTRATION, FINANCE, AND LOGISTICS

Agreements and Contracts

If school resources prove to be inadequate during an incident, the District and/or School will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

When normal operations are disrupted during an incident, the District Board or Policy Group must approve all donations that are intended to support the District and/or School during the emergency. Noncommercial food items may or may not be accepted by the District and/or School.

Recordkeeping

Administrative Controls

District/School is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

Incident Costs

Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs.
- Equipment operations costs.
- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this Plan.

PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

Education For Change Operations Team is responsible for the overall maintenance and revision of the District/ School EOP. The **Site Administrators** are responsible for coordinating, training and exercising the School EOP. Both teams are expected to work closely together to make recommendations for revising and enhancing the plan.

The District/School Board of Directors and the superintendent are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency manager approval and suggestions will also be requested.

Approval and Dissemination of the Plan

The District/School Board of Directors, together with the principal and superintendent, will approve and disseminate the plan and its annexes following these steps:

- Review & Validate the Plan
- Present The Plan (For Comment or Suggestion)
- Obtain Plan Approval (District/School Board of Directors)
- Distribute The Plan

Record of Changes

Each update or change to the Plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the District/School Emergency Operations Planning Team.

Record of Distribution

Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and acceptance of the Plan. The District and School Emergency Operations Planning Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the District/School Board of Directors.

Plan Review and Updates

The basic Plan and its annexes will be reviewed annually by the District and School Emergency Operations Planning Team, emergency management agencies, and others deemed appropriate by school administration. Annual review will be completed and signed off by the reviewing committee members prior to the first day of August.

The District/School EOP will be updated as needed based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.
(Updating may be done at any time without waiting for annual review.)

Training and Exercising the Plan

The District and School understand the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that District and School personnel and community first responders are aware of their duties and responsibilities under the District/School Plan and the most current procedures, the following training, drill, and exercise actions will occur. The Exercise Planning Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program.

Basic training and refresher training sessions will be conducted during the first in-service day of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

Mandatory School EOP training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the District/School EOP.
- First aid and CPR for all staff.
- Team training to address specific incident response or recovery activities, such as Parent/Student Reunification, Special Needs, and Relocation.
- Key personnel will complete the FEMA courses listed under Concept of Operations on Page 11 of this Plan.

Additional training will include drills, tabletop and functional exercises. Drills will be conducted at least one (1) time per semester. Exercises will occur at least one (1) time per school year. The details of training are outlined in the Multi-Year Training and Exercise Plan **(see Appendix C).** Records of the training provided including date(s), type of training, and participant roster will be maintained.

Approved parent volunteers and community members will also be incorporated into larger training efforts.

All District and School staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively. A resource guide for family planning is included as **Appendix D.**

AUTHORITIES AND REFERENCES

The following are federal and state mandates, statutes, cases and authorities upon which the District and School EOP is based. These authorities and references provide a legal basis for incident management, operations and activities.

California Constitution Article 1, Sec. 28, Paragraph 7:

The right to public safety extends to public and private . . . campuses where "students and staff have the right to be safe and secure in their persons"

Homeland Security Presidential Directive 5:

Mandating adoption of NIMS by local government agencies (including school districts) as a condition for federal preparedness assistance, grants, etc.

California Education Code:

§ 47610: Exempting charter schools from laws governing school.

§32280 – 32289: Requirements for comprehensive safety schools plan (charter schools exempt; however, it is a useful guidance tool).

§ 47605(b)(F): The charter school application must contain "The procedures that the school will follow to ensure the health and safety of pupils and staff".

§ 46392(a): Recovery of ADA under declared state of emergency.

California Labor Code:

§ 6400(a): "Every employer shall furnish employment and a place of employment that is safe and healthful for the employee therein".

California Government Code:

§ 3100 – 3101: School district employees are "disaster service workers" who may be assigned to such disaster service activities as deemed necessary by their superiors or by law.

Relevant Case Law Decisions:

Canton v. Harris U.S.Sct. (1989): Liability for failure to train, which deprives plaintiff of a constitutional right.

Monell v. City of New York U.S. SCt. (1978): Local agencies can be considered persons and held civilly liable and in some cases criminally responsible for injuries or damages arising out of failure to train. (could be applied to "Disaster workers")

City of Oklahoma v. Tuttle U.S. SCt. (1985): Failure to train in the practical area at issue in the litigation.

Jane Doe v. Forest Hills School Dist. USDC WDMI (Mich.) No. 1:13-cv-428: Failure to train deliberate indifference in light of foreseeable consequence.

Appendix A (Maps)

Latitude High School Site Map

Appendix B (Media Protocol)

Media Communication Information

Education for Change Public Schools recognizes the responsibility of the news media to provide accurate and timely information to the community concerning issues and events that occur in our schools. While we are committed to cooperating with the news media request for access to our schools and students, we are also obligated to protect the privacy of students and employees.
To help facilitate media requests, all media inquiries must be directed through the Superintendent who will act as the official liaison and primary contact for media and spokesperson for the School System. This includes requests for interviews with Home Office staff, administrators, teachers or students; or for information on District/school policies and procedures. The Home Office will work closely with principals in regards to media requests relating to prospective schools. If a principal declines an interview, or if a story is a district issue rather than a school one, the Superintendent will speak on the school/system's behalf or provide a spokesperson.

Media Contact:
Larissa Adam, Superintendent
Tel: (510) 568-7936
Email: ladam@efcps.net

Media Access to Schools

In order to protect the privacy of the students and staff, media representatives (journalists, photographers, videographers) are not permitted on school grounds to interview, photograph or videotape without prior approval. To facilitate media relations efforts, the media are requested to contact the Superintendent in advance of any school visit (unless requested by the school).
At their discretion, the Superintendent in cooperation with the school/district administrators may grant media access and arrange interviews with staff and/or students. Interviews will not be conducted during school hours or on school property without the approval and presence of a school/district administrator or designee.
Before any minor is photographed, videotaped or interviewed by the media, a media consent form must be signed by his/her legal guardian. This form is included in the registration packet.

Request for Information

Education for Change Public Schools ensures the protection of student/employee privacy and will:

- Not release any information that may reveal a student's identity;
- Respect the privacy of its teachers and employees and will not release any personal or personnel-related information unless required by law;
- Not comment on any case that is before the courts; and
- Refer all questions related to police investigations to proper authority.

Appendix C (Multi-Year Training and Exercise Plan)

Latitude Emergency Drill Schedule 2023-24

Friday, September 15, 2023 **Earthquake Drill and Fire Drill** **3:00 pm**	**Friday, January 26, 2024** **Earthquake Drill and Fire Drill** **3:00 pm**
Friday, October 20, 2023 **Earthquake Drill and Fire Drill** **12:00 pm**	**Friday, February 2, 2024** **Earthquake Drill and Fire Drill** **11:00 am**
Thursday, November 9, 2023 **Lockdown Drill** **1:10 pm**	**Friday, March 15, 2024** **Lockdown Drill** **2:45 pm**
Thursday, December 14, 2023 **Fire Drill** **9:15 am**	**Friday, April 19, 2024** **Earthquake Drill and Fire Drill** **10:20 am**

Appendix D (Personal and Family Emergency Plans Resource Guide)

Ready

Prepare. Plan. Stay Informed. ®

Family Emergency Plan

FEMA



Make sure your family has a plan in case of an emergency. Before an emergency happens, sit down together and decide how you will get in contact with each other, where you will go and what you will do in an emergency. Keep a copy of this plan in your emergency supply kit or another safe place where you can access it in the event of a disaster.

Out-of-Town Contact Name: _____ Telephone Number: _____

Email: _____

Neighborhood Meeting Place: _____ Telephone Number: _____

Regional Meeting Place: _____ Telephone Number: _____

Evacuation Location: _____ Telephone Number: _____

Fill out the following information for each family member and keep it up to date.

Name: _____ Social Security Number: _____
Date of Birth: _____ Important Medical Information: _____

Name: _____ Social Security Number: _____
Date of Birth: _____ Important Medical Information: _____

Name: _____ Social Security Number: _____
Date of Birth: _____ Important Medical Information: _____

Name: _____ Social Security Number: _____
Date of Birth: _____ Important Medical Information: _____

Name: _____ Social Security Number: _____
Date of Birth: _____ Important Medical Information: _____

Name: _____ Social Security Number: _____
Date of Birth: _____ Important Medical Information: _____

Write down where your family spends the most time: work, school and other places you frequent. Schools, daycare providers, workplaces and apartment buildings should all have site-specific emergency plans that you and your family need to know about.

Work Location One

Address: _____
Phone Number: _____
Evacuation Location: _____

School Location One

Address: _____
Phone Number: _____
Evacuation Location: _____

Work Location Two

Address: _____
Phone Number: _____
Evacuation Location: _____

School Location Two

Address: _____
Phone Number: _____
Evacuation Location: _____

Work Location Three

Address: _____
Phone Number: _____
Evacuation Location: _____

School Location Three

Address: _____
Phone Number: _____
Evacuation Location: _____

Other place you frequent

Address: _____
Phone Number: _____
Evacuation Location: _____

Other place you frequent

Address: _____
Phone Number: _____
Evacuation Location: _____

Important Information	Name	Telephone Number	Policy Number
Doctor(s):			
Other:			
Pharmacist:			
Medical Insurance:			
Homeowners/Rental Insurance:			
Veterinarian/Kennel (for pets):			

Dial 911 for Emergencies

Ready

Prepare. Plan. Stay Informed.

Family Emergency Plan

FEMA

Make sure your family has a plan in case of an emergency. Fill out these cards and give one to each member of your family to make sure they know who to call and where to meet in case of an emergency.

ADDITIONAL IMPORTANT PHONE NUMBERS & INFORMATION:

Family Emergency Plan

EMERGENCY CONTACT NAME:
TELEPHONE:

OUT-OF-TOWN CONTACT NAME:
TELEPHONE:

NEIGHBORHOOD MEETING PLACE:
TELEPHONE:

OTHER IMPORTANT INFORMATION:

DIAL 911 FOR EMERGENCIES

Ready

< FOLD HERE >

ADDITIONAL IMPORTANT PHONE NUMBERS & INFORMATION:

Family Emergency Plan

EMERGENCY CONTACT NAME:
TELEPHONE:

OUT-OF-TOWN CONTACT NAME:
TELEPHONE:

NEIGHBORHOOD MEETING PLACE:
TELEPHONE:

OTHER IMPORTANT INFORMATION:

DIAL 911 FOR EMERGENCIES

Ready

< FOLD HERE >

ADDITIONAL IMPORTANT PHONE NUMBERS & INFORMATION:

Family Emergency Plan

EMERGENCY CONTACT NAME:
TELEPHONE:

OUT-OF-TOWN CONTACT NAME:
TELEPHONE:

NEIGHBORHOOD MEETING PLACE:
TELEPHONE:

OTHER IMPORTANT INFORMATION:

DIAL 911 FOR EMERGENCIES

Ready

ADDITIONAL IMPORTANT PHONE NUMBERS & INFORMATION:

Family Emergency Plan

EMERGENCY CONTACT NAME:
TELEPHONE:

OUT-OF-TOWN CONTACT NAME:
TELEPHONE:

NEIGHBORHOOD MEETING PLACE:
TELEPHONE:

OTHER IMPORTANT INFORMATION:

DIAL 911 FOR EMERGENCIES

Ready

Appendix E



Education *for* Change

EMERGENCY OPERATIONS MANUAL

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Introduction

Natural disasters, such as earthquakes, floods, man-made disasters or terrorist acts, which can result from chemical or biological incidents, falling aircraft, fires, explosions, etc., are potential hazards for which we must be prepared. We must also prepare for a man-made crisis, which can come in the form of weapons on campus or office buildings and bomb threats.

The objective of Education for Change Emergency/Disaster Planning and the Emergency Operations Manual is to provide the maximum practical protection for students and staff in the event of an emergency.

To meet this objective, each classroom will have an Emergency Bucket. Each Emergency Bucket contains the necessary tools to be used in case of an emergency (for a complete inventory list see the last page of this document).

We will train and prepare students and staff on the appropriate and safe procedures to follow in the event of an emergency through staff in-service trainings and student drills. The occurrence of an emergency will require prompt response from all personnel as they perform their specific assignments from this plan. Since no two emergencies will be the same in nature, scope, or magnitude, it is necessary for the emergency plan to be basic, flexible, and subject to modification as the need arises. Modification will be at the discretion of the Principal and the local civil authority.

However, in any emergency, the following priorities shall apply:

1. **Protection of life**
2. **Prevention of injury**
3. **Protection of property**
4. **Preparation of the campus for extended stay or evacuation**

Who Declares a Site Emergency?

Site emergencies may be declared by the following:

1. **Civil Authorities:**

   The police, fire officials, or other local, state or federal government agencies may declare an emergency, which would involve the EFC site. Notification of such conditions will activate EFC's Emergency Plan so that an adequate site response can be engaged.

   The Superintendent shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Superintendent shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

2. **Principal:**

   The Principal at an **Education for Change (EFC) school** is primarily responsible for declaring a site emergency. In questionable cases they may use the Incident Command Structure (ICS) team to assist in assessing the need to declare an emergency. The list of staff that are a part of the ICS team and their responsibilities in an emergency is located on page 6 of this manual. In the absence of the Principal, the Acting Principal will act on behalf of the Principal. In a situation where neither is available, the most senior administrator on site shall declare the emergency.

3. **All EFC Employees:**

   a. ***Emergency Situations:*** All EFC employees are responsible to sound the appropriate alarm or notification upon discovering an emergency. An emergency includes events such as: fire, earthquake, observation of a person on site with a gun, or hearing gunshots on site. If a fire is observed, an alarm pull device should be activated. In any emergency situation (including fire), use your phone, radio, or any other available means of communication (i.e., e-mail, messenger, etc) to immediately notify administration. Obviously, common sense will indicate that, in some situations you should immediately proceed with either a Room Evacuation or Lock Down for your own office or the students around you. An emergency situation will usually require calling 911 as well. **Any employee may call 911 in an emergency.** An animal attack may require a Lock Down for a portion of the site and not require a site-wide Lock Down procedure. In such cases, an attempt should be made by the staff on site to clear that particular area and notify administration.

   b. ***Non-emergency Situations:*** Non-emergency situations, such as observations and rumors should be reported immediately to administration without sounding an alarm. An example of this type of situation includes a student reporting that s/he saw a student

put a knife in her/his pocket. The Principal and/or the ICS will determine whether to declare an emergency or not.

Incident Command Structure

The **Incident Command Structure (ICS)** team is made up of the Principal and other designated supervisors and administrators. The Principal may make use of the team if deemed necessary. That team will assist the Principal in determining the true nature and lethality of a given situation and conducting investigations into threatening rumors.

Responsibilities of the ICS personnel:

Site Principal – EFC Principal is responsible for coordinating between the civil authorities and all site staff. Has top authority within the EFC Emergency Team at the site level. Will confer with and receive direction from the Superintendent at the Home Office level, who has ultimate authority at the organizational level.

First Aid Coordinator – Each site will designate personnel at the site level who is responsible for coordinating and overseeing all health problems and first aid treatment until paramedics' arrival. Coordinates communication between paramedics, site staff, Emergency Authorities, hospitals, etc.

Grounds, Maintenance and Supplies Coordinator – Site Operations Manager is responsible for coordinating with custodial staff to locate (and know how to use) the site's shut-off valves and utility switches (gas, water, electricity, etc), knows layout of site's buildings and grounds, and emergency supplies inventory and locations.

The **Principal** will be responsible overall for ensuring that the site's Safe Schools Plan is updated annually and that key emergency procedures and an evacuation map are posted in each room. All employees will be trained on the emergency procedures.

In the event of an emergency, the following individuals at the organizational-level (EFC) will be in charge and serve as lead to ensure an appropriate response to the emergency. At the site level, the Principal will be in charge first, the 2nd name will serve as designee for the 1st named, etc.

	Home Office Name	Phone Number
1st in-charge	**Larissa Adam**	**(510) 326-1677**
2nd in-charge	**Abigail Nuñez**	**(310) 625-3764**
3rd in-charge	**Tavita Robles**	**(510) 282-5687**

Communication During an Emergency

Alarms (Notification of Emergency):

The site's intercom system and/or phone call page system will be utilized to notify everyone of room evacuations and lock downs. Site evacuations will be initiated by verbal commands from designated administrator in the field after a room evacuation has occurred.

Emergency Task Alarm (Notification) in the event of phone system failure:
Ensure that every classroom has a clipboard with emergency procedures and a whistle. If you hear a whistle burst, then you should do the same whistle burst so that the next teacher will hear you. Do this only one time.

Room Evacuation	1 – Long Whistle
Campus Evacuation	2 – Short whistle bursts
Lock Down Repeated	3 – Short whistle bursts
Shelter in Place	4 – Short whistle bursts

The "**All Clear**" alarm for all drills will be given verbally from the command post by radio, cell phone or site phone all page.

Reporting Emergencies:

Emergencies that pose an immediate danger to the safety and health of staff, students, and visitors should be reported as follows:

The first employee to observe the emergency should call **911** or instruct someone else to call **911**.

Emergencies that may be reported **without** causing all staff, students, and visitors to evacuate should be reported by:

a. Calling 911 for medical/police emergencies (e.g., individual experiencing chest pains, assault in progress outside of the school, etc.)
b. Notifying the site Principal of the emergency

General Response Information for Any Declared Emergency

It is important during an emergency that all staff conducts themselves in a professional manner that demonstrates, through their actions, a degree of expertise promoting confidence. What you do in the first ten minutes will make a major difference in reducing the panic of your students. *Above all else, remain calm*. Use the next few minutes to perform your assigned tasks and attempt a return to normalcy.

- The Staff are to remain with their students at all times during an emergency until relieved by administration.

- Do not release students to anyone (including their parents) until authorized to do so by administration.

- Staff is first responsible for the students under their care.

- EFC staff is much like civil emergency personnel during an emergency. Police and fire crews must remain on the job even though they may have a crisis within their homes. Staff will be charged with the emergency care of children during an emergency and should remain on their assigned post until relieved of all responsibilities. If you become aware of a serious crisis at your home, you may ask your supervisor to relieve you from your duties.

- It is the responsibility of all staff to report all rumors and observations regarding information that might lead to a site emergency. Such reports should be made immediately to the Principal. Staff is not to make final assessments as to the lethality of the rumor or observation and its potential to evolve into site emergency.

- Teach students to understand that jokes and false reports regarding weapons, bomb threats or threats of injury to others are not acceptable under any circumstances and will be taken seriously.

Should I Leave an Injured Student Behind?

EFC's staff may eventually be faced with the question, "Do I leave a seriously injured or trapped student behind in the classroom/office/room in order to safely evacuate the remaining students?" Few questions can be more heart wrenching. In such cases, staff must function much like an emergency First Aid Team and perform triage. Staff must make quick, on-the-spot judgments discerning the priority of injuries and what must be done first.

An example of how to prevent further injury or further entrapment is: After an earthquake a portion of the building may have fallen and trapped a student under heavy debris. It may be better to evacuate the mobile students to the evacuation site and report the entrapment to the Fire, Search, and Rescue Team rather than have your existing mobile students attempt a rescue. An aftershock or further cave-in may entrap more students thereby meaning the decision to save one may cost the lives of other students who could have been saved. Often it is best not to move an injured person; leave that job to the paramedics.

On the other hand, if you believe that leaving the student behind could cause death and that you can safely rescue the student without endangering others, it would be best to extract and move the student. An unconscious student who has a severe gash may bleed to death if left unattended. Therefore, it would be better to apply pressure and have some students carry the injured student to medical attention. You may fear that moving a student might cause spinal injury, but if the room is on fire, the student must be moved.

Leaving a student in a room requires quick reporting so that the student can receive assistance as soon as possible. If a student is in immediate danger, and if it is unsafe or impossible for you to extract or move a student, report it immediately. For example, if the trapped student is bleeding severely, use your radio or a messenger to make an immediate report.

Initial Response in an Emergency Situation

The first responses in a declared emergency are going to be one or more of the following tasks: Room Evacuation, Campus Evacuation, Lock Down, Shelter in Place, or Active Shooter Protocol.

- A **Room Evacuation** may be the result of a fire, earthquake, or any other event that requires leaving a building. If an earthquake occurs, the duck and cover, and hold procedure (during the shaking) will precede the room evacuation.

- A **Campus Evacuation** will occur if the site is deemed unsafe and uninhabitable by civil authorities or by administration. This will usually be the result of an earthquake, extensive site fire, range fire, aircraft disaster, chemical threat, or local police action.

- A **Lock Down** procedure will occur if a threat occurs on site or in the local neighborhood, which requires students to be taken indoors where it is less likely that they will be injured. This will usually be the result of an attack by an armed person on site, gunshots fired on site, or in the near neighborhood.

- A **Shelter in Place** procedure may occur in the event of a chemical or biological attack by terrorists. You will be instructed to close and seal all windows, doors, and vents with the supplied duct tape and plastic sheeting found in the Emergency Buckets.

- Activation of the **Active Shooter Protocol** will occur in the event that an individual is actively engaged in shooting or attempting to shoot people.

Room Evacuation Procedures

All Line Staff:

- Upon hearing the alarm system, immediately turn on your radio/cell phone, if applicable.
- Have students leave the room in an orderly manner.
- If a student or staff member is to be left in the room (seriously injured or trapped), report this to the Principal immediately.
- The staff exits the room last to ensure all students are out (except those which cannot be moved), taking the Emergency Bucket, clipboard, and emergency contact numbers with him/her.
- Report with the students to the assigned field area and quickly take roll or do a head count to see if any additional students are missing.
- If someone has been left in the room or is missing, raise the red sign. If all students are accounted for, then raise the green sign.
- Remain with your students and await further instructions.

Principal:

- Secure visual reports from line staff to account for all students.

- As soon as you have names of seriously injured or trapped students/staff left in rooms/offices, notify first responders (eg. Fire Department Search & Rescue). Maintain a list and update the status of each student/staff member as the situation develops.

- Maintain control over your students and staff, striving to reduce panic and return things to normalcy.

Maintenance:

- Site Operations Manager will coordinate with custodial staff to shut off the gas (if there is a smell of gas present).

- Site Operations Manager will report to the alarm control panel to silence the alarm and report the alarm pull location to the Principal (if facility is equipped with a fire alarm system with reporting capabilities).

- Assistant Principal will report to traffic control positions at the proper location. Their duty is to assist emergency vehicles in accessing the correct part of the site. The Principal will assign other personnel to additional locations as necessary.

- When necessary, Custodian will report to the main power entrance panel and await instructions.

Principal:

- Assess the emergency as information is received.

- Call civil authorities as deemed necessary.

- Determine appropriate responses and activate necessary response plans.

- Receive reports from staff on the progress of the Room Evacuation.

- Confirm that the First Aid Team is in place.

- Confirm that the Maintenance Staff is in place.

- Inform the First Aid Team of injuries as necessary.

First Aid Team:

- Receive reports of injuries from the Principal.

- Attend to injuries.

All other staff:

- If you have a radio/cell phone, turn it on.
- Report to the Principal and await further instructions.

Off Campus Evacuation

An **Off Campus Evacuation** will normally follow a Room Evacuation procedure when deemed necessary. The site's designated administrator will deliver the directive for an Off Campus Evacuation verbally to all staff. Unless directed otherwise, Off Campus Evacuations will be specific to the site; please see site-specific Safe Schools Plan.

All Line Staff:

- Upon hearing the alarm system, immediately turn on your radio/cell phone.
- Upon notification from the Principal to evacuate the site, move your students as directed, (toward the on-site evacuation site, the off-site evacuation site or loading zone). Each clipboard shall have a map of the emergency evacuation route. **Always take the Emergency Buckets with you wherever you go. Remember there are tools in those bags that might be dangerous for the unsupervised usage of our students. Therefore, always maintain responsibility for your Emergency Bucket.**
- If walking to an off-site evacuation location is involved, await instruction from the Principal.
- On the way to the evacuation site, re-check the student roster. If a student is missing, contact office staff, who shall relay a complete list of missing students to the Principal.
- Upon arriving at the evacuation site, keep your students together at the assigned area. Follow the instructions of the Evacuation Campus Coordinator designated by the Principal.
- Remain with your students and await further instructions.

Evacuation Campus Coordinator (Principal shall designate a leader to serve as coordinator):

- Prior to leaving the campus, gather your team and provide clear instructions.
- Upon arrival at the evacuation site, direct arriving students and staff to the areas assigned.
- Maintain control over your students and staff at the evacuation site, striving to reduce panic and return things to normalcy.

Maintenance Staff:

- Maintain previous posts from Room Evacuation procedure unless reassigned.
- Await further instructions from the Principal.

- When notified, report to the evacuation site.
- Upon arriving at the evacuation site, report to the Evacuation Site Coordinator for further assignments.

First Aid Team:

- Work with paramedics to determine how injured persons should be transported.

Principal:

- Work with civil authorities in deciding to declare an Off Campus Evacuation.
- Determine via the proper civil authorities that the roads are accessible between the facility and the evacuation site, and that the evacuation site is habitable.
- Declare an Off Campus Evacuation.
- Designate an Evacuation Campus Coordinator
- Notify staff at your School and your Home Office supervisor of an Off Site Evacuation.
- Monitor the evacuation.
- Personally evacuate the site after the evacuation is completed.
- See that sign is posted at the front gate notifying parents of the location of the evacuation site.
- If cell systems are functioning, develop a ParentSquare message to parents to notify them of evacuation.

All other staff:

- If you have a radio/cell phone, turn it on.
- Report to the Principal and await further instructions.

* *If possible, a message will be broadcast to notify parents as to the location where the students have been evacuated. If a power outage disallows this procedure, a sign will be hung on the front gate.*

Lock Down

Teachers and all other staff:

- Upon notification of the lockdown, turn on your cell phone/radio.
- If outside, move students around you into the closest room or building. Leave behind those who are dead or very seriously injured/immobile; take care of the living in order to prevent further death.
- Scan for children or staff left outdoors. Once inside the room, or if you were already in a room when the Lock Down was declared, lock all doors, shut and lock the windows, close window and blinds and instruct students to get on the floor and lie very still.
- Call 911 if you have vital information and cannot reach the Principal on radio or via cell phone.
- Do not respond to knocks or voices at the door unless directed by an administrator or civil authority you can identify – when in doubt, don't respond and don't open the door.
- Remain with students and await further instructions. Keep students silent to make the room appear vacant. Do not respond to a fire alarm (room evacuation alarm). Only evacuate when directed to do so by administration or civil authorities you recognize.
- When you hear your name in the roll call on the radio, respond with your name and room number. If you are missing some students, just state your name, location, how many you have with you and how many you are missing and their location (such as the restroom or library).

Principal:

- Lock down the area you are in by locking all doors; shutting and locking windows; closing blinds; and getting on the floor.
- Assess the crisis as information is received. If the Lock Down is warranted and has not been initiated elsewhere, declare the Lock Down via the all page system. Call 911 to report the situation.
- Call offices and other locations to acquire information.
- Call the staff roll to determine the location of people.
- Confirm that the First Aid Team is in place in case they are needed after the Lock Down.
- Inform the First Aid Team of injuries as necessary after the Lock Down.
- If civil authorities are not directing the Lock Down, determine and deliver the instructions to all staff following the end of the Lock Down. Give notice as to why the Lock Down occurred and what they are to do next.

First Aid Team:

- Lock down your office by locking doors, shutting and locking windows, closing blinds and getting on the floor.
- Do not leave the Lock Down room until instructed to do so by administration or civil authorities.

- Receive reports from the Principal of injuries.
- Attend to injuries after the Lock Down.

Shelter in Place

One of the basic instructions you may be given in a chemical or biological emergency is to **shelter-in-place**. This is a precaution aimed to keep staff and students safe while remaining in your facility. If you are told to shelter-in-place, go inside, close all windows and vents and turn off all fans, heating or cooling systems. All persons should go to a designated safe room, seal windows and doors, and listen to local radio (or television) stations, or a NOAA Weather Radio for instructions.

- While gathering students, you can provide a minimal amount of breathing protection by covering your mouth and nose with a damp cloth. Many chemicals can cause damage to breathing passages.

- Immediately after the **shelter-in-place** announcement is issued, fill large containers (if available) for an additional water supply, and turn off the intake valve to the school or facility. Water supplies may become contaminated. Preserve the water you have available.

- If gas or vapors could have entered the building, take shallow breaths through a cloth or a towel. Many chemicals can cause damage to breathing passages.

- Avoid eating or drinking any food or water that may be contaminated. Injury may occur from eating or drinking toxic chemicals.

- Seal facility safe room (room with the least amount of openings) so contaminants cannot enter:

  1. Close and lock all windows and doors of the facility.
  2. Turn off all fans, heating and air conditioning systems.
  3. Seal gaps and cracks under doorways and windows with wet towels and duct tape and plastic sheeting.
  4. Seal gaps around window and air conditioning units, bathroom and kitchen exhaust fans, and stove and dryer vents with duct tape and plastic sheeting, wax paper, or aluminum wrap.
  5. Close off nonessential rooms such as storage areas, laundry rooms, offices and extra bedrooms.

- Turn off all ventilation systems.
- Go to an above ground room (not the basement) with the fewest windows and doors. Some chemicals are heavier than air, and may seep into basements, even if the windows are closed.

- Take your Emergency Bucket with you. These items may make you more comfortable while you are waiting further instructions.

- Stay in the room and listen to your radio until you are told all is safe, or until you are told to evacuate. Local officials may call for evacuation in specific areas that are at greatest risk in your community. Following the advice of local authorities is your safest choice.

Active Shooter Protocol

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

If you hear shots fired on campus or if you witness an armed person shooting or threatening people (active shooter):

Immediately choose the best way to protect your life. Very quickly, make your best determination of what is occurring and which of the options below will provide the greatest degree of security for you employing the "RUN, HIDE, or FIGHT" protocol.

RUN: Evacuate If Possible

- If there is considerable distance between you and the gunfire/armed person, quickly move away from the sound of the gunfire/armed person. If the gunfire/armed person is in your building and it is safe to do so, run out of the building and move far away until you are in a secure place to hide.
- Leave your belongings behind.
- Keep your hands visible to law enforcement.
- Take others with you, but do not stay behind because others will not go.
- Call 911 when it is safe to do so. Do not assume that someone else has reported the incident. The information that you are able to provide law enforcement may be critical, e.g. number of shooters, physical description and identification, number and type(s) of weapons, and location of the shooter.

HIDE: Hide silently in as safe a place as possible

- If the shooter is in close proximity and you cannot evacuate safely, hide in an area out of the armed person's view.
- Choose a hiding place with thicker walls and fewer windows, if possible.
- Lock doors and barricade with furniture, if possible.
- Turn off lights
- Silence phones and turn off other electronics.
- Close windows, shades and blinds, and avoid being seen from outside the room, if possible.

- If you are outdoors and cannot RUN safely, find a place to hide that will provide protection from gunfire such as a brick wall, large trees or buildings.
- Remain in place until you receive an “all clear” signal from the site Principal or law enforcement.

FIGHT: Take action to disrupt or incapacitate the shooter

- As a last resort, fight. If you cannot evacuate or hide safely and only when your life is in imminent danger, take action.
- Attempt to incapacitate or disrupt the actions of the shooter.
- Act with physical aggression toward the shooter.
- Use items in your area such as fire extinguishers or chairs.
- Throw items at the shooter if possible.
- Call 911 when it is safe to do so.

Immediately after an incident:

- Wait for local law enforcement officers to assist you out of the building, if inside.
- When law enforcement arrives, students and staff must display empty hands with open palms.

Note:

- Understand that gunfire may sound artificial. Assume that any popping sound is gunfire.
- If there are two or more persons in the same place when a violent incident begins, you should spread out in the room to avoid offering the aggressor an easy target.
- Be mindful that violent attacks can involve any type of weapon, not just a gun. Knives, blunt objects, physical force or explosives can be just as deadly as a gun. The suggested actions provided here are applicable in any violent encounter.
- Plan ahead: Visualize possible escape routes, including physically accessible routes for students and staff with disabilities and others with limited mobility.

Response to an Emergency After Hours

The response to school emergencies after the end of the day does not vary from emergencies declared during the business day.

The same procedures will be followed for a Room Evacuation, Site Evacuation, Lock Down and Shelter-in-Place procedures. Here are some things to remember:

1. Rooms closed to students who are outdoors shall be kept unlocked so that a Lock Down procedure can be accomplished.

2. If the Principal and most other administrators are off site when the incident occurs, the senior administrator shall function as the Acting Principal during the emergency. In many cases, that person will be the After School Program Director.

3. If the incident requires an obvious and immediate declaration of an emergency status, such should be declared and all necessary actions put into place.

4. The Senior Administrator is authorized to take any actions deemed necessary in the absence of the Principal.

5. As soon as possible, notification should be made to the proper administrators via pagers, cell phones or land lines, as available. **A call to 911 should always be the first call.**

ADDITIONAL RESPONSE INFORMATION FOR SPECIFIC TYPES OF EMERGENCIES

Air Quality

Regular physical activity promotes health and fitness. However, when the Air Quality Index (AQI) reaches 101 or more, schools must modify outdoor activities to protect students and staff.

EPA Guidance for Schools

The table below shows when and how to modify school-related outdoor physical activity based on the air quality that day. This guidance can help protect the health of all children, including teenagers, who are more sensitive than adults to air pollution.

Air Quality Index	Outdoor Activity Guidance
 GOOD	Great day to be active outside!
 MODERATE	Good day to be active outside! Students who are unusually sensitive to air pollution could have symptoms.*
 UNHEALTHY FOR SENSITIVE GROUPS	It's OK to be active outside, especially for **short activities** such as recess and physical education (PE). For **longer activities** such as athletic practice, take more breaks and do less intense activities. Watch for symptoms and take action as needed.* Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.
 UNHEALTHY	For **all outdoor activities**, take more breaks and do less intense activities. Consider moving **longer or more intense activities** indoors or rescheduling them to another day or time. Watch for symptoms and take action as needed.* Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.
 VERY UNHEALTHY	Move **all activities** indoors or reschedule them to another day.

EPA Guidance for the General Public

The table below contains EPA guidance for the general public, which applies to our staff.

Air Quality Index	Who Needs to be Concerned?	What Should I Do?
Good 0-50	It's a great day to be active outside.	
Moderate 51-100	Some people who may be unusually sensitive to particle pollution.	**Unusually sensitive people:** *Consider reducing* prolonged or heavy exertion. Watch for symptoms such as coughing or shortness of breath. These are signs to take it easier. **Everyone else:** It's a good day to be active outside.
Unhealthy for Sensitive Groups 101-150	Sensitive groups include **people with heart or lung disease, older adults, children and teenagers.**	**Sensitive groups:** *Reduce* prolonged or heavy exertion. It's OK to be active outside, but take more breaks and do less intense activities. Watch for symptoms such as coughing or shortness of breath. **People with asthma** should follow their asthma action plans and keep quick relief medicine handy. **If you have heart disease:** Symptoms such as palpitations, shortness of breath, or unusual fatigue may indicate a serious problem. If you have any of these, contact your heath care provider.
Unhealthy 151 to 200	**Everyone**	**Sensitive groups:** *Avoid* prolonged or heavy exertion. Move activities indoors or reschedule to a time when the air quality is better. **Everyone else:** *Reduce* prolonged or heavy exertion. Take more breaks during all outdoor activities.
Very Unhealthy 201-300	**Everyone**	**Sensitive groups:** *Avoid all* physical activity outdoors. Move activities indoors or reschedule to a time when air quality is better. **Everyone else:** *Avoid* prolonged or heavy exertion. Consider moving activities indoors or rescheduling to a time when air quality is better.
Hazardous 301-500	**Everyone**	**Everyone**: *Avoid all* physical activity outdoors. **Sensitive groups:** Remain indoors and keep activity levels low. Follow tips for keeping particle levels low indoors.

Watch for Symptoms

Air pollution can make asthma symptoms worse and trigger attacks. Symptoms of asthma include coughing, wheezing, difficulty breathing, and chest tightness. Even students who do not have asthma could experience these symptoms.

If symptoms occur: The student might need to take a break, do a less intense activity, stop all activity, go indoors, or use quick-relief medicine as prescribed.

If symptoms don't improve, get medical help.

Anaphylaxis (Severe Allergic Reaction)

Anaphylaxis is a potentially life-threatening hypersensitivity to a substance. The reaction can occur within seconds or minutes of encountering an allergic trigger, including but not limited to an insect sting, food allergy, drug reaction (e.g., antibiotics, aspirin and non-steroidal inflammatory drugs), and exercise.

Watch for Symptoms

Anaphylaxis is highly likely to be occurring when any ONE of the following happens within minutes to hours after exposure to an allergen:

1. A person has symptoms that involve the skin, nose, mouth, or gastrointestinal tract
    - Itching, wheezing, swelling, throat tightening, vomiting, or diarrhea
      AND either:
    - Difficulty breathing, or
    - Reduced blood pressure (e.g., pale, weak pulse, confusion, loss of consciousness)
2. A person was exposed to a suspected (known allergy) allergen, and TWO or more of the following symptoms occur:
    - Skin symptoms or swollen lips (itchy mouth or hives)
    - Difficulty breathing
    - Reduced blood pressure
    - Gastrointestinal symptoms (e.g., vomiting, diarrhea, or cramping)

Many individuals may have previously had only a mild reaction to an allergen, but subsequent exposure can trigger anaphylaxis. Without immediate administration of epinephrine followed by activation of emergency medical services, death can occur.

Administration of Epinephrine

Once anaphylaxis symptoms are present, it is recommended that the first line of treatment of choice is an immediate intramuscular injection of epinephrine (epinephrine auto-injector) injected into the lateral (outer side) thigh, which is effective for five minutes (according to the manufacturer of epinephrine auto-injectors). A trained volunteer[27] may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms of anaphylaxis at school or a school activity when a physician is not immediately available.

Steps in the Emergency Use of an Epinephrine Auto-Injector:

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently, anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat as anaphylaxis.

2. Administer the epinephrine auto-injector, and then call 911. Stay with the individual experiencing anaphylaxis. Have others notify the parents and school administrator immediately.

3. Dosage:
    - For students in second grade or below, or weighing 33-66 lbs., administer 0.15 mg., epinephrine auto-injector (Junior) (when in doubt-give the higher dose) by injecting it into the lateral (outer side) thigh.
    - For adults and students in third grade or above, or weighing 66 lbs. or more, administer 0.30 mg., epinephrine auto-injector (Adult) by injecting it into the lateral (outer side) thigh.

4. Stay with the individual and reassure them. **Do not raise them to an upright position. Have the individual lie down if tolerated with lower extremities elevated. Roll the individual to their side if vomiting. Have them sit up if they have difficulty breathing.**

5. Epinephrine auto-injector administration procedure:

    - Remove safety cap or cover of epinephrine auto-injector and place 'tip' ("active side of device") on outside of thigh—midway between hip and knee (follow instructions—may require pressure while placing on thigh)
    - Position device perpendicular (90 degree angle) to the thigh
    - It can be administered through clothing
    - Wait for click or other sound indicating medication is being administered
    - Hold in place for approximately 3 seconds (or as recommended by the manufacturer's instructions)
    - Many have a shield that covers the exposed needle
    - Keep epinephrine auto-injector until emergency personnel arrive. Per their direction, either give to them or place expended injector in sharps container

6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the epinephrine auto-injector. Remove stinger quickly by scraping with a fingernail, plastic card, or piece of cardboard. Apply an ice pack to the sting area. DO NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the individual.

7. Observe the affected individual for signs of shock. Cover them with a blanket, as necessary, to maintain body temperature and help to prevent shock

8. **Monitor the affected invididual's airway, breathing, and heart rate. Begin CPR immediately if the individual stops breathing or their heart stops beating.**
    - **If symptoms continue or worsen and paramedics have not arrived, use a second epinephrine auto-injector and re-inject no less than 5 minutes after initial injection. Continue to monitor the individual's airway and breathing.**

9. After epinephrine is given, the individual should be promptly taken to the nearest emergency department by ambulance for evaluation and monitoring by physicians and nurses. A second

delayed reaction may occur after the initial anaphylaxis and this second set of symptoms can also be severe and life-threatening. After evaluation and treatment in the emergency department, parents/guardians should be advised to monitor student according to recommendations of the treating healthcare provider(s) and staff should be informed by the treating healthcare provider on next steps for safe care.

NOTE: According to Centers for Disease Control and Prevention (CDC),[4] anaphylaxis affects one in every 13 children (under eighteen years of age) or approximately two children in every classroom. It is estimated that 25 percent of students have their first anaphylactic reaction at school.

Biological Threat



A biological attack is the deliberate release of germs or other biological substances that can make you sick. Many agents must be inhaled, enter through a cut in the skin or be eaten to make you sick. Some biological agents, such as anthrax, do not cause contagious diseases. Others, like the smallpox virus, can result in diseases you can catch from other people.

If There is a Biological Threat

Unlike an explosion, a biological attack may or may not be immediately obvious. While it is possible that you will see signs of a biological attack, as was sometimes the case with the anthrax mailings, it is perhaps more likely that local health care workers will report a pattern of unusual illness or there will be a wave of sick people seeking emergency medical attention. You will probably learn of the danger through an emergency radio or TV broadcast, or some other signal used in your community. You might get a telephone call or emergency response workers may come to your door.

In the event of a biological attack, public health officials may not immediately be able to provide information on what you should do. It will take time to determine exactly what the illness is, how it should be treated, and who is in danger. However, you should watch TV, listen to the radio, or check the Internet for official news including the following:

- Are you in the group or area that authorities consider in danger?
- What are the signs and symptoms of the disease?
- Are medications or vaccines being distributed?
- Where?
- Who should get them?
- Where should you seek emergency medical care if you become sick?

Protect Yourself

If you become aware of an unusual and suspicious release of an unknown substance nearby, it doesn't hurt to protect yourself. Quickly get away. Cover your mouth and nose with layers of fabric that can filter the air but still allow breathing. Examples include two to three layers of cotton such as a t-shirt, handkerchief or towel. Otherwise, several layers of tissue or paper towels may help. Wash with soap and water and contact authorities.

Bomb Threat

One of the goals of a bomb threat caller is to cause panic among the people being threatened. If you are prepared and ready to act, that goal can be eliminated. Be vigilant in your planning and be prepared. In the case of a bomb threat, everyone needs to know what to do and how to do it safely and efficiently.

The person receiving the bomb threat call should engage the caller in a conversation to get as much information as possible (**see bomb checklist in section 8, following page**):

- Ask what time the bomb is set to go off.
- Ask questions regarding the specific location, building, room, closet, locker, hallway, etc.
- Ask about the appearance of the bomb package.
- Listen for background noise, e.g., radio, other people, traffic sounds, etc.
- Was the caller calm or hysterical?
- Was the caller's voice young or old?
- Notify the Principal or other administrator.
- All personnel are to remain out of the threatened building. The notified administrator will call the police and declare an emergency and initiate a Room Evacuation procedure. The police will conduct the bomb search.

Challenging Site Visitors

All staff are expected to immediately report any visitor who does not appear to be on site for official business. Staff may contact the Principal if and when assistance is needed. Visitors on site who are not conducting official business should be escorted off site.

Chemical Threat



A chemical attack is the deliberate release of a toxic gas, liquid or solid that can poison people and the environment.

Possible Signs of Chemical Threat
Many people suffer from watery eyes, twitching, choking, having trouble breathing or losing coordination. Many sick or dead birds, fish or small animals are also cause for suspicion.

If You See Signs of Chemical Attack

- Quickly try to define the impacted area or where the chemical is coming from, if possible.
- Take immediate action to get away.
- If the chemical is inside a building where you are, get out of the building without passing through the contaminated area, if possible.
- Otherwise, it may be better to move as far away from where you suspect the chemical release is and "shelter-in-place."
- If you are outside, quickly decide what the fastest escape from the chemical threat is. Consider if you can get out of the area, or if you should follow plans to "shelter-in-place."

If You Think You Have Been Exposed to a Chemical
If your eyes are watering, your skin is stinging, and you are having trouble breathing, you may have been exposed to a chemical.

- If you think you may have been exposed to a chemical, strip immediately and wash.
- Look for a hose, fountain, or any source of water, and wash with soap if possible, being sure not to scrub the chemical into your skin.
- Seek emergency medical attention.

Child Abuse

As mandated reporters, School personnel are mandated reporters, and are therefore required to file a report with Child Protective Services (CPS) if they have knowledge of or observe a child whom the reporter knows or reasonably suspects has been the victim of child abuse or neglect. The report must be made immediately or as soon as is practically possible by telephone, and the reporter must prepare and fax or electronically transmit a written report of the incident within 36 hours of receiving the information about the incident. CPS Hotline: (415) 558-2650 or 1-800-856-5553.

Child abuse and neglect includes (1) physical injury inflicted upon a child by other than accidental means; (2) sexual abuse or assault; (3) neglect (negligent treatment or maltreatment of a child by person responsible for their welfare indicating harm or threatened harm to the child's health or welfare), (4) willful harming or injuring of a child or the endangering of the person or health of a child, and (5) unlawful corporal punishment or injury.

Child abuse or neglect does not include a mutual affray between minors; an injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of their employment as a peace officer; or reasonable and necessary force used by a school employee to quell a disturbance threatening physical injury to another person or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the student.

Information on Child Abuse and the Suspected Child Abuse reporting form can be found here.

Earthquake

- Initiate the duck, cover and hold procedure before evacuating the room. Evacuate only after the shaking has stopped. Staff does not have to wait for the Room Evacuation alarm to sound before starting the Room Evacuation procedure.
- Staff should train students on the duck, cover and hold procedure, reviewing it frequently during drills and exercises.

If indoors…

DUCK – drop to the floor.
COVER – Seek cover beneath a desk, chair, table or bench with your back to the windows. If hard cover is not available, then in a bent, crouched-over position, bury your face in the crook of your elbow, and place the other hand over the back of the neck.
HOLD – If beneath a piece of furniture, hold on to the leg of the furniture so that it doesn't "walk" away from you during the shaking.

If outdoors…

Get away from buildings. Stay clear of walls, power poles, trees, loose wires, and metal fences. Lie flat on the ground and bury your face in the crook of one elbow while placing the other hand over the back of the neck.

After Earthquake

After the initial shock has ended, and a reasonable interval has passed with no further shock, survey immediate surroundings to determine injuries and damage.

Do not attempt to move seriously injured persons unless they are in immediate danger of further injury.

If telephones are operating, call the Principal or designee and report conditions of students and estimated damage in your area.

Check for fire or fire hazards from broken electrical lines or short circuits and follow the facility Fire Response Procedure in the facility Fire Plan if a fire is discovered or reasonably expected.

Immediately clean up spilled medications, drugs and other potentially harmful materials.

Check to see that sewage lines are intact before permitting continued flushing of toilets.

Check closets and storage shelve areas. Open closet and cupboard doors carefully and watch for objects falling from shelves.

Be prepared for additional "aftershocks." Although most of these are smaller than the main shock, some may be large enough to cause additional damage.

Responsibilities:

Principal:

After receiving damage assessment report, determine the advisability of partial or complete evacuation of the facility.

If evacuation is deemed advisable, determine condition of exit areas and avoid those that are obstructed or otherwise hazardous.

Conduct immediate check of all communications systems including facility PA, radio network and telephones. Initiate actions to restore service or use other communication resources, including cell phones, two-way radios or messengers.

- Direct implementation of evacuation procedures.
- Direct disaster response activities.
- Initiate recall of personnel.
- Provide for emergency messenger service.
- Establish triage area to screen students and personnel that may be injured.

Facility Services:

Facility Service personal will discontinue normal activities; keep facility in operation and/or make emergency repairs to restore services, particularly electrical main or auxiliary.

Check utility lines and appliances for damage. If gas leaks exist, shut off the main gas valve. Shut off electrical power if there is damage to wiring. Report damage to the appropriate utility companies and follow their instructions. DO NOT USE matches, lighters or open flame appliances until you are sure no gas leaks exist. Do not operate electrical switches or outlets.

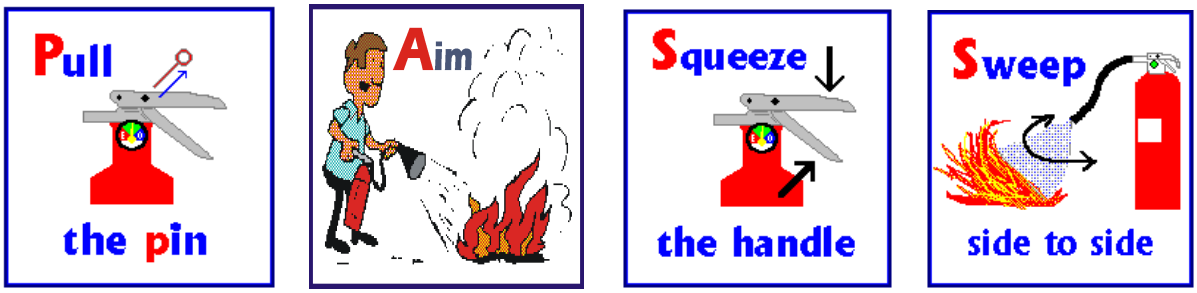
Fire

Local Confined Fire

In case of very small, localized fires (e.g., in a trash can) use the fire extinguishers located throughout the building.

Below is the proper procedure for using a fire extinguisher in case of a small fire. Do not put yourself at mortal risk to put out a fire that is too large or out of control.

Remember the PASS acronym:



1) **Pull** the pin located on the handle
2) **Aim** at the base of the fire (stay at least 8 feet from the fire)
3) **Squeeze** the handle all the way for maximum flow
4) **Sweep** at the base of the fire. Move the fire extinguisher or nozzle/hose in a side-to-side "sweeping" motion.

Remember the fire can still re-ignite, so make sure fire is completely out before leaving the scene.

Activate the nearest fire alarm pull station and call 911 if the fire is too large for you to safely put out with a fire extinguisher.

Large Fire

If you smell smoke or observe a fire, activate the nearest fire alarm pull station (where applicable). Call or send a student to the Principal. Have students close all doors and windows as they evacuate the room. Use the RACE method to evacuate:

Remember this Acronym:

R – Rescue (anyone in immediate danger)
A – Alarm (pull fire alarm and call 911)
C – Contain (close all doors as you evacuate)
E – Evacuate (go to the nearest evacuation location away from the fire)

Before opening any door, test for heat by brushing the back of your hand ONLY across the surface of the door and the doorknob. If any surfaces are hot, go to an alternate route. If the area feels cool, open it slowly. Stay calm and be prepared to close the door immediately at the first sign of smoke or fire. Remain calm and quiet to allow instructions to be heard.

External Fire

In the event that an external (outside the building) fire should require an emergency response, it is likely that the most prudent course would be to stay put, unless instructed otherwise by emergency personnel such as Firefighters or Police.

Poor Air Quality due to External Fire

If the fire is negatively impacting outdoor air, the site operations manager will determine whether to restrict outdoor access for students. Site operations managers will provide all staff and students with air masks as appropriate to protect from poor air quality. If outdoor air quality is such that indoor air becomes negatively impacted and the HVAC system cannot mitigate appropriately, Home Office will determine in consultation with the local authorizers whether to dismiss students and cancel school. If the AQI is at or above 275, the Superintendent shall cancel school.

What to do if you are trapped in a building

- Stay calm. Go to a room that has an outside window and stay there.
- If there is a working telephone, call 911 and tell them exactly where you are.
- To help rescue workers find you, stay where you are and wave something bright or light colored to attract attention.
- To keep smoke out of your area, use clothing, towels, newspapers etc. to stuff the cracks around the door and ventilators.
- If water is available, dampen a cloth to breathe through to help filter smoke and gas vapors.
- If the room begins to fill with smoke, stay as close to the ground as possible
- Above all, THINK before you act and be patient until help arrives.

Heat Advisory

Regular physical activity promotes health and fitness. However, during times of high heat risk, schools must modify outdoor activities to protect students and staff.

CDPH Guidance for Schools

Know your location's "HeatRisk" level to determine who is at risk and what actions to take. Find your HeatRisk level here: National Weather Service (NWS) HeatRisk forecast. The NWS HeatRisk tool provides a seven-day forecast of the potential level of heat risk for a specific location.[4] For guidance on actions to take, see the next section.

Value	Risk of Heat-Related Impacts
0 (Green)	**Little to no risk** from expected heat.
1 (Yellow)	**Minor** - This level of heat affects primarily those individuals extremely sensitive to heat, especially when outdoors without effective cooling and/or adequate hydration.
2 (Orange)	**Moderate** - This level of heat affects most individuals sensitive to heat, especially those without effective cooling and/or adequate hydration.
3 (Red)	**Major** - This level of heat affects anyone without effective cooling and/or adequate hydration.
4 (Magenta)	**Extreme** - This level of rare and/or long-duration extreme heat with little to no overnight relief affects anyone without effective cooling and/or adequate hydration.

Source: NWS HeatRisk: Understanding HeatRisk.

Be aware that multiple days of extreme high temperatures will make students and athletes more vulnerable to heat illness.

Monitor for Symptoms

- Always monitor for exertional heat illness. Air temperature, humidity, direct sunlight and other factors can increase risk of heat illness. See below for more information.
- Be aware that exertional heat stroke is life-threatening. Exertional heat stroke (EHS) can occur within the first 60 minutes of exertion and may be triggered without exposure to high ambient temperatures. In the event of EHS, seek medical attention immediately.
- Other heat-related illnesses include heat exhaustion, heat cramps, sunburn and heat rash. For more information about heat-related illnesses, please see the relevant sections below.

Heat Acclimatization

Proceed with extra caution in scenarios where extreme heat occurs suddenly, lasts an extended period of time and/or reaches new high temperatures. Generally, in these scenarios, very few outdoor activity participants (or those participating in indoor spaces without cooling) are "acclimatized." Heat acclimatization is the body's process of adapting to or "getting used to" the heat that occurs gradually (usually requiring 1 to 2 weeks) when a person is exposed to a hotter setting. **Students and athletes face higher risk of heat illness when they are not acclimatized to hotter and/or more humid conditions.** Certain geographic areas (such as coastal areas) not accustomed to higher temperatures will have more persons that are not acclimatized.

Actions Schools Should Take to Lower Risk

The table below outlines actions schools should take in response to each heat risk level. A PDF of this table can be found here.

Value	Risk	What does this mean?	Who / What is at risk?	What actions can be taken?
0 (Green)	**Little to None**	• This level of heat poses **little to no risk** from expected heat	• No elevated risk	• No preventative actions necessary
1 (Yellow)	**Minor**	• Heat of this type is **tolerated by most**; however, there is a **minor risk for extremely heat-sensitive groups*** to experience negative heat-related health effects	• **Primarily those who are extremely sensitive to heat,*** especially when outdoors without effective cooling and/or adequate hydration	• Increase hydration • Reduce time spent outdoors or stay in the shade when the sun is strongest • Open windows at night and use fans
2 (Orange)	**Moderate**	• Heat of this type is tolerated by many; however, there is a **moderate risk for members of heat-sensitive groups*** to experience negative heat-related health effects, including heat illness • **Some risk for the general population who are exposed to the sun for longer periods of time** • **Living spaces without air conditioning can become uncomfortable during the afternoon and evening**, but fans and leaving windows open at night will help	• **Primarily heat-sensitive or heat-vulnerable groups,*** especially those without effective cooling or hydration • Those not acclimatized to this level of heat (i.e., visitors) • Otherwise healthy individuals exposed to longer duration heat, without effective cooling or hydration, such as in the sun at an outdoor venue • Some transportation and utilities sectors • Some health systems will see increased demand, with increases in emergency room visits	• Reduce time in the sun during the warmest part of the day • Stay hydrated • Stay in a cool place during the heat of the day (usually 10 a.m. to 5 p.m.) • Move outdoor activities to cooler times of the day • For those without air conditioning, use fans to keep air moving and open windows at night to bring cooler air inside buildings
3 (Red)	**Major**	• Heat of this type represents a **major risk to all individuals who are 1) exposed to the sun and active or 2) are in a heat-sensitive group** • **Dangerous to anyone without proper hydration or adequate cooling** • **Living spaces without air conditioning can become deadly during the afternoon and evening. Fans and open windows will not be as effective.** • **Poor air quality** is possible • **Power interruptions** may occur	• **Much of the population, especially anyone without effective cooling or hydration** • Those exposed to the heat/sun at outdoor venues • Health systems likely to see increased demand with significant increases in emergency room visits • Most transportation and utilities sectors	• **Cancel outdoor activities during the heat of the day**** (usually 10 a.m. to 5 p.m.), and move activities to the coolest parts of the day • Stay hydrated • Stay in a cool place especially during the heat of the day and evening • If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans may not be adequate.
4 (Magenta)	**Extreme**	• This is a rare level of heat leading to an **extreme risk for the entire population** • **Very dangerous to anyone without proper hydration or adequate cooling** • This is a **multi-day excessive heat event**. A prolonged period of heat is dangerous for everyone not prepared • **Poor air quality** is likely • **Power outages are increasingly likely** as electrical demands may reach critical levels	• **Entire population exposed to the heat is at risk** • For people without effective cooling, especially heat-sensitive groups, **this level of heat can be deadly** • Health systems highly likely to see increased demand with significant increases in emergency room visits • Most transportation and utilities sectors	• **Cancel outdoor activities**** • Stay hydrated • Stay in a cool place, including overnight • If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans will not be adequate. • Check on your neighbors

**Populations at higher risk of heat-related health impacts include older adults, young children, unhoused residents, those with chronic health conditions, outdoor workers, those exercising or doing strenuous activities outdoors during the heat of the day, pregnant individuals, those living in low-income communities, and more.*

*** For Extreme (Magenta/4) and Major (Red/3) risk levels, CDPH recommends more caution and therefore guides canceling outdoor activities based on these scenarios.*

Opioid Overdose

Every EFC office maintains doses of Naloxone nasal spray. Naloxone saves lives because it can quickly restore normal breathing to a person whose breathing has slowed or stopped as a result of overdosing on prescription opioid medications, heroin, or drugs that are adulterated and contaminated with an opioid like fentanyl (e.g., cocaine, methamphetamine). If you give naloxone to a person who has not taken an opioid medicine, **it will not hurt them**.

Recognize the Signs of an Opioid Overdose

During an overdose, a person's breathing can be dangerously slowed or stopped, causing brain damage or death. It's important to recognize the signs and act fast, even before emergency workers arrive. Signs of an overdose may include:

- Small, constricted "pinpoint pupils"
- Falling asleep or loss of consciousness
- Limp body
- Slow, shallow breathing
- Choking or gurgling sounds

What to Do if You Think Someone Has Overdosed on Opioids

1. Call 911 immediately.
2. Give naloxone as quickly as possible. Do not wait for emergency workers to arrive before giving naloxone. Remember, Naloxone will not hurt anyone.
3. Try to keep the person awake and breathing.
4. Lay the person on their side to prevent choking.
5. Stay with the person until emergency workers arrive.
6. Naloxone is a temporary treatment. More than one dose might be needed under some circumstances, especially if an overdose event involves illicitly manufactured fentanyl and fentanyl-related substances.

Radiation Threat



A radiation threat or "Dirty Bomb" is the use of common explosives to spread radioactive materials over a targeted area. It is not a nuclear blast. The force of the explosion and radioactive contamination will be more localized. While the blast will be immediately obvious, the presence of radiation will not be clearly defined until trained personnel with specialized equipment are on the scene. As with biological or chemical threats, you want to limit exposure.

If There is a Radiation Threat or "Dirty Bomb"
To limit the amount of radiation you are exposed to, think about shielding, distance and time.

- Shielding: If you have a thick shield between yourself and the radioactive materials more of the radiation will be absorbed, and you will be exposed to less.
- Distance: The farther away you are away from the blast and the fallout, the lower your exposure.
- Time: Minimizing time spent exposed will also reduce your risk.

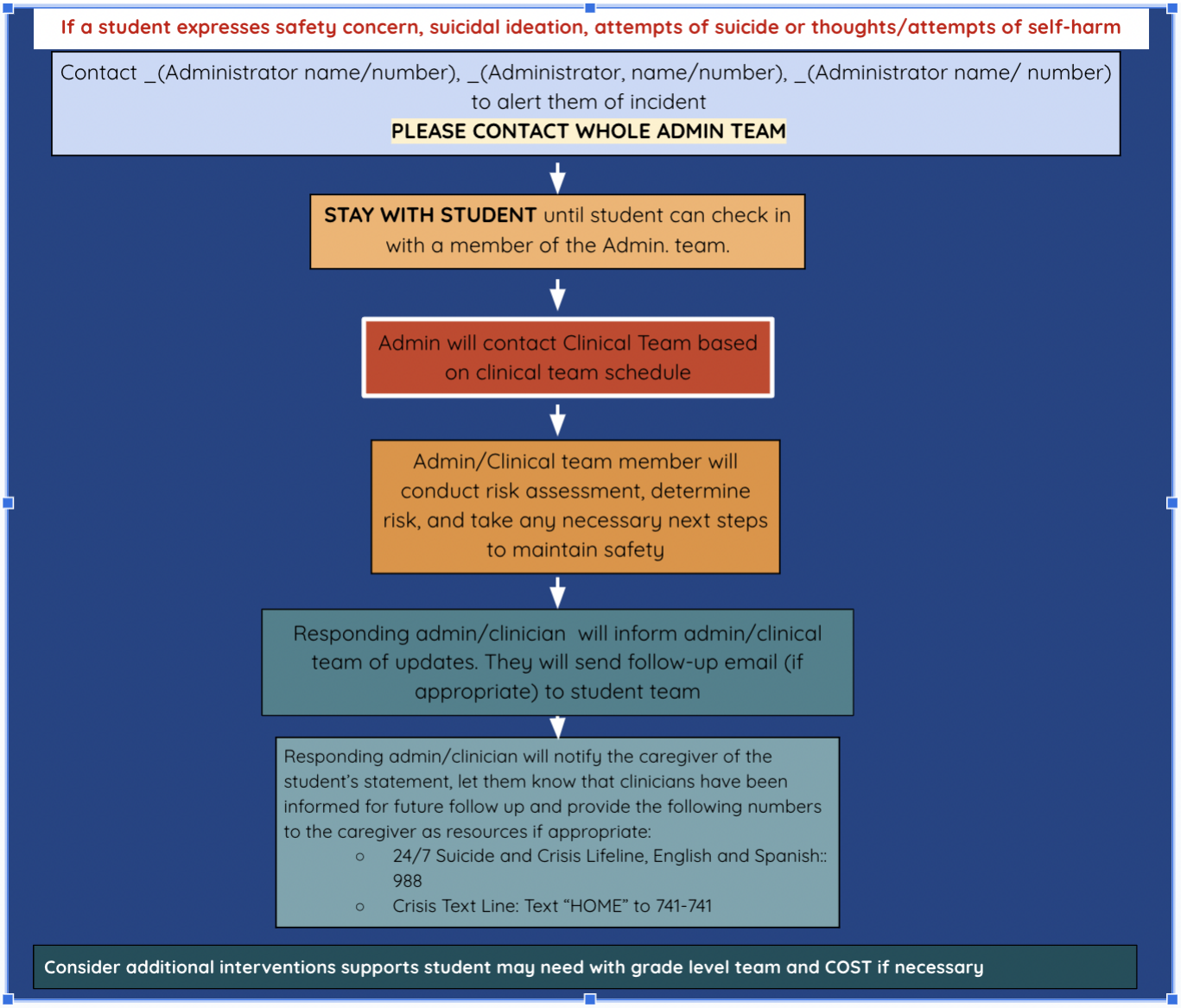
As with any emergency, local authorities may not be able to immediately provide information on what is happening and what you should do. However, you should watch TV, listen to the radio, or check the Internet often for official news and information as it becomes available.

Suicide Risk

Intervention and Emergency Procedures

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

For youth at risk, follow the flow chart, and review the instructions underneath the flow chart.



1. School staff will continuously supervise the student to ensure their safety.
2. The principal and school suicide prevention coordinator will be made aware of the situation as soon as reasonably possible.
3. Admin/clinical team member will complete Suicide Risk Assessment and identify risk level and next steps. The school mental health professional or principal will contact the student's parent or guardian and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases will involve setting up an outpatient mental health or

primary care appointment and communicating the reason for referral to the healthcare provider.

4. After a referral is made, EFC shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, EFC may contact Child Protective Services.
5. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

Suspicious Box Located on Site

- Any student or personnel who believes a box or other type of container to be suspicious should not touch the item and instead immediately report it to the Principal or administrator.
- The notified administrator will investigate and if deemed necessary, declare an emergency, initiate a Room Evacuation procedure and call the police.
- The area where the suspect device is located will be cleared by at least 200 feet.
- All students and staff are to keep away from the suspect device and allow the police to deal with it.

Utility Failure

Power Outage

In the event of commercial electrical service failure, the following steps must be taken:

1. Check to make sure all backup electrical equipment is functioning properly:
    a. Alarm Systems
    b. Egress illumination
    c. Emergency communication system
    d. Illumination of exit signs
2. Contact PG&E

    Check the PG&E outage map or call their phone number: **1-800-743-5002 to ask** them how long the service will be out.

    In the case of an emergency (eg. downed power line, a transformer exploded, etc.) call 911 AND the PG&E Emergency Services number: **1-800-743-5000**
3. Notify the Director of Site Operations

    Director of Site Operations Telephone number: **Cell: (510) 282-5687**
4. In the case of an outage that is expected to be lengthy, notify the Principal supervisor (Superintendent or Chief of Schools) to discuss plans for potential school closure.
5. Notify all Staff regarding the length of the service outage as well as response plans.

Natural Gas Disruption

In the event that a gas pipe or regulator that is servicing the facility develops a leak or rupture, the following steps will be taken:

1. Immediately notify staff and evacuate the building.
2. Call 911 AND the PG&E Emergency Services number: **1-800-743-5000**

3. Notify the Director of Site Operations and the Principal's supervisor (Superintendent or Assistant Superintendent)

4. After the natural gas service is restored, ask PG&E to light all pilot lights and check equipment for proper operation.

Note: NEVER use candles, light matches, or smoke cigarettes when there is a natural gas emergency.

Fire Alarm System Failure

In the event that the fire alarm fails, immediately call the Director of Site Operations and Principal's Supervisor to consult regarding next steps.

HVAC Failure

1. Notify the Site Operations Manager; they take the necessary steps to correct any failures of the HVAC system.

2. If determining the repairs cannot be made in a timely manner or beyond the scope of in-house capabilities, the Site Operations Manager will contract the work out to the appropriate HVAC vendor.

3. Notify teachers/staff and tell them approximately how long this will affect the school.
   Note: In extreme weather conditions portable heat or AC will be set up at the site where the failure has occurred.

4. After repairs are made, notify the teachers/staff.

Water Failure

1. In the event of commercial water service failure, the following steps will be taken:

2. Call the EBMUD Emergency Services number, **1-866-403-2683**, and ask for an estimated time that water service will be restored

3. Notify the Director of Site Operations
   Site Operations Manager Telephone number: **Cell: (510) 282-5687**

4. In the case of an outage that is expected to be lengthy, notify the Principal supervisor (Superintendent or Assistant Superintendent) to discuss plans for potential school closure.

5. Notify all Staff regarding the length of the service outage as well as response plans.

Sewage Back-up

In the event of a sewage back-up, notify the Site Operations Manager immediately.

If it has been determined that the **main** sewer line is broken or rendered unusable, the Site Operations Manager will call the appropriate plumbing contractor to repair/restore service.

In the case of a main sewer line break, notify the Principal supervisor (Superintendent or Assistant Superintendent) to discuss plans for school closure.

Note: It may be necessary to shut off all water in the facility to keep sewage waste to a minimum. This decision will be made by Principal and Site Operations Manager.

If the area of stoppage has overflowed, the plumbing contractor will pump the effluent into a tank truck and sanitize the effected area.

Triage and Medical Care

The First Aid Team for this site will be coordinated by **the Assistant Principal.** If he/she is not available, the Principal shall designate a staff member to serve as coordinator.

The Principal will inform the First Aid Team Coordinator of the location of all persons requiring medical treatment.

The First Aid Team Coordinator will designate an area for the treatment of casualties. If necessary, a separate area, preferably away from the treatment area will be designated as a morgue.

The closest medical facilities are listed in Appendix A.

The Medical Coordinator will organize the triage and treatment functions to ensure that all casualties are evaluated and treated in an expeditious and appropriate manner.

Search and Rescue

Staff has not received training for search and rescue operations. The Fire Department will conduct search and rescue. The Fire Department Dispatch numbers are located in Appendix A.

Building Security and Reoccupation

After all staff members and others have been evacuated, the Principal will lock the doors of the building to ensure that people do not attempt to re-enter the building unless it is determined safe to do so.

The Principal is responsible for evaluating the safety of the building or coordinating the assistance of outside agencies to evaluate the safety of the building. This evaluation must be performed prior to allowing employees and others back in the building.

Securing of Property:

If the building is not to be re-occupied, the Principal will be responsible for the overall securing of the property.

Emergency Equipment

Administrators and other staff assigned radios shall keep them accessible at all times when they are at school. During an emergency, staff assigned radios shall retain the equipment on their person and active at all times (24 hours per day) until the emergency is over.

Emergency Supplies

Every EFC classroom will be equipped with Emergency backpacks or buckets with the following supplies.

- Bandages (variety of sizes)
- Hydrogen Peroxide
- Premium Rolling Backpack (EP-FLEX4R)
- SOS Emergency Food Ration - 2400 Calorie (x5)
- Mainstay Emergency Drinking Water Pouch - 4.22oz (x30)
- Emergency Attendance Form
- EMR2000 Multi-Function Emergency NOAA Radio
- Emergency Whistle with Carabiner - 125db
- Heavy-Duty Work Gloves - Pair
- Emergency Survival Blanket (x3)
- Plastic Sheeting - 9' x 9'
- Plastic Tarp with Grommets - 5' x 7'
- Hand Sanitizer - Antibacterial - 8oz - 62% Alcohol
- Cleansing Towelettes (Box of 100)
- Nitrile Gloves - Pair (x2)
- First Aid Kit in Small Pouch - 100 Piece
- Clipboard
- Duct Tape

Emergency Inventory List for Container

Each EFC school site will have an Emergency Container equipped with Emergency Supplies in case of school closure due to an emergency.

- 4 Emergency Ration (24) Calories Bars
- 12 Emergency Water Boxes (w/straws)
- 1 Box of Water Purification Tablets (50 ea.)
- 2 Light Sticks – Green (12 hour)
- 5 Emergency Blankets
- 1 AM/FM Radio/Lantern Light Solar & Battery Operated
- 1 Box Waterproof Matches
- 1 Tent
- 5 Emergency Candles
- 1 Pry/Crow Bar (15")
- 5 Tissue Packs
- 12 Sanitation Bags
- 1 Package of Toilet Chemicals
- 1 5 Gallon Container
- 1 Snap On Toilet Seat
- 1 Pair Work Gloves with Leather Palm
- 2 Pairs Vinyl Gloves
- 5 Dusk Masks
- 1 Whistle with Lanyard
- 1 First Aid Kid
- 1 Duct Tape
- 1 Water Preserver 5 Year Concentrate

Emergency Prevention Schedule

Due to the rapid change of staffing and students at EFC the following will be practiced:

- Fire (Room Evacuation) **Monthly**
- Earthquake/Disaster (Duck, Cover and Hold, and Room Evacuation) **Semi-Annually**

Business Offices and Non-student care areas:

- Fire drill conducted annually
- Disaster Drill conducted annually

Appendix

Emergency Contacts

Education for Change Main Office: (510) 568-7936

On-Call Home Office Administrator Emergency Contact:

	Home Office Name	Cell Number
1st in-charge	**Larissa Adam**	**(510) 326-1677**
2nd in-charge	**Abigail Nuñez**	**(310) 625-3764**
3rd in-charge	**Tavita Robles**	**(510) 282-5687**

Site Specific Emergency Phone Numbers:

[Site Name]

Principal:
Site Operations Manager:
Custodian(s):
Assistant Principal(s):

Emergency First Responder Phone Numbers:
Emergency – (Medical, Police and Fire) **911**
National Crisis & Suicide Hotline: **988**
Alameda County Mobile Crisis Unit (for mental health crises): **(510) 891-5600**
Local Police – **(510) 777-3211** emergency, **(510) 777-3333** non-emergency
Local Fire – **(510) 238-3856**
PG&E Emergency: **1-800-743-5000**
EBMUD Emergency: **1-866-403-2683**

Nearest Hospitals:

Children's Hospital
747 52nd Street,
Oakland, California 94609
(510) 428-3000

Alameda County Medical Center-Highland Hospital
1411 E. 31st St.
Oakland, CA 94602
(510) 437-4800

Kaiser Permanente Oakland Medical Center
280 W. MacArthur Blvd.

Oakland, CA 94611
(510) 752-1000

BOMB THREAT CHECKLIST

Telephone Procedures

Date:	*Time Received:* ○ AM ○ PM	

DATE: / / TIME RECEIVED: : AM/PM CONCLUDED: : AM/PM

- REMAIN CALM, BE COURTEOUS, LISTEN TO, AND DO NOT INTERRUPT THE CALLER
- GET ATTENTION OF ANOTHER PERSON - GIVE NOTE SAYING "CALL UC POLICE - BOMB THREAT" **9-911**
- IF YOUR PHONE HAS CALLER ID DISPLAY, RECORD NUMBER OF INCOMING CALL _____
- WRITE DOWN EXACT WORDS OF THE CALLER AND THREAT
- DON'T HANG UP THE PHONE. LEAVE LINE OPEN
- NOTIFY A SUPERVISOR

_____
_____

TRY TO KEEP THE CALLER ON THE PHONE AND TALKING BY ASKING THE FOLLOWING QUESTIONS

1. WHEN WILL IT EXPLODE? AT WHAT TIME?
2. WHERE IS IT LOCATED? WHAT FLOOR? ROOM?
3. WHAT DOES IT LOOK LIKE?
4. WHAT KIND OF BOMB IS IT?
5. WHAT WILL SET IT OFF?
6. WHY ARE YOU DOING THIS?
7. WHO ARE YOU?
8. ARE YOU AWARE THAT IT COULD KILL OR INJURE INNOCENT PEOPLE IN ADDITION TO THOSE YOU INTEND TO HURT? ☐ Yes ☐ No

DESCRIPTION OF CALLER (check all that apply)

Sex: Male ☐ Female ☐ Unknown ☐ Approximate Age_____

Voice	Speech	Language	Behavior	Background Noises
☐ Clean	☐ Accented	☐ Educated	☐ Agitated	☐ Airport
☐ Distorted	☐ Deliberate	☐ Foreign	☐ Angry	☐ Animals
☐ Loud	☐ Distinct	☐ Foul	☐ Blaming	☐ Baby
☐ Muffled	☐ Fast	☐ Intelligent	☐ Calm	☐ Birds
☐ Nasal	☐ Hesitant	☐ Irrational	☐ Fearful	☐ General Noise
☐ Pitch-High	☐ Lisp	☐ Rational	☐ Laughing	☐ Guns Firing
☐ Pitch-Med	☐ Slow	☐ Slang	☐ Nervous	☐ Gymnasium
☐ Pitch-Low	☐ Slurred	☐ Uneducated	☐ Righteous	☐ Machinery
☐ Pleasant	☐ Stuttered	☐ Unintelligible	☐ Other:	☐ Music

☐ Raspy	☐ If Accented,	☐ If Foreign,		☐ Party
☐ Smooth	Describe:	Describe:		☐ Quiet
☐ Soft				☐ Restaurant
☐ Squeaky				☐ Talking
☐ Unclear				☐ Tavern/Bar
☐ Other				☐ Television

Name Of Person Receiving Call: _____
Phone Number Threat Was Received On: _____
Name Of Possible Suspect: _____

Trapped, Missing, Injured or Deceased Students Report

Instructions: Complete this form immediately following a program evacuation if you have left students in their room or office. Staff should send a runner with two copies to the Principal. Staff should wait for an available staff member to come by and retrieve the copies. Keep one copy for yourself. The Principal retains one copy and forwards one to civil authorities responding to the emergency situation.

Program_____Date_____

Staff name: _____ Room/Office number:_____

Current location of your Class or Office:_____

Number of students left in room or staff in offices:_____

Names (If Possible) of those left behind:

_____
_____
_____
_____
_____

Number apparently dead:____ Number gravely injured:____

Room Checked: Yes No

Number and Names of Injured Removed:____

_____
_____
_____

Number and Names of Deceased Removed: ____

_____
_____
_____

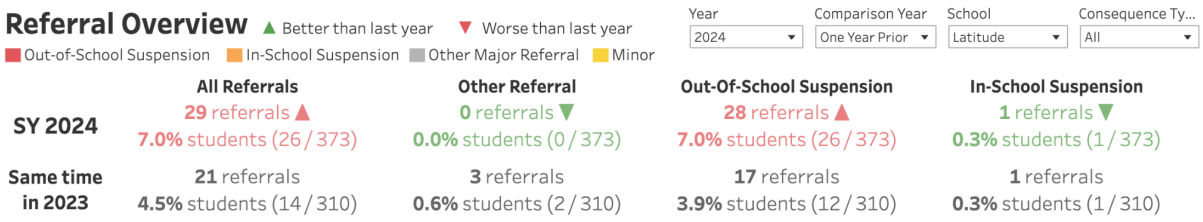
Number and Names of Those Taken to Triage: ____

_____
_____
_____

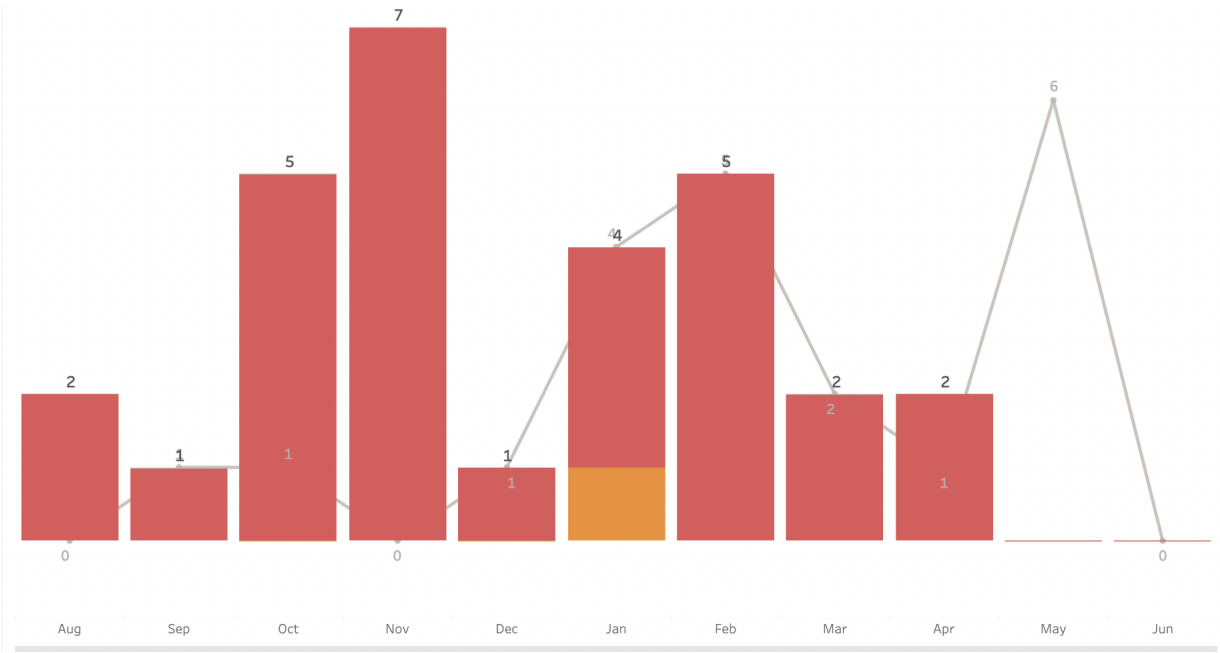
Appendix F - Data Analysis and Findings

Describe the data reviewed and key analysis points, and table of findings pertaining to the current status school culture at the school and at school-related functions.

Referral / Suspension Data Snapshot from Tableau (EOY 23-24)



	All Referrals	Other Referral	Out-Of-School Suspension	In-School Suspension
SY 2024	29 referrals ▲ 7.0% students (26 / 373)	0 referrals ▼ 0.0% students (0 / 373)	28 referrals ▲ 7.0% students (26 / 373)	1 referrals ▼ 0.3% students (1 / 373)
Same time in 2023	21 referrals 4.5% students (14 / 310)	3 referrals 0.6% students (2 / 310)	17 referrals 3.9% students (12 / 310)	1 referrals 0.3% students (1 / 310)

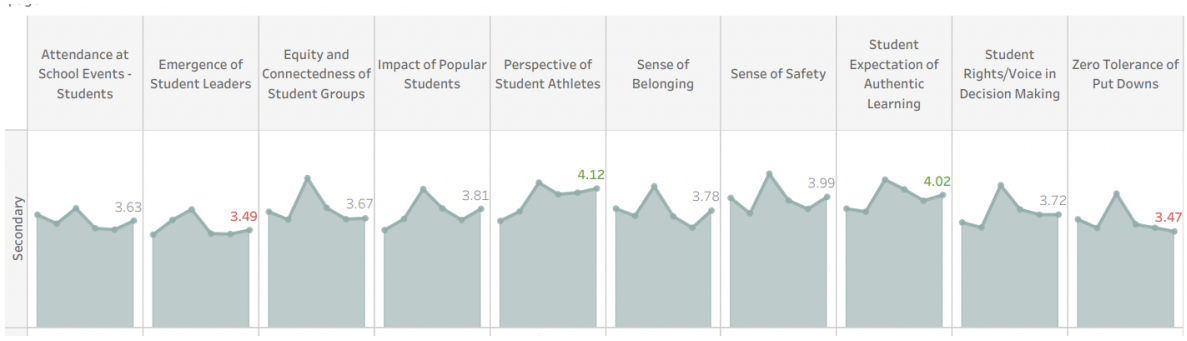


Describe the data reviewed and the analysis points (what the data means, how it's collected, what you focused on in the analysis) - 3 or 4 sentences

Our deans collected and recorded key suspension data, including the months that suspensions spiked, as well as the root causes for the behaviors. Based on the data, we observed that the majority of our Out of School suspensions took place in October and November, as a few key student physical conflicts took place during this time. In response to these conflicts, our School Culture Team leaned in heavily to hold deep restorative conversations, preceded by individual 1-1 pre-work with each of the students involved. This deep restorative work led to lasting resolutions to the conflicts. It also allowed us to be more proactive for the following year, specifically around phone use in school, as social media was one of the major precursors to some of the conflicts that took place.

CHOOSE 1 OTHER DATA SOURCE:

2nd Data Source for SY23-24 From List Above: SCAI Survey



Describe the data reviewed and the analysis points (what the data means, how it's collected, what you focused on in the analysis) 3 - 4 sentences
This SCAI data was collected through surveys administered in Spring 2024 to our students during their advisory period. We discovered that "Sense of Safety" and "Student Expectation of Authentic Learning" were among our highest domains, with student responses averaging 3.99 and 4.02 out of 5 respectively. "Zero Tolerance of Put Downs" was one of our lowest domains, with student responses averaging 3.47 out of 5. This suggests that our teachers and staff can be more explicit and intentional in calling out the unacceptability of derogatory language at our school.

Table of Findings

Finding	Measures taken / addressed by Safe School Plan
1, We observed that the majority of our Out of School suspensions took place in October and November, as a few key student physical conflicts took place during this time.	In response to these conflicts, our School Culture Team leaned in heavily to hold deep restorative conversations, preceded by individual 1-1 pre-work with each of the students involved. This deep restorative work led to the lasting resolutions to the conflicts. It also allowed us to be more proactive for the following school year, specifically around being even more vigilant about banning phone use in classrooms, as social media was one of the major precursors to some of the conflicts that took place.
2. "Zero Tolerance of Put Downs" was one of our lowest domains, with student responses averaging 3.47 out of 5.	In our beginning of year orientations and presentations by the deans, our staff was explicit and intentional in calling out the unacceptability of derogatory language at our school. In addition, our Humanities teachers and advisors created explicit units and lessons to teach students about the history of dehumanizing language and its damaging impact on our society. Any incidents involving dehumanizing language resulted in students working with deans on an educational module to further educate them about the impact of their words and actions.

Appendix G - COVID-19 Operational Parameters and Safety Precautions (SY24/25)

COVID-19 Operational Parameters and Safety Precautions
2024-25 School Year

Overview

In order to safely operate during the school year, EFC schools need to implement the most current safety guidance to support student and staff well being and decrease potential spread of the coronavirus.

The below precautions are based on the California Department of Public Health Respiratory Viruses Guidance.

Headlines:
In order to minimize cases of on-campus COVID transmission, follow these five key steps:

1. Self-screen for symptoms and exposure at home;
2. Wash/sanitize your hands frequently;
3. Keep the HVAC fan and/or HEPA filter in your room/office running the entire day;
4. Follow the CDC's guidance for preventing the spread of respiratory viruses when you're sick.

Facilities	
Topic	**Precaution**
Ventilation	● MERV 13 filtration/needlepoint bipolar ionization systems are installed in our classroom buildings/spaces with modern HVAC units. Keep the units running throughout the day. ● In spaces without modern HVAC units, run the HEPA filter throughout the day, keep door(s) and window(s) open at all times, and use a fan to circulate fresh air into the room. ● As temperatures and conditions allow, keep windows open in ALL classrooms to increase air flow. Students and staff should wear extra layers to allow this to happen. ● Replace all central HVAC system filters and HEPA filters at the frequency recommended by the manufacturer. ● See this list for information on our ventilation equipment.
Cleaning/hand hygiene supplies	● Schools will ensure adequate supplies to support hand hygiene behaviors, including soap, tissues, no-touch trash cans, and hand sanitizers with at least 60 percent alcohol for staff and children who can safely use hand sanitizer. ● Hand sanitizers should be stored up, away, and out of sight of younger children and should be used only with adult supervision for children ages 5 years and younger.
School Wide Systems	
Topic	**Precaution**

Arrival System	**<u>Arrival Safety Precautions:</u>** ● Students/families and staff are **required to self-screen at home**.
Meals served on campus (Breakfast, lunch, snack)	● Schedule hand-washing or hand-sanitizing process before every meal/snack for kids and staff
Student Attendance	● Students/staff who develop any COVID symptoms shall be tested with a rapid antigen test either at home or at school (depending on where they are when the symptoms develop). ○ If the symptoms are minor AND individual was not in close contact to another person with COVID AND symptoms are likely related to a non-infectious condition (eg. headache, sniffles, etc. from allergies or chronic respiratory condition; fatigue from lack of sleep, etc.) AND the COVID test is negative, the individual may attend school, **but must wear a well-fitting KN95 or KF94 mask until they have repeatedly tested negative over the course of 5 days**. ○ If the symptoms are significant (eg. fever, persistent cough) and likely related to an infectious respiratory condition, the individual should be sent home even if their rapid test is negative, and they may return to school 24 hours after their symptoms have resolved or significantly improved and they have again tested negative for COVID. **If their symptoms are significantly improved but not completely resolved, they should continue to wear a well-fitting KN95 or KF94 mask until their symptoms are resolved.** ○ If the individual tests positive, please follow the "Protocols for Positive Case" guidance in the next section.
Daily preventative routines	● Teach students to wash their hands for at least 20 seconds. ● Increase the number of times sanitizer is used in classrooms/buildings as well. ● Teach and reinforce covering coughs and sneezes with a tissue or one's arm (not hands!) to help keep individuals from getting and spreading infectious diseases, including COVID-19.
General Safety	
PPE requirements	**<u>Masks</u>**: ● **During "mask season"**, well-fitting face coverings are required indoor for students, family members, all school staff, and visitors. The Superintendent shall follow ACPHD recommendations regarding when to establish "mask season" and when to make indoor masks optional, and will notify all staff and families of changes to masking policies as transmission rates rise and fall.

	• Note that permissible face masks include: ○ disposable 3-layer surgical masks; ○ KN95 masks; ○ non-valve N95 masks; ○ KF94 masks IMPORTANT NOTE: Valved masks, bandannas, and fleece gaiters do not offer adequate protection and are NOT permitted. Cloth masks may be worn over surgical masks to improve the fit. • **Fit is important!** The mask should fit snugly against the individual's face. • Face shields are permissible as a substitute for cloth face coverings for staff and students who are unable to wear them for reasons of age and special needs. Face shields should be worn with cloth draped across the bottom and secured (i.e. tucked into shirt, tied around back of neck). **Face-shields/goggles:** • Eye-covering (face-shields) will be available to staff members upon request.
Cleaning, disinfecting	**High-touch items:** • High touch surfaces (eg. door handles, bathroom sink handles, water fountains, copier touchscreen, etc.) should be cleaned/sanitized multiple times a day. • During times of high rates of respiratory illnesses, teachers/tutors/paras should plan on disinfecting high-touch areas in their classrooms, custodials for larger buildings and common areas. • EFC Custodial Cleaning Instructions
COVID Testing	In accordance with CDPH Testing Framework for K–12 Schools for the 2022–2023 School Year and the accompanying Testing Framework FAQs, **the responsibility for COVID testing has mostly shifted to families**, with free kits provided by the state and federal governments. • **Surveillance Testing:** The CDPH has determined that it is not strategic for schools to continue with surveillance testing, except for periods when there is a significant COVID surge in the community. This means that **schools** will use the antigen tests primarily to test students and staff when they become symptomatic at school as well as students/staff who were in close contact with a COVID-positive individual at school. As a general rule, all other testing should be conducted in the student/staff member's home. • **Post-break Testing:** Per CDPH recommendation, all students and staff shall test **at home** prior to returning to school after each major school break (Summer, Thanksgiving, Winter, and Spring). Schools shall distribute free test kits to families to test their student(s) the day before and the morning of the return to school. Home Office staff will send multiple notifications reminding families of this responsibility during the last 5 days of every break. • **Symptomatic Student Testing:** Students who develop any COVID symptoms **at school** shall be tested with a rapid antigen test. **Per the state, sites MUST use the Binax Now**

	professional rapid antigen test kits for this purpose (not the at home tests from other brands.) ● **Unvaccinated Employee Testing:** Note that per the Governor's orders, **all unvaccinated employees must still test weekly** (rapid antigen tests permitted) and submit their proof of a negative test to HR.
Protocols for **students** with symptoms	● **Isolate**: In the case that a student shows signs of the virus during the day, schools will need a designated outdoor space (preferable) or room for students to wait in until they are able to be picked up. ● If using an indoor space, room must be ventilated and adult must be present with proper PPE and social distancing. ● Students who develop any COVID symptoms at school shall be tested with a rapid antigen test. **Per the state, sites MUST use the Binax Now professional rapid antigen test kits for this purpose** (not the at home tests from other brands.) ○ If the symptoms are minor AND individual was not in close contact to another person with COVID AND symptoms likely related to a non-infectious condition (eg. headache, sniffles, etc. from allergies or chronic respiratory condition; fatigue from lack of sleep, etc.) AND the COVID test is negative, the individual may attend school, **but must wear a well-fitting KN95 or KF94 mask until they have repeatedly tested negative over the course of 5 days**. ○ If the symptoms are significant (eg. fever, persistent cough) the individual should be sent home even if their rapid test is negative, and they may return to school 24 hours after their symptoms have improved and they have again tested negative for COVID. ● If a student tests positive, review positive case protocols below.
Protocols for **staff** with symptoms	● **Isolate:** In the case that a staff member shows signs of the virus during the day, **the staff member will need to alert their supervisor immediately** (and if applicable secure student supervision), and then depart the campus. ● Staff who develop any COVID symptoms at school shall be tested with a rapid antigen test. ○ If the symptoms are minor AND individual was not in close contact to another person with COVID AND symptoms likely related to a non-infectious condition (eg. headache, sniffles, etc. from allergies or chronic respiratory condition; fatigue from lack of sleep, etc.) AND the COVID test is negative, the individual may continue to work, **but must wear a well-fitting KN95 or KF94 mask until they have repeatedly tested negative over the course of 5 days**. ○ If the symptoms are significant (eg. fever, persistent cough) the individual should be sent home even if their rapid test is negative, and they may return to work 24 hours after their symptoms have improved and they have again tested negative for COVID. ● If a staff member tests positive, review positive case protocols below.
Protocols for	● **If an individual tests positive, they should follow the ACPHD recommendations in the**

Positive Case	**2nd tab of our Quarantine and Isolation Guidance.** ● Notify the families of students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their infectious period*. See this folder for individual notification templates in multiple languages; during COVID surges, use periodic group notifications rather then individual notifications (see * below). ● Inform close staff contacts verbally and in writing the same day that you become aware of the exposure **(do not disclose the identity of the individual who tested positive)***; ● Notify all close contacts of the positive case on campus in writing within 24 hours (do not disclose the identity of the individual who tested positive). ***IMPORTANT NOTE: CDPH recommends that in lieu of individual/class exposure notifications, schools should consider providing a general notification to the entire school community during times of elevated community transmission of COVID-19.** Use the "General Surge Notification" templates available in multiple languages in this folder for this purpose. This communication can alert all to the increased potential of being exposed to COVID-19 due to a rise in cases among school and community members, and remind all to monitor for symptoms and get tested.
Protocols for Close Contacts	● In the event that a student or employee has close contact with a positive case, please consult the Quarantine and Isolation Guidance to determine whether the individual needs to quarantine at home; AND ● If the individual exposed to a close contact is a staff member, notify them verbally and in writing the same day that you learn of the exposure.
Protocol for classroom or school outbreaks	● Per CDPH, broad disruptions to in-person learning, such as temporary school or classroom closures, due to COVID-19 should remain a last resort and considered only after all available resources have been exhausted, and **only after conferring with local health officials.** ● **No class shall be placed on home quarantine without prior approval from the Superintendent (who shall confer with local health officials in the event of a significant outbreak).**

Board Policy on Pupil Suspensions and Expulsions

Code of Conduct

The goal of the Education for Change is to operate schools that foster student self discipline in a warm, supportive school climate that is conducive to maximum learning for all students. All EFC schools will develop site-specific Codes of Conduct as general guides for behavior, but not as mechanisms for rigid control. To ensure success for ALL children, the individual personalities of students or extenuating circumstances will always be considered before corrective measures are prescribed. (*Reference Ed Code Sections 48900 and 48915 and Health and Safety Code 11007*) Codes of conduct will be presented in student/parent handbooks. Every family will receive a new copy of the Parent-Student Handbook annually.

The following policy on suspension and expulsion will be included in all EFC schools' handbooks.

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 Education for Change Public Schools.

EFC fundamentally believes that providing an orderly, safe, and warm classroom and school environment is the foundation for positive behavior in children and a comprehensive Response to Intervention model is the vehicle through which to support ALL children to respond positively in that environment. When children break rules in an orderly, safe and warm environment, EFC believes there is a logical root cause for that behavior which must be addressed. There is minimal research to support suspending and expelling children, and research verifies that African-American and Hispanic students are disproportionately impacted. Therefore, EFC expects its schools to develop a positive school culture, provide social emotional learning, and implement the behavioral interventions necessary to minimize the need for out-of-school suspension or expulsion.

Staff shall enforce disciplinary rules and procedures fairly, respectfully and consistently among all students while considering the needs of individual children. School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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 a 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. EFC schools 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 EFC schools 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.

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 EFC 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 class work, 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)

24. Possessed, sold, or otherwise furnished any knife.

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.

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 Chief of Schools, 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 Chief of Schools 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.

Student Work/Homework during Out-of-School Suspension

Whenever possible, EFC tries to avoid assigning out of school suspensions to students. We do not believe that removing a student from the school community and denying them access to curriculum instruction is aligned to our vision or is an appropriate strategy to redirect unwanted behaviors. As such, in-school alternative workplans are more commonly assigned allowing students to not only complete assignments but also continue to receive instruction. When out-of-school suspensions must be assigned, EFC compiles a series of assignments (consistent with the daily hour requirements of independent study) that allows student to complete missing/incomplete
assignments and practice previously taught skills. These assignments are turned in upon completion of the suspension.

Expellable Offenses

Discretionary Expellable Offenses: Students may be expelled or 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 class work, 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 fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to 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

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an 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. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

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.
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

EFC 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 EFC, 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. EFC 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, EFC must present evidence that the witness' presence is both desired by the witness and will be helpful to EFC. 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 EFC 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. EFC 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 EFC 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

EFC 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 EFC 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 or 504 plan; 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 alterative 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, EFC, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504, 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/504

If EFC, the parent, and relevant members of the IEP/504 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 EFC, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that EFC 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 EFC agree to a change of placement as part of the modification of the behavioral intervention plan

If EFC, the parent, and relevant members of the IEP/504 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/504, then EFC 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 EFC 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.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or EFC, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and EFC agree otherwise.

5. SPECIAL CIRCUMSTANCES

Education fof Change Public Schools 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

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/504 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 IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if EFC had knowledge that the student was disabled before the behavior occurred.

EFC 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 EFC'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 EFC 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 EFC had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. EFC shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by EFC pending the results of the evaluation.

EFC 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 EFC

The Principal or designee shall send a copy of the written notice of the decision to expel to the County.

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

EFC shall maintain records of all student suspensions and expulsions at EFC. Such records shall be made available to the Authorizer 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 County or their school district of residence.

Rehabilitation Plans

Students who are expelled from EFC 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 EFC 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 EFC environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon EFC's capacity at the time the student seeks readmission.

Education *for* Change Public Schools

POLICY: Title IX, Harassment, Intimidation, Discrimination, and Bullying

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Education for Change (the "School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in the School's policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), race or ethnicity (including ancestry, color, ethnic group identification, ethic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic

information, gender, gender identity, gender expression, nationality (including national origin, country of origin, and citizenship), marital status, age, sexual orientation, immigration or citizenship status, or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. School staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which the School does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy in a manner that is not deliberately indifferent and take appropriate corrective action, if warranted. The School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Larissa Adam
Superintendent of Schools
333 Hegenberger Road, Suite 600, Oakland, CA 94621
ladam@efcps.net
510-568-7936

Definitions

Prohibited Unlawful Harassment

● Verbal conduct such as epithets, derogatory jokes or comments or slurs;

● Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis;

● Retaliation for reporting or threatening to report harassment;

● Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Harassment Under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the School.

The School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 my be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (1) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (2) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (3) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (4) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

● Physical assaults of a sexual nature, such as:

o Rape, sexual battery, molestation or attempts to commit these assaults.

o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

● Unwanted sexual advances, propositions or other sexual comments, such as:

o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual

to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

o Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.

● Sexual or discriminatory displays or publications anywhere in the educational environment, such as:

o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

o Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

o Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.

2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.

4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.

* “Reasonable pupil” is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.

2. A post on a social network Internet Web site including, but not limited to:

a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.

b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3. An act of “Cyber sexual bullying” including, but not limited to:

a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in the school's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

The School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

The School advises students:

a. To never share passwords, personal data, or private photos online.
b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
d. To consider how it would feel receiving such comments before making comments about others online.

The School informs Charter School employees, students, and parents/guardians of the school's policies regarding the use of technology in and out of the classroom. The school encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

The School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. The School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at the school and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

The School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

The School informs the school employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

The School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other school employees who have regular interaction with students.

The School informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by the school, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

The School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for the school's students.

Grievance Procedures

1. Scope of Grievance Procedures

The School will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

a. Are written and signed;

b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and

c. Submitted to the School's UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, the School will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Larissa Adam
Superintendent of Schools
333 Hegenberger Road, Suite 600, Oakland, CA 94621

ladam@efcps.net
510-568-7936

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. The School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

The School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator, or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal

complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the school's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of the School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

· <u>Notice of the Allegations</u>

o Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:

§ A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
§ A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
§ A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
§ A statement that the School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

· Emergency Removal

o The School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with the School's policies.
o The School may remove a respondent from the School's education program or activity on an emergency basis, in accordance with the School's policies, provided that the School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
o This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

· Informal Resolution

o If a formal complaint of sexual harassment is filed, the School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If the School offers such a process, it will do the following:
§ Provide the parties with advance written notice of:
· The allegations;
· The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
· The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
· Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
§ Obtain the parties' advance voluntary, written consent to the informal resolution process.
o The School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

· Investigation Process

o The decision-maker will not be the same person(s) as the Coordinator or the investigator. The School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.

o In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

o The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.

o The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.

o A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

o Prior to completion of the investigative report, the School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.

o The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

· Dismissal of a Formal Complaint of Sexual Harassment

o If the investigation reveals that the alleged harassment did not occur in the School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable the School policy.

o The School may dismiss a formal complaint of sexual harassment if:

§ The complainant provides a written withdrawal of the complaint to the Coordinator;

§ The respondent is no longer employed or enrolled at the School; or

§ The specific circumstances prevent the School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.

o If a formal complaint of sexual harassment or any of the claims therein are dismissed, the School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

· Determination of Responsibility

o The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

o The School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:

§ The allegations in the formal complaint of sexual harassment;

§ All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

§ The findings of facts supporting the determination;

§ The conclusions about the application of the School's code of conduct to the facts;

§ The decision and rationale for each allegation;

§ Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and

The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from the School or termination of employment. The Coordinator is responsible for effective implementation of any remedies order by the School in response to a formal complaint of sexual harassment.

6. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process.

7. Right of Appeal

Should the reporting individual find the School's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of the School's decision or resolution, submit a written appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

· The complainant and the respondent shall have the same appeal rights and the School will implement appeal procedures equally for both parties.
· The School will notify the other party in writing when an appeal is filed.
· The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

8. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

The School will maintain the following records for at least seven (7) years:

· Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
· Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
· Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
· All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
· Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

Appendix I - Instructional Continuity Plan

Effective Date: July 1, 2025

1. Introduction

This Instructional Continuity Plan (ICP) outlines Education for Change Public Schools' ("EFCPS") approach to maintaining educational services during emergencies or natural disasters, in compliance with California Education Code Section 32282(a)(3), as amended by Senate Bill 153 (2024). The plan ensures that all students have access to quality instruction and necessary support services during disruptions.

2. Communication Protocol

Within five calendar days following an emergency, EFCPS will implement the following communication strategies to establish two-way engagement with students and families:

- **Communication Channels:** Utilize multiple platforms, including phone calls, emails, SMS, the LEA's website, and social media, to disseminate information.

- **Content of Communication:** Provide updates on the nature of the emergency, its impact on school operations, and available resources for social-emotional, mental health, and academic support.

- **Feedback Mechanism:** Establish dedicated hotlines and online portals to receive inquiries and feedback from families, ensuring concerns are addressed promptly.

- **Accessibility Considerations:** Ensure all communications are accessible to non-English speakers and individuals with disabilities by providing translations and alternative formats as needed.

3. Instructional Access Plan

EFCPS commits to resuming instruction within ten instructional days following an emergency through the following methods:

- **In-Person Instruction:** If facilities are safe and accessible, prioritize the return to face-to-face teaching, implementing necessary safety protocols as guided by local health authorities.

- **Remote Instruction:** When in-person learning is not feasible, transition to remote instruction in alignment with independent study statutes (Education Code sections 51747 and 51749.5). This includes:

    - **Curriculum Delivery:** Utilize online platforms such as Google Classroom, Clever, and Zoom to deliver synchronous and asynchronous lessons.
    - **Progress Monitoring:** Utilize informal checks for understanding, formative assessments, and online platforms such as iReady to monitor student learning progress and screen for the risk of reading difficulties, in accordance with EC Section 53008.

    - **Resource Distribution:** Provide students with necessary materials, including textbooks and digital devices. For those lacking internet access, arrange for printed packets and alternative resources.

    - **Attendance and Engagement:** Monitor student participation through daily check-ins and assignments, maintaining records in accordance with state guidelines.

4. Support Services

To address the holistic needs of students during emergencies, EFCPS will provide:

- **Social-Emotional and Mental Health Support:** Offer counseling services via virtual sessions or in-person meetings when possible. Share resources for external support agencies and maintain regular communication to assess student well-being.

- **Academic Assistance:** Implement virtual tutoring sessions, provide additional office hours, and supply supplementary learning materials to support academic progress.

- **Special Populations Support:** Ensure that students with disabilities, English learners, foster youth, and those experiencing homelessness receive tailored support services, including appropriate accommodations and access to specialized staff.

5. Technology Integration

To facilitate effective remote learning, EFCPS will:

- **Device Provision:** Distribute laptops or tablets to students and staff as needed, ensuring all participants have the necessary tools for online learning.

- **Internet Access:** Provide mobile hotspots or collaborate with community partners to offer internet access to families without connectivity.

- **Technical Support:** Establish a helpdesk to assist with technical issues, offering support via phone and email.

6. Professional Development

EFCPS will offer ongoing training for educators and staff to effectively implement the ICP, focusing on:

- **Remote Teaching Strategies:** Provide workshops on best practices for online instruction, student engagement, and digital classroom management.

- **Technology Proficiency:** Train staff on the use of educational technology tools and platforms to enhance remote teaching and learning experiences.

7. Plan Evaluation and Revision

This ICP will be reviewed and updated annually to incorporate feedback from stakeholders and lessons learned from past implementations. Following implementation during an emergency, EFCPS will assess the plan's effectiveness and make necessary adjustments.

Appendix J - Latitude Indicent Command Team

Emergency Preparedness Plan 24-25 – Assigned Staff

A. Incident Command Center
1. Lillian Hsu (Principal)
2. America Magallon(Site Operations Manager)
3. Sara Ortega(Dean of Culture)

B. Student Supervision Team
1. All teaching staff

C. Search and Rescue Team
1. Kareem Marshall (Dean of Culture)
2. Javier Torres

D. First Aid Station
1. Anna Seabolt
2. Claudia Espinoza
3. Suzette Zaragoza Mejia

E. Facility Security and Response
1. Rafa Landaverde

F. Student Release Team
1. Mark Isero
2. Elaine Peterson

G. Clinical Crisis Intervention Team
1. Prisma Walia
2. Ashly Atherton

3. Mercedes Gonzalez

H. Evacuation / Shelter / Care
1. Liv Perez
2. Daniel Harbarger

LATITUDE 37.8 HIGH SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2025/26 Unrestricted	FY 2025/26 Restricted	Totals for 2025/26	Totals for 2026/27	Totals for 2027/28	Totals for 2028/29
ENROLLMENT				412	419	409	400
A. REVENUES							
1. LCFF Sources							
State Aid - Current Year	8011	6,111,851.00	0.00	6,111,851.00	6,495,848.00	6,620,869.00	6,782,633.00
Education Protection Account State Aid - Current Year	8012	75,478.00	0.00	75,478.00	77,710.00	76,782.00	76,000.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	0.00	0.00	0.00	0.00	0.00	0.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		6,187,329.00	0.00	6,187,329.00	6,573,558.00	6,697,651.00	6,858,633.00
2. Federal Revenues							
Every Student Succeeds Act (Titles I - V)	8290	0.00	122,438.00	122,438.00	122,438.00	122,438.00	122,438.00
Special Education - Federal	8181, 8182	0.00	55,935.99	55,935.99	57,590.19	56,902.76	56,322.54
Child Nutrition - Federal	8220	0.00	118,306.50	118,306.50	193,197.45	188,586.53	184,436.71
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	296,680.48	296,680.48	373,225.64	367,927.29	363,197.24
3. Other State Revenues							
Special Education - State	StateRevSE	0.00	544,825.13	544,825.13	578,834.52	589,761.53	603,936.79
All Other State Revenues	StateRevAO	93,608.31	2,175,697.45	2,269,305.76	1,930,820.26	1,820,153.26	1,676,745.43
Total, Other State Revenues		93,608.31	2,720,522.58	2,814,130.89	2,509,654.78	2,409,914.79	2,280,682.22
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	395,000.00	75,000.00	470,000.00	400,000.00	400,000.00	400,000.00
Total, Local Revenues		395,000.00	75,000.00	470,000.00	400,000.00	400,000.00	400,000.00
5. TOTAL REVENUES		6,675,937.31	3,092,203.06	9,768,140.38	9,856,438.42	9,875,493.07	9,902,512.46
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	1,530,045.56	1,312,860.00	2,842,905.56	2,825,914.45	2,815,260.58	2,846,801.59
Certificated Pupil Support Salaries	1200	0.00	429,917.80	429,917.80	440,898.80	453,620.10	466,337.77
Certificated Supervisors' and Administrators' Salaries	1300	293,226.50	391,915.50	685,142.00	702,641.97	722,915.37	675,620.89

Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		1,823,272.06	2,134,693.30	3,957,965.36	3,969,455.23	3,991,796.05	3,988,760.25
2. Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100	62,378.00	182,045.92	244,423.92	250,667.02	257,899.54	265,130.00
Non-certificated Support Salaries	2200	177,438.23	98,281.89	275,720.12	282,762.59	290,921.16	235,274.23
Non-certificated Supervisors' and Administrators' Sal.	2300	160,251.00	79,958.00	240,209.00	246,344.44	253,452.24	260,558.02
Clerical and Office Salaries	2400	0.00	49,212.96	49,212.96	50,469.96	51,926.18	53,381.98
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		400,067.23	409,498.77	809,566.00	830,244.01	854,199.13	814,344.22

Description	Object Code	FY 2025/26 Unrestricted	FY 2025/26 Restricted	FY 2025/26 Total	Totals for 2026/27	Totals for 2027/28	Totals for 2028/29
3. Employee Benefits							
STRS	3101-3102	320,370.81	404,601.66	724,972.47	727,077.04	731,169.16	730,613.10
PERS	3201-3202	87,310.58	109,364.36	196,674.94	202,375.53	215,180.98	202,189.47
OASDI / Medicare / Alternative	3301-3302	53,102.09	61,922.00	115,024.09	115,800.19	116,917.16	115,882.35
Health and Welfare Benefits	3401-3402	533,368.65	0.00	533,368.65	563,815.81	569,254.15	564,215.82
Unemployment Insurance	3501-3502	8,939.53	0.00	8,939.53	8,999.84	9,086.65	9,006.23
Workers' Compensation Insurance	3601-3602	28,125.00	0.00	28,125.00	28,314.77	28,587.88	28,334.86
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		1,031,216.65	575,888.02	1,607,104.68	1,646,383.18	1,670,195.98	1,650,241.83
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	10,000.00	0.00	10,000.00	10,200.00	10,404.00	10,612.08
Books and Other Reference Materials	4200	15,623.80	5,000.00	20,623.80	21,036.28	21,457.00	21,886.14
Materials and Supplies	4300	94,053.86	35,946.14	130,000.00	132,600.00	135,252.00	137,957.04
Noncapitalized Equipment	4400	12,096.00	50,000.00	62,096.00	32,737.92	33,392.68	34,060.53
Food	4700	30,661.13	118,306.50	148,967.62	224,471.80	220,486.37	216,974.54
Total, Books and Supplies		162,434.78	209,252.64	371,687.42	421,045.99	420,992.05	421,490.33
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	517,161.53	86,706.64	603,868.17	626,410.62	623,689.70	622,164.79
Travel and Conferences	5200	5,000.00	15,000.00	20,000.00	20,400.00	20,808.00	21,224.16
Dues and Memberships	5300	30,398.00	8,584.33	38,982.33	39,761.98	40,557.22	41,368.36
Insurance	5400	50,000.00	0.00	50,000.00	51,000.00	52,020.00	53,060.40
Operations and Housekeeping Services	5500	178,000.00	0.00	178,000.00	181,560.00	185,191.20	188,895.02
Rentals, Leases, Repairs, and Noncap. Improvements	5600	295,989.99	526,799.97	822,789.96	825,197.76	827,653.72	830,158.79
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	1,514,241.37	(220,005.91)	1,294,235.46	1,156,236.02	1,154,966.97	1,225,577.06
Communications	5900	10,922.00	0.00	10,922.00	11,140.44	11,363.25	11,590.51
Total, Services and Other Operating Expenditures		2,601,712.89	417,085.03	3,018,797.92	2,911,706.83	2,916,250.05	2,994,039.09
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual ba							
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00	0.00	0.00

Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major				0.00	0.00	0.00	0.00
Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual only)	*6900*	1,620.00	0.00	1,620.00	1,652.40	1,652.40	1,652.40
Total, Capital Outlay		1,620.00	0.00	1,620.00	1,652.40	1,652.40	1,652.40
7. Other Outgo							
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service:							
Interest	7438	0.00	0.00	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		6,020,323.61	3,746,417.76	9,766,741.37	9,780,487.64	9,855,085.66	9,870,528.13
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		655,613.70	(654,214.70)	1,399.00	75,950.77	20,407.42	31,984.33

Description	Object Code	FY 2025/26 Unrestricted	FY 2025/26 Restricted	FY 2025/26 Total	Totals for 2026/27	Totals for 2027/28	Totals for 2028/29
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0.00	0.00		0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00		0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(654,214.70)	654,214.70	0.00			
4. TOTAL OTHER FINANCING SOURCES / USES		(654,214.70)	654,214.70	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		1,309,828.40	(1,308,429.40)	1,399.00	75,950.77	20,407.42	31,984.33
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	1,637,598.00	607,196.00	2,244,794.00	2,246,193.00	2,322,143.78	2,342,551.19
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00	0.00	0.00	0.00
c. Adjusted Beginning Balance		1,637,598.00	607,196.00	2,244,794.00	2,246,193.00	2,322,143.78	2,342,551.19
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,947,426.40	(701,233.40)	2,246,193.00	2,322,143.78	2,342,551.19	2,374,535.53

LATITUDE 37.8 HIGH SCHOOL		2025/26 PROJECTED CASH FLOW														
2025/26	**Object**	**July**	**Aug**	**Sept**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**June**	**Sub-total**	**Accruals**	**Total**	**Budget**
Actuals through Month of:	N/A																
A Beginning Cash	9110	1,430,078	2,220,405	2,235,496	2,005,822	2,484,411	2,485,463	3,142,200	3,545,833	3,615,224	3,514,585	3,627,849	2,915,120	1,430,078			
B Receipts																	
LCFF Sources																	
State Aid - Current Year	8011	0	373,277	373,539	639,531	639,281	598,498	598,498	614,814	568,603	568,603	568,603	568,603	6,111,851	(0)	**6,111,851**	6,111,851
otection Account State Aid - Current Year	8012	0	0	0	25,099	0	0	25,099	0	0	25,280	0	0	75,478	0	**75,478**	75,478
Charter Schools in Lieu of Property Taxes	8096	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	-
Federal Revenue																	
Every Student Succeeds Act (Titles I - V)	8290 - 8296	0	0	0	34,537	19,132	0	52,043	0	40	10,078	331	801	116,962	5,476	**122,438**	122,438
Special Education - Federal	8181	0	0	0	15,778	8,741	0	23,776	0	18	4,604	151	366	53,434	2,502	**55,936**	55,936
Child Nutrition - Federal	8220	0	0	0	9,859	9,859	9,859	9,859	9,859	9,859	9,859	9,859	9,859	88,730	29,577	**118,306**	118,306
Other State Revenue																	
Special Education - State	8590, 8781	0	33,275	33,298	57,009	56,987	53,352	53,352	54,806	50,687	50,687	50,687	50,687	544,825	0	**544,825**	544,825
SB 740	8590	0	0	0	0	0	0	0	0	0	131,700	0	395,100	526,800	0	**526,800**	526,800
Prop 28	8590	0	3,241	3,243	5,552	5,550	5,196	5,196	5,337	4,936	4,936	4,936	4,936	53,059	0	**53,059**	53,059
Lottery + Mandated Block	8560	0	0	0	42,022	0	0	40,234	0	0	42,299	0	0	124,554	0	**124,554**	124,554
CCSPP	8590	0	0	0	64,125	0	154,375	0	14,250	0	0	2,375	0	235,125	2,375	**237,500**	237,500
CTE Incentive Grant (CTEIG)	8590	0	0	0	65,295	0	157,191	0	14,510	0	0	2,418	0	239,414	2,418	**241,832**	241,832
Strong Workforce Program	8590	0	0	0	106,110	0	255,450	0	23,580	0	0	3,930	0	389,070	3,930	**393,000**	393,000
Specialized Secondary Programs	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	100,000	**100,000**	100,000
Golden State Pathways Program	8590	0	0	0	29,880	0	71,934	0	6,640	0	0	1,107	0	109,560	1,107	**110,667**	110,667
Middle College and Early College Grant	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	100,000	**100,000**	100,000
California Serves Grant	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	250,000	**250,000**	250,000
Other Local Revenue																	
Grants & Foundations	8600	235,000	0	0	0	0	0	235,000	0	0	0	0	0	470,000	0	**470,000**	470,000
Total Receipts		**235,000**	**409,793**	**410,080**	**1,094,798**	**739,550**	**1,305,853**	**1,043,056**	**743,796**	**634,143**	**848,045**	**644,397**	**1,030,352**	**9,138,862**	**497,384**	**9,636,247**	**9,636,247**
C Disbursements																	
Total, Certificated Salaries	1000-1999	39,580	329,830	329,830	329,830	329,830	329,830	329,830	329,830	329,830	329,830	329,830	329,830	3,667,715	290,251	**3,957,965**	3,957,965
Total, Non-certificated Salaries	2000-2999	40,478	67,464	67,464	67,464	67,464	67,464	67,464	67,464	67,464	67,464	67,464	67,464	782,580	26,986	**809,566**	809,566
Total, Employee Benefits	3000-3999	48,213	96,426	96,426	144,639	144,639	144,639	144,639	144,639	144,639	144,639	144,639	144,639	1,542,820	64,284	**1,607,105**	1,607,105
Total, Books and Supplies	4000-4999	33,452	55,753	44,602	22,301	22,301	11,151	37,169	18,584	18,584	18,584	37,169	44,602	364,254	7,434	**371,687**	371,687
ervices and Other Operating Expenditures	5000-5999	120,752	120,752	120,752	181,128	181,128	120,752	120,752	120,752	181,128	181,128	784,887	483,008	2,716,918	301,880	**3,018,798**	3,018,798
Total, Capital Outlay	6000-6599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	-
Total Disbursements		**282,475**	**670,226**	**659,075**	**745,363**	**745,363**	**673,836**	**699,854**	**681,270**	**741,646**	**741,646**	**1,363,990**	**1,069,544**	**9,074,287**	**690,834**	**9,765,121**	**9,765,121**
D Prior Year Transactions	PY Amount																
Accounts Receivable-9200	**1,785,556**	982,056	410,678	35,711	142,844	17,856	35,711	71,422	17,856	17,856	17,856	17,856	17,856	1,785,556	0	**1,785,556**	
Prepaid Expense-9330	**0**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	
Accounts Payable-9500	**269,920**	137,659	124,163	5,398	2,699	0	0	0	0	0	0	0	0	269,920	0	**269,920**	
Current Loans-9640	**0**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	
Deferred Revenue-9650	**418,709**	6,595	10,991	10,991	10,991	10,991	10,991	10,991	10,991	10,991	10,991	10,991	15,388	131,893	(286,816)	**(154,923)**	131,893
Total Pr. Yr. Transactions	**1,096,927**	**837,802**	**275,524**	**19,322**	**129,154**	**6,864**	**24,720**	**60,431**	**6,864**	**6,864**	**6,864**	**6,864**	**2,468**	**1,383,743**	**286,816**	**1,670,559**	
E Net Increase/Decrease (B-C+D)		790,327	15,091	(229,673)	478,589	1,052	656,737	403,633	69,390	(100,638)	113,263	(712,729)	(36,724)	1,448,318	93,366	1,541,684	
F Ending Cash (A+E)		**2,220,405**	**2,235,496**	**2,005,822**	**2,484,411**	**2,485,463**	**3,142,200**	**3,545,833**	**3,615,224**	**3,514,585**	**3,627,849**	**2,915,120**	**2,878,396**	**2,878,396**			
G Ending Cash plus Accruals																**2,684,946**	

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LATITUDE 37.8 HIGH SCHOOL		2026/27 PROJECTED CASH FLOW															
2026/27	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget
Actuals through Month of:	N/A																
A **Beginning Cash**	9110	2,878,396	2,707,501	2,249,104	2,003,160	2,421,964	2,456,644	3,130,419	3,488,317	3,587,756	3,516,148	3,659,325	2,994,580	2,878,396			
B **Receipts**																	
LCFF Sources																	
State Aid - Current Year	8011	0	396,730	397,008	679,712	679,446	636,100	636,100	653,441	604,328	604,328	604,328	604,328	6,495,848	0	**6,495,848**	6,495,848
tion Account State Aid - Current Year	8012	0	0	0	25,841	0	0	25,841	0	0	26,027	0	0	77,710	0	**77,710**	77,710
ter Schools in Lieu of Property Taxes	8096	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	-
Federal Revenue	8100-8299																
ry Student Succeeds Act (Titles I - V)	8290 - 8296	0	0	0	34,537	19,132	0	52,043	0	40	10,078	331	801	116,962	5,476	**122,438**	122,438
Special Education - Federal	8181	0	0	0	16,245	8,999	0	24,479	0	19	4,740	155	377	55,015	2,576	**57,590**	57,590
Child Nutrition - Federal	8220	0	0	0	16,100	16,100	16,100	16,100	16,100	16,100	16,100	16,100	16,100	144,898	48,299	**193,197**	193,197
Other State Revenue	8300-8599																
Special Education - State	8590, 8781	0	35,352	35,377	60,568	60,544	56,682	56,682	58,227	53,851	53,851	53,851	53,851	578,835	0	**578,835**	578,835
SB 740	8590	0	0	0	0	0	0	0	0	0	131,700	0	395,100	526,800	0	**526,800**	526,800
Prop 28	8590	0	3,241	3,243	5,552	5,550	5,196	5,196	5,337	4,936	4,936	4,936	4,936	53,059	0	**53,059**	53,059
Lottery + Mandated Block	8560	0	0	0	42,022	0	0	40,234	0	0	42,299	0	0	124,554	0	**124,554**	124,554
CCSPP	8590	0	0	0	64,125	0	154,375	0	14,250	0	0	2,375	0	235,125	2,375	**237,500**	237,500
CTE Incentive Grant (CTEIG)	8590	0	0	0	65,295	0	157,191	0	14,510	0	0	2,418	0	239,414	2,418	**241,832**	241,832
Strong Workforce Program	8590	0	0	0	106,110	0	255,450	0	23,580	0	0	3,930	0	389,070	3,930	**393,000**	393,000
Specialized Secondary Programs	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	100,000	**100,000**	100,000
Golden State Pathways Program	8590	0	0	0	29,880	0	71,934	0	6,640	0	0	1,107	0	109,560	1,107	**110,667**	110,667
ddle College and Early College Grant	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	-
California Serves Grant	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	-
Other Local Revenue	8600-8799																
Grants & Foundations	8600	200,000	0	0	0	0	0	200,000	0	0	0	0	0	400,000	0	**400,000**	400,000
Total Receipts		**200,000**	**435,322**	**435,627**	**1,145,987**	**789,772**	**1,353,027**	**1,056,675**	**792,086**	**679,273**	**894,058**	**689,530**	**1,075,492**	**9,546,849**	**166,181**	**9,713,030**	**9,713,030**
C **Disbursements**																	
Total, Certificated Salaries	1000-1999	39,695	330,788	330,788	330,788	330,788	330,788	330,788	330,788	330,788	330,788	330,788	330,788	3,678,362	291,093	**3,969,455**	3,969,455
Total, Non-certificated Salaries	2000-2999	41,512	69,187	69,187	69,187	69,187	69,187	69,187	69,187	69,187	69,187	69,187	69,187	802,569	27,675	**830,244**	830,244
Total, Employee Benefits	3000-3999	49,391	98,783	98,783	148,174	148,174	148,174	148,174	148,174	148,174	148,174	148,174	148,174	1,580,528	65,855	**1,646,383**	1,646,383
Total, Books and Supplies	4000-4999	37,894	63,157	50,526	25,263	25,263	12,631	42,105	21,052	21,052	21,052	42,105	50,526	412,625	8,421	**421,046**	421,046
es and Other Operating Expenditures	5000-5999	116,468	116,468	116,468	174,702	174,702	116,468	116,468	116,468	174,702	174,702	757,044	465,873	2,620,536	291,171	**2,911,707**	2,911,707
Total, Capital Outlay	6000-6599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	-
Total Disbursements		**284,961**	**678,383**	**665,752**	**748,115**	**748,115**	**677,249**	**706,722**	**685,670**	**743,904**	**743,904**	**1,347,298**	**1,064,548**	**9,094,620**	**684,215**	**9,778,835**	**9,778,835**
D **Prior Year Transactions**	PY Amount																
Accounts Receivable-9200	**497,384**	273,561	114,398	9,948	39,791	4,974	9,948	19,895	4,974	4,974	4,974	4,974	4,974	497,384	(0)	**497,384**	
Prepaid Expense-9330	**0**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	
Accounts Payable-9500	**690,834**	352,325	317,784	13,817	6,908	0	0	0	0	0	0	0	0	690,834	0	**690,834**	
Current Loans-9640	**0**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	
Deferred Revenue-9650	**286,816**	7,170	11,951	11,951	11,951	11,951	11,951	11,951	11,951	11,951	11,951	11,951	16,731	143,408	(143,408)	**(0)**	143,408
Total Pr. Yr. Transactions	**(480,266)**	**(85,934)**	**(215,336)**	**(15,820)**	**20,932**	**(6,977)**	**(2,003)**	**7,945**	**(6,977)**	**(6,977)**	**(6,977)**	**(6,977)**	**(11,757)**	**(336,858)**	**143,408**	**(193,450)**	
E Net Increase/Decrease (B-C+D)		(170,895)	(458,397)	(245,944)	418,804	34,680	673,775	357,898	99,439	(71,608)	143,177	(664,744)	(813)	115,371	(374,626)	(259,255)	
F **Ending Cash (A+E)**		**2,707,501**	**2,249,104**	**2,003,160**	**2,421,964**	**2,456,644**	**3,130,419**	**3,488,317**	**3,587,756**	**3,516,148**	**3,659,325**	**2,994,580**	**2,993,767**	**2,993,767**			
G Ending Cash plus Accruals																**2,475,733**	

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LATITUDE 37.8 HIGH SCHOOL		2027/28 PROJECTED CASH FLOW															
2027/28	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget
Actuals through Month of:	N/A																
A Beginning Cash	9110	2,993,767	2,641,774	2,113,087	1,863,498	2,233,060	2,271,886	2,873,851	3,224,650	3,321,248	3,252,320	3,397,810	2,733,732	2,993,767			
B Receipts																	
LCFF Sources																	
State Aid - Current Year	8011	0	404,365	404,649	692,794	692,523	648,343	648,343	666,018	615,959	615,959	615,959	615,959	6,620,869	0	6,620,869	6,620,869
tion Account State Aid - Current Year	8012	0	0	0	25,533	0	0	25,533	0	0	25,717	0	0	76,782	0	76,782	76,782
ter Schools in Lieu of Property Taxes	8096	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
Federal Revenue	8100-8299																
ry Student Succeeds Act (Titles I - V)	8290 - 8296	0	0	0	34,537	19,132	0	52,043	0	40	10,078	331	801	116,962	5,476	122,438	122,438
Special Education - Federal	8181	0	0	0	16,051	8,892	0	24,187	0	19	4,684	154	372	54,358	2,545	56,903	56,903
Child Nutrition - Federal	8220	0	0	0	15,716	15,716	15,716	15,716	15,716	15,716	15,716	15,716	15,716	141,440	47,147	188,587	188,587
Other State Revenue	8300-8599																
Special Education - State	8590, 8781	0	36,019	36,045	61,711	61,687	57,752	57,752	59,326	54,867	54,867	54,867	54,867	589,762	0	589,762	589,762
SB 740	8590	0	0	0	0	0	0	0	0	0	131,700	0	395,100	526,800	0	526,800	526,800
Prop 28	8590	0	3,241	3,243	5,552	5,550	5,196	5,196	5,337	4,936	4,936	4,936	4,936	53,059	0	53,059	53,059
Lottery + Mandated Block	8560	0	0	0	42,022	0	0	40,234	0	0	42,299	0	0	124,554	0	124,554	124,554
CCSPP	8590	0	0	0	64,125	0	154,375	0	14,250	0	0	2,375	0	235,125	2,375	237,500	237,500
CTE Incentive Grant (CTEIG)	8590	0	0	0	65,295	0	157,191	0	14,510	0	0	2,418	0	239,414	2,418	241,832	241,832
Strong Workforce Program	8590	0	0	0	106,110	0	255,450	0	23,580	0	0	3,930	0	389,070	3,930	393,000	393,000
Specialized Secondary Programs	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	100,000	100,000	100,000
Golden State Pathways Program	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
ddle College and Early College Grant	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
California Serves Grant	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
Other Local Revenue	8600-8799																
Grants & Foundations	8600	200,000	0	0	0	0	0	200,000	0	0	0	0	0	400,000	0	400,000	400,000
Total Receipts		200,000	443,625	443,936	1,129,445	803,500	1,294,022	1,069,003	798,737	691,536	905,954	700,685	1,087,751	9,568,194	163,891	9,732,085	9,732,085
C Disbursements																	
Total, Certificated Salaries	1000-1999	39,918	332,650	332,650	332,650	332,650	332,650	332,650	332,650	332,650	332,650	332,650	332,650	3,699,064	292,732	3,991,796	3,991,796
Total, Non-certificated Salaries	2000-2999	42,710	71,183	71,183	71,183	71,183	71,183	71,183	71,183	71,183	71,183	71,183	71,183	825,726	28,473	854,199	854,199
Total, Employee Benefits	3000-3999	50,106	100,212	100,212	150,318	150,318	150,318	150,318	150,318	150,318	150,318	150,318	150,318	1,603,388	66,808	1,670,196	1,670,196
Total, Books and Supplies	4000-4999	37,889	63,149	50,519	25,260	25,260	12,630	42,099	21,050	21,050	21,050	42,099	50,519	412,572	8,420	420,992	420,992
es and Other Operating Expenditures	5000-5999	116,650	116,650	116,650	174,975	174,975	116,650	116,650	116,650	174,975	174,975	758,225	466,600	2,624,625	291,625	2,916,250	2,916,250
Total, Capital Outlay	6000-6599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
Total Disbursements		287,273	683,843	671,214	754,385	754,385	683,430	712,900	691,850	750,175	750,175	1,354,475	1,071,270	9,165,376	688,058	9,853,433	9,853,433
D Prior Year Transactions	PY Amount																
Accounts Receivable-9200	166,181	91,400	38,222	3,324	13,294	1,662	3,324	6,647	1,662	1,662	1,662	1,662	1,662	166,181	0	166,181	
Prepaid Expense-9330	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Accounts Payable-9500	684,215	348,950	314,739	13,684	6,842	0	0	0	0	0	0	0	0	684,215	0	684,215	
Current Loans-9640	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Deferred Revenue-9650	143,408	7,170	11,951	11,951	11,951	11,951	11,951	11,951	11,951	11,951	11,951	11,951	16,731	143,408	(0)	143,408	143,408
Total Pr. Yr. Transactions	(661,442)	(264,721)	(288,468)	(22,311)	(5,498)	(10,289)	(8,627)	(5,303)	(10,289)	(10,289)	(10,289)	(10,289)	(15,069)	(661,442)	0	(661,442)	
E Net Increase/Decrease (B-C+D)		(351,994)	(528,687)	(249,589)	369,562	38,826	601,965	350,800	96,598	(68,928)	145,490	(664,078)	1,412	(258,624)	(524,167)	(782,791)	
F Ending Cash (A+E)		2,641,774	2,113,087	1,863,498	2,233,060	2,271,886	2,873,851	3,224,650	3,321,248	3,252,320	3,397,810	2,733,732	2,735,144	2,735,144			
G Ending Cash plus Accruals																2,210,977	

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LATITUDE 37.8 HIGH SCHOOL		2028/29 PROJECTED CASH FLOW														
2028/29	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget
Actuals through Month of:	N/A																
A **Beginning Cash**	9110	2,735,144	2,386,566	1,879,867	1,654,459	2,054,063	2,123,456	2,756,452	3,137,695	3,265,807	3,225,507	3,399,315	2,748,280	2,735,144			
B **Receipts**																	
LCFF Sources																	
State Aid - Current Year	8011	0	414,245	414,535	709,721	709,443	664,184	664,184	682,290	631,008	631,008	631,008	631,008	6,782,633	0	**6,782,633**	6,782,633
tion Account State Aid - Current Year	8012	0	0	0	25,273	0	0	25,273	0	0	25,455	0	0	76,000	0	**76,000**	76,000
ter Schools in Lieu of Property Taxes	8096	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	-
Federal Revenue	8100-8299																
ry Student Succeeds Act (Titles I - V)	8290 - 8296	0	0	0	34,537	19,132	0	52,043	0	40	10,078	331	801	116,962	5,476	**122,438**	122,438
Special Education - Federal	8181	0	0	0	15,887	8,801	0	23,940	0	18	4,636	152	368	53,804	2,519	**56,323**	56,323
Child Nutrition - Federal	8220	0	0	0	15,370	15,370	15,370	15,370	15,370	15,370	15,370	15,370	15,370	138,328	46,109	**184,437**	184,437
Other State Revenue	8300-8599																
Special Education - State	8590, 8781	0	36,885	36,911	63,195	63,170	59,140	59,140	60,752	56,186	56,186	56,186	56,186	603,937	0	**603,937**	603,937
SB 740	8590	0	0	0	0	0	0	0	0	0	131,700	0	395,100	526,800	0	**526,800**	526,800
Prop 28	8590	0	3,241	3,243	5,552	5,550	5,196	5,196	5,337	4,936	4,936	4,936	4,936	53,059	0	**53,059**	53,059
Lottery + Mandated Block	8560	0	0	0	42,022	0	0	40,234	0	0	42,299	0	0	124,554	0	**124,554**	124,554
CCSPP	8590	0	0	0	64,125	0	154,375	0	14,250	0	0	2,375	0	235,125	2,375	**237,500**	237,500
CTE Incentive Grant (CTEIG)	8590	0	0	0	65,295	0	157,191	0	14,510	0	0	2,418	0	239,414	2,418	**241,832**	241,832
Strong Workforce Program	8590	0	0	0	106,110	0	255,450	0	23,580	0	0	3,930	0	389,070	3,930	**393,000**	393,000
Specialized Secondary Programs	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	100,000	**100,000**	100,000
Golden State Pathways Program	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	-
ddle College and Early College Grant	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	-
California Serves Grant	8590	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	-
Other Local Revenue	8600-8799																
Grants & Foundations	8600	200,000	0	0	0	0	0	200,000	0	0	0	0	0	400,000	0	**400,000**	400,000
Total Receipts		**200,000**	**454,370**	**454,689**	**1,147,086**	**821,466**	**1,310,905**	**1,085,379**	**816,089**	**707,558**	**921,667**	**716,706**	**1,103,769**	**9,739,685**	**162,827**	**9,902,512**	**9,902,512**
C **Disbursements**																	
Total, Certificated Salaries	1000-1999	39,888	332,397	332,397	332,397	332,397	332,397	332,397	332,397	332,397	332,397	332,397	332,397	3,696,251	292,509	**3,988,760**	3,988,760
Total, Non-certificated Salaries	2000-2999	40,717	67,862	67,862	67,862	67,862	67,862	67,862	67,862	67,862	67,862	67,862	67,862	787,199	27,145	**814,344**	814,344
Total, Employee Benefits	3000-3999	49,507	99,015	99,015	148,522	148,522	148,522	148,522	148,522	148,522	148,522	148,522	148,522	1,584,232	66,010	**1,650,242**	1,650,242
Total, Books and Supplies	4000-4999	37,934	63,224	50,579	25,289	25,289	12,645	42,149	21,075	21,075	21,075	42,149	50,579	413,061	8,430	**421,490**	421,490
es and Other Operating Expenditures	5000-5999	119,762	119,762	119,762	179,642	179,642	119,762	119,762	119,762	179,642	179,642	778,450	479,046	2,694,635	299,404	**2,994,039**	2,994,039
Total, Capital Outlay	6000-6599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	-
Total Disbursements		**287,808**	**682,258**	**669,614**	**753,712**	**753,712**	**681,187**	**710,691**	**689,617**	**749,497**	**749,497**	**1,369,380**	**1,078,406**	**9,175,378**	**693,497**	**9,868,876**	**9,868,876**
D **Prior Year Transactions**	PY Amount																
Accounts Receivable-9200	**163,891**	90,140	37,695	3,278	13,111	1,639	3,278	6,556	1,639	1,639	1,639	1,639	1,639	163,891	0	**163,891**	
Prepaid Expense-9330	**0**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	
Accounts Payable-9500	**688,058**	350,909	316,507	13,761	6,881	0	0	0	0	0	0	0	0	688,058	0	**688,058**	
Current Loans-9640	**0**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	
Deferred Revenue-9650	**0**	0	0	0	0	0	0	0	0	0	0	0	0	0	(0)	**(0)**	-
Total Pr. Yr. Transactions	**(524,167)**	**(260,770)**	**(278,812)**	**(10,483)**	**6,231**	**1,639**	**3,278**	**6,556**	**1,639**	**1,639**	**1,639**	**1,639**	**1,639**	**(524,167)**	**0**	**(524,167)**	
E Net Increase/Decrease (B-C+D)		(348,577)	(506,700)	(225,408)	399,604	69,393	632,996	381,244	128,112	(40,300)	173,808	(651,035)	27,003	40,139	(530,670)	(490,531)	
F **Ending Cash (A+E)**		**2,386,566**	**1,879,867**	**1,654,459**	**2,054,063**	**2,123,456**	**2,756,452**	**3,137,695**	**3,265,807**	**3,225,507**	**3,399,315**	**2,748,280**	**2,775,283**	**2,775,283**			
G Ending Cash plus Accruals																**2,244,613**	

Revised 5/8/19

California
Charter Schools
Association

1107 9th Street, Suite 200 | Sacramento, CA 95814
p 916-448-0995 | f 916-415-1093 | www.ccsa.org

April 29, 2025

Larissa Adam

Education for Change Public Schools
333 Hegenberger Road, Suite 705
Oakland, CA 94621

RE: Eligibility for Renewal Notification – Delivered via e-mail

Dear Larissa,

As the California Charter Schools Association (CCSA) Local Advocacy Representative, I am reaching out to affirm that ***Latitude 37.8 High School*** has met the legal requirements to be eligible for a charter renewal from the Oakland Unified School Board of Education.

In light of the California Department of Education's (CDE) March 2024 school performing categories list release, ***Latitude 37.8 High School*** was classified as a Middle Performing school.

Under the Default Renewal Standard (Middle Performing), charter schools are eligible for a renewal for a five-year term and can only be denied if all three criteria listed below are met. As such, renewal under this standard is presumptive. EC § 47607.2(b)(6) says that the chartering authority may deny renewal only upon making written findings, supported by specific facts, that the charter:

1. Failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school;
2. That closure of the charter school is in the best interest of the pupils; and
3. That its decision provided greater weight to performance on measurements of academic performance (EC § 47607.2(b)(2)). Those academic measures are defined as ELA, Math, College/Career, and English Learner Progress, in EC § 47607(c)(3).

As a CCSA member partner, ***Latitude 37.8 High School*** will continue to have access to CCSA's robust renewal support and resources to ensure compliance with renewal standards leading up to and beyond the forthcoming public hearing and decision-making meetings.

Please feel free to disseminate this letter to your authorizer and board members or have them contact me directly for further dialogue or assistance. My contact is jcolly@ccsa.org or 510-292-7572.

Sincerely,

Dr. Jaime Colly 

Vice President, Northern California Local Advocacy
California Charter Schools Association

Eva Camp: EFCPS Board Chair

Eva Camp also serves on the Board of Full Circle Fund. A mother of three children, she dedicates her time to improving education. She currently leads the Parents Association with over 600 volunteers and serves on the Board of Trustees at Head-Royce, her children's school. She also serves on the Board of National Equity Project (formerly BAYCES), which coaches people to become the leaders who deliver on the promise of a quality education for every child in America. Eva worked for more than 10 years at Microsoft, marketing some of the company's most successful products, including Word, Office and consumer titles. Her last role there was Director of Market Planning and Analysis for Microsoft's line of home products. Other highlights at Microsoft include helping lead the turnaround in the company's Japanese application software business during a 3 year stint in Microsoft's Far East region and leading the first worldwide launch of Microsoft Office in over 25 languages. Prior to Microsoft, she worked in product management at Proctor & Gamble. Eva has a BA from Harvard University.

Eva is a member of the Executive Committee and serves as Board Chair.

Nick Driver:

Nick Driver is the co-founder of Clear Thinking, a non-profit dedicated to supporting schools and organizations with their governance, programmatic, financial and operational needs. Nick's motivation to be a school advocate and leader grew out of his research into the experiences of countless students that have not been given an adequate education. His professional and personal goal is to help schools and the public school system reach the point where every child is able to master their learning in a challenging and rewarding way, so that they graduate from high school with the skills, mindset, and agency necessary to thrive as adults. Nick currently serves as Superintendent at Griffin Technology Academies.

Nick has led Education for Change Public Schools, a six-school charter management organization in east Oakland, for the past 9 years as Board Chair and 10+ years as board member. Nick is also the Chair of its Executive Committee.

Mike Barr:

Mike currently provides financial consulting services to non-profit and educational organizations. He has served as CFO at the Center for Youth Wellness, Reading Partners, and Aspire Public Schools, and has also filled interim roles at several other nonprofits. Mike began his career in the tech sector and then made the move into nonprofits in 2004. Mike lives in Oakland with his wife and two daughters.

Mike is the current Finance Committee Chair.

Lauren Weston:

Lauren has nearly two decades of leadership experience in fundraising, philanthropy, and advocacy from several well-regarded education nonprofits including the Breakthrough Collaborative, Hiller Aviation Museum, and the YMCA. She is currently the executive director of Acterra: Action for a Healthy Planet, a Bay Area climate action organization. Her expertise lies in team building, infrastructure, and program design. Her passion is building capacity and finding resources for her teams to be successful in their own areas of expertise. Lauren is an alumna of New York University, where she received her master's degree in Fundraising and Philanthropy, and the University of California–Davis with a Bachelor's in International Relations with a focus on African-American Studies. She is currently an EMBA student at Quantic University. Lauren is a trained Climate Reality Project leader and is a Senior Fellow for the nationwide Environmental Leadership Program.

Damon Grant:

Damon Grant has been working in Oakland public schools for the past 15 years as an English teacher and, currently, as the co-principal of Oakland Unity Middle School. She has two children who attended EFC schools and is a resident of East Oakland.

Erika Cisneros:

Erika Cisneros has been a proud resident of Oakland, California, for 32 years. A graduate of Fremont High School, she went on to earn an Associate of Arts degree in Radio/TV Broadcasting from Chabot College.

With a deep commitment to public service, Erika has dedicated her career to uplifting her community. She previously served as an Assistant to Oakland City Councilmember Noel Gallo (District 5) and currently works at the Oakland Public Library, while also supporting OUSD District 5 Representative Patrice Berry.

Beyond her professional roles, Erika has been an active volunteer with numerous East Bay nonprofit organizations, including The Unity Council's De Colores Head Start, Lighthouse Community Charter School (as a co-founder parent), the Oakland Police Department Citizens Academy, the Spanish Speaking Citizens Foundation (as an ESL instructor for parents and children), Brown Girls Surf, Oakland Parks & Recreation Aquatics, and Oakland School Board campaigns.

As a dedicated mother, Erika takes great pride in her two daughters—one serving as a Juvenile Correctional Officer for San Mateo County Probation and the other currently a high school senior.

Erika's passion for community development continues to inspire her future goals. She hopes to pursue a Bachelor's degree in Community Leadership from San Jose State University, further

strengthening her ability to advocate for education equity and build stronger, more inclusive communities in Oakland.

Sonia Urzua:

Sonia Urzua has worked in Bay Area community planning for more than 20 years. She currently works as the Assistant Planning Director for the City of Lafayette where she supervises the department's work analyzing developing city-wide land use policy and preparing and evaluating environmental impact reports. She enjoys volunteering her time in support of education-related organizations.

Sonia earned her B.A. in History from UC Berkeley, an M.A. in Urban Planning from UCLA, and her J.D. from the University of Wisconsin School of Law. She lives in Alameda with her three children.

Niloy Gangopadhyay:

Niloy Gangopadhyay has spent the last twenty-plus years combating the inequities in public education. He has served as a system, school, and non-profit leader. He currently serves as the Senior Director of Advancement & Engagement at Envision Schools. Previously he served as the Executive Director of Special Populations at the Texas Education Agency, where he led the state's programming for highly mobile and at-risk, English learners, and gifted & talented students. Before that, he was the co-founder and executive director of Success Preparatory Academy, a K-8th grade charter school in the Treme/Bienville Corridor for ten years. Before moving to New Orleans, he was the founding principal of Cleveland Lighthouse Community School. He also served as the Director of Special Projects at Excellence Charter School of the Uncommon Schools network in Brooklyn, New York. His initial entry into urban education was as a 2002 Teach For America (TFA) corps member in San Jose, California where he taught 4th grade. He received his B.A. in Political Science from the University of California, Berkeley, and an Ed.M. from the Harvard Graduate School of Education.

Stephisha Ycoy-Walton: Parent Board Member

Stephisha Ycoy-Walton appreciates the connection between strong leadership, mentorship, and community collaboration for the benefit of all community partners. Stephisha is a retired professional athlete and active community leader. She is also a licensed investment advisor who holds seven licenses across Insurance, Investments & Mortgages, and she is now a Board Director for Education for Change (EFC) Public Schools in Oakland, CA. Stephisha was born in the city of Vallejo, CA, to two teenage parents, Cyntheny and Stephen Walton. Stephisha was raised in Vallejo from 1987 to 2005. She would then leave to Oregon State University after being awarded an athletic scholarship. She received her Bachelor of Science from Cal Poly Pomona University (2012), while serving as the captain of the women's basketball team (2007-2010).

After college, she played basketball professionally for 2 years in Europe (Luxembourg and Montenegro). While playing her last season in Puerto Rico, she was accepted to medical school while also being recruited to work as a financial services professional. Currently, Stephisha is an active member of the Family Leadership Council for EFC, member of the Parent Leadership Council at Cox Academy and Regional Vice President of a highly sought after financial firm. In this space she has been able to positively impact the lives of hundreds of individuals and families by helping them set and meet their financial goals. At the start of the pandemic, Stephisha and her wife, Viveca, established Playbook Series Inc., a nonprofit organization with a mission to improve and enhance academic achievement through the implementation of leadership training and college preparation. Playbook Series Inc. aims to increase the probability of success for scholar-athletes by helping them and their parents become better prepared for the recruiting process and journey to college as a scholar-athlete. Stephisha & Viveca enjoy raising their son with the belief that, "Everyone has a purpose in life and that purpose is to positively impact the lives of those around you." We do this by tightening the threads between financial literacy and college access points. We focus on foundational leadership principles in school, and we provide accessible high-quality public school education for special education students, homeless students, LGBTQIA students and English Language Learners.

Chris Campbell:

Chris Campbell has always been inspired to use his skills in finance and accounting to support organizations that work towards making a positive social change. He has both public and private accounting and financial analysis experience with a strong focus on the nonprofit sector. Chris started his career at Ernst & Young where he worked on financial statement audits for both start-up and multinational organizations. Following his public accounting work, Chris joined the education nonprofit College Track as a Finance Manager. While there, Chris worked on forecasting, budgeting and financial planning, and analysis tasks supporting College Track's multiple sites across the United States. Following that opportunity, Chris worked at EdTec where he supported Charter Schools in the San Francisco Bay Area with their financials and budgets. After that role he served as the Financial Controller at the National Equity nonprofit PolicyLink and currently serves as the Director of Financial Planning and Analysis at the children's literacy organization, Reading Partners based in Oakland, CA. Chris earned his bachelor's degree in Business Administration: Finance from Saint Mary's College of California and he also holds a Master's degree in Accounting and a Master's of Public Administration.

Kimberly Ovalle: Parent Board Member

Kimberly Ovalle is a mother of one proudly raised in Oakland. She has long been passionate about equitable access in education and empowerment of at risk youth. Her journey and involvement started 23 years ago as a founding member of ASCEND's first ever 2nd grade class. With her mother's volunteer work, further involvement in OCO and using her own bilingual skills she was a student representative for charters at a young age. It was that community

involvement, parent leadership, and school activism that she strived to find again in her daughter's education, and that's she's very proud to have found within Learning Without Limits. As a charter alumni herself, Kimberly understands the strength in community and the power in standing on the shoulder of those that came before us.