

Any member of the public may comment on agenda items, as each item is presented. Individuals wishing to address the Board need to complete a Speaker Card located at the entrance to the meeting room and provide it to the recording secretary prior to the start of the meeting. Speakers are asked to limit their comments to two minutes each, and the Board President may limit the amount of discussion time for any one agenda item.

ALAMEDA COUNTY BOARD OF EDUCATION

AGENDA : VOL. XXXII, NO. 9

Regular Board Meeting: February 13, 2018 - 6:30 PM

MEETING LOCATION :

313 W. Winton Avenue
Hayward, CA 94544
510-887-0152
www.acoe.org

MISSION STATEMENT:

Provide, promote and support leadership and service to ensure the success of Every Child...in Every School... Every Day!

CALL TO ORDER:

ROLL CALL: **President Berrick** **Vice-President Cerrato**
 Trustee Rivera **Trustee Sims**
 Trustee Childress **Trustee McDonald**
 Trustee Knowles

SALUTE TO THE FLAG: Pledge of Allegiance

RECORDING STATEMENT: **This meeting is being recorded and/or broadcast at the direction of the Board.**

1. Consent Agenda – General Matters:

- | | | | |
|-----------|--|---|---------------------|
| A. | Minutes of the January 23, 2018 Board Meeting | Board will consider approval of the Minutes from the January 23, 2018 Board Meeting. | ACTION |
| B. | Resolution: Social Work Month (March) | Board will consider approval of Resolution No. 2112: Social Work Month - March. | ACTION |
| C. | Resolution: Women's History Month (March) | Board will consider approval of Resolution No. 2113: Women's History Month - March. | ACTION |
| D. | Resolution: Support of Youth Voter Registration and Voting | Board will consider approval of Resolution No. 2114: Resolution in Support of Youth Voter Registration and Voting | ACTION |
| E. | Resolution: Recognition of Ericka Huggins | Board will consider approval of Resolution No. 2115: Recognition of Ericka Huggins | ACTION |
| F. | Court School Single Plan for Student Achievement | Court School Single Plan for Student Achievement | ACTION |
| 2. | Determination Hearing - Yu | Determination Hearing for the material revision of | INFORMATION/ ACTION |

	Ming Charter School Material Revision	Yu Ming Charter School.	
3.	Public Comments [as close to 7 p.m. as possible]	<u>Only on items not listed on the agenda.</u> This part of the meeting provides an opportunity for the public to address the Board of Education on items that are not listed on the Agenda. Comments are welcome; however, the Board cannot comment on any item that is not agendaized. Individuals wishing to address the Board need to complete a Speaker Card located at the entrance to the meeting room and provide it to the recording secretary prior to the start of the meeting. Speakers are asked to limit their comments to two minutes each, and the Board President may limit the amount of comment and discussion time.	INFORMATION
4.	Determination Hearing – Latitude 37.8 High School Charter School Petition Appeal from Oakland Unified School District	Determination Hearing for the charter petition of Latitude 37.8 High School.	INFORMATION/ ACTION
5.	Board Committee Updates	<u>Policy and Legislation Committee Report</u> <ul style="list-style-type: none"> ● Board Policy and Legislation Committee Chair will report out from the February 9, 2018 meeting. ● The Board will review and consider taking action on the following Board Policies for FIRST READING: <ul style="list-style-type: none"> ○ BP 1312.3 Uniform Complaint Procedures ○ BP 3513.3 Tobacco Free Schools ○ BP 5111 Admissions ○ BB 9012 Board Member Electronic Communications 	INFORMATION/ ACTION
6.	Items from the Board	Board members will discuss the status of their activities and possible topics of interest to the Board and the general public.	INFORMATION
7.	President’s Report	The President will discuss recent activities and possible topics of interest to the Board and the general public.	INFORMATION
8.	Items from the Superintendent	The Superintendent, as the Secretary to the Board, will present topics of interest to the Board and the general public.	INFORMATION
9.	Adjournment	Visit http://www.acoe.org/board to view live webcasts of regular Board Meetings. Next Meeting: Regular Meeting March 13, 2018 at 6:30 p.m. Adjourn the meeting.	

All materials related to an item on this Agenda distributed to the Board of Education within 24 hours of the meeting are available for public inspection at the front desk of the Alameda County Office of Education at 313 W. Winton Avenue, Hayward, California at the time they are distributed. For inquiries, please contact the Superintendent's Office at 510-670-4145.

Times indicated are estimates and may change at the Board's discretion.



ALAMEDA COUNTY OFFICE OF EDUCATION
L. Karen Monroe, Superintendent
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(510) 887-0152 www.acoe.org

Memorandum No. 1. - A.

Meeting Date: 2/13/2018

TO: Alameda County Board of Education
FROM: Ken Berrick, Board President
RE: Minutes of the January 23, 2018 Board Meeting

Background :

Board will consider approval of the Minutes from the January 23, 2018 Board Meeting.

Action Requested:

ACTION

Review and approve minutes of the January 23, 2018 Board meeting.

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	Minutes 1.23.18

ALAMEDA COUNTY BOARD OF EDUCATION
Meeting Location: Alameda County Office of Education
313 W Winton Avenue, Hayward, CA 94544

Unadopted Minutes of the Board Meeting of January 23, 2018

Vol. XXXII No. 8

Presiding	President Berrick opened the meeting at 6:40 p.m.
Roll Call	Conducted by Superintendent L. Karen Monroe <ul style="list-style-type: none"> • Trustees Present (7): Joaquin Rivera, Amber Childress, Aisha Knowles, Fred Sims, Eileen McDonald, Yvonne Cerrato, Ken Berrick
Recording Statement	Read into the record by President Berrick This meeting is being recorded and/or broadcasted at the direction of the Board.
Item #1: Consent Agenda – General Matters: A. Minutes of the December 12, 2017 Board Meeting B. Resolution: African American History Month (February) C. Resolution: American Heart Month (February) D. Resolution: Recognition of No One Eats Alone Day (February) E. Resolution: Teen Dating Violence Awareness Month (February) F. Resolution: School Board Recognition Month (January) G. Resolution: Human Trafficking Awareness Month (January) H. Williams Uniform Complaints Quarterly Report for October 2017 – December 2017	<ul style="list-style-type: none"> • Trustee Rivera moved the Consent Agenda (A-H). • Trustee Childress seconded. • The motion passed unanimously (7-0).
Item #2: Annual Report on Alameda-County Authorized Charter Schools	<ul style="list-style-type: none"> • Ms. Teresa Kapellas, Executive Director of Administrative Services, provided a summary of the performance of Alameda County authorized charter schools.
Item #3: Public Comments	<ul style="list-style-type: none"> • None.
Item #4: Aurum Preparatory Charter School Update	<ul style="list-style-type: none"> • Ms. Kapellas provided an update of Aurum Preparatory Charter School’s Charter Specific Conditions (Schedule D).
Item #5: Public Hearing – Yu Ming Charter School Material Revision	<ul style="list-style-type: none"> • Vice President Cerrato moved to open the public hearing. • Trustee McDonald seconded. • The motion passed unanimously (7-0). • Ms. Sue Park, Head of School for Yu Ming Charter School, presented on their request for material revision to its charter. • The Board asked questions regarding their recruitment efforts and demographics. • Trustee Rivera moved to close the public hearing.

	<ul style="list-style-type: none"> • Trustee McDonald seconded. • The motion passed unanimously (7-0).
<p>Item #6: Board Committee Updates</p>	<ul style="list-style-type: none"> • Trustee Knowles, Chair of the Program and Agency Budget Committee, provided a report out from the January 23, 2018 committee meeting.
<p>Item #7: ACOE Audit Report for FY2016/17</p>	<ul style="list-style-type: none"> • Xiupin Guillaume, auditor who represents Vavrinek, Trine, Day & Co, LLP, reported there are no audit findings for ACOE. • Trustee Knowles moved to accept the ACOE Audit Report for FY 2016/17. • Vice President Cerrato seconded. • The motion passed unanimously (7-0).
<p>Item #10: Items from the Board</p>	<ul style="list-style-type: none"> • Trustee McDonald reported attending the following: <ul style="list-style-type: none"> ○ Camp Sweeney Holiday Breakfast on December 21st ○ Visit to Camp Sweeney on December 24th with her family to distribute gifts to students • Trustee McDonald submitted the following events in writing: <ul style="list-style-type: none"> ○ Visit to Community School for Creative Education (CSCE) to deliver holiday gifts to 1st grade students on December 15th ○ Castro Valley Adult School Holiday Concert on December 17th ○ The Kids Breakfast Club event ○ Youth performance of Annie from the Bay Area Performing Arts on January 15th • Trustee McDonald reported the School Board Breakfast event is on Saturday, February 10th. • Trustee Knowles attended Ericka Huggins’ 70th Birthday Celebration on January 7th and presented Ms. Huggins with a proclamation from the Superintendent and Board in recognition of her service as the first African American trustee on the Alameda County Board of Education. • Trustee Childress attended the 2nd Annual Women’s March in Oakland on January 20th.
<p>Item #11: President’s Report</p>	<ul style="list-style-type: none"> • None.
<p>Item #12: Items from the Superintendent</p>	<ul style="list-style-type: none"> • Superintendent Monroe reported attending the following: <ul style="list-style-type: none"> ○ CCSESA General Membership Meeting on January 22nd to January 24th • Superintendent Monroe reported the upcoming events: <ul style="list-style-type: none"> ○ SPaS Graduation Luncheon on January 26th ○ SPaS Winter Graduation on February 12th
<p>Item #13: Adjournment</p>	<p>The next Board meeting will be on February 13, 2018 at 6:30 p.m.</p> <p>Trustee Knowles adjourned the meeting at 7:55 p.m. in memory of:</p> <ul style="list-style-type: none"> • Kunio Okui, former CVUSD Board Member • Lillian Litzsey, retired ACOE employee, former President of the Black Women Organized for Political Action (BWOPA) South County Chapter, and community activist • Pam Champion, former long-time Dublin High School teacher who was honored at the Teacher of the Year Awards in 1996 <p>_____</p> <p>Ken Berrick, Board President</p> <p>_____</p> <p>L. Karen Monroe, Board Secretary</p>



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Memorandum No. 1. - B.

Meeting Date: 2/13/2018

TO: Alameda County Board of Education
FROM: Ken Berrick, Board President
RE: Resolution: Social Work Month (March)

Background :

Resolution No. 2112 encourages all Alameda County School Districts and educational communities to recognize the numerous contributions made by America's Social Workers and proclaim the month of March 2018 as Social Work Month.

Action Requested:

ACTION

Consider approval of Resolution No. 2112

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	Resolution: Social Work Month

**ALAMEDA COUNTY BOARD OF EDUCATION
AND
ALAMEDA COUNTY SUPERINTENDENT OF SCHOOLS**

RESOLUTION NO. 2112

Social Work Month (March)

- WHEREAS,** the primary mission of the Social Work profession is to enhance well-being and help meet the basic needs of all people, especially the most vulnerable in society; and
- WHEREAS,** social work is one of the fastest growing careers in the United States with more than 680,000 members of the profession; and
- WHEREAS,** Social Workers work in all areas of our society to improve happiness, health and prosperity, including in government, schools, universities, social service agencies, communities, the military and mental health and health care facilities;
- WHEREAS,** Social Workers daily embody this year’s Social Work Month theme, “Social Workers: Leaders. Advocates. Champions.” by helping individuals, communities and the larger society tackle and solve issues that confront them; and
- WHEREAS,** Social Workers have helped this nation live up to its ideals by successfully pushing for equal rights for all, including women, African Americans, Latinos, people who are LGBTQ and various ethnic, cultural and religious groups; and
- WHEREAS,** Social Workers have helped people in this nation overcome racial strife and economic and health care uncertainty by successfully advocating for initiatives such as Medicaid, unemployment insurance, workplace safety, Social Security benefits, the Civil Rights Act, the Voting Rights Act, and the Affordable Care Act; and
- WHEREAS,** Social Workers are the largest group of mental health care providers in the United States and daily work to help people overcome depression, anxiety, substance abuse and other disorders so they can lead more fulfilling lives; and
- WHEREAS,** Social Workers help children find loving homes and create new families through adoption; and
- WHEREAS,** Social Workers in schools work with families and schools to foster future generations by ensuring students reach their full academic and personal potential;

NOW, THEREFORE, BE IT RESOLVED that the Alameda County Board of Education and the Alameda County Superintendent of Schools recognizes March 2018 as Social Work Month.

PASSED AND ADOPTED this 13th day of February, 2018 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Ken Berrick, President
Alameda County Board of Education

L. Karen Monroe, Superintendent
Alameda County Office of Education



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Memorandum No. 1. - C.

Meeting Date: 2/13/2018

TO: Alameda County Board of Education
FROM: Ken Berrick, Board President
RE: Resolution: Women's History Month (March)

Background :

Resolution No. 2113 encourages all Alameda County School Districts and educational communities to commemorate Women's History Month, March 2018, and to honor International Women's Day, March 8, 2018 with appropriate instructional activities to recognize the countless contributions that women have made in helping our nation achieve greatness.

Action Requested:

ACTION

Consider approval of Resolution No. 2113

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	Resolution: Women's History Month

**ALAMEDA COUNTY BOARD OF EDUCATION
AND
ALAMEDA COUNTY SUPERINTENDENT OF SCHOOLS**

RESOLUTION NO. 2113

Women's History Month (March)

- WHEREAS,** women of every race, class, and ethnic background have made historic contributions to the growth and strength of our nation in countless recorded and unrecorded ways; and
- WHEREAS,** women continue to play a critical economic, cultural, and social role in every sphere of the nation by constituting a significant portion of the labor force; and
- WHEREAS,** women have played a unique role throughout our history by providing the majority of the nation's volunteer labor force and were particularly important in the establishment of early charitable, philanthropic, and cultural institutions in the country; and
- WHEREAS,** women have been leaders in every major progressive social change movement, not only to secure their own right of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor movement, and the modern civil rights movement, which attempt to create a more fair and just society for all; and
- WHEREAS,** the new millennium has witnessed a significant change and attitudinal shift in both women's and society's thoughts about women's equality and emancipation; and
- WHEREAS,** women are still not paid equally to that of their male counterparts, women still are not present in equal numbers in business or politics, and globally women's education, health and the violence against them is worse than that of men; and
- WHEREAS,** The History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve states that the history of community, state, region, nation, and world reflect the experiences of men and women of different racial, religious, and ethnic groups and that the study of this inclusive history be integrated at every grade level in the curriculum; and
- WHEREAS,** March 8th is recognized each year as International Women's Day, a global day to celebrate the economic, political, and social achievements of women past, present, and future, and a day to recognize the obstacles that women still face in the struggle for equal rights and opportunities;

NOW, THEREFORE, BE IT RESOLVED that the Alameda County Board of Education and the Alameda County Superintendent of Schools encourage all educational communities to commemorate March 2018 as Women's History Month with appropriate instructional activities to recognize the countless contributions that women have made to help our nation achieve greatness.

PASSED AND ADOPTED this 13th day of February, 2018 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Ken Berrick, President
Alameda County Board of Education

L. Karen Monroe, Superintendent
Alameda County Office of Education



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Memorandum No. 1. - D.

Meeting Date: 2/13/2018

TO: Alameda County Board of Education
FROM: Ken Berrick, Board President
RE: Resolution: Support of Youth Voter Registration and Voting

Background :

As our students approach high school graduation, many of them are at or approaching the age when they are first eligible to register to vote and participate in elections. However, the participation rates for young voters still fall far below that of older Americans. This resolution confirms the Board's support for Alameda County students and families to register to vote.

The League of Women voters of the Eden Area is participating with the Alameda County Registrar of Voters in a program to educate high school students about voting, to assist eligible student voters in registering to vote and then encourage the exercise of their franchise to vote.

Action Requested:

ACTION

Consider approval of Resolution No. 2114

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	Resolution: Support of Youth Voter Registration and Voting

**ALAMEDA COUNTY BOARD OF EDUCATION
AND
ALAMEDA COUNTY SUPERINTENDENT OF SCHOOLS**

RESOLUTION NO. 2114

Resolution in Support of Youth Voter Registration and Voting

WHEREAS, the mission of the Alameda County Board of Education is to prepare every student for success, to be engaged community members contributing to and becoming good stewards of our changing world, and to be creative critical thinkers, prepared for college career and life-long learning; and

WHEREAS, providing youth the opportunity to learn and participate in our democracy is a core function of public education; and

WHEREAS, students are encouraged to participate in our democracy through voting and civics education programs by influencing their peers, members of their family and communities to register to vote and participate in elections; and

WHEREAS, the Alameda County Board of Education is committed to proactively strengthening democracy by encouraging voter registration, elections worker recruitment and increasing participation in all elections by eligible voters; and

WHEREAS, young people play a critical role in our democracy, helping to choose the people who will lead and by voicing their opinions on the issues that are important to them; and

WHEREAS, building a comprehensive program that integrates voter registration activities into broader civics education, encourages youth to be active in civic life, to be better prepared to enjoy the rights and responsibilities of citizenship; and

WHEREAS, the County of Alameda sponsors a voter pre-registration program for students beginning at age 16, in its effort to cultivate a climate of active voting citizenship; and

NOW, THEREFORE BE IT RESOLVED that the Alameda County Board of Education and the Alameda County Superintendent of Schools will work in partnership with nonprofit, nonpartisan, public interest community organizations, including the Alameda County Registrar of Voters, to integrate ongoing, coordinated voter education and registration drives.

BE IT FURTHER RESOLVED that the Alameda County Board of Education and the Alameda County Superintendent of Schools encourage all eligible students to register to vote, encourage districts and their staff to work with voter registration efforts designed to provide information and access for voter registration forms and links, and urge high school principals to work with community organizations throughout the year to offer voter registration opportunities to high school students.

PASSED AND ADOPTED this 13th day of February, 2018 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Ken Berrick, President
Alameda County Board of Education

L. Karen Monroe, Superintendent
Alameda County Office of Education



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Memorandum No. 1. - E.

Meeting Date: 2/13/2018

TO: Alameda County Board of Education
FROM: Ken Berrick, Board President
RE: Resolution: Recognition of Ericka Huggins

Background :

This resolution is in recognition of Ericka Huggins, the first African American to serve on the Alameda County Board of Education. A proclamation was provided to her on Sunday, January 7th at her 70th birthday celebration.

Action Requested:

ACTION

Consider approval of Resolution No. 2115

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	Resolution: Recognition of Ericka Huggins

**ALAMEDA COUNTY BOARD OF EDUCATION
AND
ALAMEDA COUNTY SUPERINTENDENT OF SCHOOLS**

RESOLUTION NO. 2115

Recognition of Ericka Huggins

WHEREAS, Ericka Cozette Huggins was honored by family, friends and treasured colleagues on the occasion of her 70th birthday; and

WHEREAS, she was born in Washington D. C. on January 5, 1948 and originally settled in Alameda County in 1972; and

WHEREAS, she became the first African American to serve on the Alameda County Board of Education and served from July 1, 1976 to September 21, 1981; and

WHEREAS, she was first elected as a Trustee on June 8, 1976 and re-elected on June 3, 1980; and

WHEREAS, during a long and productive lifetime of activism and service, she has demonstrated in countless ways her dedication to human rights, social justice and change, community service and has earned respect and admiration of people from all walks of life; and

WHEREAS, she has, throughout her life, demonstrated an unwavering commitment to whole-being education, educational innovation and equity for all;

NOW, THEREFORE, BE IT RESOLVED that the Alameda County Board of Education and the Alameda County Superintendent of Schools, do hereby recognize Ericka Huggins on the occasion of her 70th Birthday, with sincere congratulations and best wishes for many more happy and productive years.

PASSED AND ADOPTED this 13th day of February, 2018 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Ken Berrick, President
Alameda County Board of Education

L. Karen Monroe, Superintendent
Alameda County Office of Education



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Memorandum No. 1. - F.

Meeting Date: 2/13/2018

TO: Alameda County Board of Education
FROM: Monica Vaughan, Chief of Schools
RE: Court School Single Plan for Student Achievement

Background :

Each year the School Site Council for the Court Schools must develop and approve a Single Plan for Student Achievement. The Community schools have developed their 2017-2018 Plan to support the county-wide goals as outlined in the Local Control Accountability Plan. The plan outlines actions and expenditures that will support students and increase student outcomes. The Board of Education must approve the plan once completed.

Action Requested:

ACTION

Approve the Court Schools Single Plan for Student Achievement.

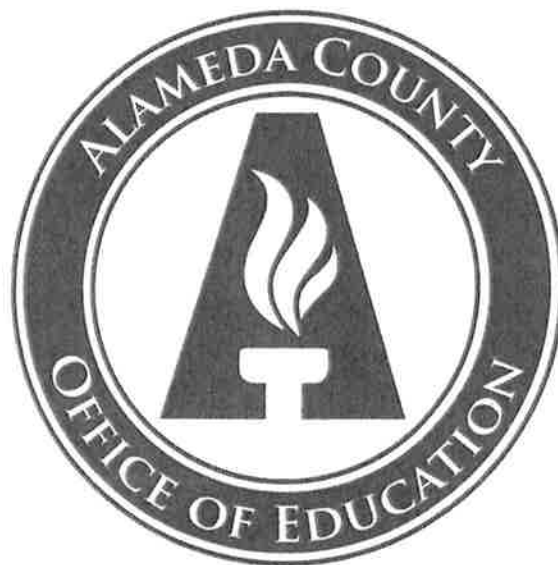
ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	2017-18 Court SPSA

Single Plan for Student Achievement

2017-18

ACOE Court Schools The Single Plan for Student Achievement



Part II: The Single Plan for Student Achievement

School: Court Schools

District: Alameda County Office of Education, Student Programs and Services (SPaS)

County-District School (CDS) Code: 0110017-0130419

Principal: Sean Moffatt

Date of this revision: September 11, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Lydia Moore
Position:	Program Director I: Instruction
Telephone Number:	510 670 4117
Address:	313 W. Winton Ave., Hayward, CA 94544
E-mail Address:	lmoore@acoe.org

The District Governing Board approved this revision of the SPSA on **XXXXX**



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Progress Analysis of Previous SPaS Goals and Outcomes

Through the LCAP process in the spring of 2017, and the WASC Accreditation process in the spring of 2016, SPaS Court Schools reviewed all available data pertaining to the two court school programs; The Sweeney Academic Center and the Butler Academic Center. Data reviewed included students' NWEA Map scores, attendance data, current student course enrollment and grades, and graduation results. Progress of the Court Schools previous SPaS goals is difficult due to the high turnover of the student population at our court school programs and the general lack of specificity of the goals as that were written. Data and goal analysis was done in the fall and spring of the 2016-17 school year to review the SPaS goals, student progress for school year, the WASC committee's recommendations, and the LCAP goals.

There were several recurring themes that were identified during the review of data:

- ***All students are at risk of failing to meet graduation requirements due to lack of credits, challenges pertaining to being incarcerated and personal social-emotional challenges.***
- ***Not all students able to meet graduation requirements through the regular core curriculum.***
- ***Social-Emotional challenges were an evident barrier to academic success and ability to be prepared to enter the work force or matriculate to post-secondary educational options.***

With these three high leverage needs, as well as WASC Committees recommendations, the Court Schools developed **five broad reaching goals that will align to the Local Educational Agency (LEA) goals in the Local Control Accountability Plan.** These goals are:

1. ***ACOE-SPaS Court Schools will establish processes to communicate information regarding various aspects of the educational program to stakeholder groups other than the staff.***
2. ***ACOE-SPaS Court Schools will establish ways to strengthen the Career and Technical Education (CTE) component of the instructional program.***
3. ***ACOE-SPaS Court Schools will establish and implement processes to ensure curriculum alignment with standards and to assess student mastery of standards and accomplishment of the schoolwide learner outcomes.***
4. ***ACOE-SPaS Court Schools will establish targeted and ongoing professional development needs to serve as a process for determining the effectiveness of professional development activities in addressing identified needs.***
5. ***ACOE-SPaS Court Schools will establish processes to standardize curriculum across the entire instructional program, placing an emphasis on what is being taught rather than how it is being taught.***

The court school program School Site Council and staff believe these goals will provide an academically engaging learning experience for our students while supporting both their academic and social-emotional needs in order to be successful.

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

COURT SCHOOLS GOAL 1

ACOE Court Schools will establish processes to communicate information regarding various aspects of the educational program to stakeholder groups other than the staff.

GOAL 1 ADDRESSES AND ALIGNS WITH THE FOLLOWING ACOE-SPAS GOALS:

LEA (LCAP) GOAL 2: ACOE students will receive wrap-around supports to develop psycho-social skills and eliminate barriers to school success.

SLO GOAL 2: ACOE-SPaS Court Schools will provide support services to ensure students attend school, are physically and emotionally prepared to learn and are engaged in learning.

What data did you use to form this goal?

The Site Council looked at the goals of the outlined in the LCAP, WASC "Action Plan", MAP, state testing, attendance data, student ILSP, RIT data, and/ or other student data.

What were the findings from the analysis of this data?

Many students are in need of academic supports such as academic success counseling, credit recovery, reading intervention support, including materials, tutoring, and English language development and social-emotional support services, as well as post high school training to enhance their 21st century learning skills.

How will the school evaluate the progress of this goal?

ACOE-SPaS Court Schools hope to see students earn at least 45 credits in any one semester, through a combination of core subject area course work and credit recovery supplemental coursework.

Where can a budget plan of the proposed expenditures for this goal be found?

Below and in the LCAP, Title 1, Part A.

STRATEGY: ACOE Court School teachers and administration will design and implement an academic support services umbrella that will include academic student advisory support, academic intervention and credit recovery sessions, tutors, an instructional assistant(s) at both sites, online and reproducible credit recovery intervention curriculum, and other support services that ensure student success in and out of the classroom.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1.1 Students will be assessed using NWEA Map online reading, writing, and mathematics assessments for classroom placement. Ongoing.</p>	<p>Principal and Orientation and Assessment Paraprofessionals</p>	<p>Ensure every incoming student is pre and post tested using Map to ensure proper placement, assess academic growth, and identification of needed interventions. Long term students will take the local MAP assessment two to three times a year to determine instructional needs. Provide training to staff on use of student data to drive instructional practices.</p>	<p>O&A Staff Title 1 Part D \$66,527 \$60,660</p>
<p>1.2 Provide ongoing ELA/ELD interventions including access to online instructional support based on MAP or other assessment instrument data progress reports.</p>	<p>Site Teachers LEA WIDE</p>	<p>Teachers will use CBL, Reading Plus, LEXIA, English3D, and other technology intervention programs. Program training, licensing, access, and data management support for all staff provided/organized by the Director of Instruction.</p>	<p>Technology/Instructional Programs Title 1 Part D CBL \$750 Lexia/Reading Plus (<i>funded in 16-17 through 2018</i>) Title 1 Part D BrainPop \$1,047.50</p>

<p>1.3 Continue to provide ELD coaching and professional learning to staff aligned to the CCSS EL framework. Provide direct instruction for EL newcomers.</p>	<p>Site Administrators, TSA and ELD Instructional Assistant LEA WIDE</p>	<p>Provide training and teachers to insure EL students have access to research based strategies. Teacher on special Assignment (TSA) will provide training and coaching to all teachers to ensure EL students are taught using research based EL strategies. Provide 1 itinerant paraprofessional for ELD support to court school students.</p>	<p>EL Coach .25 Title 1 Part A \$37,520 EL Paraprofessional .4166 Title 1 Part A \$30,195</p>
<p>1.4 Provide support staff to support students through the transition to Court schools</p>	<p>Principal, Teachers, and Instructional support staff</p>	<p>Provide classroom-based paraprofessionals to provide additional individual tutoring to improve English, math skills, and individualize and differentiate instruction in court school.</p>	<p>Paraprofessional .8333 Title 1, Part A \$54,438 Paraprofessional .8333 Title 1, Part D \$54,334</p>
<p>1.5 Implement online support programs for credit recovery.</p>	<p>LEA WIDE</p>	<p>Provide access to online support programs for credit recovery. Individual Learning Plans for each long term student.</p>	<p>Licenses and supplies Title 1, Part A Odysseyware Connector \$1,000</p>

COURT SCHOOLS GOAL 2

ACOE Court schools will establish ways to strengthen the Career and Technical (CTE) component of their instructional program

GOAL 2 ADDRESSES AND ALIGNS WITH THE FOLLOWING ACOE-SPAS GOALS:

LEA (LCAP) GOAL 3: ACOE Court Schools will leverage their resources through efficient and effective teaching, administration, and support services.

SLO GOAL 1: ACOE-SPaS Court Schools will provide a core academic program supported by academic interventions proven effective in working with high-risk youth.

<i>What data did you use to form this goal?</i>	<i>What were the findings from the analysis of this data?</i>	<i>How will the school evaluate the progress of this goal?</i>
The Site Council reviewed the goals of the LCAP, WASC Action Plan, attendance data, the RTi process, attendance data, referral data from SSTs and personal knowledge of students enrolled in the programs	In order to be successful in school students need psycho/emotional supports to help them cope with life outside of school with issues relating to family, relationships and academic suspension and expulsion	ACOE-SPaS Court Schools hopes to see a decrease in student recidivism. Where can a budget plan of the proposed expenditures for this goal be found? In the SPSA and LCAP.

STRATEGY: Provide wrap-around services for all students to ensure their emotional health and academic success			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.1 Provide outreach to parents through Parent Involvement/Engagement Activities	Principal and ACOE-SPaS outreach staff.	The Sweeney will hold a Back to School Night in the Fall, and an Open House in the Spring. The court schools will offer guest speakers to ELAC parents	Parent Engagement Title 1 Part A \$2,762 (reservation)
2.2 Contract with Alameda libraries to provide access to literature for Court school students	Principal	Contract with Alameda County Library to provide access to literature, community/cultural events, arts, and educational opportunities for students at Court schools.	Contracted Services Title 1 Part D \$50,000

<p>2.3 Provide visual arts opportunities to students.</p>	<p>Principal, resident artist, and Sweeney school staff.</p>	<p>Students at the Wilmont Sweeney Education Center will have the opportunity to participate in a visual arts program throughout the school year.</p>	<p>Contracted Services Title 1 Part D \$10,000</p>
<p>2.4 Provide athletic opportunities to students.</p>	<p>Principal, community partner, and Sweeney school staff.</p>	<p>Students at the Wilmont Sweeney Education Center will have the opportunity to participate in a athletic golf program throughout the school year.</p>	<p>Contracted Services Title 1 Part D \$18,000</p>

COURT SCHOOLS GOAL 3

ACOE Court Schools will establish and implement processes to ensure curriculum alignment with standards and to assess student mastery of standards and accomplishment of the Schoolwide Learner Outcomes (SLO's).

GOAL 3 ADDRESSES AND ALIGNS WITH THE FOLLOWING ACOE-SPAS GOALS

LEA (LCAP) GOAL 1: ACOE students will receive value-added teaching and learning optimized for the unique needs of each program's population.

SLO GOAL 3: (3) ACOE-SPaS Court Schools will ensure that all students are moving toward successful completion of high school.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>The Site Council reviewed transcript analysis of students as well as NWEA MAP assessment data.</p>	<p>Almost all students need credit recovery in order to be on target for graduation. They also need additional support to prepare them for entry into the adult work force. There is a great need for post high school vocational education training and 21st century skills enhancement.</p>	<p>ACOE-SPaS Court Schools hope to see an increase in student participation in post high school education/vocational programs. Where can a budget plan of the proposed expenditures for this goal be found? Below and in the LCAP.</p>

STRATEGY: Provide academic/college/career opportunities for court school students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>3.1 Provide academic counseling for all students to insure graduation requirements are met through the site level advisory period and other partnerships.</p>	<p>Court Site Administrator/Teachers</p>	<p>Provide transcript analysis for students to insure graduation requirements are met using the Individual Learning Plan and Transcript Analysis Grid Provide training for teachers on Aeries and transcript analysis</p>	<p>No Cost</p>

<p>3.2 Fund on-going Common Core aligned professional development</p>	<p>LEA WIDE Site Administrators</p>	<p>Contract with NWEA MAP to provide professional learning on system navigation and data analysis of reading/ math local assessment data.</p>	<p>MAP Professional Learning Title 1 Part A \$ 1,600</p>
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COURT SCHOOLS GOAL 4

ACOE Court Schools will establish processes to standardize curriculum across the entire instructional program, placing an emphasis on how Common Core instruction is aligned and implemented.

GOAL 5 ADDRESSES AND ALIGNS WITH THE FOLLOWING ACOE-SPAS GOALS:

LEA (LCAP) GOAL 3: ACOE Schools will leverage their resources through efficient and effective teaching, administration, and support services.

SLO GOAL 1: ACOE Court School students will be active learners by taking responsibility for their own learning by creating and assessing their short and long term academic and career goals.

What data did you use to form this goal?
The Site Council looked at the goals of the WASC Action Plan and the LCAP for this goal.

What were the findings from the analysis of this data?

Many students are in need of academic supports such as academic success counseling, credit recovery, reading intervention support, including materials, tutoring, and English language development and social-emotional support services, as well as post high school training to enhance their 21st century learning skills.

Providing teachers with high quality professional learning is the best way to ensure students are able to meet the academic expectations of post-secondary success.

How will the school evaluate the progress of this goal?

ACOE-SPaS Court Schools will collect staff input regarding professional learning needs, design training which is responsive to those needs, and monitor progress/ implementation through conferencing, PLCs, and administrative formal/informal evaluations.

Where can a budget plan of the proposed expenditures for this goal be found?
Below and in the LCAP, Title 1, Part A.

STRATEGY: Provide wrap-around services for all students to ensure their emotional health and academic success

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>4.1 Use the CCSS student skills (5x8 card) as the instructional standards/skills students should access in each subject matter and course to ensure equitable learning expectations of all students.</p>	<p>Site Administration, IIC's, Classroom Teachers Ed. Services CORE Learning Support Staff, SPaS Support Staff</p>	<p>Data Analysis, Classroom Observations Core Subject Area meetings, Unit/Site meetings, Credit Recovery Curriculum, Professional Collaboration meetings, PLC's. Fall 2017 and ongoing</p>	<p>No cost as is.</p>
<p>4.2 Examine possible summative assessment tools to measure the degree to which each student is mastering the standards and subject matter being taught in the class.</p>	<p>Site Administration, Classroom Teachers Ed. Services CORE Learning Support Staff, SPaS Support Staff</p>	<p>Professional Development Calendar, Data Analysis, Lesson Plans, Classroom Observations, Core Subject Area meetings, Unit/Site meetings, Professional Collaboration meetings, PLC's, professional development training/coaching Fall 2017 and ongoing</p>	<p>No cost as is.</p>
<p>4.3 Align Staff meetings with opportunities to aggregate assessment data to get a schoolwide picture of the effectiveness of the instructional program in supporting mastery of standards and subject matter by all students.</p>	<p>Site Administration, Classroom Teachers Ed. Services CORE Learning Support Staff, SPaS Support Staff</p>	<p>Professional Development Calendar, Data Analysis, Lesson Plans, Classroom Observations, Core Subject Area meetings, Unit/Site meetings, Credit Recovery Curriculum, Professional Collaboration meetings, PLC's. Fall 2017 and ongoing</p>	<p>No cost as is.</p>

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

Actions to be Taken to Reach This Goal^{1[1]} Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date^{2[2]} Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Aligns LEA wide PD based on student data. Prepares data reports for site and staff review for targeted interventions.	Ongoing	State assessment coordinator	\$73,180	Title 1 Part D 1310 (Cert Admin)
Transition services for students arriving in juvenile detention to assess their current levels, track down records, and support transition to detention-based education and includes assisting students in making and actualizing plans for life after high school as well as services for school and pathway placement through Transition Center.	Ongoing	Staff an Orientation and Assessment center	\$90,000	Title 1 Part D (2110)

Form C: Programs Included in this Plan

This site operates a SWP but does not consolidate its funds as part of operating a SWP.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.³¹³¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
SEAN MOFFATT	X				
David Noack		X			
Alicia Márquez			X		
Kate Edwards		X			
Mehabib			X		
EV				X	
Paul Walker		X			
Marlon Lopez					X
Da'Shawn Pierson					X
Danielle Conde				X	
Numbers of members in each category	1	3	3	2	3

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

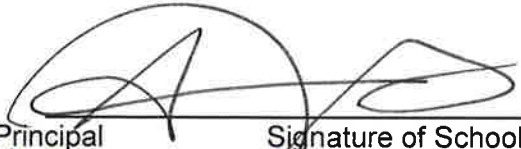
English Learner Advisory Committee _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: Jan. 25, 2018

Attested:

Sean Moffatt

Typed name of School Principal



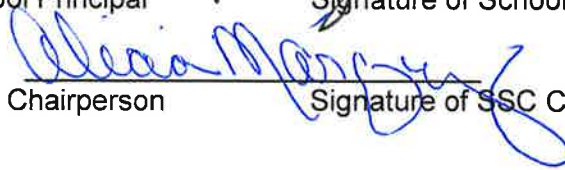
Signature of School Principal

1.25.18

Date

XXXXXX

Typed name of SSC Chairperson



Signature of SSC Chairperson

1.25.18

Date

Form F: Budget Planning Tool –Version 2.2 (revised)

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

System Requirements:

A computer running spreadsheet software with the ability to use Macro-Enabled Microsoft Excel 1997–2003 worksheets is required.

Instructions for Use

Opening the Budget Planning Workbook for the First Time

To ensure that the SPSA Budget Planning Tool operates correctly, follow these steps when opening the file:

1. Open the SPSA Budget Planning Tool. A dialogue box should appear that will ask the user if they want to enable editing. Select 'Yes' to enable editing.
2. Enable macros. A Security Warning dialogue box should appear asking if the user wants to enable macros. This warning may alternately appear as a yellow security warning bar across the top of the workbook. Select 'Enable Macros' and then save the document.
3. Maximize the workbook so that the page tabs show along the bottom of the workbook.

Setting-up School Information

To set the school information in the tool, follow these steps:

1. Select the 'SPSABudget' sheet tab at the bottom of the workbook.
2. Select the 'Add School Information' button to input school information.
3. Enter the school name, the district name, the schools CDS code, the name of the school administrator, and the date of revision.
4. If the school is operating a schoolwide program (SWP) select the 'Operating Schoolwide Program' checkbox. Another checkbox will appear asking if you are consolidating funds as part of operating a SWP. If you are consolidating funds, select the checkbox. You will then be asked to select if you will be consolidating only federal funding sources or consolidating all funding sources.
5. Select 'OK' to continue, or select 'Cancel' to exit.

You may change school information at any time by the selecting 'Add School Information' button. Each time the 'Add School Information' button is selected, the date of revision will reset to '1/1/2000', therefore you will need to update the date of revision each time changes are made to the school information.

For Schools Consolidating Funds as Part of a SWP

If the school is operating a SWP and is choosing to consolidate funds a funding source titled 'Consolidated SWP Funds' will appear on the 'SPSABudget' sheet. Any funding sources that are consolidated as part of the SWP will be added into the 'Consolidated SWP Funds' funding source. In addition, a new sheet named 'Consolidated SWP Funds' will appear in the workbook. By going to the 'Consolidated SWP Funds' sheet you will be able to see a list of all the funding sources that have been consolidated in

the SWP, their initial fiscal year allocations, and the total fiscal year allocation of all the funding sources that have been consolidated.

Adding a New Funding Source

By default, the first funding source listed in the 'Funding Sources' column is 'Title I'. It has a default allocation of '\$0.00'. To edit either the name of the funding source and/or the allocation amount, select the 'Edit a Funding Source' button and skip to step three below.

To add a new funding source to the list, follow these steps:

1. From the 'SPSABudget' sheet, select the 'Add a Funding Source' button.
 2. Enter the name of the funding source and the amount of the fiscal year allocation.
 3. If you are consolidating this funding source as part of operating a SWP, then select the checkbox. If you are not operating a SWP or if you are operating a SWP but not consolidating funds, no checkbox will appear. If you are operating a SWP and consolidating funds another box will open asking if the funding source is federal, state, or local. Select the appropriate option to continue.
 4. Select 'OK' to add the funding source to your list, or select 'Cancel' to exit.
- Be sure that the centralized services described in Form B of the SPSA document match any centralized services entered into the Budget Planning Tool.

For Schools Consolidating Funds as Part of a SWP

If the funding source is being consolidated as part of a SWP, it will not appear in the funding sources column on the 'SPSABudget' sheet. The fiscal year allocation will be

added to the 'Consolidated SWP Funds' fiscal year allocation and the funding source will be added to the list previously referred to on the 'Consolidated SWP Funds' sheet.

Editing or Deleting a Funding Source

To edit an existing funding source on the list, follow these steps:

1. From the 'SPSABudget' sheet, select the 'Edit a Funding Source' button.
2. Select the funding source you want to edit or delete from the list on the left. The information for that funding source will auto-populate in the appropriate cells.
3. To edit the funding source, make the desired changes to the funding source information and select 'OK' to enforce the changes or select 'Cancel' to exit.
4. To delete the funding source select the 'Delete' button. You will be asked if you want to delete the selected funding source. Select 'Yes' to delete the funding source or 'No' to cancel.

Note: Deleting a funding source cannot be undone! The system will not allow you to delete the first funding source row.

For Schools Consolidating Funds as Part of a SWP

To edit the 'Consolidated SWP Funds' funding source go to the 'Consolidated SWP Funds' sheet, Select the 'Edit a Consolidated SWP Funding Source' button, and follow instructions 2–4 (above). To delete the 'Consolidated SWP Funds' funding source, select the 'Add School Information' button and uncheck the box labeled 'This site consolidates funding sources as part of operating its schoolwide program'.

Adding a Budget/Resource Code

By default, the first budget code listed in the 'Budget/Resource Code Descriptions' column is 'Unrestricted'. It has a default code of '0000'. To edit either the name of the budget or resource code, or the code itself, select the 'Edit a Budget Code' button and skip to step two below.

To add a new budget or resource code to the list, follow these steps:

1. From the 'SPSABudget' sheet, select the 'Add a Budget Code' button.
2. Enter the name and/or description of the budget/resource code and the code number.
3. Select 'OK' to add the budget/resource code to your list, or select 'Cancel' to exit.

Be sure that the centralized services described in Form B of the SPSA document match any centralized services entered into the Budget Planning Tool.

Editing or Deleting a Budget/Resource Code

To edit an existing budget or resource code on the list, follow these steps:

1. From the 'SPSABudget' sheet, select the 'Edit a Budget Code' button.
2. Select the budget/resource code you want to edit or delete from the list on the left. The information for that budget/resource code will auto-populate in the appropriate cells.
3. To edit the budget/resource code, make the desired changes to the budget/resource code information and select 'OK' to enforce the changes, or select 'Cancel' to exit.

4. To delete the budget/resource code, select the 'Delete' button. You will be asked if you want to delete the selected budget/resource code. Select 'Yes' to delete the budget/resource code or 'No' to cancel.

Note: Deleting a budget/resource code cannot be undone! The system will not allow you to delete the first budget/resource code source row.

Using 'Goal' Worksheets

To use the 'Goal' worksheets to track the estimated expenditures related to the school goals as described in the SPSA, follow these steps:

1. Select the first goal tab, 'Goal 1', at the bottom of the workbook.
2. Double-select next to 'Goal' (under the school information at the top of the page) to activate the cell and enter the title of the goal being addressed.
3. Enter a description of one of the proposed expenditures for this goal. Double-select on a cell in the 'Description of expenditures for implementing this Goal' column and enter the description.
4. Select the budget category (or code) for the proposed expenditure. Select a cell to activate the dropdown menu. Use the scroll bar to scroll through the selections in the dropdown menu and select on a budget category (or code) to select the budget description (or code) for the proposed expenditure. The corresponding code (or budget description) will appear automatically in the adjoining cell.
5. Enter the funding source for the proposed expenditure. In the 'Funding Source' row, select a cell to activate the dropdown menu. Use the scroll bar to scroll through the selections and select on a funding source in the dropdown menu to select it. The remaining allocation amount for that funding source will appear in the 'Remaining Fiscal Year Allocation' row immediately below the funding source.
6. Enter the estimated cost for the proposed expenditure. Select on the cell at the juncture of the corresponding Budget Category row and Funding Source column and enter the estimated cost for the proposed expenditure.

If a proposed expenditure draws from multiple funding sources, select additional funding sources and enter the appropriate amounts. For an example of this, please refer to the SPSA Form F: Budget Planning Tool SAMPLE Form A available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

Adding and Deleting Rows and Columns on 'Goal' Worksheets

To add or delete rows or columns on 'Goal' worksheets, follow these steps:

1. To add a new expenditures row, select the 'Add a Row' button. A new row will be added after the last used row. Do not add a new row until all the available cells in the column labeled 'Descriptions of Expenditures for Implementing this Goal' have been used.
2. To delete an expenditure row, Select on the description in the row that you want to delete and select the 'Delete a Row' button. That row will be deleted. **Note:** This action cannot be undone!
3. To add a new funding source column, select the 'Add a Column' button and a column will be added after the last used column. Do not add a new column until all the available cells in the row labeled 'Funding Source' have been used.
4. To delete a funding source column, select on the funding source in the column that you want to delete and then select the 'Delete a Column' button. That column will be deleted. **Note:** This action cannot be undone!

Adding or Deleting a Goal

To add or delete a goal, follow these steps:

1. To add a goal, select the 'Add a Goal' button on the 'SPSABudget' page. The next goal in numerical order (up to number 10) will be added to the workbook.
2. To delete a goal, select the 'Delete this Goal' button found on all 'Goal' pages except 'Goal 1'. That page, and everything on it, will be deleted. **Note:** This action cannot be undone!

Additional Information

Each 'Goal' worksheet keeps a running total of:

1. The estimated costs assigned to each funding source on that page; and
2. A running total of the remaining fiscal year allocation for each funding source.

These totals will automatically update each time that you return to that goal sheet.

The 'SPSABudget' worksheet keeps running totals of:

1. The total estimated expenditures for each funding source across all goals;
2. The remaining balance for each funding source; and
3. The total of the estimated expenditures assigned to each budget or resource code from across all goal sheets.

These totals will automatically update each time that you return to the 'SPSABudget' sheet.

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM

review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
- Identify the major expenditures supporting these priorities.

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - What specific actions related to those strategies were eliminated or modified during the year?
 - Identify barriers to full or timely implementation of the strategies identified above.
 - What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
 - What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
 - Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
 - Not implemented with fidelity
 - Not appropriately matched to student needs/student population
 - Other _____
 - Based on the analysis of this practice, would you recommend:
 - Eliminating it from next year's plan
 - Continuing it with the following modifications: _____

Involvement/Governance

- How was the SSC involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

- Identify any goals in the current SPSA that were met.
- Identify any goals in the current SPSA that were not met, or were only partially met.
 - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?



ALAMEDA COUNTY OFFICE OF EDUCATION
L. Karen Monroe, Superintendent
313 West Winton Ave. Hayward, CA 94544
(510) 887-0152 www.acoe.org

Memorandum No. - 2.

Meeting Date: 2/13/2018

TO: Alameda County Board of Education
FROM: Teresa Kapellas, Executive Director | Administrative Services
RE: Determination Hearing - Yu Ming Charter School Material Revision

Background :

Yu Ming Charter School is requesting a material revision to its charter to reduce the instruction days beginning in FY 2018/19 from 190 to 185, to accommodate the increase in professional learning days for teachers.

A public hearing was held on January 23, 2018 to hear the merits of the request from the charter school leadership, and to hear any public support or opposition on this matter.

ACOE Staff conducted a review of the request to determine whether the charter school satisfied the requirements for a material revision, and to determine the reasonableness of the request. A copy of the results is in the attached Staff Analysis Report.

Action Requested:

INFORMATION/ ACTION

Approve or deny the material revision request for Yu Ming Charter School in accordance with ACOE Administrative Regulations and Education Code Sections 47605.6(a)(3) and (b); and 47607(a)(2).

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	Yu Ming Material Revision
<input type="checkbox"/> Backup Material	2018-2019 School Year Calendar for Kindergarten
<input type="checkbox"/> Backup Material	2018-2019 School Year Calendar for Grades 1-3
<input type="checkbox"/> Backup Material	2018-2019 School Year Calendar for Grades 4-8
<input type="checkbox"/> Backup Material	2018-2019 Bell Schedule
<input type="checkbox"/> Backup Material	2018-2019 Instructional Minutes Calculation for All Grades
<input type="checkbox"/> Backup Material	Minutes from Yu Ming's December 14, 2017 Board Meeting when this change was approved (pending approval by the County Board)
<input type="checkbox"/> Backup Material	Revised Charter with full redlined edits including new requirements of law
<input type="checkbox"/> Backup Material	Staff report



January 9, 2017

L. Karen Monroe, Superintendent
Teresa Kapellas, Executive Director, Administrative Services
Alameda County Office of Education
313 West Winton Avenue
Hayward, CA 94544

RE: Charter Petition Material Revision for Approval to Modify the Yu Ming School Calendar

Dear Superintendent Monroe:

On behalf of the Yu Ming Charter School ("Yu Ming"), I respectfully submit a request for a material revision of the charter of Yu Ming Charter School.

The revision to our charter would reduce our school year to 185 days from the current 190 days, beginning in the 2018-19 school year. This change to our school year calendar does not affect our vision, mission, or the educational objectives of Yu Ming, but rather allows Yu Ming to remain a high performing school by improving our ability to recruit and retain high quality teachers and better serve our students.

Attached is a report that provides a summary overview of the new calendar and the impact the new calendar will have on Yu Ming. We also updated the charter to reflect new requirements of charter schools enacted since the charter was renewed in Fall, 2015 and materially revised in Fall 2016. In addition, I have enclosed the following attachments:

- Executive Summary Report explaining the charter revision
- 2018-2019 School Year Calendar for Kindergarten
- 2018-2019 School Year Calendar for Grades 1-3
- 2018-2019 School Year Calendar for Grades 4-8
- 2018-2019 Bell Schedule
- 2018-2019 Instructional Minutes Calculation for All Grades
- Minutes from Yu Ming's December 14, 2017 Board Meeting when this change was approved (pending approval by the County Board)
- Revised Charter with full redlined edits including new requirements of law

We have appreciated your collaborative spirit, and look forward to a public hearing and vote on our material revision by the Alameda County Board of Education on January 23, 2018. Please let me know if you have any questions or require additional information regarding this request.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Sue Park', is written over a light blue rectangular background.

Sue Park
Head of School

1086 Alcatraz Ave, Oakland, CA 94608 Tel: 510-452-2063

Email: office@yumingschool.org



Yu Ming Charter School

2018-2019

July 18						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Lower School Calendar (Kindergarten)

Total Days of Instruction: 185

School hours:

Full Days - 8:15 am - 3:00 pm

Early Dismissal Days - 8:15 am - 1:00 pm

August 18						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 18						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 18						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 18						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 18						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 19						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 19						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 19						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 19						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 19						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 19						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 19						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 19						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Key Dates

- August 1-10 - Staff Professional Learning Week - No School
- August 13 - First Day of School
- August 13-24 - Kindergarten Early Dismissal Days
- September 3 - Labor Day - No School
- September 24-28 - Parent/Teacher Conferences - Early Dismissal
- October 8-12 - Fall Recess - No School
- November 9 - Pupil Free Staff Work Day - No School
- November 12 - Veterans Day Observed - No School
- November 21-23 - Thanksgiving Holiday - No School
- December 24 - January 4 - Winter Recess - No School
- January 7 - Classes Resume
- January 21 - Martin Luther King Day - No School
- February 4 - Lunar New Year Observed - No School
- February 18-22 - Mid Winter Recess - No School
- March 11-15 - Parent/Teacher Conferences - Early Dismissal
- April 8-12 - Spring Recess - No School
- May 27 - Memorial Day - No School
- June 13 - Last Day of School
- June 14 - Pupil Free Staff Work Day - No School

- Trimester 1 : 8/13/18 - 11/16/18 = 62 days
- Trimester 2 : 11/19/18 - 3/8/19 = 60 days
- Trimester 3 : 3/11/19 - 6/13/19 = 63 days

Legend

- First/Last Day of School
- Holiday - No School
- Early Dismissal 1 pm
- School Event or Activity
- Staff Work Day



Yu Ming Charter School

2018-2019

July 18						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Lower School Calendar (Grades 1-3)

Total Days of Instruction: 185

School hours:

Full Days - 8:15 am - 3:00 pm

Early Dismissal Days - 8:15 am - 1:00 pm

August 18						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 18						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 18						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 18						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 18						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 19						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 19						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 19						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 19						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 19						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 19						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 19						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 19						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Key Dates

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- August 13 - First Day of School
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- October 8-12 - Fall Recess - No School
- November 9 - Pupil Free Staff Work Day - No School
- November 12 - Veterans Day Observed - No School
- November 21-23 - Thanksgiving Holiday - No School
- December 24 - January 4 - Winter Recess - No School
- January 7 - Classes Resume
- January 21 - Martin Luther King Day - No School
- February 4 - Lunar New Year Observed - No School
- February 18-22 - Mid Winter Recess - No School
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- April 8-12 - Spring Recess - No School
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Legend

- First/Last Day of School
- Holiday - No School
- Early Dismissal 1 pm
- School Event or Activity
- Staff Work Day



Yu Ming Charter School

2018-2019

July 18						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Upper School Calendar (Grades 4-8)

Total Days of Instruction: 185

School hours:

Full Days - 8:25 am - 3:15 pm

Early Dismissal Days - 8:25 am - 1:15 pm

August 18						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 18						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 18						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 18						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 18						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 19						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 19						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 19						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 19						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 19						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 19						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 19						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 19						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Key Dates

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- November 12 - Veterans Day Observed - No School
- November 21-23 - Thanksgiving Holiday - No School
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- January 7 - Classes Resume
- January 21 - Martin Luther King Day - No School
- February 4 - Lunar New Year Observed - No School
- February 18-22 - Mid Winter Recess - No School
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- April 8-12 - Spring Recess - No School
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- June 13 - Last Day of School
- June 14 - Pupil Free Staff Work Day - No School
- Trimester 1 : 8/13/18 - 11/16/18 = 62 days
- Trimester 2 : 11/19/18 - 3/8/19 = 60 days
- Trimester 3 : 3/11/19 - 6/13/19 = 63 days

Legend

- First/Last Day of School
- Holiday - No School
- Early Dismissal 1 pm
- School Event or Activity
- Staff Work Day

Yu Ming Charter School 2018-2019 Bell Schedule

Kindergarten Monday - Thursday		
Instruction	8:15-10:00	105 min
Recess	10:00-10:20	20 min
Instruction	10:20-11:30	70 min
Lunch	11:30-12:00	
Instruction	12:00-1:30	90 min
Recess	1:30-1:45	15 min
Instruction	1:45-3:00	75 min
TOTAL		375 min

G1 Monday - Thursday		
Instruction	8:15-10:20	125 min
Recess	10:20-10:40	
Instruction	10:40-11:45	65 min
Lunch	11:45-12:15	
Instruction	12:15-2:00	105 min
Recess	2:00-2:15	
Instruction	2:15-3:00	45 min
TOTAL		340 min

G2 Monday - Thursday		
Instruction	8:15-10:40	145 min
Recess	10:40-11:00	
Instruction	11:00-12:05	65 min
Lunch	12:05-12:35	
Instruction	12:35-2:00	85 min
Recess	2:00-2:15	
Instruction	2:15-3:00	45 min
TOTAL		340 min

G3 Monday - Thursday		
Instruction	8:15-10:40	145 min
Recess	10:40-11:00	
Instruction	11:00-12:00	60 min
Lunch	12:00-12:30	
Instruction	12:30-1:45	75 min
Recess	1:45-2:00	
Instruction	2:00-3:00	60 min
TOTAL		340 min

Kindergarten Friday / Early Dismissal		
Instruction	8:15-10:00	105 min
Recess	10:20-10:40	20 min
Instruction	10:40-11:30	50 min
Lunch	11:30-12:00	
Instruction	12:00-1:00	60 min
TOTAL		235 min

G1 Friday / Early Dismissal		
Instruction	8:15-10:40	145 min
Recess	10:40-11:00	
Instruction	11:00-11:45	45 min
Lunch	11:45-12:15	
Instruction	12:15-1:00	45 min
TOTAL		235 min

G2 Friday / Early Dismissal		
Instruction	8:15-11:00	165 min
Recess	11:00-11:20	
Instruction	11:20-12:05	45 min
Lunch	12:05-12:35	
Instruction	12:35-1:00	25 min
TOTAL		235 min

G3 Friday / Early Dismissal		
Instruction	8:15-11:00	165 min
Recess	11:00-11:20	
Instruction	11:20-12:00	40 min
Lunch	12:00-12:30	
Instruction	12:30-1:00	30 min
TOTAL		235 min

G4 Monday - Thursday		
Instruction	8:25-9:50	85 min
Recess	9:50-10:10	
Instruction	10:10-11:50	100 min
Lunch	11:50-12:25	
Instruction	12:25-1:25	60 min
Recess	1:25-1:40	
Instruction	1:40-3:15	95 min
TOTAL		340 min

G5 Monday - Thursday		
Instruction	8:25-9:50	85 min
Recess	9:50-10:10	
Instruction	10:10-11:50	100 min
Lunch	11:50-12:25	
Instruction	12:25-1:40	75 min
Recess	1:40-1:55	
Instruction	1:55-3:15	80 min
TOTAL		340 min

G6 - G8 Monday - Thursday		
Advisory Period	8:25-8:50	25 min
passing time	8:50-9:52	2 min
1st Period	8:52-9:42	50 min
passing time	9:42-9:44	2 min
2nd Period	9:44-10:34	50 min
Recess	10:34-10:49	
passing time	10:49-10:51	2 min
3rd Period	10:51-11:41	50 min
passing time	11:41-11:43	2 min
4th Period	11:43-12:33	50 min
Lunch Period	12:33-12:53	
Lunch time club	12:55-1:31	
passing time	1:31-1:33	2 min
5th Period	1:33-2:23	50 min
passing time	2:23-2:25	2 min
6th Period	2:25-3:15	50 min
TOTAL		337 min

G4 Friday / Early Dismissal		
Instruction	8:25-9:50	85 min
Recess	9:50-10:10	
Instruction	10:10-11:50	100 min
Lunch	11:50-12:25	
Instruction	12:25-1:15	50 min
TOTAL		235 min

G5 Friday / Early Dismissal		
Instruction	8:25-9:50	85 min
Recess	9:50-10:10	
Instruction	10:10-11:50	100 min
Lunch	11:50-12:25	
Instruction	12:25-1:15	50 min
TOTAL		235 min

G6 - G8 Friday / Early Dismissal		
PLT	8:25-9:42	77 min
passing time	9:42-9:44	2 min
1st Period	9:44-10:34	50 min
Recess	10:34-10:49	
passing time	10:49-10:51	2 min
2nd Period	10:51-11:41	50 min
passing time	11:41-11:43	2 min
3rd Period	11:43-12:33	50 min
Lunch Period	12:33-1:10	
TOTAL		233 min

Yu Ming Charter School
INSTRUCTIONAL SERVICES DIVISION
2018-19 SCHOOL SCHEDULE

SCHOOL: Yu Ming Charter School

PRINCIPAL: Sue Park

Type of Schedule	Grade	Start Time (Military Style)	Dismissal Time (Military Style)	Recess Minutes	Lunch Minutes	# of Hours	Instructional Minutes (less recess & lunch)	# of Days	Total Minutes	86/87 or 82/83 State Required Amount (which ever greater)	86/87 or 82/83 Reduced State Requirement (which ever greater)	Met Requirement	Minutes over (under) requirement	
MTWTh	K	8:15 AM	3:00 PM	35.00	30.00	06:45	375	133	49,875					
F	K	8:15 AM	1:00 PM	20.00	30.00	04:45	255	52	13,260					
	K					00:00	0		0					
	K					00:00	0		0					
	K					00:00	0		0					
	K					00:00	0		0					
TOTAL									185	63,135	36,000	36,000	Yes	27,135
MTWTh	1	8:15 AM	3:00 PM	35	30	06:45	340	141	47,940					
F	1	8:15 AM	1:00 PM	20	30	04:45	235	44	10,340					
	1					00:00	0		0					
	1					00:00	0		0					
	1					00:00	0		0					
	1					00:00	0		0					
TOTAL									185	58,280	50,400	50,400	Yes	7,880
MTWTh	2	8:15 AM	3:00 PM	35	30	06:45	340	141	47,940					
F	2	8:15 AM	1:00 PM	20	30	04:45	235	44	10,340					
	2					00:00	0		0					
	2					00:00	0		0					
	2					00:00	0		0					
	2					00:00	0		0					
TOTAL									185	58,280	50,400	50,400	Yes	7,880
MTWTh	3	8:15 AM	3:00 PM	35	30	06:45	340	141	47,940					
F	3	8:15 AM	1:00 PM	20	30	04:45	235	44	10,340					
	3					00:00	0		0					
	3					00:00	0		0					
	3					00:00	0		0					
	3					00:00	0		0					
TOTAL									185	58,280	50,400	50,400	Yes	7,880
MTWTh	4	8:25 AM	3:15 PM	35	35	06:50	340	141	47,940					
F	4	8:25 AM	1:15 PM	20	35	04:50	235	44	10,340					
	4					00:00	0		0					
	4					00:00	0		0					
	4					00:00	0		0					
	4					00:00	0		0					
TOTAL									185	58,280	54,000	54,000	Yes	4,280
MTWTh	5	8:25 AM	3:15 PM	35	35	06:50	340	141	47,940					
F	5	8:25 AM	1:15 PM	20	35	04:50	235	44	10,340					
	5					00:00	0		0					
	5					00:00	0		0					
	5					00:00	0		0					
	5					00:00	0		0					
TOTAL									185	58,280	54,000	54,000	Yes	4,280

Preparer Signature: _____

Reviewer Signature _____

DISTRICT or CHARTER NAME
INSTRUCTIONAL SERVICES DIVISION
2018-19 SCHOOL SCHEDULE

SCHOOL: Yu Ming Charter School

PRINCIPAL: Sue Park

Type of Schedule	Grade	Start Time (Military Style)	Dismissal Time (Military Style)	Recess Minutes	Lunch Minutes	# of Hours	Instructional Minutes (less recess & lunch)	# of Days	Total Minutes	86/87 or 82/83 State Required Amount (which ever greater)	86/87 or 82/83 Reduced State Requirement (which ever greater)	Met Requirement	Minutes over (under) requirement	
MTWTh	6	8:25 AM	3:15 PM	15	58	06:50	337	141	47,517					
F	6	8:25 AM	1:15 PM	15	42	04:50	233	44	10,252					
	6					00:00	0		0					
	6					00:00	0		0					
	6					00:00	0		0					
TOTAL									185					57,769
MTWTh	7	8:25 AM	3:15 PM	15	58	06:50	337	141	47,517					
F	7	8:25 AM	1:15 PM	15	42	04:50	233	44	10,252					
	7					00:00	0		0					
	7					00:00	0		0					
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	8					00:00	0		0					
	8					00:00	0		0					
TOTAL									185					57,769

Preparer Signature: _____

Reviewer Signature _____



Board of Directors Meeting
675 41st St.
Oakland, CA 94609
December 14, 2017
6:00 PM

Vision & Mission

Yu Ming Charter School will provide a challenging and comprehensive education for Kindergarten through 8th grade students, preparing them to be inquisitive and analytic lifelong learners in the 21st Century world. Our mission is:

- *To provide an academically rigorous college preparatory program*
- *To graduate students with bilingual and biliterate skills in Mandarin-Chinese and English*
- *To nurture intellectual curiosity, international perspective and diligence in attaining personal goals*
- *To develop young people with compassion, sound moral character and a sense of responsibility for the community and the environment*

I. Preliminary

A. CALL TO ORDER

Meeting was called to order at 6:14 pm.

B. ROLL CALL

NAME	PRESENT	ABSENT
Lucia Hwang	X	
Joy Lee	X	
Ron Lewis	X	
Julie Mikuta	X	

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Sonali Nijhawan	X	
Jessica Norman	X	
Eric Peterson	X	
Brianna Swartz	X	
Ethan Warsh		X

C. APPROVAL OF AGENDA

Vote to Approve: Agenda

Moved by: Julie Mikuta

Motion second by: Brianna Swartz

Result: Approved

II. INVITATION TO THE PUBLIC TO ADDRESS THE BOARD

No comment

III. CONSENT AGENDA (10 mins)

- A.** Approval of October 19th minutes
- B.** Approval of November 30th minutes
- C.** Approve August, September, and October check registers
- D.** Education Committee Report
- E.** Board Funds Committee Report
- F.** Diversity and Enrollment Committee Report

No public comment

Vote to Approve: Consent Agenda

Moved by: Eric Peterson

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*Motion second by: Lucia Hwang
Result: Approved*

IV. ITEMS OF BUSINESS

A. Principal's report (Principal Park) (15 mins)

*Highlighted some new resources/initiatives including profile for graduates, pooling data with other schools to compare performance and get additional metrics on SEL and culture
Celia Pascual (Head of Upper School) shared some information on learning model on Yu Ming as a Summit school for personalized education.*

- *Elements prepare students to be college-ready - Project Time, Personalized Learning Time, Intersession, Advisory and Mentoring. Also have enrichment classes - Design Lab, Phys Ed, Journalism, Contemporary China.*
- *Lunchtime clubs - some teacher-led (e.g. fitness, garden club, math olympiad) or student-led (e.g. creative writing, cartooning, pokemon and history, dodgeball, etc.). After-school Jazz Band, sports league for charter schools (soccer, flag football, cross country, basketball, etc.).*
- *Overnight trips (e.g. 6th grade 5 day overnight at Sly Park, 7th grade 2 week trip to China).*
- *Currently developing model for bilingual proficiency and what is the pathway of students going to high school and their growth in Chinese.*

1. *Include FSO report Will be doing a family storytelling exercise coming up. Planning Lunar New Year Celebration Friday February 9th (afternoon/early evening). Yu Ming will also be in the SF Chinese New Year parade (Sat Feb 4th).*

B. Board Governance (Brianna Swartz) (60 mins)

1. *Discuss disclosure by Board member Jessica Norman of employment with ExEd, a Yu Ming Contractor
Board/public has been aware of her employment. She does not currently and will not work on any Yu Ming business and decision to switch was motivated by services that ExEd provides based on Sue's experience with them.*

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2. Discuss Board Self-Assessment results

*100% response rate - used same assessment as when done previously (2 years ago).
Doing well on most areas but can improve on strategic planning process, succession planning for head of school, onboarding new members, mixed results on some other areas like board responsiveness, evaluation process for head of school, fundraising needs and board's role in fundraising.*

Additional comments - varying investment in time, would like to foster more connection and briefing about liabilities.

3. Vote Board Officer Elections Chair, nominee Eric Peterson

Moved by: Joy Lee

Motion second by: Lucia Hwang

Result: Yes

4. Vote Board Officer Elections Vice Chair, nominee Brianna Swartz

Moved by: Jessica Norman

Motion second by: Lucia Hwang

Result: Yes

5. Vote Board Officer Elections Treasurer, nominee Jessica Norman

Moved by: Joy Lee

Motion second by: Eric Peterson

Result: Yes

6. Vote Board Officer Elections Secretary, nominee Joy Lee

Moved by: Brianna Swartz

Motion second by: Lucia Hwang

Result: Yes

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7. Discuss Board Strategic Plan Development

There will be a structured process to create a strategic plan for Yu Ming. Bellweather will be gathering information and creating a report on their assessment of Yu Ming as an input into the strategic plan. We will receive the report at the end of February and will plan to include the survey in February so we can combine all the information to input into the strategic plan. Bellweather will give an assessment and some ideas of different models of what the future can look like.

Discussion:

- *This is a large scope and what are the expectations on what we will get to and are we starting from scratch vs somewhat set on what the possibilities are, how deep will the strategic planning go?*
- *This strategic plan will not be as much about are we going to expand to other sites or stay a single site but it will be the first step in refreshing the mission, vision, values.*
- *Currently have a set of problems to solve for around facilities, diversity, financials, recruitment and retention of talent that are near-term. Replication vs model school, etc. will be a question for a future phase.*
- *School has evolved from when it was chartered and we want to make sure we are aligned to our current thoughts on mission, vision, values, objectives.*
- *Will update the survey to stakeholders to be more parent-friendly language before sending out.*

8. Vote Proposal to Change Board meeting calendar to incorporate time for strategic plan development

*Need to have 2nd interim approved so may need to schedule two different meetings. Discussion on combining and getting it done by March 8th or scheduling two meetings. YM China trip from 3/9 to 3/23. **Scheduling the strategic planning and March meeting at the same time for March 3rd at 8:30 - 2:30 pm.***

Moved by: Julie Mikuta

Motion second by: Eric Peterson

Result: Yes

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C. Finance Committee (Jessica Norman) (30 mins)

1. Vote 1st Interim Financial Report

Receipts are above forecast currently, feeling positive about meeting LCFF target but it is against STRS that has increased and other mounting cost pressures (teacher compensation, etc.). Expense variance over budget - personnel is about \$138K over budget due to increased hires and under calc in budget on STRS, non capitalized equipment about \$41K, rent to be \$103K over plus \$250K deposit that gets spread out over life of lease. Will have forecasted reserve of 15% and working towards 20% - hoping to see some increase in fundraising, savings in oversight fee for Alameda County (should have been 1% but were charged 3%, ExEd is looking into it). Need clear communication with families around the reserve and fiscal responsibility - status of 15% is based on current size and will need even bigger reserves based on 3 mo operating expenses at 20%. Teacher raises is an area where we have questions around how this will impact finances.

Moved by: Jessica Norman

Motion second by: Brianna Swartz

Result: Yes

2. Discuss October Financial Report

D. Audit Committee (Brianna Swartz and Joy Lee) (15 mins)

1. Vote 2017 Audit Report

Audit did not find anything of concern.

Moved by: Eric Peterson

Motion second by: Julie Mikuta

Result: Yes

E. Education Committee (Julie Mikuta) (15 mins)

1. Vote Proposal to revise the school calendar and reduce the number of instructional days

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Propose to reduce 2018-19 school year by 5 days to help with teacher retention and adjust schedule to fit families' and staff's schedules. Initial feedback is positive for this. Adding professional development days so teachers only reducing work days by 1 while students have 5 days less school; will allow to maintain a high quality of education. Make sure students have year-long access to internet for education. Also will provide summer program for those that are below grade level in Mandarin. Some parents have concerns about students losing language skills over the summer. Also concern around fewer instructional days in the fall due to breaks and holidays that are more frequent. Yu Ming has longest school year and longest school days comparatively - this should help teachers in terms of breathing room around planning/support vs teaching time with this schedule.

Note: Will need to go to ACOE for approval on this since # of instructional days, Sue has started process to get on the schedule

Moved by: Julie Mikuta

Motion second by: Eric Peterson

Result: Yes

F. Facilities Committee (Lucia Hwang) (15 mins)

1. Discuss Facilities Committee Report

Committee is meeting every 2 weeks to work towards securing a permanent facility. Prop 39 request is pending - OUSD has no challenges to enrollment projection, waiting for their preliminary offer that should come by Feb 1st. Prop 51 application also pending (continued/including - had applied for both new/remodel, assessed that we don't have the financial resources to go through with both applications - need to choose new or remodel). In negotiations to renew Alcatraz lease (gathering information for this).

G. Enrollment & Diversity Committee (Ron Lewis) (15 mins)

1. Vote Updated Lottery Process

3 updates to lottery process - including 3rd class in kindergarten, now two local elementary attendance areas reflected, adjusted to reflect how FRL preference works (not material revision, just language). Nothing here will impact MOU.

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Moved by: Brianna Swartz
Motion second by: Lucia Hwang
Result: Yes

V. REVIEW OF ACTION ITEMS AND FUTURE AGENDA ITEMS

VI. **ADJOURNMENT**

The meeting was adjourned at 8:35.

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育明中英雙語學院
YU MING CHARTER SCHOOL

Charter Material Revision Petition Submitted January 23, 2018

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Lease Agreement, Herzog Avenue

Affirmations/Declaration

As the authorized lead petitioner, I, **Gloria Lee**, hereby certify that the information submitted in this petition for renewal of a California public countywide benefit charter school named Yu Ming Charter School (“YMCS” or the “Charter School”), submitted to the Alameda County Board of Education (“ACBOE”) and the Alameda County Office of Education (“ACOE”) (collectively, the “County”), located at several sites throughout Alameda County is true to the best of my knowledge and belief; I also certify that this renewal petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- 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. [Ref. California Education Code Section 47605.6(d)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. [Ref. California Education Code Section 47605.6(b)(6)]
- The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605.6(e)(1)]
- The Charter School shall not charge tuition. [Ref. California Education Code Section 47605.6(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. California Education Code Section 47605.6(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, immigration status, or any other

characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. [Ref. California Education Code Section 47605.6(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. California Education Code Section 47605.6(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]

- The Charter School shall comply with all applicable laws regarding legally permissible pupil fees and charges, and the constitutional “free schools” guarantee. [Ref. California Constitution, Article IX, Section 5; California Education Code Sections 49010-49013]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School’s education programs. [Ref. California Education Code Section 47605.6(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. California Education Code Section 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
 - The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5, California Code of Regulations Section 11960]



September 30, 2015

Lead Petitioner’s Signature

Date

I. Introduction

Yu Ming Charter School requests renewal of its charter as a countywide benefit public charter school operating in Alameda County to prepare students in grades kindergarten to eighth to be bilingual, bi-literate and engaged global citizens.

The Charter School's Vision & Mission

Yu Ming Charter School shall provide a challenging and comprehensive education for Kindergarten through 8th grade students, preparing them to be inquisitive and analytic lifelong learners in the global 21st Century world. Our mission is:

- To provide an academically rigorous college preparatory program;
- To graduate students who are bilingual and bi-literate in Mandarin Chinese and English;
- To nurture intellectual curiosity, cultural competence, international perspective, and diligence in attaining personal goals; and
- To develop young people with compassion, sound moral character, and a sense of responsibility for the community and the environment.

Administration and Leadership

The Charter School is led by a team of seasoned education professionals:

- *Sue Park, Principal:* Ms. Park has served in a number of senior leadership roles in education. Most recently, she was Senior Vice-President of Programs at Camino Nuevo Charter School in Los Angeles, a network of high performing charter schools serving more than 3200 Pre-K through 12th grade students in Los Angeles. She has also been a leader with Teach for America, and helped founded its affiliated international organization, Teach for All. She is fluent in Spanish and has experience as an educator and administrator in bi-lingual settings.
- *Jamila Dugan, Assistant Principal:* Ms. Dugan has worked as a teacher, coach, and facilitator of professional development. She is a native Oaklander and is currently a doctoral candidate studying leadership for educational equity at University of California, Berkeley.
- *Diana Kong, Director of Mandarin Curriculum & Instruction:* Ms. Kong has worked in Mandarin bilingual education for over 15 years. Prior to joining Yu Ming, she was Chinese Program Coordinator and Academic Director for International School of the Peninsula in Palo Alto.

The Charter School is also governed by an engaged and skilled Board of Directors:

- *Chairperson:* Rodrigo Prudencio, Director of Investments and New Business for GS Shop
- *Vice-Chair:* Diana Lee, Vice President of New Site Development and District & School Partnerships at Teach For America. Also Chair of Board Development Committee
- *Secretary:* Christine Henningsgaard, Vice President of Operations at One Medical Group. Also Chair of Compensation Committee.
- *Treasurer:* John Wharton, Vice President of Business Development, EXO U. Also Chair of Finance Committee.
- *Chair, Education Committee:* Eric Peterson, Director of Special Education for West Contra Costa Unified School District and National Board Certified Teacher
- *Chair, Facilities Committee:* Robert Donnelly, Vice President of Land Acquisition at TRI Pointe Homes

- *Director:* Phuoc Le, Assistant Clinical Professor of Medicine and Pediatrics at UCSF
- *Director:* Reichi Lee, Director of the Academic Development Program at Golden Gate University School of Law
- *Director:* Wai-Kiu Lee, Physician at Kaiser Permanente's Oakland Medical Center and Quality Lead for the East Bay Kaiser Permanente
- *Director:* Thompson Paine, Vice President for Operations and Business Development at Quizlet
- *Director:* Josh Stern, Principal, St. Paul's Episcopal School

In addition, several of the School's co-founders remain involved as advisors, to provide continuity of institutional knowledge and expertise as needed.

- David Cherry, Medical Director, Thunder Road
- Gloria Lee, Founder & CEO, Educate78
- Wynne Sade, Chief Marketing Officer, Qooco
- Matthew Sade, CEO, Lyrical Foods
- Chrissy Schwinn, Assistant Director, Global Marine Initiative at The Nature Conservancy

→ See Appendix I for Biographies of Leadership, Board and Volunteer Advisors.

Accomplishments of the First Term of the Charter, 2011 – 2016

The Charter School's first term has been characterized by strong student outcomes, a healthy staff and student culture, and financial stability.

Academic Performance

Yu Ming students have demonstrated strong academic performance on multiple dimensions:

- **Math:** In the 2014-2015 school year, the first year of official SBAC results, 65% exceeded standards in Math and 11% met standards in Math (97% of students were tested – a total of 96 3rd and 4th graders.) These results are similar to the School's first year of state testing and the last year of CA CST testing in 2012-2013, when 100% of students scored proficient or above: 45 percentage points above the state average. These results outperform the Measurable Pupil Outcomes included in the original charter petition
- **English Language Arts:** In the 2014-2015 school year, the first year of official SBAC results, 53% exceeded standards in English and 35% met standards in English. These results are similar to the School's first year of state testing and the last year of CA CST testing, when 78% of students scored proficient or above: 28 percentage points above the state average. In addition, on our school-designed writing assessment (aligned to the ELA CCSS), 96% met expectations in English.
- **Mandarin Language Arts:** On the portfolio assessment LinguaFolio, 83% of our grade K-2 students met expectations on Listening, Speaking, Reading and Writing. On the Standards-Based Measurement of Proficiency Test (STAMP), 83% of our grade 3-4 students met expectations on Listening, Speaking, Reading and Writing. On our school-designed Mandarin writing assignments in Mandarin (aligned with Yu Ming Mandarin Standards adapted from CCSS ELA standards), 87% of students met grade level expectations.

- Life Skills: According to final report card grades, an average of 95% of students across all grade levels met expectations on their “CARES” skills (from Responsive Classroom: Cooperation, Assertiveness, Responsibility, Empathy, Self-Control).

→ See Appendix I for School’s academic performance on CAASP and STAR.

School Culture & Climate

All stakeholder groups have expressed and demonstrated their satisfaction with the school.

- Student satisfaction: In Spring 2015, a student satisfaction survey showed that students felt positively about the school, with 85% scoring the school a 4 or 5 (out of 5) across all measures. In addition, Yu Ming’s Average Daily Attendance has averaged 97.6% since founding. Out-of-school suspensions have been very low (only 2 in 2014-2015).
- Staff satisfaction: Staff retention has been comparable to other Oakland-area schools, at an average of 84% for the past 3 years.
- Parent satisfaction: In an annual parent satisfaction survey administered in Spring 2015, the parent Net Promoter Score was 46, meeting our target of 45, and an increase from the prior year’s score of 36.¹ In addition, re-enrollment rates have been high - an average of 95% in the first charter term. Parents have also been extremely involved: 100% self-report working more than 30 volunteer hours during the year, contributing a total of nearly 10,000 hours in 2014-2015.

→ See Appendix I for Spring 2015 Stakeholder survey results.

Financial Health

The Charter School is financially healthy with strong future prospects for continued growth and stability.

- Enrollment: The School has been fully enrolled with a long waitlist since founding. In 2014-2015, 318 students applied for 60 open seats, and over the first charter term the waitlist averaged 89% of enrollment, demonstrating ongoing strong demand (and correspondingly, per-pupil revenues).
- Cash reserve ending balance: The School has maintained a healthy reserve since opening, with a (unaudited) net fund balance of \$584,960 as of June 30, 2015, or 20% of 2014-2015 expenditures.
- Audited financials: The School has received a clean audit every year since opening.
- WASC: The School has received candidacy status from the Accrediting Commission for Schools, Western Association of Schools and College.

→ See Appendix I for WASC Letter and Reports

¹ Net Promoter Score (NPS) is a widely used consumer satisfaction research question. Scores theoretically can range from -100 to +100; the most valuable consumer brands (such as Apple) score in the 60s. Employee NPS scores are typically lower than consumer scores. The School’s high targets reflect the School’s commitment to staff and parent satisfaction.

Charter Renewal Criteria

Yu Ming has exceeded the charter renewal standards of Education Code Section 47607(b), and should be granted a five-year charter renewal term pursuant to Charter Renewal Standards of Education Code Section 47607(a)(1) and 47607(b) and the California Code of Regulations, Title 5, Section 11966.5(b)(1).

During the most recent school year, 2014-2015, Yu Ming students outperformed Alameda County averages on both English Language Arts and Math, with 76% and 88% of students meeting or exceeding standards on the new SBAC: 24 percentage points and 44 percentage points higher for English and Math respectively. Yu Ming students also outperformed demographically similar elementary schools in Alameda County by 5 percentage points in ELA and 20 percentage points in Math, outperformed the 5 Oakland Unified School District elementary schools with the same or lower percentage of low-income students by 2 percentage points in ELA and 15 percentage points in Math, and outperformed the schools that students would most likely have attended, by 23 percentage points in ELA and 38 percentage points in Math. This demonstrates that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been attended, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school (criteria 4).

→ See Appendix I for Criteria 4 Analysis of 2014-2015 SBAC scores

In addition, Yu Ming received an API score of 944 in the only year (2012-2013 school year) in which it received an API score (prior to California's suspension of its Academic Performance Index calculation). This far exceeded the statewide performance target of 800, the Oakland Unified School District API of 721, and the California State API of 790. Therefore, the School clearly meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing "the most recent API calculation" as allowed per Education Code Section 52052(e)(4)(A).

Furthermore, other Alameda County elementary schools with that API were given a 9 or 10 statewide ranking; although CA suspended the process of assigning rankings to school in 2013, Yu Ming's statewide ranking would most likely have been a 9 or 10 if the state had continued with its API ranking process.

Finally, an analysis of Student Subgroups² show that in the only available year of API scores, both significant student subgroups, Asian and Two or More Races, had API scores well above the statewide target, district average, county average and state average – 930 and 948, respectively. Yu Ming Charter School's outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a)(3).

² Education Code Section 47607(a)(3) states: "The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as "a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052." EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal."

2012-2014 API Scores				
Year	API Statewide Ranking	API Similar Schools Ranking	API Growth Scores	API Growth Target (Actual Growth)
2014-2015	State testing and API calculation suspended; no data reported			
2013-2014	10*	--	State testing and API calculation suspended; no data reported* ³	
2012-2013	N/A		944	B (B)
2011-2012	In 2012, the school served only kindergarten and 1 st grade students. No STAR tests were administered, and no API score was given.			
<p>“B” means the school did not have a valid 2012 Base API and will not have any growth or target information. * inferred based on rankings of other schools with similar test scores Source: CDE DataQuest, accessed August 5, 2015.</p>				

Intent of the Charter Schools Act

The Charter Schools Act of 1992 states that:

It is the intent of the Legislature...to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- a) *Improve pupil learning.*
- b) *Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- c) *Encourage the use of different and innovative teaching methods.*
- d) *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- e) *Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- f) *Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
- g) *Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

- California Education Code Section 47601

³ *Note on 2013-14 and 2014-15 Testing Data: Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements: The most recent API calculation; an average of the three most recent annual API calculations; or alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups. The California Department of Education (“CDE”) published the following chart, which summarizes available state level API data in order to analyze “the most recent API calculation,” including data for charter schools subject to renewal in the 2015-16 school year and how such data shall be used in charter renewal determinations pursuant to Education Code Section 47607(b).

Year

API Growth

Assessment Data

School Rankings

2015-16 School Year

No 2015 Growth API; use 2013 Growth API as most recent, 3-year average API (2011/2012/2013), or alternative measures

Use 2015 SBAC scores for math and ELA; can compare results with local schools

No 2014 rankings; use 2012 and 2013 rankings for 2 of last 3 years.

Yu Ming Charter School believes that the Charter School makes important contributions to the legislative intent described above, by providing an excellent bilingual educational environment for East Bay students and broadening pupil learning to include an additional language (Education Code Section 47601(a)), using immersion language strategies not widespread in this area (Education Code Section 47601(c)), and creating professional opportunities for teachers who wish to use or learn Mandarin Chinese (Education Code Section 47601(c) and (d)). The Charter School also provides an additional high quality public choice in an area where this option does not currently exist (Education Code Section 47601(d) and (e)).

The Charter Schools Act of 1992 provides that a petition must contain reasonably comprehensive descriptions of the elements described in California Education Code Section 47605.6(b)(5)(A)-(Q). These subsections of law and the required descriptions are discussed below. This document is presented in the order and format suggested by the State Board of Education's recommended "Model Application."

Countywide Benefit

California Education Code provides the option for County Boards of Education to approve charter petitions:

In addition to the authority provided by Section 47605.5, a county board of education may also approve a petition for the operation of a charter school that operates at one or more sites within the geographic boundaries of the county and that provides instructional services that are not generally provided by a county office of education. A county board of education may only approve a countywide charter if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.

- California Education Code Section 47605.6

Support for Countywide-Charter

Outreach to all students of the county

The Charter School is committed to a vision of serving students that reflect the diversity of the East Bay and actively works to enroll students that represent all racial, ethnic and socio-economic backgrounds in Alameda County. Pursuant to Education Code Section 47605(d), a charter granted by a school district must by law give a preference in admissions in the case of a public random drawing to the students residing in the granting district in the case the Charter School has more applicants than available capacity. As a result, a charter approved by a school district will eventually be comprised mainly by residents of the granting district. On the other hand, a countywide charter must, per Education Code Section 47605.6(e), provide preference to County residents as a whole. Accordingly, as a countywide charter, the Charter School will ensure an equal opportunity to all students of Alameda County, maximizing the likelihood of achieving its aspiration of a student population that reflects the diversity of Alameda County as a whole.

Expanded facility boundaries for future sites.

The Charter School's initial location is in northern Alameda County and attracts students from across Alameda County. The large applicant pool during the entire initial charter term is evidence of strong demand throughout Alameda County, sufficient to fully enroll multiple campuses. The Charter School shall consider opening a second site in another part of the County within the next five years, subject to County Board approval pursuant to Education Code Section 47605.6(a)(3), appropriate notification as required by that section, and availability of both a permanent facility for the current students and a suitable facility for a subsequent campus.

A charter authorized by only one school district would only allow for school sites within the boundaries of that district, thus requiring more than one charter.

One of the legislative intents in the Charter Schools Act is to “provide vigorous competition within the public school system to stimulate continual improvements in all public schools.” While an important goal, the law also requires the charter school to apply to its “competitor” for approval. Unfortunately, the result often is poor relations between charter schools and their granting agencies. Many successful charter schools cite a healthy relationship with a granting agency as one key to success. Yu Ming Charter School is proud to have established a strong and productive relationship with Alameda County Office of Education and will continue to collaborate with its authorizer and local school districts whenever possible.

Centralized supervisory oversight.

Because the Charter School attracts students from home districts across Alameda County, the Charter School's students would benefit from centralized supervisory oversight by the County Office of Education far greater than one school district whose primary concern and duties are to the students residing in that district only.

→ See Appendix I for map of current Yu Ming student addresses

By the statements above, the Petitioners have provided reasonable justification as to why a petition to a school district pursuant to Education Code Section 47605 could not establish this charter as effectively.

Renewal Petition

In accordance with California Charter School Law, Yu Ming Charter School petitions the Alameda County Board of Education to grant renewal of its K-8 countywide benefit charter for a five-year period from July 1, 2016 until June 30, 2021, and eligible for subsequent renewals.

II. Educational Philosophy and Program

Governing Law:

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.

- California Education Code Section 47605.6(b)(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, 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.

- California Education Code Section 47605.6(b)(5)(A)(ii)

The Charter School’s Vision and Mission

Yu Ming Charter School provides a challenging and comprehensive education for Kindergarten through 8th grade students, preparing them to be inquisitive and analytic lifelong learners in the global 21st Century world. Our mission is:

- To provide an academically rigorous college preparatory program;
- To graduate students who are bilingual and bi-literate in Mandarin Chinese and English;
- To nurture intellectual curiosity, cultural competence, international perspective, and diligence in attaining personal goals; and
- To develop young people with compassion, sound moral character, and a sense of responsibility for the community and the environment.

Target Population – Whom the School is Attempting to Educate

As of the 2015-2016 school year, the Charter School serves about 305 students in grades K-5, and eventually will serve up to 600 students in grades TK-8. The School enrolls a diverse student body, and aspires to serve students that represent all racial, ethnic and socio-economic backgrounds in Alameda County. In 2015-2016, the School’s student population include 21% English Learners and 6% low-income (i.e., eligible for Free/Reduced-price meals).

The Charter School’s governing Board and leadership are deeply committed to a vision of serving students that reflect the diversity of the East Bay. Since founding, the Charter School has proactively sought to attract students under-represented in its student population compared to Alameda County’s population. Outreach activities have included:

- targeted visits to neighborhood early childhood programs and preschools serving low-income, African American and Latino families;
- cultivating relationships with leaders of nearby Head Starts, preschools and early childhood centers, especially those serving a high proportion of low-income, African American and Latino families;

- disseminating information about the school in English, Spanish and Chinese in neighborhood gathering places such as community centers, barber shops, hair salons;
- weekend school tours with childcare; and
- personal calls by principal to families in target populations that were offered slots or high up on the wait list who were in our target populations.

The School is committed to continuing these activities and adding new strategies as needed to continue to diversify the applicant pool. In addition, the School is targeting a lower-income or mixed-income neighborhood for its permanent location, and believes that its outreach efforts, combined with the stability of a permanent location and the possibility of enrolling an additional section of incoming kindergarten, will shift the mix of students over time. The School has also initiated conversations with Head Start leaders about the possibility of adding Mandarin language in some of its programs to provide a more diverse population of “feeder” preschools. On an annual basis, the Board will set goals and monitor progress in diversifying the incoming student applicant pool.

Education Philosophy / How Learning Best Occurs

Through early and sustained immersion in Mandarin, the Charter School’s students will achieve high academic attainment, become highly proficient in two languages and develop sensitivity to other cultures. Foreign language immersion is a proven educational methodology in which the school curriculum is taught through the medium of a foreign language,⁴ stimulating the development of critical thinking skills, problem solving skills⁵ and cognitive development overall.⁶ Research also indicates that students can simultaneously master a rigorous academic curriculum using the target language as a means of delivering content as well as mastering their native language.⁷

The Charter School’s immersion model, configuration, use of time, teaching strategies, curriculum materials, technology, assessments, and support systems are aligned towards these same goals.⁸

⁴ Center for Applied Linguistics http://www.cal.org/twi/bib/bib_all.pdf

⁵ Asia Society. Chinese Language Learning in the Early Grades: A Handbook of Resources and Best Practices for Mandarin Immersion. 2012. <http://asiasociety.org/files/chinese-earlylanguage.pdf>

Weise, E.. (2014). *A Parent’s Guide to Mandarin Immersion*. San Francisco, CA: Chenery Street Press.

⁶ Lindholm-Leary, K. (2011). Student outcomes in Chinese two-way immersion programs: Language proficiency, academic achievement, and student attitudes. In D. J. Tedick, D. Christian & T. W. Fortune (Eds.), *Immersion education: Practices, policies, possibilities* (pp. 81-103). Bristol, UK: Multilingual Matters.

“The Bilingual Advantage,” *New York Times*, May 30, 2011.

⁷ Christian, D., “Dual language education” in *Handbook of Research in Second Language Teaching and Learning, Volume II*, ed. E. Hinkel (New York: Routledge, 2011),

Xu et. al (2015). Learner Performance in Mandarin Immersion and High School World Language Programs: A Comparison. *Foreign Language Annals*, Vol. 48, Iss. 1, pp. 26–38.

⁸ While all of the elements described below are expected to be in place consistently throughout the Charter School, some elements may be less fully implemented at certain times as the focus of the School shifts depending on the needs of students and capacity of School staff.

Mandarin Immersion Model

The Charter School's program is rooted in a one-way dual language immersion model in which two languages are used for instruction (i.e. in this case, English and Mandarin), with at least 50% of instruction in the second language.

The proportion of instruction in Mandarin and English shifts gradually over the course of a student's progression through the Charter School. At Yu Ming, in kindergarten, first and second grade students spend 90% of their time exclusively immersed in Mandarin Chinese, 10% of the content is delivered in English. All subjects other than English, including math, science, social studies, and special subjects such as art and music, are taught in Mandarin. The immersion early language acquisition strategy is critical because Mandarin Chinese is a tonal language with a logographic writing system,⁹ not based on the Latin alphabet, so it is important to start learning it at a young age when children are developmentally attuned to distinguishing tonal and visual variations. A 90/10 immersion model provides more contact hours for English-speaking students to achieve proficiency.¹⁰ Full immersion is critical because it takes a native English speaker at least twice as long to develop proficiency in Mandarin as compared to learning a cognate language such as Spanish or French. Starting in 3rd grade, the percentage of instructional time in Mandarin and English shifts to 70/30, and in 5th grade the mix is 50/50. In middle school (grades 6-8), students' percentage of time spent on Mandarin will vary based on individual need and elective course offerings, from a minimum of 30%, up to 50%. Subjects taught in Mandarin are taught by teachers with native or near-native proficiency in Mandarin. Subjects taught in English are taught by teachers with native English proficiency. In grades 3 and above, some subjects are taught in both languages through coordination between teachers who are teaching different aspects of the same topic, in each language.¹¹

⁹ In tonal languages, the tone of a word is a high-low pitch pattern permanently associated with it. A change of tone alters the word's meaning. In logographic languages, a single grapheme (an atomic unit in the written language) can represent a word, a morpheme (a meaningful unit of language). Multiple graphemes together in different combinations also represent words.

¹⁰ This model was chosen to maximize language application early fully, utilizing the Mandarin speakers to support Chinese acquisition in non-Mandarin speakers, and vice versa.

¹¹ Percentage of time spent in each language at any particular grade or subject area may shift over time, depending on the latest findings in language immersion research and the school's experience and program needs.

Small School Size

The Charter School is a site-based program that is small enough to be a community in which each student is known personally. Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning.¹²

K-8 Grade Configuration

Studies have shown that students in grades 6-8 that attend K-8 schools experience social-emotional and other potential benefits compared to their same grade peers in separate middle schools.¹³

Class sizes

The Charter School's goal is a 26:1 student: teacher ratio in kindergarten through eighth grades. Teaching assistants, language specialists, and technology tools are also used to provide differentiated and personalized instruction.

Use of Time

The Charter School is structured to support high student achievement by creating many personalized learning opportunities with more time in the school day and school year for learning.

Longer school day

Students learn more when they are given more academic learning time each day.¹⁴ With more time, teachers can delve into topics more deeply and cover more content. The Charter School's regular day is approximately six hours and 45 minutes – from 8:15 am – 3:00 pm. This is about 30 minutes more instruction each day than students in many traditional public schools receive. Kindergarten students also attend the full day. In addition, when funding is available, the Charter School provides after-school homework help and academic tutoring in both languages. An after-school program with enrichment activities in both languages is also available on a sliding scale fee basis.

Longer school year

The Charter School provides at least 185 regular days of instruction, five days more than traditional public schools provide, and ten more than the legal minimum applicable for charter schools. In addition, the School plans to offer up to 10 additional days of additional summer programming, when facilities, funding and staffing are available.

12

13 Gordon, M, et. al "Review of Literature on Grade Configuration and School Transitions." March 2011. <http://goo.gl/mDzo2e>
Byrnes, V. and A. Ruby (2007). "Comparing Achievement between K-8 and Middle Schools: A Large-Scale Empirical Study." *American Journal of Education*, 114(1): 101-135.

Weiss, C. C. and L. Kipnes (2006). "Reexamining Middle School Effects: A Comparison of Middle Grades Students in Middle Schools and K-8 schools. *American Journal of Education*, 112(2): 239-272.

14 Farbman, D. & Kaplan, C. (2005). *Time for a change: The promise of extended-time schools for promoting student achievement*. Boston, MA: Massachusetts 2020. [www.mass2020.org/files/file/Time-for-a-change\(1\).pdf](http://www.mass2020.org/files/file/Time-for-a-change(1).pdf).

Gabrieli, C. (2008). *Time to learn: How a new school schedule is making smarter kids, happier parents, and safer neighborhoods*. San Francisco, CA: Jossey-Bass.
Silva, E. (2007). *On the clock: Rethinking the ways schools use time*. Washington DC: Education Sector.

→ See Appendix II for the 2015-16 school year calendar, bell schedule, and instructional minutes calculation

The Charter School has a target of 97% attendance, and has achieved that target every year since founding. The School uses a variety of strategies to maximize attendance, including:

- Clearly highlighting the longer school year and longer school day in all student recruiting and enrollment materials;
- Including a commitment to support the student's full attendance in the Teacher-Parent-Student Compact, which all parties sign at the start of each school year;
- Reiterating attendance expectations prior to scheduled school holidays;
- Proactively working with families as soon as students demonstrate a pattern of tardiness or absenteeism;

Independent Study

Although Yu Ming is designed as a classroom-based charter school, the school offers Independent Study under the supervision of a designated certificated teacher for already-enrolled students who are unable to attend school for an extended period (for example, due to a hospital stay). In this situation, the parent or guardian would request to have the student participate in an Independent Study, and sign a written Independent Study Master Agreement as part of a student and parent conference with the certificated employee who will administer the Independent Study.

Teaching Strategies

Immersion practitioners believe that the high achievement of students in immersion programs is due in part to the teaching strategies used by immersion educators, proven through research and best practices:

- Explicit Instruction: The teacher presents the lesson and students demonstrate their new skills or knowledge individually or chorally.¹⁵ Because at least half of the Charter School's students are learning in a language that is not their native language, direct instruction is an important strategy for ensuring that new vocabulary and curriculum content is learned.
- Guided and Independent Practice: Students are given multiple structured opportunities to practice newly and previously learned skills and knowledge. Practice opportunities are concentrated immediately after explicit instruction, and also distributed over the weeks and months following introduction of new skills. Practice increases students' retention of the newly learned material. Independent practice may also be differentiated to support students in the areas where they most need additional practice.
- Small group instruction: Teachers work with small groups, pre-teaching or re-teaching specific standards. Groups shift continually, depending on students' level; this creates opportunities to directly address the individual skill levels of mastery for our diverse student population.

¹⁵ Adams, G.L., & Engelmann, S. (1996). Research on Direct Instruction. Seattle, WA: Educational Achievement Systems.
Genesee, F. (2004). What do we know about bilingual education for majority language students. In T.K. Bhatia & W. Ritchie (Eds.), *Handbook of Bilingualism and Multiculturalism*(pp. 547-576). Malden, MA: Blackwell

- Inquiry & Problem-Solving: Students are presented with a problem or question, around which they formulate and test theories to work towards a solution. Hands-on activities encourage student-to-student interaction in both languages, and provide an opportunity to apply their language skills.
- Technology: Technology supports student learning of academic standards and enables them to demonstrate what they have learned in both languages. Learning software and applications are used to provide adaptive instruction, practice and assessment in a way that is differentiated for each child. Computers and tablets are also used as a tool for research, communication, and production. Learning software and applications will be used to provide adaptive instruction, practice and assessment in a way that is differentiated for each child. The Charter School is applying for Summit Basecamp’s Cohort 2, and hopes to use Summit Public Schools’ Personalized Learning Platform (PLP) to deliver customized learning experiences and content for its middle school students.
- Specialized Language acquisition strategies: Teachers use a variety of techniques to assist with language acquisition. For example, they may use body language and facial gestures. They build on background knowledge, using it along with context to convey meaning. They may initially use language with more simplified syntax, speak more slowly, emphasize key vocabulary, and both extend and expand students’ limited utterances. As students progress in their language development, teachers expand the ways in which they make themselves understood, using paraphrase, exemplification, and literacy as tools for building language. Most importantly, students gain proficiency by using the language to interact with the teacher and classmates on topics important to the life of the classroom, a key concept in Steven Krashen’s language acquisition theory that “Acquisition requires meaningful interaction in the target language - natural communication...”¹⁶ In addition, both Mandarin and English teachers use a variety strategies from Specially Designed Academic Instruction in English (“SDAIE”):
 - realia (concrete objects and materials)
 - manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps)
 - visuals (study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents, and documents)
 - graphic organizers (matrices, Venn diagrams and webs)
 - concrete experiences, including planned opportunities for interaction between all individuals in the classrooms (creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience)

Personalized, mastery-based middle grades program

The School’s education design for the middle grades will build on the foundation of the K-5 program, and add significantly more personalization and mastery-based learning. This design takes advantages of the school’s smaller size. Specifically, the middle grades program will feature:

¹⁶ Krashen, Stephen D. *Principles and Practice in Second Language Acquisition*. Prentice-Hall International, 1987.

- Competency-Based Progression: For some subjects, students will be able to advance to new content as they demonstrate mastery through on-demand assessments, rather than being tied to the pace of an entire class. The School will use adaptive software and applications in English and Mandarin, as well as a learning management system to track and provide these opportunities, especially in developing foundational skills and knowledge.
- Personal Learning Paths: Students will articulate their own aspirations, explore their interests and passions, understand the learning modalities that work best for them, set their own goals and create the experiences they need to achieve their goals. Teachers will act as mentors to students, supporting individual students to develop personal agency and increasingly manage their own learning. The School will use a learning management platform to track mastery and gaps and provide timely and actionable feedback to students, families and staff. The School will also provide access to a variety of electives using online resources such as Middlebury Interactive Languages and Chinese language Massive Open Online Courses (MOOCs) for more specialized content areas.

Curriculum Standards and Materials

The Charter School offers a curriculum which is aligned with Common Core State Standards¹⁷ for English Language Arts and Math, the Next Generation Science Standards for Science, and the California State Standards for Social Science. In addition, the Charter School has created rigorous Mandarin Language Arts Standards that are inspired by the English Language Arts Common Core State Standards. The Charter School's curriculum is articulated as a K-8 system, and includes other subjects essential to a healthy and well-rounded life (e.g. visual arts, music, health and nutrition, and physical education). For subjects and grades taught in English, the Charter School uses texts and materials adopted in the State of California¹⁸. For subjects and grades taught in Mandarin, the Charter School adapts and translates Common Core aligned materials and aligns grade-appropriate and linguistically accessible Mandarin Chinese teaching materials. The School also reviews and pilots new curriculum resources as needed. The Charter School continually seeks to collaborate with other Mandarin Immersion programs and networks to share and source curriculum materials (e.g. San Francisco Unified School District, Chinese American International School, Mandarin Institute, the Asia Society.) The Charter School also works with the ministries of education of Chinese-speaking countries to access additional Mandarin Chinese Language Arts materials.

- Mandarin Chinese Language Arts: In addition to language immersion, students need formal instruction in both target languages to achieve native-like fluency and grammar.¹⁹ The Charter School currently uses materials from multiple sources, including Flying with Chinese, Better Chinese, MeiZhou Chinese, Mandarin Matrix, and others. The School also regularly evaluates and pilots potential new curriculum resources (both core and supplemental) as they become available. (In 2015-2016, the School is piloting and comparing three potential core curricula: 21st Century, Better Immersion, and Mei Zhou Hua Yu).

¹⁷

¹⁸ Based on new research, changes in California adopted text lists, and other factors, the School will annually re-evaluate its adopted curriculum materials.

¹⁹ See references Harley, 1984, 1996; Lyster, 1987; Swain, 1985; Swain & Lapkin, 1986 in Lindholm-Leary, K.J., Ph.D, *Review of Research and Best Practices on Effective Features of Dual Language Education Programs*, March 2005.

- English Language Arts: To help students develop strong literacy skills in English, including both phonemic awareness and reading comprehension strategies, the Charter School uses a phonics-based program supplemented with Guided Reading strategies aligned with the Common Core State Standards. Reading instructional materials include Houghton Mifflin Reading, Reading A-Z, and Words Their Way. The Charter School also uses the Great Books program and other sources of literature. Lucy Calkins's *Writer's Workshop* and Regie Routman's work from *Writing Essentials* form the basis of the writing curriculum utilized for teaching the Common Core State Standards for writing in English.
- Mathematics: The math program is based on the Common Core State Standards for mathematics. The Charter School uses Singapore Math curriculum materials, supplemented with Math Pathways and Pitfalls developed by WestEd, Math Trailblazers, and other materials in Chinese. The Charter School will regularly evaluate potential new Common Core aligned curriculum resources as needed.
- Science: Students use the scientific method (generating hypotheses and designing experiments to test the hypotheses), apply the scientific method to everyday life, and consider how to use scientific principles to live in a more environmentally sustainable way. The Charter School uses the Science A-Z, materials from Stephanie Science, and Full Option Science System (FOSS), which is aligned with the Next Generation Science Standards. FOSS was developed with a National Science Foundation grant at the Lawrence Hall of Science, University of California at Berkeley.
- Social Studies: The social studies content is integrated into Mandarin Chinese and English language arts. The Charter School uses materials from San Francisco Unified School District's Mandarin immersion schools to teach Social Studies in Chinese.
- Chinese culture: Developing an understanding of the Chinese cultural context is intertwined with understanding the Chinese language. For example, Chinese proverbs and poetry are used for both Mandarin Chinese language development and learning about Chinese culture.
- Visual and performing arts: Appreciation of and participation in the arts are essential to each student's development. Art and music inspire students, help ideas come to life by using multiple intelligences, and ensure cultural literacy. Students receive instruction in art and music, including both Western and Eastern modes of expression, formats, and examples. Additional opportunities also are provided through partnerships with community arts organizations.
- Physical education: Students are expected to develop their physical abilities and fitness. They learn these skills and habits through Physical Education class. The Charter School will administer the state-mandated physical fitness tests with its first class of fifth graders in the 2015-16 school year.
- Health: Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, physical education class, collaborations with local health agencies, and thematic units. Health instruction follows the California Health Framework. Data from the California Healthy Kids survey informs additional needed interventions.
- Technology: Students develop proficiency using personal computers and other digital devices through regular use of commonly used productivity applications (e.g. search,

word processing, spreadsheets, presentations) as well as education technology software and applications. Students learn to keyboard in both languages. The Charter School integrates technology skill development in core academic classes and as part of interdisciplinary projects. The School may also offer a coding class as a special subject or as an elective class in grades 6 to 8.

- **Life Skills:** To be successful in the real world, students need more than academic skills and knowledge. Teachers explicitly guide students in learning how to use these life skills every day through the explicit teaching of Responsive Classroom's CARES framework. CARES stands for Cooperation, Assertion, Responsibility, Empathy, and Self Control. In the middle grades, life skills instruction will be augmented to include the school's core values: ethical, persevering, compassionate and wise. In addition, the Charter School uses School Wide Positive Behavior Interventions and Supports (PBIS) and Second Step curriculum. The Charter School reinforces appropriate behavior through norms, direct instruction, incentives, and other classroom management practices.

→ See Appendix II for List of Instructional Materials & English Language Arts

Approach

Because students are learning some content standards through a new language, curriculum adaptations (of both instructional strategies and resources) are used to make it linguistically accessible without diluting or lowering standards. While some curriculum materials may be available that are already appropriate to student needs, other materials require that adaptations be done by the classroom teachers with the assistance of external consultants as needed. In this curriculum adaptation process which is typical for immersion classrooms, the teacher:

1. Consults the curriculum guide to identify unit goals and objectives, listing key concepts related to unit goals and objectives and identifies how mastery will be measured.
2. Identifies language (e.g., structures, expressions, key vocabulary) required for curriculum learning.
3. Lists instructional experiences that will help students attain learning objectives and how materials will support those experiences.
4. Rewrites text to make it comprehensible by:
 - Using simpler structures and shorter sentences.
 - Emphasizing key terms through boldface or highlighting.
 - Finding or creating pictures, diagrams, charts, and graphic organizers to assist students to make meaning of key terminology
 - Identifying other elements that will assist students to comprehend key terminology or phrases comprehensible with multiple examples, paraphrases, re-statements of key ideas, synonyms, antonyms and definitions.

The Charter School's Principal is responsible for ensuring that the curricula, in both languages and at all grades, support students and teachers in achieving the school's goals. The Charter School's staff reviews the efficacy of the curriculum regularly. The Principal, in collaboration with the Mandarin Curriculum Director, Head of English and teachers and in consultation with

the Board's Education Committee, leads the process of selecting, adapting, and developing curriculum materials.

Criteria for curricula section include (but are not limited to):

- suitability for use in a dual immersion Mandarin-English environment;
- alignment with the School's language fluency goals overall and at each grade level;
- alignment with the Common Core State Standards, the Next Generation Science Standards, and/or the School's Common Core inspired Mandarin Language Arts standards;
- integration of valid and reliable assessments (both formative and summative);
- cultural competency and cultural relevance for diverse students in Alameda County;
- availability of high quality professional development;
- compatibility with the variety of teaching strategies used in the School; and
- affordability (including both one-time and annual costs).

The selection process for new materials includes review of teacher guides and student materials (both digital and print), consultation with subject matter experts, reference checks with other language immersion schools and programs, review of research (if available), and piloting in the School.

→ Please see Appendix II for Mandarin Language Arts Scope & Sequence and Curriculum Maps

Traditional and Simplified Scripts

All languages evolve over time. New words are invented to describe new concepts (e.g. the internet), colloquialisms and figurative language are used in new ways (e.g. cool can mean “not quite cold” or it might mean “trendy and stylish.”) In some cases, the differences can be stark to the point of confusing a fluent reader or speaker (as any novice reader of Shakespeare or parent to a teenager can attest). In general, adults fluent in the language are able to learn and adapt to these changes.

Chinese is no exception. One important way in which the Chinese language has changed in modern times was the introduction of “simplified” characters, beginning in the 1950s.²⁰ Simplified characters were created by decreasing the number of strokes in a traditional character, in a deliberate attempt by the Chinese government to increase literacy rates across the country.

Ever since that introduction, the Chinese language education community has engaged in a vigorous debate about whether and when to teach children traditional (or “complex”) characters and simplified characters. This debate has often been driven by nationalism, since complex characters are primarily used in Taiwan and Hong Kong, and simplified characters are primarily used in the People's Republic of China, Malaysia, and Singapore. Research asserting the benefits of teaching one script over the other is contradictory and inconclusive. Debates between experts

²⁰ The Chinese language includes roughly 45,000 characters. Approximately 2,350 of the more commonly used characters have been simplified, and of those, approximately 500 are remarkably different.

and laypeople alike are typically peppered with personal experiences and anecdotes, illustrating the wide range of pathways for learning both. Mandarin language programs and schools across the world have tried a variety of approaches successfully, and individuals who have mastered one script are able to learn the other. Two of the established national U.S. organizations promoting Chinese learning in schools, the Asia Society and the Mandarin Institute, do not take a position regarding what script is more educationally advantageous to learn. The Mandarin Institute does recommend that students develop proficiency in one script before learning the other.²¹

The School undertook an extensive process to determine an approach to scripts that would maximize the likelihood of achieving our school's goals for Mandarin fluency and literacy for all of our diverse students.

The School will use a single script for instruction in all grades; that single script will be simplified. Core textbooks, supplemental texts, classroom instruction in all subjects, in-class work, homework assignments, and assessments will use simplified. Summative assessments that measure progress towards the school's long term goals will be in simplified script only.

The School will provide students with some limited exposure to traditional script, because traditional script can support students' understanding of Chinese culture, history and literature, and because some members of our school community have a deep cultural connection to traditional script. For example, a teacher may show the etymology of a core character from pictograph to traditional to simplified. Because they have developed a strong Chinese language foundation in simplified script, the School's alumni will be able to readily learn the traditional script.

➔ See Appendix II for Description of Chinese Script Review Process and Rationale

Assessment

Assessment allows the Charter School to observe individual student progress, determine the efficacy of individual teachers, and evaluate the success of the program as a whole. Because no single assessment provides sufficient information on students' learning in all areas, the Charter School uses multiple assessments, both formative and summative, throughout the school year.

Charter School's use of a variety of assessments reflects best practice and ensures that teachers, parents and students continually have current and accurate information about students' level mastery and areas in which they might be struggling. Teachers regularly use that data to adapt the program to each student's needs. In immersion classrooms, multiple measures are particularly important since it may sometimes be necessary to disaggregate content performance from linguistic performance. For example, some students may comprehend the concept of re-grouping in mathematics but be unable to explain how they arrived at their answer in Mandarin. Determining whether students understand the concept and can use their knowledge in performance may need to be separated from student's ability to verbalize their knowledge. On the other hand, it is also important for students to be able to demonstrate through oral or

²¹ More information on the recommendations of these two organizations that promote Chinese language and cultural education in schools can be found at asiasociety.org and mandarininstitute.org

written language what they have learned; therefore, requiring students to use Mandarin to explain their thinking is also appropriate. Teachers develop, select and use different assessments depending on the lesson or unit goal, children's developmental characteristics, availability of resources, and planned use of the data. Teachers use a combination of the following assessments:

- *school-designed benchmark assessments*: 3 cumulative standards-aligned assessments given periodically during the school year in core subjects;
- *day-to-day teacher-designed and/or curriculum-embedded assessments*: quizzes, unit tests, homework;
- *qualitative observations of the process of learning*: teachers' anecdotal notes, student reflection log, observation of student participation in class; and
- *final products*: scored published writing, final class projects (individual or group). The Charter School gives writing assessments at all grade levels in various genres, with aligned Mandarin and English rubrics. The Charter School will also create capstone projects for middle school to capture and highlight students' interdisciplinary learning from the school year.

Mandarin language proficiency is assessed using the following research-based and widely-used assessments:

- K- Grade 2: LinguaFolio, developed by members of the National Council of State Supervisors for Languages (NCSSFL), is a proficiency-based assessment tool designed to document individual student performance and align a language program with internationally accepted criteria.
- Grades 3-8: Standards-based Measurement of Proficiency (STAMP), by Avant Assessment. STAMP is an entirely Web-based assessment, statistically validated on over 30,000 students by the Center for Applied Second Language Studies (CASLS) at the University of Oregon. The realia-based STAMP test measures interpretational and presentational modes including reading, writing and speaking proficiencies. STAMP benchmarks are standards-based."²²

Students are also assessed through state-mandated tests (e.g., California Assessment of Student Performance and Progress (CAASPP) assessment system) in English, Math and Science.

→ See Appendix II for 2015-2016 Interim Assessment Calendar and sample formative assessments

School Culture

The Charter School's culture reflects the school's mission, and both eastern and western values. The physical school space includes bilingual English/Mandarin Chinese signs in common areas and is decorated with objects reflecting Chinese culture. Classrooms are richly decorated with materials reflecting the language(s) of instruction used in that classroom.

²² For more information on STAMP, see <http://onlinells.com/stampplace.php> ⁶³ For more information on HEC, <http://www.collaborative.org/>

The School uses Responsive Classroom’s CARES framework for social skills:

- 合作 **Cooperation**
- 自信 **Assertion**
- 负责 **Responsibility**
- 友爱 **Empathy**
- 自制 **Self-control**

In addition, the School emphasizes the following core values:

- 德 **Ethical: having a strong moral character**
- 勤 **Resilient: having the ability to persevere diligently and continue to strive even when faced with challenges**
- 仁 Compassionate: able to consider others’ viewpoints in an open-minded way, appreciate cultural differences, and work well with others
- 智 Wise: intellectually curious and able to think critically and solve problems in a creative way

Students are engaged in educational activities that develop the CARES traits and School values. The Charter School’s Student Code of Conduct emphasizes behavior that reflects these values, and families are asked to read and sign a copy of the Family Handbook, which includes the Code of Conduct. A school-wide behavior management plan based on PBIS includes appropriate consequences and positive incentives, at the classroom level and school-wide. All members of the Charter School community, including staff, parents, and students, work together to develop a culture based on these values.

→ See Appendix II for Family Handbook and Behavior Management Process

In addition, the Charter School incorporates specific strategies to promote a deeper understanding of the Chinese cultural context and belief system. This includes explicit instruction in Chinese practices (e.g. why one might use the formal version of the pronoun “you”) and critical influences on the Chinese culture (e.g. Confucius). Students may role-play, memorize Chinese poetry, or recite traditional proverbs during Charter School assemblies. They also learn about traditional Chinese food, holidays, and activities.

Students wear uniforms to establish a clear focus on academics, increase safety and security on the school campus, decrease differences based on socioeconomic status, improve student behavior, and increase school pride.

The Charter School has established a partnership with the Taipei Economic and Cultural Office in San Francisco (TECO) with support from Taiwan’s Ministry of Education to host interns that are recent graduates of Taiwanese universities to participate in a cultural and teaching exchange. These interns live with Charter School families and work with our students in the classroom. The Charter School’s teachers also have established “sister” classrooms in China or Taiwan so that students can experience real-life interactions with peers there. Students write letters, send

email, exchange artwork, and even participate in web conferences (e.g. through Skype). For older students, this relationship may culminate in a trip to each other's country.

What it Means to be an Educated Person in the 21st Century

The fundamental characteristic of the new millennium is ever-accelerating change. Information is multiplying as quickly as it is becoming obsolete; ideas are continually revisited, retested and revised. At the same time, the world is becoming increasingly interdependent. To be an Educated Person and Global Citizen in the 21st Century, our students need to have a foundation of knowledge and skills, ability to analyze information critically, ask good questions, develop new ideas, and express themselves thoughtfully in more than one language. Students must also have habits of mind that include diligence, intellectual curiosity, cross-cultural awareness and competency, moral reasoning, and a respect for family, community and scholarship. Students with these traits and habits will become empowered citizens in their neighborhoods and beyond.

The Charter School's graduates will be able to collect information in a variety of forms, including: novels, art pieces, statistical data sets, newspaper reports, historical accounts, web pages, and scientific articles. They will be self-motivated, competent, and lifelong learners. They will be able to use the information they gather to think systematically and critically, create new knowledge, and apply their thinking to real world problems. And, they will be able to express themselves effectively in a variety of forms, such as essays, paintings, poems, oral presentations, mathematical arguments, and scientific rebuttals.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Section III (Measurable Pupil Outcomes) for a description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605.6(b)(5)(A)(ii).

Support Systems for All Students

The key elements of our education program are designed to meet the needs of all students. In addition, the Charter School is committed to providing a variety of systems to ensure that each individual student receives the support s/he needs to be successful.

Support for Under-Performing Students

The Charter School 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. Students who perform below the Charter School-determined acceptable level receive a mix of intervention services. These services include in-class individual and small group tutoring by classroom teachers, teacher aides or intervention specialists, before, during, or after school, as well as before- or after-school tutoring by non-classroom educators one-on-one or in small groups. Students targeted for additional intervention include, but are not limited to, students who meet the following criteria:

Assessment

SBAC – ELA or Math

Criteria For Additional Intervention

Standard Nearly Met or Not Met

Mandarin language assessment	Not at grade level
Parent Recommendation	Any
Teacher Recommendation	Any

Support for High-Achieving Students

The Charter School also uses a variety of strategies to stretch and rapidly grow the skills and abilities of its highest achieving students so they do not become bored or complacent, but instead continue to feel challenged and supported. This includes in-class individual and small group work by classroom teachers before-, during-, or after-school; before- or after-school enrichment classes by non-classroom educators, access to learning software and curriculum materials designed for their mastery level, and opportunities to participate in classes or lessons designated for higher grades.

Support for Socio-Economically Disadvantaged Students

The Charter School provides additional support as needed for students whose family income level has created additional obstacles for learning. The Charter School's ensures that all students, regardless of income level, have the supplies they need for school, school uniforms that fit, and are able to fully participate in all school-sponsored field trips. The School may also work with governmental agencies and other not-for-profit organizations if needed to help ensure that the student and his/her family receive needed services.

Support for English Learners

Most students enter the Charter School in Kindergarten or 1st grade, which capitalizes on children's optimal age for second language acquisition. In the Mandarin portion of the school day, non-Mandarin speaking students, regardless of their native language, start from the same level of non-proficiency and all are provided access to the language immersion teaching strategies successfully employed nationwide.

For students whose native language is neither English nor Mandarin, the instructional strategies used by immersion teachers are effective teaching techniques for making curriculum accessible to all students. If a student with neither English nor Mandarin proficiency wishes to enroll, the Charter School would assess the child's English proficiency and develop a plan for development of English language mastery.²³

The Charter School meets all applicable legal requirements for English Learners, related to annual notification to parents, student identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School implements practices to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The Charter School's program for English Learners is research-based, supported by budget resources and professional development and evaluated regularly for efficiency and needed improvements.

²³ The French Early Immersion Program in Holliston, MA, is an example of a program that has successfully included students whose native language was neither French nor English.

Home Language Survey

The Charter School administers the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). Students in the country less than twelve months are given the state's Designated Primary Language Test (e.g. the Aprenda and Standards-Based Tests in Spanish) to determine the student's academic proficiency when tested in his/her home language.

CELDT Testing

All students who indicate that their home language is other than English are given the California English Language Development Test ("CELDT")²⁴ within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.²⁵ The Charter School notifies all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under state and federal law for annual English proficiency testing.

All references in the charter petition to the CELDT will be understood by the Charter School and the County to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT;
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery;
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement. The notice will include a description of the reclassification process and the parents' or guardians' opportunity to participate, and encourage parents or guardians to participate in the reclassification procedure.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

²⁴ All references in the charter to the CELDT will be understood by the Charter School and the County to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

²⁵ The thirty day requirement applies to students who are first enrolling in a California public school or who have not yet been CELDT tested. All others will be tested on an annual schedule based upon their last date of CELDT testing.

Strategies for English Learner Instruction and Intervention

Because the Charter School is focused on language acquisition, all aspects of its education program are designed around strategies that have been proven effective for English Learners. These strategies include:

- realia (real objects and materials)
- manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, story maps)
- visuals (study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents, and documents)
- graphic organizers (matrices, Venn diagrams and webs)
- planned opportunities for interaction between all individuals in the classrooms (creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience)

Teachers are given professional development in teaching English Language Learners in their appropriate content areas.

Ongoing Assessment of EL Students

The Charter School's use of achievement data also drives the instruction and professional development as it relates to English Learners. The Charter School analyzes the achievement data by this subgroup, and continues to assess the students through teacher-designed assessments and Charter School benchmark assessments. The results from the CAASPP may also be reviewed with the Education Committee, which would then have input into the plan for supporting English Learners.

→ See Appendix II for EL Reclassification Letter

Support for Students with Disabilities

Despite popular misconception, immersion program can be suitable and even beneficial placements for students with learning disabilities. Recent research indicates that children with language impairment can become bilingual, learning through two languages does not increase the risk for developing learning disabilities, and monolingual programs of instruction are no more beneficial to students with learning disabilities than dual language programs.²⁶ Diagnosis of any learning disability is not hindered by the immersion program, as researchers have found that any underlying impairment would be evident in both languages.²⁷ Ultimately, any students with learning difficulties are evaluated on a case-by-case basis, and appropriate interventions designed and implemented as part of the normal IEP process for Special Education (described below).

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 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

²⁶ Genesee, Fred. 2006. Paper presented at the Two-Way Bilingual Immersion Conference. Long Beach, CA.

²⁷ Genesee, F., Paradis, J. & Crago, Mb, 2004, *Dual Language Development And Disorders*. Paul H. Brookes Publishing Co., Inc.

The Charter School is its own local education agency (“LEA”) in conformity with Education Code Section 47641(a) and is a member in good standing of the El Dorado County Office of Education (“EDCOE”) Special Education Local Plan Area (“SELPA”).

→ See Appendix II for confirmation letter from EDCOE 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 admissions 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 IDEIA, Section 504 and the ADA. The facilities utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School 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. 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 Charter School.

A 504 team process is in place at the Charter School. A 504 team is assembled by the Principal and shall include 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 who will evaluate the nature of the student’s disability and the 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 include 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.

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 appropriate accommodations, modifications and/or services. 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 must have a copy of the 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 reviews the 504 Plan. 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.

→ See Appendix II for Section 504 Policy and Administrative Regulations

Services for Students under the IDEIA

The Charter School is an LEA member of the EDCOE SELPA.

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 non-disabled students.

- *Least Restrictive Environment* – The Charter School assures that students with disabilities are educated with students who are not disabled 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 (“IEP”) is developed, reviewed and revised for each eligible student under the IDEIA.
- *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 IDEIA, 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 IDEIA or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

In addition, the Charter School complies with the EDCOE Local Master Plan and performs any corrective actions deemed necessary by the EDCOE SELPA. The Charter School develops an annual budget, hires necessary staff, contracts for appropriate services and documents the qualifications and competency of school leadership to meet the special education compliance and quality requirements.

The Charter School works with EDCOE to provide professional development that builds the capacity of the special education and general education staff in the areas of promising instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. In addition, all staff members receive professional development about practices that support the needs of special education students in the least restrictive environment.

Since the Charter School operates as an LEA of the EDCOE SELPA in accordance with Education Code section 47641(a), the County shall have no responsibility to ensure that the students who attend the Charter School are provided a free appropriate public education.

In accordance with state and federal law, each student eligible under the IDEIA is provided a free and appropriate education in the least restrictive environment. The decisions regarding the specific services each student shall 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).

All incoming students participate in a series of diagnostic assessments in Language Arts and mathematics. Through a use of the Student Study Team (“SST”) process and comprehensive professional development about the characteristics of special education handicapping conditions and the referral process, parents and students have extensive opportunities to be served as needed.

→ See Appendix II for description of the Intervention Process

The Charter School supports all special education students in compliance with state and federal laws. No student shall be denied admission to the Charter School due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.

III. Measurable Pupil Outcomes And Methods To Measure Pupil Progress Toward Meeting Outcomes

Governing Law: 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 groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

- California Education Code Section 47605.6(b)(5)(B)

Governing Law: 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.

- California Education Code Section 47605.6(b)(5)(C)

Student Outcomes

The Charter School provides a challenging, comprehensive and college-preparatory education that prepares students to be engaged global citizens. The education program is designed to enable all students to meet the following measurable pupil outcomes:

- *Basic skills:* mastery of grade level competency in mathematics and English Language Arts based on Common Core State Standards, in science based on Next Generation Science Standards, and social studies based on California Social Studies Standards;
- *Fluency in Mandarin:* mastery at no less than one grade level below a corresponding student in China or Taiwan in reading, writing and speaking Mandarin Chinese;
- *Life skills:* demonstrate personal qualities of diligence, intellectual curiosity, moral reasoning, and a respect for family, community and scholarship; and
- *Cross-cultural competence:* exhibit awareness of and sensitivity to other cultures and an international perspective

In order 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 between the Charter School's mission, curriculum, assessments, and state or local standards. The Charter School has developed a curriculum map with benchmark skills and specific classroom-level skills at each grade level.

Charter School Outcomes That Align With the Eight State Priorities

Goals to State Priorities Grid

The Charter School's Goals address the Eight State Priorities in the following ways:

Goals	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
1. To provide an academically rigorous, common core aligned college preparatory program	X	X		X			X	
2. To graduate students with bilingual and bi-literate skills in Mandarin Chinese	X	X		X			X	X
3. To graduate community minded, diligent and independent learners with intellectual curiosity and a growth mindset					X	X		X
4. For every student and member of staff to reach their full potential through providing a broad course of study and equal access to programs and services	X	X				X		
5. To have a highly engaged parent, student & staff population fully invested in and connected to the school community & academic program			X		X			

Goal 1: To provide an academically rigorous, common core aligned college preparatory program

Actions

To ensure that students have the resources and support they need, and teachers are fully prepared deliver the program, the Charter School will:

- Use CCSS-aligned instructional materials in all grades;
- Provide professional development for staff on Common Core State Standards, assessments, curricula and instructional practices;
- Provide pull-out and push-in support for students below grade level, in all grades;
- Assign writing tasks aligned with CCSS in both English and Mandarin;
- Use a variety of formative assessments to track student progress and modify instruction as needed;
- Provide ½ day of training and collaboration time for teaching staff each week; and
- Identify or create and use NGSS-aligned curricula and assessments in Science

Pupil Outcomes²⁸

The Charter School will measure our pupil outcomes on Goal 1 in the following ways:

	2015-2016	2016-2017	2017-2018	2017-2018	2018-2019
% of students meeting or exceeding standards on ELA SBAC	79%	82%	85%	88%	90%
% of students meeting or exceeding standards on Math SBAC	88%	89%	90%	91%	92%
% of students meeting or exceeding standards on NGSS-aligned assessments	+3% from prior yr	+3% from prior yr	+2% from prior yr	+2% from prior yr	+2% from prior yr
% EL students who make progress on CELDT	65%	70%	75%	80%	85%

Goal 2: To graduate students with bilingual and bi-literate skills in Mandarin Chinese

Actions

To ensure that students have the resources and support they need, and teachers are fully prepared deliver the program, the Charter School will:

- Staff the school with necessary expertise to ensure teachers are well-supported and MLA program can be executed with quality;
- Identify, pilot, and adopt comprehensive CCSS-aligned MLA basal curriculum suitable for a dual language immersion model; provide training for teachers in using adopted curriculum;
- Provide small group support for reading and writing in Chinese for below grade performers across all grades; and
- Identify, pilot, adopt, and/or develop formative assessments and benchmarks aligned with ACTFL’s summative Standards-based Measurement of Proficiency (STAMP) assessment, to enable teachers to more effectively monitor student growth and proficiency in listening, speaking, reading, writing, and adjust instruction accordingly.

Pupil Outcomes

The Charter School will measure our pupil outcomes on this goal in the following ways:

	2015-2016	2016-2017	2017-2018	2017-2018	2018-2019
% of K-2 students meeting or exceeding standard on Lingafolio	85%	87%	89%	91%	92%
% of grade 3-8 students meeting or exceeding standard on STAMP	85%	87%	89%	91%	92%

²⁸ Pupil Outcomes for all four Goals in this section includes only measurable outcomes for pupils that are likely to be applicable for the entire charter term. Does not include targets and outcomes related to staff or families. Exit outcomes and performance goals may need to be modified over time.

% of K-8 students meeting or exceeding standard on school-designed Mandarin writing assessment	85%	87%	89%	91%	92%
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Goal 3: To graduate community minded, diligent and independent learners with intellectual curiosity and a growth mindset

Actions

To ensure that students have the resources and support they need, and staff are fully prepared deliver the program, the Charter School will:

- Implement Responsive Classroom school-wide; provide all teaching staff with sufficient training and resources to implement program with quality;
- Implement PBIS school-wide; provide all teaching staff with sufficient training and resources to implement program with quality;
- Build and deliver rigorous and relevant Units of Inquiry with built in assessment that integrate Science, Social Studies and History with ELA and MLA at every grade level;
- Provide access to supplemental non-fiction texts (both digital and paper) in MLA and ELA;
- Identify, develop and implement other socio-emotional curricula (e.g. Second Step, conflict resolution);
- Provide all teaching staff with sufficient training to implement socio-emotional program(s) with quality;
- Develop and implement community service activities in all grade levels; and
- Train staff on growth mindset; teach growth mindset to students.

Pupil Outcomes

The Charter School will measure our pupil outcomes on this goal in the following ways:

	2015-2016	2016-2017	2017-2018	2017-2018	2018-2019
% of students meeting or exceeding standard on CARES on report card	85%	88%	90%	91%	92%
% of students with favorable responses on student survey	85%	88%	90%	91%	92%

Goal 4: For every student and member of staff to reach their full potential through providing a broad course of study and equal access to programs and services

Actions

To ensure that students and staff have the resources and support they need, the School will:

- Adopt and implement a comprehensive tiered Response To Intervention (RTI) process; staff with specialists as needed; ensure all staff have the training and resources to implement RTI with quality;
- Implement PBIS, including tracking process for disciplinary procedures by subgroups; train all staff have the training and resources to implement PBIS with quality;
- Provide ½ day of training and collaboration time for teaching staff each week;
- Provide teaching staff with training on working in a diverse community; and
- Provide teachers with regular feedback including an annual performance evaluation based on multiple measures.

Pupil Outcomes

The Charter School will measure our pupil outcomes on this goal in the following ways:

	2015-2016	2016-2017	2017-2018	2017-2018	2018-2019
Suspension rate	1%	1%	<1%	<1%	<1%
Expulsion rate	<0.25%	<0.25%	<0.25%	<0.25%	<0.25%

Goal 5: To have a highly engaged parent, student and staff population fully invested in and connected to the school community and academic program

Actions

To achieve this goal, the Charter School will:

- Produce regular events and activities for families, in collaboration with the families;
- Provide childcare for all events; and
- Reinforce the importance of student attendance through regular communication and support when needed.

Outcomes

The School will measure our outcomes on this goal in the following ways:

	2015-2016	2016-2017	2017-2018	2017-2018	2018-2019
Student attendance rate	97%	97%	97%	97%	97%
% of families completing the annual family survey	70%	75%	80%	85%	85%

→ See Appendix III for complete 2015-2016 Local Control Accountability Plan (LCAP)

Methods to Assess Pupil Progress Towards Meeting Outcomes

Each grade level has specific assessments and targets to measure student achievement and progress towards desired outcomes and the School's overall vision and mission.

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. The Charter School will administer all applicable state-mandated assessments including, but not limited to, the California Assessment of Student Performance and Progress (CAASPP) assessment system using Smarter Balanced Assessment Consortium (SBAC), California Standards Tests (CST), California Alternate Assessment (CAA), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA)), the Physical Fitness Test (PFT) and the CELDT.

The tools listed above provide valuable data that informs instruction, the Charter School's program and the needs for professional development.

Assessment Modifications and Accommodations

As described in Section II, the Charter School will assure that students with disabilities either under the Individuals with Disabilities Improvement Act 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 CAA, CMA and CAPACAPA in accordance with their IEP or Section 504 plan.

School-wide Outcomes and Methods of Measurement

In addition to measures of individual student progress towards outcomes, the Charter School has the long-term goal that 90% of students will meet or exceed the standard on the SBAC and math and English, be fluent in Mandarin Chinese at a level almost comparable to their peers in China as measured by the ACTFL's STAMP assessment, and have strong socio-emotional skills as demonstrated in their CARES and on the student survey. (see tables above)

External Reporting

The Charter School will maintain sufficient staff and systems required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from the County and other authorized reporting agencies.

Use and Reporting of Data

Data is collected, analyzed, reported and used regularly, at every grade level and in every subject area.

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 own performance data, set goals, examine outcomes, and develop action plans in response to the data.

Parents are informed about both their individual student's and the Charter School's achievement progress. Students and parents will discuss individual student achievement, progress towards graduation, and performance on state assessments under the direction of the classroom teacher during Conferences conducted twice a year. At this time, they also develop, modify, or review their child's Personalized Learning Plan. At this time they find out about the progress of their student in all areas – academic, social and emotional. They also can ask questions about any of the assessments and their student's scores. They also receive tri-annual standards-based report cards, mailed home. Parents can request more frequent progress information.

→ See Appendix III for sample Report Card

Parents of English Learners also receive mandated communications on reclassification per Title III through annual CELDT testing results. Parents of students with IEPs receive reports according to the plan specified in each IEP. The Charter School complies with state and federal law regarding reporting requirements, including parents' rights to be updated on their child's IEP at least as frequently as the parents of non-disabled students receive updates on their children's academic progress. All disabled students are entitled to the reports and assessment data described in this section which are provided to all students.

Educators examine student performance data formally through a process called the Cycle of Inquiry (“COI”), which entails examining formative assessment data with colleagues in a structured way, with the objective of refining classroom practice in response to data and in pursuit of student mastery of standards. Educators usually engage in the COI in grade level teams, and assessments are given every two to three weeks. Data are examined in a collaborative way; in response, instructional strategies for re-teaching may be identified and implemented, pacing guides may be adjusted, and intervention services may be provided for specific students. Student outcome data also informs professional development plans for individual teachers, and who may receive personalized coaching or outside training as appropriate. Staff members also receive and analyze school-wide data on student achievement during staff meetings (looking in particular at performance of special population groups like English Learners) and use this data to help monitor and improve the Charter School’s education program overall.

The Principal, collaborating with teachers and Board’s Education Committee, uses the assessment results to create annual and targeted plans for increased achievement. The entire School takes ownership for implementing the plan, measuring progress and ultimately improving student learning. Action plans in response to data often include school-wide professional development.

The County may receive formative and summative data on student achievement through Charter School reports and/or presentations to the County, in accordance with the County’s standard process for reviewing and evaluating charter school performance. At the County’s request, the County Superintendent and two (2) designees may be authorized users of the Charter School’s student information system.

Additionally, the Charter School publishes student results annually through the School Accountability Report Card (“SARC”). The report includes pertinent facts and data about the Charter School and is made available to the public as required by law.

County Visitation/Inspection

The Charter School shall comply with a County requested visitation process to enable the County 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 County to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Response to Inquiries

Pursuant to Education Code Section 47604.3 the 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, County Board of Education, and the State Superintendent of Public Instruction.

IV. Governance Structure

Governing Law: 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 Code Section 47605.6(b)(5)(E)

Nonprofit Public Benefit Corporation

The Charter School is a directly-funded independent charter school and a California Nonprofit Public Benefit Corporation, pursuant to California law.

The Charter School operates autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and the Charter School. Pursuant to California Education Code Section 47604(c), the County shall not be liable for the debts and obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the School as long as the County has complied with all oversight responsibilities required by law.

The Charter School is non-sectarian in its programs, admissions policies, employment practices, and all other operations, does not charge tuition, and does not discriminate against any student or employee on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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 or association with an individual who has any of the aforementioned characteristics).

The Charter School complies with all applicable federal, state and local laws applicable to its operation and complies with the County guidelines and requirements for charter schools. It retains its own legal counsel when necessary. It purchases and maintains as necessary general liability, property, workers' compensation and unemployment insurance policies.

→ See the Appendix IV for Articles of Incorporation, Bylaws and 501c Exemption Letter

Board of Directors

The Charter School is governed by a Board of Directors ("Board" or "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 meets at least quarterly. All Board meetings comply with the Brown Act.

The Board abides by a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code Conflicts of Interest rules, and which are updated as needed with any charter school-specific conflict of interest laws or regulations.

→ See the Appendix IV for Conflict of Interest Code.

Board of Directors Membership

The Board of Directors consists of a minimum of 5 and a maximum of 14 directors. As provided by Education Code Section 47604(b), the charter authorizer shall be entitled to one representative on the Board of Directors. The Board of Directors may elect a smaller group of directors to serve as the Board's Executive Committee.

The Charter School's current Board of Directors is:

- Chairperson: Rodrigo Prudencio, Director of Investments and New Business for GS Shop (parent-elected)
- Vice-Chair: Diana Tsai Lee, Vice President of New Site Development and District & School Partnerships at Teach For America. Also Chair of Board Development Committee
- Secretary: Christine Henningsgaard, Vice President of Operations at One Medical Group. Also Chair of Compensation Committee.
- Treasurer: John Wharton, Vice President of Business Development, EXO U. Also Chair of Finance Committee.
- Chair, Education Committee: Eric Peterson, Director of Special Education for West Contra Costa Unified School District and National Board Certified Teacher (parent-elected)
- Chair, Facilities Committee: Robert Donnelly, Vice President of Land Acquisition at TRI Pointe Homes
- Director: Phuoc Le, Assistant Clinical Professor of Medicine and Pediatrics at UCSF
- Director: Reichi Lee, Director of the Academic Development Program at Golden Gate University School of Law
- Director: Wai-Kiu Lee, Physician at Kaiser Permanente's Oakland Medical Center and Quality Lead for the East Bay Kaiser Permanente
- Director: Thompson Paine, Vice President for Operations and Business Development at Quizlet
- Director: Josh Stern, Principal, St. Paul's Episcopal School

Process for Electing Directors

The Charter School seeks to establish and maintain a diverse Board of Directors, comprised of Directors with relevant experience. New directors are nominated by sitting directors, screened by the Board Development Committee, vetted through an in-person interview process, and elected by a majority vote of the Board. Two directors are Yu Ming parents who are elected by other parents, but otherwise serve in the same capacity as all other Directors.

→ See the Appendix I for biographies of the Board of Directors and Appendix IV for Board Skills Matrix

Duties of the Board of Directors

The Board of Directors is responsible for establishing broad policies and overseeing high-level decisions that affect the Charter School. Those duties include:

- Defining or refining the organization's mission, values and vision;
- Setting strategic direction;
- Adopting policies to ensure that the Charter School is run effectively, legally, and ethically;
- Hiring, overseeing, supporting and evaluating the Charter School's Principal;
- Monitoring the operational budget and finances for long-term viability; and
- Seeing that adequate funds are secured for the operating and capital needs of the Charter School.

The Board also approves policies and other documents as required by state or federal law, especially pertaining to certain funding streams. Members of the Board also participate in raising funds for the Charter School and increasing public awareness of the Charter School's work.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it. The Board shall act at noticed meetings, and only when a quorum of directors is present. A majority of directors then in office shall constitute a quorum. At a meeting, the affirmative vote of a quorum of the voting directors then in office on any matter shall be the decision of the Board of Directors.

The Board may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

→ See the Appendix IV for Board Member Agreement

Board Committees

The Board has 5 Board Committees. Each committee is charged by the Board with a specific scope of responsibilities, sets annual goals, and reports back to the full Board on a regular basis about its progress. Board Committees are chaired by a member of the Board of Directors, and include both other Board members and other qualified individuals, including

parents or staff members with relevant experience. Board Committee meetings comply with the Brown Act.

<u>Committee</u>	<u>Responsibilities</u>
Education	Monitors and evaluates the education program, and advises the Principal as instructional leader responsible for implementation of the education program
Finance	Monitors the School's financial health and advises the Principal on long-term financial planning for the school
Audit	Selects and oversees an auditor to conduct an annual audit of the School's financial position and practices
Board Development	Recruits, nominates, trains, and evaluates Board members and monitors the functioning of the entire Board as a governing entity
Fund Development	Raises philanthropic donations to support the school's programs and long-term goals
Facilities	Seeks and secures facilities to support the school's programs and long term goals
Compensation & Performance	Ensures that staff members are appropriately compensated for their roles and contributions; leads annual performance review of Principal; advises Principal on evaluating performance and building a high-performing team

Family Support Organization

The Charter School encourages all groups to participate in and share responsibility for the educational process and educational results. An important mechanism for family participation is the Family Support Organization (FSO), which is open to all parents, guardians, extended family members and staff members. The FSO is made up of several committees that offer parents a broad set of opportunities to support the school, leverage their talents and build community. These committees organize family education sessions, plan community events, raise funds for the school, beautify the buildings and grounds, increase awareness of the Charter School, and make connections with other community organizations.

The FSO's Executive Council is comprised of one representative from each committee, and meets regularly with the Charter School Principal, who provides feedback on parent activities and collaborates on decisions that affect the whole community. The FSO Executive Council also makes recommendations on improving the School, and serves as a liaison for other parents.

→ See Appendix IV for Volunteer Structure

Expectations and Opportunities for Parent Involvement

The Charter School recognizes that children learn best when parents are engaged in their education by understanding the school's education program, supporting learning at home and being involved in the school community. Because of the Charter School's unique mission, it is especially important for parents to understand and fully support the education program (regardless of whether they have Mandarin language skills). To ensure that families fully

understand and support the Charter School's program prior to starting classes, the Charter School:

- Presents information about the Charter School's mission, goals and approaches during the open enrollment process. Parents are provided time to ask questions to clarify their understanding of the Charter School's mission, goals and approaches.
- Presents information about the Charter School's expectation of parents in the life of the school during the open enrollment process. Parents are provided time to ask questions to clarify their understanding of the Charter School's expectations of parents.
- Hosts a Back to School Night within the first month of school to present information about the mission, goals, approaches and expectations to parents, and provide an opportunity for parents hear from their student's teachers, visit classrooms, and learn about school procedures such as lunch, recess and volunteering
- As needed or requested, meets with families after registration and before the start of school, to answer remaining questions and to learn more about individual students.

→ See Appendix II for Family Handbook

To encourage participation of parents, guardians and extended family members in all aspects of school life, the Charter School features:

- *Parent Learning Events and Curriculum Nights:* Scheduled at the beginning of the year, these three to five 1-3 hour sessions in the evenings or on the weekend allow parents to deepen their understanding of the Charter School's curriculum, experience teaching methodologies first-hand, or learn strategies tactics for supporting their student's learning in school and at home.
- *Participation in school decision-making:* Families participate in school decision-making in a wide variety of ways. The Family Support Organization committees provide many opportunities for involvement in the life of the School community. Two of members of the Board of Directors are elected by the parents and guardians of Yu Ming students. Family members with relevant experience or expertise serve as members of Board committees as determined by the Committee Chair. Parents are part of the Charter School's Hiring Committee for Principal. Families are invited to give input annually during the development of the Local Control Accountability Plan (LCAP). Families and any members of the public can attend meetings of the Board of Directors and provide public comments in accordance with Brown Act.
- *Opportunities to evaluate the School and its staff:* Each spring, parents will be asked to complete a survey evaluating the Charter School, the Principal, and their child's teachers. The survey results will be reviewed by the Charter School Board of Directors and staff and are considered in setting annual school objectives and in the annual performance review process for Principal and staff.

In addition, the Charter School encourages each family to volunteer, and provides a variety of in-school and out-of-school opportunities to match with family members' different skills, interests and schedules. Examples include helping in classrooms, at lunch or around school, leading extra-curricular activities, coaching sports teams, assisting with event planning and materials preparation, attending field trips, attending FSO meetings, serving on parent

committees or as room parents and fundraising or assisting with fundraising drives.. Specific volunteer opportunities and needs are determined by the Principal, staff and FSO Council and communicated to parents through established channels. A volunteer coordinator (a volunteer role held by a parent) helps match families to needs. The Charter School maintains a simple system for families to record service hours, which is used to summarize and celebrate total volunteer contributions from the community. The School's target is 30 volunteer hours per family, although a family's inability to volunteer in school service activities does not exclude any child from any school activities or affect the School's support of the student.

Three-Way Agreement

Student learning is best facilitated by a three-way partnership between the student, family, and school. Accordingly, the Charter School has a 3-Way Agreement which all parties review and sign annually. The agreement (not a legally binding document) is intended to ensure that all parties understand and agree on expectations: for student behavior and academic effort, family support of the student, and school responsibility for supporting the student and communicating with the family.

→ See Appendix IV for Three-Way (Student-Parent-School) Agreement

Providing Parents with Information about their Child's Progress

During the school year, parents will regularly receive information about their child's progress, and the Charter School will use multiple methods to keep parents informed, including:

- Parents will be asked to sign off on completed homework.
- Report cards will be standards-based and distributed at the end of each marking period.
- Family conferences, including parent(s)/guardian(s), student (in upper grades), and teacher, will be held twice a year to plan and assess the students' learning progress and determine goals.
- Parents will have regular access to staff and teachers by phone, email and in-person appointments, and staff contact parents regularly, both to provide positive reinforcement for academic growth and to inform parents when students make choices that do not match the Charter School's behavior and academic expectations.
- The Charter School will hold a Student Study Team ("SST") for any student who is persistently tardy, absent, has behavior challenges, or struggling academically. The SST will include parent(s)/guardian(s), a school administrator, teachers, and other school staff. The SST will meet regularly to develop strategies and monitor to meet the student's needs.

Addressing Parent Concerns and Complaints

The Charter School is committed to working with parents to address any parental concerns and complaints. Parents are encouraged to share their ideas and concerns with the Charter School Principal at any time. If the Principal is unable to resolve a parent's concern, parents are able to contact the Chair of the Board of Directors. A formal complaint process, the Uniform Complaint Policy and Procedures, will be used if necessary to address any community concerns that are not resolved through informal conversations.

The Charter School has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. The Charter School will not, at any time, refer internal complaints to the County.

→ See Appendix IV for Comprehensive Complaint Policy, Procedures & Forms

V. Human Resources

The Charter School is committed to attracting, selecting, developing, inspiring, and rewarding the best educators and education professionals to serve our students.

Qualifications of School Employees

Governing Law: The qualifications to be met by individuals to be employed by the charter school.

- California Education Code Section 47605.6(b)(5)(F)

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 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. All employees are at-will.

→ See Appendix V for 2015-2016 Organization Chart

The Charter School's leadership structure may change over time as the needs of the school change, but key staff members will collectively have the qualifications to ensure the academic success of students and financial health of the school. Specifically:

Principal Qualifications

The Principal is the instructional leader at the Charter School, with responsibility for ensuring the Charter School and its students achieve the outcomes outlined in this charter petition. The Principal has the following knowledge, skills, and abilities:

- Proven track record in leading schools and achieving academic results
- Demonstrated commitment to fostering a dynamic and academically rigorous education program
- Demonstrated commitment to serving a racially and socioeconomically diverse student population
- Expertise in dual-immersion and/or Mandarin language education programs
- Knowledge of formative assessment of student progress and use of data to inform classroom practice
- Ability to attract, select, and develop highly effective teachers
- Experience with school finance and operations, especially charter public schools
- Entrepreneurial passion; the ability to thrive in the excitement and ambiguity of high-growth environment
- Excellent verbal and written communication skills
- Superb interpersonal skills; ability to work collaboratively with individuals from a variety of backgrounds

- Excellent organizational, time management, and multi-tasking skills
- Legal authorization to work in the United States
- Bachelor's degree; Masters or Ph.D. in relevant area preferred
- 4+ years professional teaching experience, preferably in immersion
- 3+ years professional experience as a school administrator or executive in the education field

Director of Mandarin Curriculum & Instruction Qualifications

The Mandarin Curriculum Director supports the Principal and teachers to develop the portion of the education program taught in Mandarin. This individual should have the following knowledge, skills, and abilities:

- Proven track record in curriculum development and program design related to dual-immersion and Mandarin language development across multiple grade levels
- Demonstrated commitment to serving a racially and socioeconomically diverse student population
- At least 4 years' experience of planning within a Chinese immersion classroom; 2+ years in a position requiring curriculum development for a Chinese immersion program
- Knowledge of a wide range of Chinese immersion resources, including print materials and technology tools
- Bilingual and bi-literate in Mandarin Chinese and English
- A deep understanding of a wide variety of instructional practices, especially including second language learning and differentiation in the classroom and how to integrate this into curriculum
- Knowledge of appropriate methods and resources for assessment in Mandarin Chinese
- Excellent organizational and time management skills
- Flexible and entrepreneurial
- Excellent communication and interpersonal skills
- Bachelor's Degree in a relevant field

Assistant Principal Qualifications

The Assistant Principal supports the Principal and teachers to meet the school's academic and school culture goals. This individual should have the following knowledge, skills, and abilities:

- Proven track record in leading teacher teams and achieving academic results
- Demonstrated commitment to fostering a dynamic and academically rigorous education program
- Demonstrated commitment to serving a racially and socioeconomically diverse student population
- Experience in language immersion programs
- Knowledge of formative assessment of student progress and use of data to inform classroom practice
- Ability to develop highly effective teachers
- Entrepreneurial passion; the ability to thrive in the excitement and ambiguity of high-growth environment
- Excellent verbal and written communication skills

- Superb interpersonal skills; ability to work collaboratively with individuals from a variety of backgrounds
- Excellent organizational, time management, and multi-tasking skills
- Bachelor's degree; Masters in relevant area preferred
- 3+ years professional teaching experience, preferably in immersion
- 2+ years professional experience as a school administrator or manager in the education field

Operations Manager Qualifications

The Operations Manager supports the Principal and staff by handling a wide variety of administrative, financial and operational responsibilities. This individual should have the following knowledge, skills, and abilities:

- Three or more years of experience as an Office Manager or Operations Manager; school background preferred but not required
- Excellent verbal and written communication skills; fluent in English; prefer proficiency in Chinese (either Cantonese or Mandarin)
- Strong organizational, time management and multi-tasking skills
- Superb interpersonal skills; ability to work collaboratively with individuals from a variety of backgrounds; commitment to serving a racially and socioeconomically diverse student population
- Extremely adept at using technology, including Microsoft Office and student information systems such as PowerSchool
- Entrepreneurial energy; the ability to thrive in the excitement and ambiguity of fast-paced environment
- Minimum A.A. Degree; Bachelor's preferred
- Certification in First Aid preferred

After School Program Director

The After School Program Director works with vendors and staff to coordinate the Charter School's After School program. This individual should have the following knowledge, skills, and abilities:

- Three or more years of experience as an Program Coordinator or Office Manager; school background preferred but not required
- Demonstrated commitment to fostering a dynamic and academically rigorous education program
- Demonstrated commitment to serving a racially and socioeconomically diverse student population
- Excellent verbal and written communication skills; fluent in English; prefer proficiency in Chinese (either Cantonese or Mandarin)
- Strong organizational, time management and multi-tasking skills
- Superb interpersonal skills; ability to work collaboratively with individuals from a variety of backgrounds
- Extremely adept at using technology, including Microsoft Office and student information systems such as PowerSchool

- Entrepreneurial energy; the ability to thrive in the excitement and ambiguity of fast-paced environment
- Minimum A.A. Degree; Bachelor's preferred
- Certification in First Aid preferred

Teacher Qualifications²⁹

Educators at the Charter School shall meet all requirements for employment set forth in applicable provisions of law, including Education Code Section 47605.6(l). The qualifications of teachers to be employed in the Charter School are designed to ensure students meet the educational goals outlined in this charter petition. Specifically, teachers should have the following knowledge, skills, and abilities:

- Knowledge of child cognitive development and different learning styles
- Deep knowledge of subject matter, including Common Core State Standards, Next Generation Science Standards, and California subject-specific frameworks
- Knowledge of assessments of student progress and comfort using qualitative and quantitative student academic performance data to inform classroom practice
- Knowledge of effective language immersion teaching practices
- Ability and willingness to reflect and improve on his or her own performance
- Bilingual and bi-literate in both Mandarin Chinese and English (except for English-only positions)
- Demonstrated interest in and ability to work collaboratively with individuals from a variety of backgrounds, including colleagues, parents and community; cultural competence; commitment to serving a racially and socioeconomically diverse student population
- Bachelor degree and California Teaching Credential suitable for the grade level or subject (Core subjects only)
- Bilingual Certificate of Competence (BCC) or Bilingual, Cross-cultural, Language, and Academic Development Certificate (BCLAD) preferred
- 1+ year working with students as a teacher, teacher intern, or teaching assistant

→ Copies of teaching credentials are available upon request.

Teacher Hiring

The Charter School uses a rigorous multiple-stage approach to teacher selection that includes: a resume screen; interviews; writing sample; demonstration lesson with students; and reference checks. Criteria for selection are based on those used by the National Board for Professional Teaching Standards:

- Committed to students and learning
- Knowledgeable about their subject matter
- Skilled in management of learning
- Reflective in their practice
- Community-oriented

²⁹ Qualifications for non-core teaching positions are the same, although a CA teaching credential may not be required.

The Charter School's Principal is responsible for making hiring decisions, and receives input from a Teacher Hiring Committee at all stages in the selection process. The Hiring Committee typically includes:

- *Principal*: Conduct 1:1 interviews, participate in interview panels, observe demonstration lessons and conduct reference checks, and make the final hiring decision
- *Assistant Principal and/or Mandarin Curriculum Director*: Screen candidates, conduct 1:1 interviews, participate in interview panels, observe demonstration lessons and conduct reference checks.
- *Teachers*: Participate in interview panel and observe demonstration lessons.
- *Parents*: Participate in interview panel and observe demonstration lessons.
- *Operations Manager or Volunteer Hiring Coordinator*: Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; coordinating with current staff or participating students for demonstration lessons; and communicating with candidate.

Staffing

The Charter School uses a variety of different staff schedules to accommodate the shift in teaching time in each language, and ensure that native speakers are teaching each subject as scheduled. For grades K-2, English Language Arts is essentially treated as a “special subject” and staffed in the way that art and music are typically handled in many schools (i.e., a single special subject teacher rotates through each class, giving the regular classroom teacher time to plan, grade assignments, or provision for the next lesson.) In this way, a single English language arts teacher (or 2 part-time teachers) can cover all the classes in grades K-2. At grades 3-4, students spend 70% of their time in Mandarin and 30% update here in English, requiring two native-English speaking teachers at full scale for these grades. Grades 5-6 have a dedicated English teacher and a dedicated Mandarin teacher for each grade, since students will spend their time 50/50 in each language. In the final years of middle school (grades 7-8), when the percentage of time that students spend in Mandarin and English will vary depending on their personalized learning plan and electives, students will have access to content specialists in both languages (when the school is a full scale).

Professional Development & Support

The Charter School is committed to the professional development of all of its team members. Once teachers are hired, the Charter School invests in their continued professional development. Teachers participate in one week of summer training to build classroom management skills, increase their capacity to plan meaningful and engaging lessons, and practice specific language immersion teaching strategies. The Charter School Principal, Assistant Principal, and/or Mandarin Curriculum Director provide on-site coaching to all teachers. Teachers are organized into teams, led by an experienced “lead teacher” who has the skills to mentor others. Teachers are given time during the regular school day to collaborate and support each other to reach the School's and individual students' learning goals, including common preparation time through use of Special Subjects (e.g. music, art) and an early release day each Friday. The Charter School also contracts with consultants and organizations to provide targeted training on specific topics, such as Responsive Classroom, Positive Behavioral Interventions & Supports, cultural competency, supporting students with special needs, using technology in the classroom, and other topics.

Teachers also regularly attend conferences, especially those specializing in Mandarin language and Mandarin immersion education.

→ See Appendix V for 2015-2016 Professional Development plan

In accordance with Education Code Section 44259.1, which requires that school district teachers in the state of California earn their Professional Clear Credential through on the job mentoring and training, teachers participate in a California Commission on Teacher Credentialing (“CCTC”) -approved Induction Program through the Alameda County Office of Education or Oakland Unified School District to earn their Clear Credential. By the completion of the program, educators will have completed a portfolio showing evidence of their professional learning in each of the six Induction standards in the California Standards for the Teaching Profession (“CSTP”) framework.

Other site team members are provided periodic formal and topical training sessions as well as real-time day-to-day coaching by functional experts in a variety of areas. In addition, all team members are encouraged to pursue external professional development opportunities in the form of workshops or additional certification.

Performance Management

In addition to ongoing support and coaching and feedback, the Charter School conducts an annual formal performance evaluation for each team member, using data about the school’s progress towards its goals, stakeholder survey results, data from first-hand observations throughout the year, artifacts, and other sources.

→ See Appendix V for Principal Rubric, Teacher Rubric and Teacher Support & Evaluation Process

Compensation

The Charter School’s goal is to provide educators and other staff with a base salary that is competitive with local school districts. Initially, salary is calculated based on years of experience teaching and years of experience in Yu Ming’s unique learning model. There is no step-and-column pegged to credit hours, although teachers with relevant graduate level degrees receive an additional annual stipend. After 1-3 years (depending on prior years of experience), pay increases are based on multiple measures of performance, including measurable student academic growth, parent satisfaction, principal observation, and evaluation on the teacher instructional rubric. Master Teachers who have demonstrated their efficacy are recognized with larger salary increases.

Retirement Benefits

Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.

- California Education Code Section 47605.6(b)(5)(K)

All employees of the School who qualify for membership in STRS (including teachers and other qualified certificated employees) or PERS (including the Office Manager and other qualified non-certified staff) shall be covered under the appropriate system. Employees shall contribute at the rate established by STRS or PERS. The School shall work with the County Office of Education pursuant to Education Code Section 47611.3 to ensure that appropriate arrangements for the coverage have been made. All employees who are not members of STRS must contribute to the federal social security system. The School shall make all employer contributions as required by STRS, PERS and federal social security. The School shall also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer. To maximize its ability to attract qualified staff, the Charter School periodically evaluates the feasibility and appeal to candidates of offering a 403(b) in lieu of STRS/PERS membership. The Operations Manager shall be responsible for arranging retirement benefits.

→ See Appendix V for Team Member Handbook

County Employee Return Rights

Governing Law: The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school.

- California Education Code Section 47605.6(b)(5)(O)

No person may be required to work at the Charter School. Employees of the County who choose to leave the employment of the County to work at the Charter School will have no automatic rights of return to the County after employment by the Charter School, unless specifically granted by the County through a leave of absence or other agreement in accordance with applicable County Board Policy and/or collective bargaining agreements.

All employees of the Charter School shall be considered the exclusive employees of the Charter School and not the County unless otherwise mutually agreed in writing. Sick leave or years of service credit at the County or any other school district may be transferred to the Charter School for the purposes of STRS or PERS.

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.

Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

- California Education Code Section 47605.6(b)(5)(G)

In order to provide safety for all students and staff members, the Charter School implements appropriate and comprehensive health and safety procedures and risk management policies, designed in consultation with the Charter School's insurance carrier.

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 shall be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 44237 and 45125.1. 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 Principal and Office Manager shall monitor compliance with this policy. Individuals who will volunteer at the Charter School outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff shall be mandated child abuse reporters and shall follow all applicable reporting laws and the same policies and procedures used by local school districts.

Tuberculosis Risk Assessment and Examination

All Charter School staff shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Immunizations

All students enrolled and staff shall 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. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School shall adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, Scoliosis

Students shall be screened for vision, hearing and scoliosis. The Charter School shall adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

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 work place. The Charter School has a written infectious 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 bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-Free / Alcohol-Free / Smoke-Free Environment

The Charter School shall be a drug-, alcohol- and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. 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 at least once a month pursuant to Education Code Section 32001.

Comprehensive Anti-Discrimination and Anti-Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and 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. The School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and shall be addressed in accordance with the Charter School’s Anti-Discrimination and Anti-Harassment policy.

→ See Appendix V for Comprehensive School Safety Plan

Dispute Resolution Procedures

Governing Law: The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter.

- California Education Code Section 47605.6(b)(5)(L)

The Charter School recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outline below as suggested by the County.

The Charter School and the County shall be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the County, Charter School staff, employees and Board members of the Charter School and the County agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the County Superintendent and Principal of the Charter School. In the event that the County Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Principal of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Principal. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

VI. Student Enrollment, Admissions, Attendance, Suspension and Expulsion Policies

Student Admissions Policies and Procedure

Governing Law: Admission policy and procedures, consistent with subdivision (e).

- California Education Code Section 47605.6(b)(5)(M)

The Charter School is open to all students. Admission to the Charter School shall not be determined according to the student's place of residence or that of his or her parent or guardian, within the state of California, except in the case of a public random drawing as provided below. An assessment may be used to determine an applicant's language category for public random drawing classification, and students enrolling after 1st grade must demonstrate grade level proficiency in Mandarin; both practices are consistent with California Department of Education recommendations for dual language programs.

Enrollment History and Growth projections

The Charter School has been fully enrolled since opening, with the following grades and numbers of students:

2011-2012: 105 K-1 students
 2012-2013: 159 K-2 students
 2013-2014: 211 K-3 students
 2014-2015: 257 K-4 students
 2015-2016: 304 K-5 students

Over the next several years, the School expects some attrition as students matriculate into middle school – a typical pattern with K-8 dual language schools. If funding and space are available, the School may introduce a TK program. The School may also enroll additional sections, starting with a 3rd class of in a transitional grade (i.e. kindergarten or 6th), when sufficient facilities, staffing and funds are available.

Potential enrollment models include:

Scenario A				Scenario B				Scenario C			
Assumes: TK sections at 20:1 K-5 sections at 26:1 target				Assumes: TK sections at 20:1 3 K-3 sections at 22:1 target Reduce to 2 Grade 4-8 sections				Assumes: TK sections at 24:1 3 K-3 sections at 24:1 target Reduce to 2 Grade 6-8 sections			
Grade	# sections per grade	# students per class	students per grade	Grade	# sections per grade	# students per class	students per grade	Grade	# sections per grade	# students per class	students per grade
TK	0	20	0	TK	1	20	20	TK	1	24	24
K	2	26	52	K	3	22	66	K	3	24	72
1	2	26	52	1	3	22	66	1	3	24	72
2	2	26	52	2	3	22	66	2	3	24	72
3	2	26	52	3	3	22	66	3	3	24	72
4	2	25	50	4	2	32	64	4	3	23	69
5	2	24	48	5	2	31	62	5	3	22	66

6	2	19	38	6	2	25	50	6	2	26	52
7	2	18	36	7	2	24	48	7	2	25	50
8	2	17	34	8	2	23	46	8	2	24	48
Total				Total				Total			
414				554				597			

Evidence of Parental Demand

The Charter School has had a long wait list since opening, demonstrating continued strong family demand. On average, the School's waitlist over the first charter term was 89% of enrollment.

- 2011-2012: 116 (110% of enrollment)
- 2012-2013: 148 (93% of enrollment)
- 2013-2014: 195 (92% of enrollment)
- 2014-2015: 161 (63% of enrollment)
- 2015-2016: 263 (97% of enrollment)

Commitment to a Discrimination-free and Harassment-free Education

The Charter School is committed to providing a safe education environment to its students, free of discrimination, harassment, intimidation and bullying. The Charter School shall not discriminate against any pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, immigration status, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter School shall comply with all applicable legal minimum and maximum age requirements for admission. The Charter School shall be nonsectarian in its programs, admission policies, and all other operations, and shall not charge tuition. The Charter School regularly provides training and programs to support students, staff, and families to develop cultural competency and respect for individuals with diverse backgrounds.

→ See Appendix VI for Policy Against Discrimination, Harassment, Intimidation and Bullying

Public Random Drawing

The Charter School shall admit all students who wish to attend subject only to capacity. If the number of student applicants exceeds the Charter School's capacity, enrollment (except for existing pupils) shall be determined by a public random drawing. Existing students who are re-enrolling are exempted from the drawing. After all spots have been filled through the drawing, a wait list will be created in the order in which names are drawn. As openings become available, opportunities to enroll will be given to those in order of the wait list.

Preference in the public random drawing, in each category, will be given as follows:

1. Children of employees
2. Siblings of students admitted to or attending the Charter School

3. Founding Families³⁰
4. Children from families who qualify for Free or Reduced Price Lunch (FRL)³¹
5. Children of Board members³²
6. Residents of the Local Elementary School Attendance Area in which Yu Ming is located³³
7. Residents of Alameda County
8. All other students in the State of California.

By January 1 of each year, the Charter School will notify the County in writing of the application deadline and proposed date for the public random drawing. The 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.

→ See Appendix VI for Enrollment and Public Random Drawing Policy

Racial & Ethnic Balance

Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

- California Education Code Section 47605.6(b)(5)(H)

The Charter School's governing Board and leadership are deeply committed to a vision of serving students that reflect the diversity of the East Bay. Since founding, the Charter School has proactively sought to attract students under-represented in its student population compared to Alameda County's population. In order to increase the diversity of its enrolled students, the Charter School has created a weighted preference in the random public drawing for the local elementary school attendance area. The School has also been proactive in using a wide variety of outreach activities to attract an applicant pool and strive for racial and ethnic balance in the Charter School's student population. These strategies include but are not limited to:

- Establishing an enrollment timeline and process that allow for a broad-based recruiting and application process. Typically, formal outreach activities for the following school year's enrollment begin in January, and the public random drawing is held in March.
- Creating and distributing information about the school, including enrollment brochures and forms, in at least 3 languages, including Spanish.
- Conducting outreach to a variety of community organizations within a 3 mile radius of the school, including meetings with and presentations to local pre-schools, early childhood

³⁰ Founding Families are required to have completed 50 hours of service prior to January 31, 2011. Enrollment priority through Founding Family status was accorded as an incentive for families to invest the effort required to start a new school in a short time frame.

³¹ This categorical preference, added in the 2017 enrollment lottery, reserves 20% of all enrollment slots to FRL eligible families.

³² The preference for Board Members is a weighted preference. The weighting will not be so extreme as to guarantee admission to applicants eligible for this preference.

³³ The preferences for the Local Elementary School Attendance Area and for Alameda County will be weighted preferences. The weighting shall be such as to give a greater advantage to applicants in the Local Elementary School Attendance Area; however the weighting will not be so extreme as to effectively preclude applicants who do not reside in the Local Elementary School Attendance Area.

centers, and Head Start programs, afterschool and weekend Mandarin language programs, neighborhood groups, community organizations, churches, and youth service organizations.

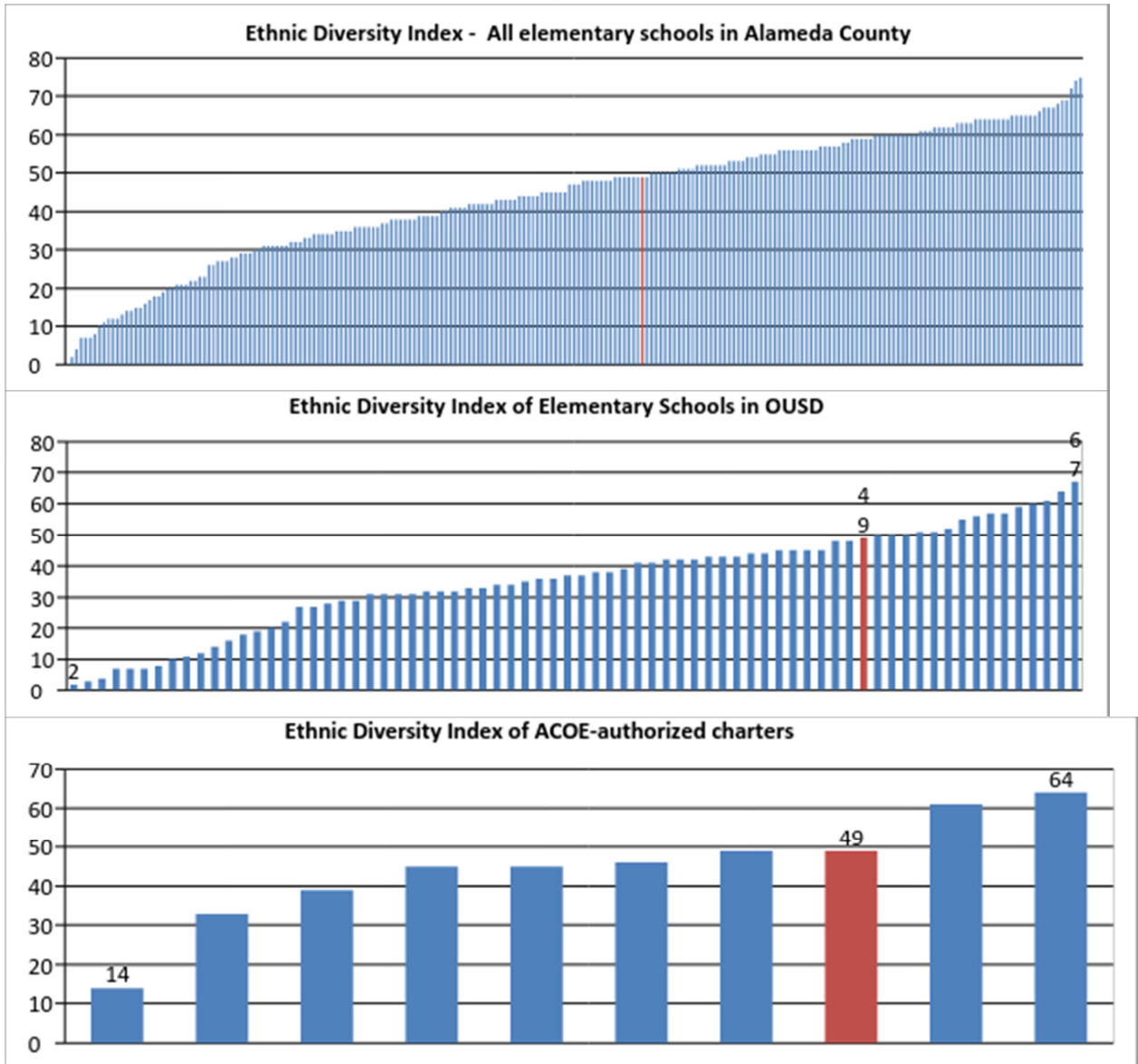
- Posting all enrollment materials on the website in at least 3 languages
- Conducting enrollment sessions in at least 3 languages, including Spanish.
- Publicizing and holding enrollment sessions in a variety of locations in northern Alameda County, including Fruitvale, East Oakland and West Oakland.
- Hosting open houses and scheduled tours for interested parents. During open enrollment season, the School will typically have 3-5 open houses and several scheduled tours, in addition to individual tours available by appointment.
- Advertising openings by posting flyers in neighborhoods, hosting an information booth at community events, distributing flyers at local grocery stores, buying ad space on buses or in the newspaper, and sending information via direct mail.

The Office Manager and parent volunteers field calls about enrollment, coordinate and staff open houses and presentations, and assist individual families to fill out the Enrollment Form if needed.

→ See Appendix VI for Enrollment Outreach workplan and sample recruiting materials

Ethnic Diversity Index

The Charter School's Ethnic Diversity Index for 2013-2014 was 49 – more diverse than 57% of the elementary schools in Alameda County, more diverse than 80% of the elementary schools in Oakland Unified School District (where the Charter School is located), and the third most diverse of the 10 schools authorized by ACOE.



Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school.

- California Education Code Section 47605.6(b)(5)(N)

No student may be required to attend the Charter School. Students who reside within any school district in which the Charter School operates a school site who choose not to attend the Charter School may attend school within that school district according to its policy or at another school district or school within the district through its intra- and inter-district transfer policies. The parent or guardian of each student enrolled in the Charter School shall be notified on admissions forms that the student(s) has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment

in the Charter School, except to the extent that such a right is extended by the local educational agency.

Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
 - (III) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five 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 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 47605.6(b)(5)(f)

The Charter School has established a school-wide behavior plan that makes expectations for student behavior clear, provides for extrinsic rewards (while building towards students developing the ability to provide their own intrinsic rewards), and describes consistent and escalating consequences for inappropriate behavior. This plan is distributed to families and students, and students are taught the elements of the plan.

→ See Appendix II for Family Handbook, which includes Code of Conduct

Suspension and Expulsion Policy and Procedures

This Pupil Suspension and Expulsion Policy has been established in order to promote learning

and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, 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 it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. 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.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

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") 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 general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

The School shall not dismiss students for any of the following reasons: poor achievement or minimum grade point average, incomplete or missing assignments, poor attendance, and discipline issues that do not meet the School's criteria for expulsion.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the

student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions , before the effective date of the action. If the student’s parent, guardian, or educational rights holder initiates the procedures specified below for suspensions , the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 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; 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 pupil:
 - 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, 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 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 Section 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.

1. a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- 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 Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 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 preinitiation 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 terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, , which includes but is not limited to, electronic files and databases, 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, threatened 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 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 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.
 - 1) “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:
 - i. 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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “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:
 - i. A message, text, sound, video, or image.
 - ii. 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 pupil 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 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 subparagraph (1) 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.

iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, "cyber sexual bullying" means 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 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 clause, "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.

3) 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.

- 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).
- x) Possessed, sold, or otherwise furnished any knife 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 for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, 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.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion 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 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 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 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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation 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.
- q) 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

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.

- r) 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.
- s) Caused, attempted to cause, threatened 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.
- t) 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 school personnel or volunteers, and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “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:
 - i. 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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “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:
- i. A message, text, sound, video, or image.
 - ii. 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 pupil 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 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 subparagraph (1) 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.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means 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 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 clause, “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.
 - iv. 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.

- v) 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).
 - w) Possessed, sold, or otherwise furnished any knife 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 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, 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 Board of Directors 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. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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.

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 parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

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 student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605.6(b)(5)(J)(i). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter 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 the suspension, an administrator 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 Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 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.

D. Authority to Expel

As required by Education Code Section 47605.6(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors as needed. Any Board member who is a parent of any of the students involved in event leading to the recommendation for

expulsion shall recuse herself/himself from the hearing. Alternatively, the Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors, nor shall any Panel member have been directly involved with making the recommendation for expulsion. Each entity shall be presided over by a designated hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board shall make the final determination.

E. Expulsion Procedures

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 (complying with all pupil confidentiality rules under FERPA) unless the pupil 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 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 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. 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.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons

- of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
 3. At the discretion of the entity conducting the expulsion 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 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 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 entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
 7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in 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.

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 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 of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (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 the Charter School.

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; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of 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. 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.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 Charter School for readmission.

N. 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 of Directors following a meeting with the Principal or designee 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 Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission in a public meeting consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/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/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 Charter School, 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 Plan, 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; 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 Charter School, 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 the Charter School, 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:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School 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 and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, 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 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the hearing officer shall determine whether 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 the Charter School agree otherwise.

5. Special Circumstances

Charter School 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:

- a. 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;
- 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 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 the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School 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 Charter School 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 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 or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge 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.

VII. Reporting and Accountability

Budgets and Cash Flow

Governing Law: The petitioner or petitioners shall also 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.

- California Education Code Section 47605.6(b)

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.

Sources of Funds

Nearly 60% 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 Average Daily Attendance (ADA"). The Charter School receives other state and federal funds for special populations and specific programs, comprising 10% of funding. Grants and parent fundraising have historically contributed 15%, or about \$1,000 per child, and sliding scale fees for after school program and food service revenue account for 17%.

Uses of Funds

Annually, most (nearly 60%) of the Charter School's funds are used to cover personnel costs, including salaries and benefits for classified and certificated employees. This percentage has increased over time as enrollment has grown, enabling the Charter School to hire more full time employees instead of using part-time consultants. 14% is used for consultants, including special subject teachers, after-school programs, and professional service fees. About 9% is used for facilities, including rent, capital investments, utilities and maintenance. The School's Special Education encroachment on general funds is 5%, or about \$380 per enrolled student. 3% of expenses in the budget are food service costs. The remaining 10% of the annual budget goes towards other direct program and operating costs, such as classroom supplies, books, non-capitalized equipment and furniture, field trips, recruiting, and professional development.

→ Please see Appendix VII for historical financials, financial projections (2 scenarios) and cash flow (2 scenarios) as required by Education Code Section 47605.6(h). These documents are based upon the best data available to the Petitioners at the date of submission.

Financial Reporting

By July 1 of each calendar year, the Charter School provides a draft budget for the following school year to the County, 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 County:

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 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 County and other authorized reporting agencies.

Insurance

The Charter School shall maintain and finance general liability, workers compensation, and other necessary insurance for the Charter School of the types and in the amounts required for an enterprise of similar purpose and circumstance. The County Board of Education shall be named as an additional insured on all policies of the Charter School.

The Charter School shall provide evidence of the above insurance coverage as required by the County.

Administrative Services

*Governing Law: The manner in which administrative services of the charter school are to be provided.
- California Education Code Section 47605.6(b)*

The Charter School contracts with EdTec for some financial services, including state reporting and compliance. The Charter School is responsible for all of its own personnel salary and benefit plans, provisions and costs. In the event that any administrative services are to be provided by the County, the specifics will be agreed to in a Memorandum of Understanding between the Charter School and the County.

Facilities

Governing Law: The location of each charter school facility that the petitioner proposes to operate.

- California Education Code Section 47605.6(b)(5)(D)

Governing Law: A description of the facilities to be used by the charter school.

- California Education Code Section 47605.6(b)

The Charter School currently operates in two locations two blocks apart: a former parochial school at 1086 Alcatraz Ave, Oakland, CA 94608 and an Oakland Unified Early Childhood Center at 6232 Herzog Street, Oakland, CA, 94608. Both sites have been leased (from Catholic Diocese of Oakland / St. Columba Church and Oakland Unified School District, respectively).

Both sites are compliant with Education Code Section 47610. Both sites have been approved by the local fire marshal for the intended use by the Charter School. Neither site is sufficiently large on its own to house the Charter School's full student population and programs.

Use of Facilities

In the 2015-2016 school year, the facility at 1086 Alcatraz houses grades Kindergarten through second grade and the fifth grade – a total of 215 students. The building has 11 classrooms. Mandarin teachers and English teachers each have dedicated classrooms. 1 classroom is used as a staff room, and another as a computer lab. The building also has 5 offices which are used for administration or individualized instruction. Physical education classes are usually held outside on the playground; music and art classes are typically held in Mandarin classrooms. Students have lunch in the multi-purpose room or outside in the garden under a shade canopy. Recess is held outside, on the enclosed blacktop area or play structure. Yu Ming's after-school program, operated by the YMCA, is also housed at the Alcatraz site from 3pm to 6pm Monday through Thursday and from 1pm to 6pm on Fridays.

The facility at 6232 Herzog Street currently houses 112 students in third and fourth grade. It has a total of 6 classroom spaces and 3 offices with additional storage space, a courtyard with a play structure, a cafeteria and a kitchen. Mandarin teachers and English teachers each have dedicated classrooms; music and art classes are also held in those rooms. Students walk to the nearby public Golden Gate Recreation Center for physical education, and are escorted by their teachers to our 1086 Alcatraz location to use the computer lab. For the after school program, YMCA staff accompanies participating students from the Herzog building to the Alcatraz site.

Students will start and finish their day at the same location and any movement from one location to another will always be accompanied by a member of the Charter School staff.

→ Please see Appendix VII for the lease agreements for 1086 Alcatraz Avenue and 6232 Herzog Street, Oakland.

Search for Permanent Facility

The Charter School will add a new grade annually until reaching full capacity, which will require two-three additional classrooms and corresponding additional program spaces each year. Unfortunately, our current facilities are insufficient to accommodate our growing student body beyond the 2015-2016 school year. The Board of Directors has established a Facilities Committee, led by an experienced real estate developer, to identify and secure a long-term permanent facility to house the entire school, kindergarten through 8th grade, as well as any interim facilities needed until then.

Specifically, we are looking for a one to three acre site in the northern Alameda County cities of Berkeley, Emeryville, and Oakland that can accommodate approximately 40,000 to 50,000 square feet of building space (including classrooms for core and special subjects, library, small group instruction rooms, administrative offices, and multi-purpose room) along with outdoor play space and parking. We are actively pursuing all possible options, including underutilized school district facilities, parochial schools, and leased or purchased private sector buildings or land for renovation or new construction.

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or that are compliant with the State Building Code. The facilities shall be approved by the local or state fire marshal for the intended use. The Charter School agrees to continue to test sprinkler systems, fire extinguishers, and fire alarms at its facilities to ensure that they are maintained in an operable condition at all times.

Independent Fiscal Audit

Governing Law: The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the State Board of Education, and the manner in which audit exceptions and deficiencies shall be resolved.

- California Education Code Section 47605.6(b)(5)(I)

Since founding, annual independent fiscal audits of the Charter School's financials have been clean: each year, auditors have rendered an unqualified opinion stating that the financial statements present a fair and accurate picture of the Charter School and comply with generally accepted accounting principles. The annual audits of the books and records of the Charter School is conducted as required under the Charter Schools Act, Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of the Charter School are kept in accordance with generally accepted accounting principles, and as required by applicable law, and the audit employs generally accepted accounting procedures. The audits have been and will continue to be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

The Charter School's Treasurer leads the Board in selecting an independent auditor and overseeing the independent audit. The Charter School has used and will continue to use an auditor with a CPA and educational institution audit experience, who is approved by the State Controller on its published list as an educational audit providers. To the extent required under applicable federal law, the audit scope shall be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audits are completed within six months of the close of the fiscal year. A copy of the auditor's findings are forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. If any audit exceptions or deficiencies are identified, the Board of Directors shall review the exception and/or deficiencies, develop a plan to resolve them, and submit a report to the County proposing how and by when the exceptions and/or deficiencies have been or will be resolved to the satisfaction of the County. Any disputes between the County and the Charter School regarding the resolution of audit exceptions and deficiencies shall be referred to the dispute resolution process referenced in Section V of this Charter. The independent fiscal audit of the Charter School is a public record to be provided to the public upon request.

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 County shall be forwarded to the Charter School in a timely fashion. During the term of this charter petition, the Charter School and the County shall negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

County Fee for Oversight

The County may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the charter school's revenue, or the County may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the County.

Concurrent Enrollment

The School will not seek funding for any pupil who also attends a private school that charges the pupil's family tuition.

Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records.

- California Education Code Section 47605.6(b)(5)(P)

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for the closure. The official action will also identify an entity and person or persons responsible closure-related activities.

The Board of Directors or its designee will promptly notify parents and students of the Charter School, the County Office of Education, the School's SELPA, retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of contact information for the person(s) to whom reasonable inquiries may be made regarding

the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies, including specific information on completed courses and credits that meet graduation requirements.

The Board or its designee will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the County to store original records of Charter School students. All records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation to another California public educational entity. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any

grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in the Appendix, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

VIII. Impact on Charter Authorizer

Governing Law: Potential civil liability effects, if any, upon the school, any school district where the charter school may operate and upon the county board of education.

- California Education Code Section 47605.6(b).

The Charter School is operated as a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall continue to work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School and County may enter into a memorandum of understanding, wherein the Charter School shall indemnify County for the actions of the Charter School under this charter.

The corporate bylaws of the Corporation provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts are determined by recommendation and the Charter School's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School shall be responsible for all supplies and equipment that it purchased and, in the event of loss by fire, disaster, or theft, the County shall have no responsibility for such items. Further, the County shall have no responsibility for losses of student property for any reason whatsoever and the Charter School shall hold the County harmless from any such losses.

The Charter School has instituted appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

IX. Miscellaneous charter-Related Issues

Term of Charter Renewal Petition

The Charter School’s renewal charter shall begin on July 1, 2016 and expire five years thereafter on June 30, 2021. Any material revisions to Charter School’s charter shall be made by the mutual agreement of the governing board of the Charter School and the County in accordance with Education Code Section 47607. The Charter School may present a petition to renew or materially revise the Charter, and the County agrees to respond to such petitions pursuant to the process, criteria and timelines specified in Education Code Section 47605 and applicable provisions of the California Code of Regulations.

Interpreting the Charter

All terms of the charter that can be interpreted as within the intent of the California 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 County. The County 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 County 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 §47607(a)(1).

Revoking the Charter

The County may revoke the charter of the Charter School in accordance with Education Code Section 47607 and its implementing regulations.

X. Conclusion

By approving this charter renewal, the County is fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Charter School is eager to continue to work independently, yet cooperatively with the County to establish the highest bar for what a charter school can and should be. To this end, the Charter School pledges to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible proposal for charter renewal requesting a five year term from July 1, 2016 through June 30, 2021.

Report to Alameda County Board of Education

Yu Ming Material Revision Request

Staff Analysis

February 13, 2018

EXECUTIVE SUMMARY

The Alameda County Office of Education's Charter Schools Office (CSO) conducted a review of Yu Ming Charter School's request for a material revision to reduce their school year to 185 days from the current 190 days, beginning in the 2018-19 school year.

The Charter Schools Office reviewed the request and found it met all of the legal criteria for approval.

INTRODUCTION AND BACKGROUND

ACOE received a letter from Yu Ming Charter School requesting a material revision to its charter. The documentation provided by Yu Ming includes:

- 2018-2019 School Year Calendar for Kindergarten
- 2018-2019 School Year Calendar for Grades 1-3
- 2018-2019 School Year Calendar for Grades 4-8
- 2018-2019 Bell Schedule
- 2018-2019 Instructional Minutes Calculation for All Grades
- Minutes from Yu Ming's December 14, 2017 Board Meeting
- Revised Charter with full redlined edits including new requirements of law

According to the Memorandum of Understanding, material revisions must have approval from the County Board per Cal. Ed. Code §47607. Changes to the charter school considered to be material revisions include, but are not limited to, the following:

1. Substantial changes to the educational program, mission, or vision of the charter school.
2. Adding a classroom-based or non-classroom based program and/or facility not expressly authorized by the charter.
3. Changes to the location of the facilities, including school sites, resource centers, meeting space, or other satellite facility including the opening of a new facility. Temporary locations rented for annual student testing purposes will be exempt from this provision.
4. Entering into a contract to be managed or operated by any other charter school public benefit corporation (or any other corporation or entity), such as an Educational Management Organization or a Charter Management Organization other than the charter.

MATERIAL REVISION PROCESS

Public Hearing

A public hearing was held on the material revision on January 23, 2018, in compliance with Cal. Ed. Code §47605. Yu Ming's Head of School Sue Park presented the item and reasons for the request. No one spoke in opposition of this request.

Review and Analysis

In applying the legal criteria, the following standard questions were used by the ACOE Charter Schools Office as a guideline to assess whether the charter school satisfied the requirements for material revision:

1. Is the petition reasonably comprehensive with respect to elements affected by the proposed change? Did the petition include the revisions necessary to the petition based on changes made in current law since the petition was last approved?
 2. Is the proposed change sound for the students to be served?
 3. Is the organization likely to successfully implement the change?
-
1. The Charter Schools Office reviewed Yu Ming's request and found the request contains a reasonably comprehensive description of elements affected by the proposed change. In addition to proposed changes to the school year calendar, bell schedule and instructional minutes, there were changes to the petition to comply with the new regulations under AB 1360, which went into effect January 1, 2018. The new law requires additional information in the areas of Admissions Preferences, Parental Involvement, Student Discipline, and Dismissal.
 - Yu Ming placed information concerning district notification and parental involvement notification under the Affirmations/Declarations section of the petition, pages 6-7.
 - *If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School [Ref. Education Code Section 47605.6(e)(3)]*
 - *The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]*
 - Student Suspension and Expulsion Procedures, and Dismissal changes were adequately updated on pages 67-78 of the petition under Section IV Student Enrollment, Admissions Attendance, Suspension and Expulsion.

2. The proposed change is educationally sound. Evidence of their educational success includes the high performance of their currently operated school. A change of 5 instructional days will not likely impact student performance.
3. Based on Yu Ming's successful charter school operation to date, they are likely to successfully implement the proposed change. The change will not alter Yu Ming's ADA calculation, and therefore will not cause any financial impact to the charter school's revenues. Decreases in the school's expenditures will be negligible, and it appears there will be minimal additional professional development costs incurred.

Determination Hearing

The Board may deny the request for material revision if it makes written factual findings with specific facts to support one or more of the grounds for denial. These 5 grounds are the same as the petition review process (Education Code §47605(b).)

- 1) *The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*
- 2) *The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*
- 3) *The petition does not contain the number of signatures required by subdivision (a).*
- 4) *The petition does not contain an affirmation of each of the conditions described in subdivision (d).*
- 5) *The petition does not contain reasonably comprehensive descriptions of all of the following: [standard elements]*

Note that the requirement to include the listed "elements" of the petition only applies to those sections that are affected by the proposed revision. In addition, signatures are not required for revisions and there are no newly-required affirmations.

DECISION OF CHARTER'S MATERIAL REVISION

Should the County Board approve the material revision, the school year will be officially changed to 185 days beginning in the 2018-19 school year. Yu Ming Charter School will immediately begin to notify parents and students of the change. The first day of school will be August 13, 2018 for all grade levels (K-8).



ALAMEDA COUNTY OFFICE OF EDUCATION
 L. Karen Monroe, Superintendent
 313 West Winton Ave. Hayward, CA 94544
 (510) 887-0152 www.acoe.org

Memorandum No. - 4.

Meeting Date: 2/13/2018

TO: Alameda County Board of Education
FROM: Ken Berrick, Board President
RE: Determination Hearing – Latitude 37.8 High School Charter School Petition Appeal from Oakland Unified School District

Background :

The Alameda County Office of Education (ACOE) began its review of the charter school petition on November 20, 2017, after determining that the submitted appeal package was complete. On November 28th pursuant to Education Code Sections 47605(b) ACOE requested a thirty (30) day extension on the deadline for the determination hearing, and it was agreed upon by the charter on November 29th.

A public hearing was held on December 12, 2017, in accordance with the Education Code’s provisions on charter schools, to consider the level of support for the petition by teachers, other employees, parents and the community.

The ACOE Charter School Review Team analyzed the charter petition in detail, using its standard checklist based on mandated elements and affirmations, and other resources, documents and information necessary to complete its analysis. A copy of the staff's Evaluation Summary Report was sent to the Petitioner, and forwarded for your review.

Action Requested:

INFORMATION/ ACTION

That the Board take appropriate action to either approve or deny the charter petition appeal for Latitude 37.8 High School.

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	Cover Letter re Latitude Appeal to ACOE
<input type="checkbox"/> Backup Material	Notice of Intent
<input type="checkbox"/> Backup Material	OUSD Charter Petition Evaluation
<input type="checkbox"/> Backup Material	Petition Appeal (redline version)
<input type="checkbox"/> Backup Material	Board of Directors
<input type="checkbox"/> Backup Material	Board Resumes
<input type="checkbox"/> Backup Material	Signatures
<input type="checkbox"/> Backup Material	OUSD Denial, Written Findings
<input type="checkbox"/> Backup Material	ACOE Response to OUSD Written Findings of Fact
<input type="checkbox"/> Backup Material	ACOE Staff Report



Education *for* Change

Public Schools

NOVEMBER 17, 2017

L. Karen Monroe, Superintendent

Charter Schools Office of the Alameda County Office of Education

313 West Winton Ave.

Hayward, CA 94544

Re: Latitude 37.8 High School Charter School Charter Petition Appeal to the Alameda County Board of Education

Dear Superintendent Monroe:

This letter is to inform you that the Latitude 37.8 High School (“Latitude”) hereby appeals the denial of its charter petition by the Oakland Unified School District (“District”) to the Alameda County Board of Education (“County”), as provided for in Education Code Section 47605(j)(1) and the California Code of Regulations, Title 5, Section 11967(a). The California Code of Regulations, Title 5, Section 11967(b) and County Guidelines require that a charter school that wishes to appeal its petition to the County Board of Education must send the following information within 180 days after the denial action:

1. Table of Contents
 2. Form A: Notice of Intent to Submit Application on Appeal of Denial
 3. Appeal documentation, including:
 - a. Copy of the District governing board’s action to deny the petition (e.g., meeting minutes) and the governing board’s written factual findings specific to the particular petition, when available, setting forth specific facts to support one or more of the grounds for denial set forth in Education Code Section 47605(b).
- Note: On November 8, 2017, the District Board of Education voted six (6) against and one (1) in favor on a motion to approve the Latitude charter

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petition as recommended by the District Superintendent per Item No. 17-1823. In its motion to deny the Latitude petition, however, the District Board did not adopt written findings for denial as the staff report recommended approval of the Latitude petition.

- b. Latitude's written response to the District Board's discussion that led to denial of the charter petition. Latitude's response is provided for information purposes only, and to provide context and rebuttals to concerns raised by Board members during the November 8, 2017 District Board meeting.
 - c. A narrative description of any changes to the Latitude petition necessary to reflect the County Board of Education as the chartering entity, as applicable.
 - d. A redline petition containing revised sections of the charter petition.
- 4. Form B: Request for Board Member Information, Resumes and Questionnaires
 - 5. Form C: Applicant Information on Proposed School Leaders and Teachers, Including Resumes, and Authorization to Release Information
 - 6. ACOE Charter School Petition Review Checklist
 - 7. The original charter petition and supporting documents considered by the District when the petition was denied.

According to the California Code of Regulations, Title 5, Section 11967(d), if within 60 days of receipt of the charter appeal, the Alameda County Board of Education does not take action to grant or deny the charter petition, Latitude may appeal to the State Board of Education. We anticipate that the County will adhere to this timeline during its consideration of the charter petition.

We look forward to working with your office and the County Board of Education as it considers the Latitude charter petition. Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Hae Sin Thomas", is written over a light blue horizontal line.

Hae-Sin Thomas, CEO, Education for Change

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Education for Change Public Schools

CERTIFICATION OF COMPLIANCE WITH APPLICABLE LAW

California Code of Regulations, Title 5, Section 11967(b)(3)

A charter petition that has been previously denied by the governing board of a school district may be submitted to the county board of education or the State Board of Education. (Education Code Section 47605(j)(1).) As per Education Code Section 47605(j)(5), the State Board of Education has adopted regulations implementing the provisions of Section 47605(j)(1). (See Title 5, California Code of Regulations Section 11967. (5 CCR Section 11967).)

Title 5 of the California Code of Regulations, Section 11967 requires that a charter school petition that has been previously denied by a school district must be received by the county board of education not later than 180 calendar days after the denial. (5 CCR Section 11967(a).) In addition, 5 CCR Section 11967(b)(3) requires the charter petitioner to provide a “signed certification stating that petitioner(s) will comply with all applicable law” when submitting the denied petition to the county board of education.

The following certification is submitted in compliance with 5 CCR Section 11967(b)(3).

Certification

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
2. That, as the authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of 5 CCR Section 11967(b)(3) only; and
4. That the charter petitioner(s) and the charter petition are in compliance with applicable law.

Name: Hae-Sin Thomas, CEO, Education for Change

Signature: 

Date: November 17, 2017

School Name: Latitude 37.8 High School

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Form A

Notice of Intent to Submit Application on Appeal of Denial For Establishment of a Charter

CHARTER SCHOOL INFORMATION

Name of proposed charter school: Latitude 37.8 High School

General location (including district) of proposed school: Oakland Unified; City-Wide Enrollment; Fruitvale Location

Proposed grade levels: 9-12 Proposed total enrollment: 360 Proposed school opening date: Aug 2018

LEAD PETITIONER INFORMATION

Name of lead petitioner: Hae-Sin Thomas

Position with proposed charter school: CEO, Education for Change (CMO)

Address: 333 Hegenberger Road #600 City: Oakland Zip: 94601

Daytime Phone Number(s): 510-568-7936 FAX _____

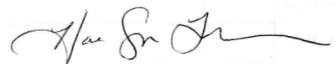
Email address: hthomas@efcps.net

LIST CHARTER DEVELOPMENT TEAM MEMBERS (name/position with proposed charter school)

Lillian Hsu, Founding Principal
John Lasseter, Director of Instruction
Aatash Parikh, Founding Teacher
Joi Ward, SEL & Restorative Justice Lead
Aaron Townsend, Project Manager

CERTIFICATION

I/we certify that we are interested in applying for a Charter School within Alameda County.

Print Name: Hae-Sin Thomas Signature:  Date: 11/16/17

Attach Articles of Incorporation and By-Laws of non-profit corporation or explanation of why these have not yet been developed.

OFFICE USE ONLY

Received by: _____

Print Name: _____ Signature: _____ Date: _____



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

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, Incorporator





Education for Change

BYLAWS

of

EDUCATION FOR CHANGE PUBLIC SCHOOLS

Revised June 23, 2016

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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

This corporation shall have no voting members, but the Board of Directors may, by resolution, establish one or more classes of nonvoting members and provide for eligibility requirements for membership and rights and duties of members.

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 elect 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. The directors then in office shall elect successors to the directors. Except for the initial directors appointed by the incorporator, and as provided below, each elected director shall be elected for a term of three years and shall hold office until a successor has been elected. Directors who are representatives from the Family Leadership Council will serve a one-year term.

(a) Staggered Terms. One-third of the total authorized number of directors shall be elected in each year, at the annual meeting or as soon as practical thereafter. Whenever a new director position is authorized as provided in Article III, Section 2, the Board may elect the initial incumbent to an initial term of one or two years in lieu of the standard term of three years, so that approximately one-third of all directors' terms shall expire each year. If the total authorized number of directors at any time shall not be evenly divisible by three so that a different number of directors must be elected one year out of every three, this different number shall be elected in every third year after 2005.

Section 5. Vacancies. A vacancy shall be deemed to exist on the Board in the event that the actual number of directors is less than the authorized number for any reason. Vacancies may be filled by the remaining directors for the unexpired portion of the term.

Section 6. Resignation and Removal. Resignations shall be effective upon receipt in writing by the President (if any), the Secretary, or the Board of Directors of this corporation, unless a later effective date is specified in the resignation. A majority of the directors then in office may remove any director at any time, with or without cause.

Section 7. Annual Meetings. A meeting of the Board of Directors shall be held at least once a year. Annual meetings shall be called by the President (if any), or any two directors, and noticed in accordance with Section 9.

Section 8. Special Meetings. Special meetings of the Board of Directors may be called by the President (if any), or any two directors, and noticed in accordance with Section 9.

Section 9. Notice. Notice of the annual meeting and any special meetings of the Board of Directors shall state the date, place, and time of the meeting and shall be given to each director at least four days before any such meeting if given by first-class mail or forty-eight hours before any such meeting if given personally or by telephone, including a voice messaging system, or by other electronic transmission such as e-mail, in compliance with Article VIII, Section 5 of these Bylaws.

Section 10. Waiver of Notice. The transactions of any meeting of the Board of Directors, however called and noticed and wherever held, shall be valid as though taken at a meeting duly held after proper call and notice, if a quorum is present, and if, either before or after the meeting, each of the directors not present provides a waiver of notice, a consent to holding the meeting, or an approval of the minutes in writing. The waiver of notice or consent need not

specify the purpose of the meeting. All waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of a meeting shall also be deemed given to any director who attends the meeting without protesting the lack of adequate notice before the meeting or at its commencement.

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 Article III, Sections 5 (filling board vacancies), 6 (removing directors) and 12 (taking action without a meeting); Article IV, Section 1 (appointing Board Committees); Article VI, Section 3 (approving self-dealing transactions); Article VII, Section 2 (approving indemnification); and Article VIII, Section 6 (amending Bylaws), of 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. Action Without a Meeting. Any action required or permitted to be taken by the Board may be taken without a meeting if all members of the Board shall individually or collectively consent to such action in writing. Such written consents shall be filed with the minutes of the proceedings of the Board, and shall have the same force and effect as the unanimous vote of such directors.

Section 13. Telephone and Electronic Meetings. Directors may participate in a meeting through use of conference telephone, electronic video screen communication, or other electronic transmission in compliance with Article VIII, Section 5 of these Bylaws so long as all of the following apply:

(a) each director participating in the meeting can communicate with all of the other directors concurrently, and

(b) each director is provided with the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.

Members shall state their name upon joining the meeting. Upon establishing a quorum, the chair will announce the names of all of the members in attendance. Each member should seek recognition from the chair before beginning to speak. Members shall state their name upon joining the meeting. Each member should identify himself or herself prior to speaking. Motions will be voted on by voice vote. If the chair has a problem determining the vote, he or she may call for a roll call vote.

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 Board Committee upon which the director does not serve, 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 therefor 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.

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, 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 more than two members of the Staff Leadership Council and the Family Leadership Council, 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, 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.

Section 2. Advisory Committees or Working Groups. The Board of Directors may establish one or more Advisory Committees or Working Groups to the Board. The members of any such body may consist of directors or nondirectors and may be appointed as the Board determines. Advisory committees and Working groups 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 CEO to advise on EFCPS and send delegates to Board meetings to advise the Board as needed.

Section 4. Meetings.

A. Of Board Committees. Meetings and actions of Board 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 Board Committee and shall be filed with the corporate records.

B. Of Advisory Committees and Working Groups. Subject to the authority of the Board of Directors, Advisory Committees may determine their own meeting rules and whether minutes shall be kept.

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, such other officers as may be appointed by the Board of Directors. 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 of the Board, if any. The President shall be elected from among the directors of the corporation and must remain a director to be eligible to continue to serve as President.

Section 2. Election. Except for the initial officers appointed by the incorporator, 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. President. The President shall preside at all meetings of the Board of Directors and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

Section 7. Vice President. The Vice President shall, in the absence of the President, carry out the duties of the President and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

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 shall be the chief financial officer of this corporation and 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. Except as permitted by Section 5236 of the California Nonprofit Public Benefit Corporation Law, 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. Self Dealing Transactions. Except as provided in Section 3 below, the Board of Directors shall not approve, or permit the corporation to engage in, any self dealing transaction. A self dealing transaction is a transaction to which this corporation is a party and in which one or more of its directors has a material financial interest, unless the transaction comes within California Corporations Code Section 5233(b).

Section 3. Approval. This corporation may engage in a self dealing transaction if the transaction is approved by a court or by the Attorney General. This corporation may also engage in a self-dealing transaction if the Board determines, before the transaction, that (a) this corporation is entering into the transaction for its own benefit; (b) the transaction is fair and reasonable to this corporation at the time; and (c) after reasonable investigation, the Board determines that it could not have obtained a more advantageous arrangement with reasonable effort under the circumstances. Such determinations must be made by the Board in good faith, with knowledge of the material facts concerning the transaction and the director's interest in the transaction, and by a vote of a majority of the directors then in office, without counting the vote of the interested director or directors.

Where it is not reasonably practicable to obtain approval of the Board before entering into a self-dealing transaction, a Board Committee may approve such transaction in a manner consistent with the requirements above; provided that, at its next meeting, the full Board determines in good faith that the Board Committee's approval of the transaction was consistent with the requirements above and that it was not reasonably practical to obtain advance approval by the full Board, and ratifies the transaction by a majority of the directors then in office without the vote of any interested director.

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 reviewed by the Executive Committee 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 or the unanimous written consent of the directors 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, consisting of eleven thirteen pages, are the Bylaws of this corporation as adopted by the board of directors on April 19th, 2005 and amended on June 23, 2016.

DATED: June 23, 2016

 Secretary

Rationale for Recommendation

Staff conducted an evaluation of the petition pursuant to the Charter Schools Act. During the review process, Staff also conducted a set of petitioner interviews in an effort to clarify aspects of the petition, as well as to evaluate the capacity of the petitioners to successfully implement the program as set forth in the petition. Based on these evaluations, Staff has determined that the petition presents a **sound** educational program; the petitioners are demonstrably **likely** to successfully implement the program set forth in the petition; and the petition **contains** reasonably comprehensive descriptions of all of the 15 elements required by the California Charter Schools Act.

The factual findings in this report demonstrate that the petition meets the following conditions for **approval** under Education Code § 47605:

- (1) The charter school presents a sound educational program for the pupils to be enrolled in the charter school;*
- (2) The petitioners are demonstrably likely to successfully implement the program set forth in the petition;*
- (3) The petition contains the number of signatures required;*
- (4) The petition contains an affirmation of each of the conditions described in Education Code §47605(d);*
- (5) The petition contains reasonably comprehensive descriptions of the 15 required charter elements.*

CHARTER PETITION EVALUATION OVERVIEW

School Name: Latitude 37.8 High School	Submission Date: August 23, 2017
Lead Petitioner: Hae-Sin Thomas, CEO, Education for Change	Public Hearing Date: September 13, 2017
Petitioner Interview Date: October 6, 2017	Decision Date: November 08, 2017
Governing Board Interview Date: October 6, 2017	
Proposed location of school	Fruitvale neighborhood (primary hub) and throughout the city of Oakland (satellite hubs)
Composition of petitioner group	Education for Change CMO
Grade levels to be served in year 1	9th
Anticipated enrollment in year 1	50
Grade levels to be served at full-capacity	9 th -12 th
Anticipated enrollment at full capacity	320 (Year 5)
Target student population	“...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.” (p. 24)

Brief description of the kind of school to be chartered.

“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.” (p. 1)

Brief explanation of the mission of proposed charter school.

“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.” (p. 23)

Planning to work with a charter management organization (CMO)

Yes X No If Yes, Name of CMO: **Education For Change**

SIGNATURE VERIFICATION

Signature Verification

EC 47605(a)(3) *A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition.*

	Y	N	PG #
Parents / Guardians			
o # aligned with proposed opening enrollment	X		Appendix J
o Prominent statement	X		

FIFTEEN ELEMENTS TABLE

Statutory Reference: E.C. §§ 47605(b) (5) (A) to (P).

The Charter Schools Act requires authorizers to evaluate whether the petitioners have presented a “reasonably comprehensive” description of the 15 elements related to a school’s operation.

Element	Evaluation Reference	Inadequate	Reasonably Comprehensive	Statutory Reference
Description of the educational program of the school, including what it means to be an “educated person” in the 21 st century and how learning best occurs.	<i>Section I, B</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(A)
Measurable pupil outcomes	<i>Section I, G</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(B)
Method by which pupil progress is to be measured	<i>Section I, H</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(C)
Governance structure	<i>Section II, A</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(D)
Qualifications to be met by individuals employed at the school	<i>Section II, C</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(E)
Procedures for ensuring health & safety of students	<i>Section II, B</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(F)
Means for achieving racial and ethnic balance	<i>Section II, B</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(G)
Admission requirements, if applicable	<i>Section II, B</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(H)
Manner for conducting annual, independent audits	<i>Section II, D</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(I)
Suspension and expulsion procedures	<i>Section II, B</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(J)
Manner for covering STRS, PERS, or Social Security	<i>Section II, C</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(K)
Attendance alternatives for pupils residing within the district	<i>Section II, B</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(L)
Employee rights of	<i>Section II, C</i>	<input type="checkbox"/>	X	E.C.

return, if any				§ 47605(b)(5)(M)
Dispute resolution procedure for school-authorizer issues	<i>Section II, B</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(N)
Procedures for school closure	<i>Section II, B</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(P)
Facilities to be utilized by school	<i>Section II, E</i>	<input type="checkbox"/>	X	E.C. § 47605(g)
Manner in which administrative services are to be provided	<i>Section II, B</i>	<input type="checkbox"/>	X	E.C. § 47605(g)
Potential civil liability effects	<i>Section II, B</i>	<input type="checkbox"/>	X	E.C. § 47605(g)
Proposed first year operational budget	<i>Section II, D</i>	<input type="checkbox"/>	X	E.C. § 47605(g)
Cash flow and financial projections for 3 years	<i>Section II, D</i>	<input type="checkbox"/>	X	E.C. § 47605(g)

CHARTER PETITION EVALUATION FINDINGS

Capacity to Implement	Analysis
<p>Strong Leadership and Staffing</p>	<p>Petitioners possess an abundance of experience and capacity to implement the proposed education program</p> <ul style="list-style-type: none"> - Latitude Principal was a founding teacher at Unity High School in Oakland; providing valuable experience working with Oakland high school students and families - Latitude Principal served as director of a similar school model (High Tech High in Chula Vista) that had positive outcomes for students/families - Latitude Principal has coached staff/schools over the past year; OUSD staff provided positive feedback regarding effectiveness - Year 1 teachers have been identified and/or hired to work in Year 0; all have worked with a similar school model at High Tech High
<p>Support of a Charter Management Organization</p>	<ul style="list-style-type: none"> - School has the support of a CMO (Education for Change) with a high capacity in the areas of finance and operation that are critical to successfully founding a new school - Private facility has been identified/secured for the proposed school - Year 0 funding has been provided to hire key staff to plan for opening in Fall 2018
<p>Strong External Partnerships</p>	<ul style="list-style-type: none"> - Petitioners will benefit from the partnerships forged with Big Picture Learning and High Tech High - Petitioners have secured preliminary commitments from community businesses and organizations to support the proposed education program (i.e. ELO internship placements)
<p>Recruitment and Enrollment</p>	<ul style="list-style-type: none"> - Petitioners provided reasonable enrollment projections that were conservative to start (only 50 students in Year 1) - Petitioners established a clear demand for the school/program based on feedback garnered from current EFC students/families

CHARTER PETITION EVALUATION FINDINGS

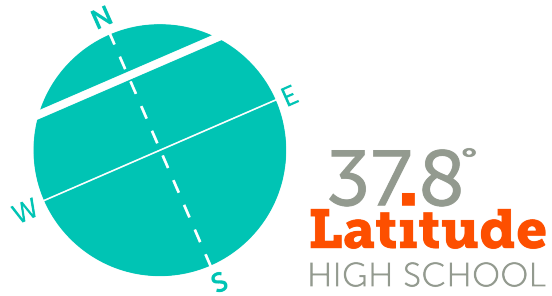
Sound Education Program	Analysis
Curriculum and Instruction	<ul style="list-style-type: none"> - Robust linked learning proposed in the education program - Big Picture Learning curriculum will be utilized - Director of Instruction and Principal has Year 0 to prepare/design curriculum for Year 1 with the benefit of High Tech High experience - Innovative school model proposed with necessary infrastructure (i.e. Clipper Card transportation for students) to make the internship component possible
Support for English Learners and Students with Disabilities	<ul style="list-style-type: none"> - Opportunities for intervention are built into the schedule via a modified ELO (Extended Learning Opportunity) time whereby internships will still be provided, but with increased time for intervention - EFC will be providing SPED and EL support as needed

	Area(s) of Concern
	<ul style="list-style-type: none"> - EFC has had some difficulties in implementing a similarly innovative school model at Epic Middle School. Epic’s SBAC Math performance has remained flat with only 8% of students meeting or exceeding (“above”) standard for each year between 2014-15 and 2016-17. Furthermore, the percent of students in the lowest achievement band (i.e. "Not Meeting") on the Math SBAC increased from 61% in 2015-16 to 69% in 2016-17. - Loose commitments from businesses to sustain a comprehensive internship program - Unclear expectations of businesses/organizations in regard to time requirements, capacity, and supervision needed for successful internship placements - Heavy reliance on dual credentialed/single subject teachers which may prove challenging; particularly with upper level math and science credential requirements - Robust communication plan needed to socialize new school community to a shift from grade level/traditional grading

	based progress, to multi-phase competency based progress/grading
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Next Steps:

- **Petitioners should develop a contingency plan of what coursework will replace internships in the event that this portion of the proposed education program is not fully realized. This plan should be submitted to OCS by August 2018.**



Education *for* Change

CHARTER PETITION

SUBMITTED TO

~~OAKLAND UNIFIED SCHOOL DISTRICT~~
ALAMEDA COUNTY OFFICE OF EDUCATION

ON

~~AUGUST 23, 2017~~
NOVEMBER 17, 2017

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

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

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

23. Will participate in the California State Teachers' Retirement System and other retirement systems, as applicable.
24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(I).
26. Will at all times maintain all necessary and appropriate insurance coverage.
27. Will submit to the ~~OUSD~~ [ACOE](#)-Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)
30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).
31. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
32. Will provide to the Office of Charter Schools 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 Office of Charter Schools 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 District 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		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 1: Educational Program	A. Target Population & Community Need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	B. Philosophy & Approach to Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	C. Instructional Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	D. School Culture	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	E. Student Recruitment & Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	F. Student Engagement & Satisfaction	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	G. Community School: Ongoing Family Involvement & Satisfaction	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	H. Special Populations: Identification, Remediation, & Acceleration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	I. Special Populations: English Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Elements 2 & 3: Measurable Pupil Outcomes & Method to Measure Progress		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 4: Governance Structure	A. Governance Structure	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	B. Operating Plans & Procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	C. Budget/Financial Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 5: Employee Qualifications		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 6: Health & Safety Procedures		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 7: Means to Achieve Racial & Ethnic Balance		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 8: Admission Requirements		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 9: Annual Financial Audits		<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School Staffing Model and Rollout	Element 4, Section B, Question 2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School- and Organization-Level Decision-Making Responsibilities	Addendum for Existing Providers, Section B, Network Management, Question 3	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Network-wide Staffing	Addendum for Existing Providers, Section B, Network-wide Staffing, Question 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Collective Measurable Pupil Outcomes (MPOs)	Elements 2, Question 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Required Language	Embedded throughout	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Executive Summary

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

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

Name of Proposed Charter School	Latitude 37.8 High School
Grade Configuration	9-12
Model or Focus (e.g., Blended Learning, Dual Language, etc.)	Project Based, Competency Based, Diverse by Design, Fieldwork Oriented
Proposed Region and/or Neighborhood	City-Wide
Primary Contact (name, email, mobile phone)	Hae-Sin Thomas 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 school model in Oakland, California that leverages the assets of the city to provide students with the experiences, skills, and network they need for a meaningful and productive life. Forged by a team of educators, designers, makers, artists, parents, students, civic leaders, and business leaders, Latitude will harness the dynamic resources of the Bay Area to provide students with experiential, place-based learning, personalized for each individual.

- **Latitude Vision**

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

- **Latitude Mission**

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

Latitude 37.8 High School - History and Design Process

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

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

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

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

Latitude 37.8 High School Overview

Latitude Theory of Change:

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

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

Latitude Graduate Profile

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

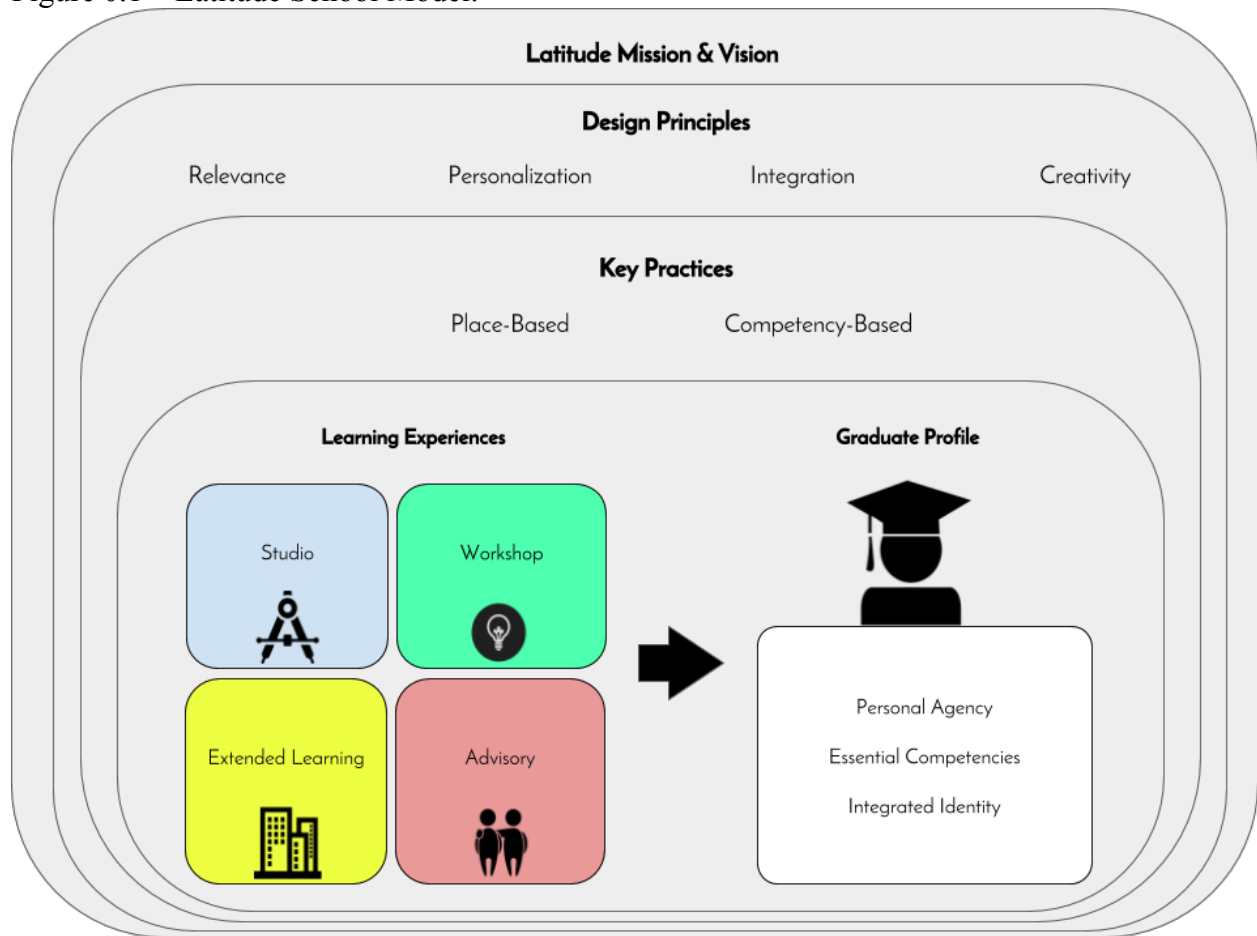
Latitude Learning Experience:

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:

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

Latitude School Leadership Team

Lillian Hsu, Principal

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

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

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

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

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

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

John Bosselman, Director of Instruction

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

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

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

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

Aatash Parikh, Founding Teacher

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

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

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

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

Joi Ward, Social Emotional Learning and Restorative Justice Lead

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

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

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

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

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

Aaron Townsend, Project Manager

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

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

Please see Appendix A4 for the Latitude Founding Team Resumes.

Latitude Design Team

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

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

Education for Change Mission Statement

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

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

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

Education for Change - History and Accomplishments

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

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

Figure 0.2—EFC Non-Negotiables:

The Instructional Model	Teacher development	Supporting the whole child
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 the highest performing Oakland elementary school in Mathematics and the second highest in ELA with respect to serving high poverty Latino students as reported by Innovate Public Schools.

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

Figure 0.3—EFC-OUSD Elementary SBAC Proficiency Comparison:

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

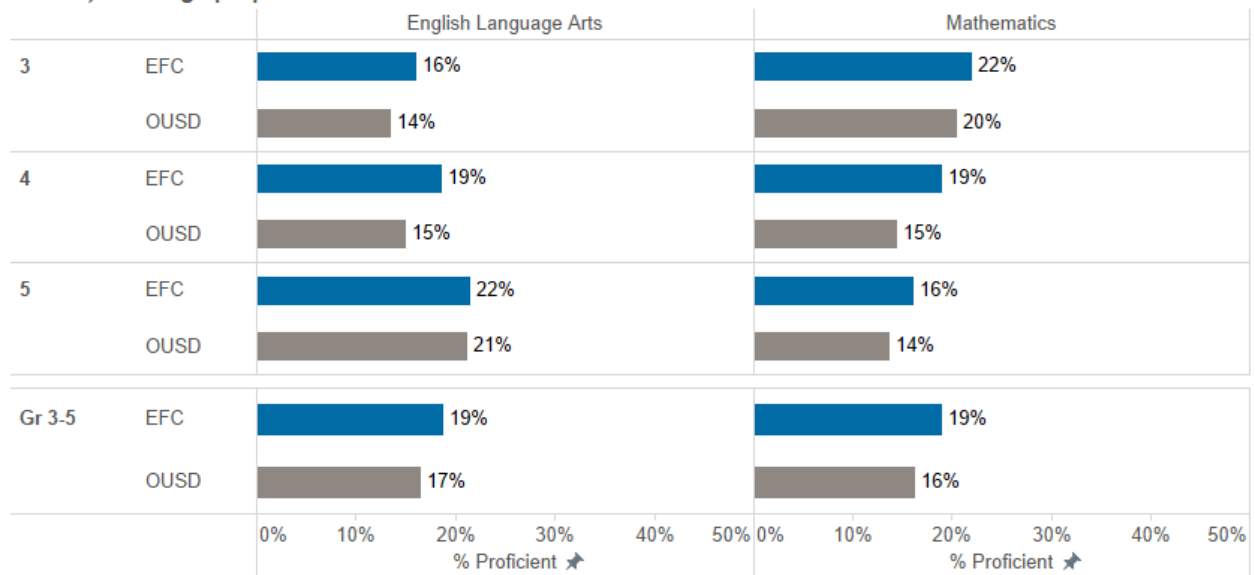
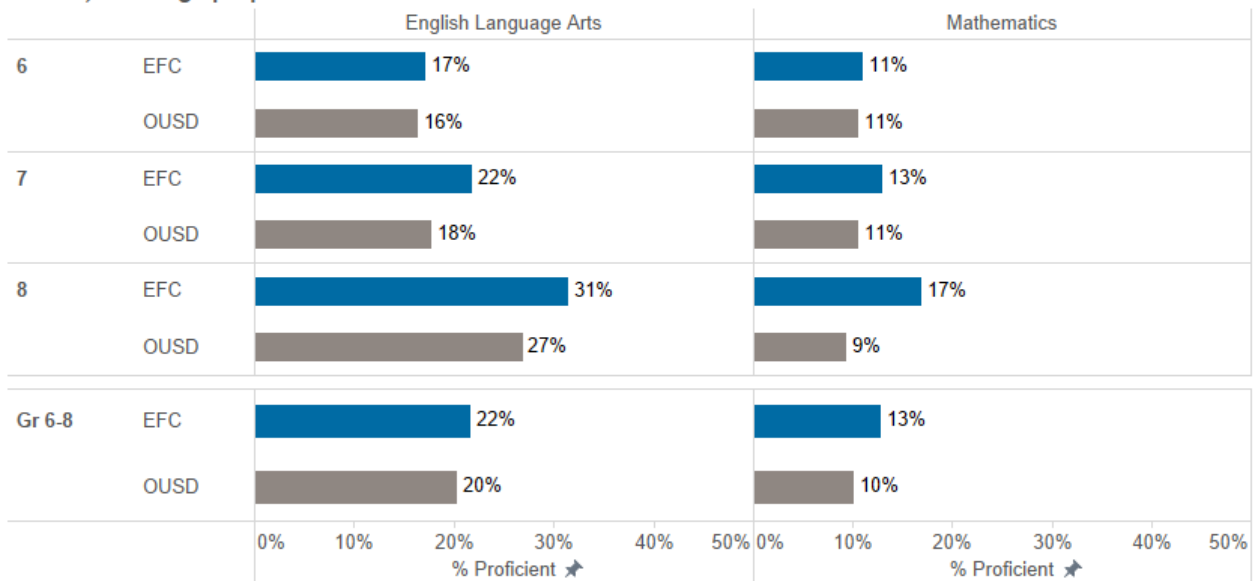


Figure 0.4—EFC-OUSD Middle SBAC Proficiency Comparison:

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



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

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

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

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

School Culture

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

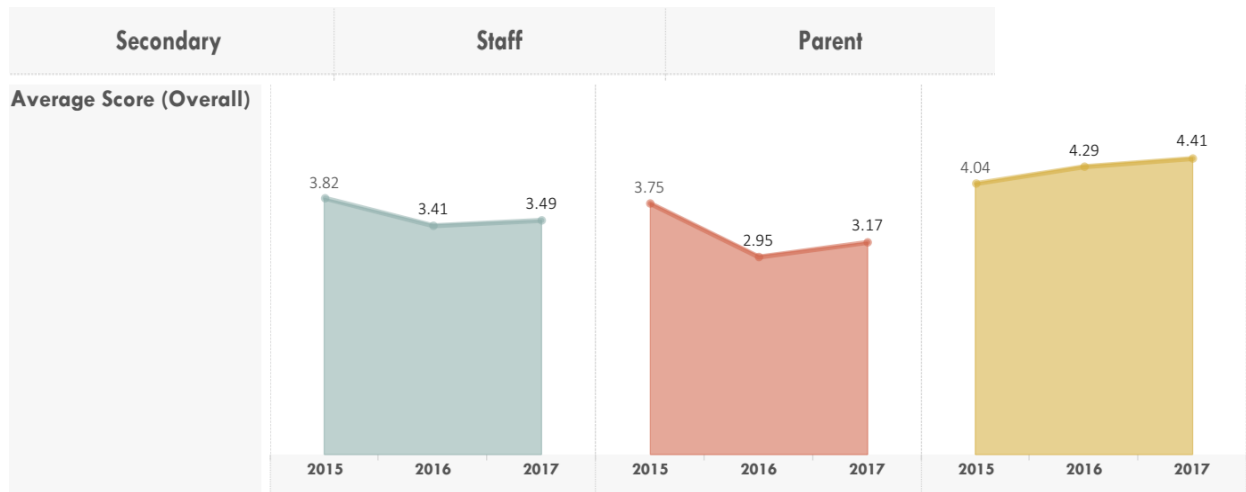
- **We collaborate.** We are a team. We plan together, observe and analyze each other's work, collaborate with our coaches and site leaders, partner with our families, and together make decisions about our programming
- **We are a learning organization.** We approach our practice with an inquiry stance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

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

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

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

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



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

Serving the Most Underserved Children Effectively

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

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

Education for Change - Organizational Leadership

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

Senior Leadership Team, Education for Change

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

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

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

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

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

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

EFC Board of Directors

Name	Current Professional Title and Organization	Board Role	Focus/Expertise
Nick Driver	Vice President, California Charter Schools Organization	President	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 Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

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

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

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

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

Introduction

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

- **Latitude Vision**

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

- **Latitude Mission**

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

Education for Change Mission Statement

The Education for Change mission is straightforward. Education for Change Public Schools believes it is the right for *every* child to have access to a high-quality, 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

Students To Be Served

Enrollment and Growth Plan

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

Figure 1.1—Latitude Enrollment Plan:

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

Student Demographics

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

Figure 1.2—Latitude Projected Student Demographics:

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

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

Please see Appendix A7 for the Latitude Community Engagement Plan.

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

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

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

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

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

Community and Student Needs

Overall Community Needs

Lack of quality high school options for families

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

³ Data obtained from OUSD Fast Facts 2016-2017.

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

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

Figure 1.3—OUSD High School Performance Data⁴

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

⁴ Data obtained from Oakland Unified (www.ousddata.org) and the California Department of Education (dq.cde.ca.gov).

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

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

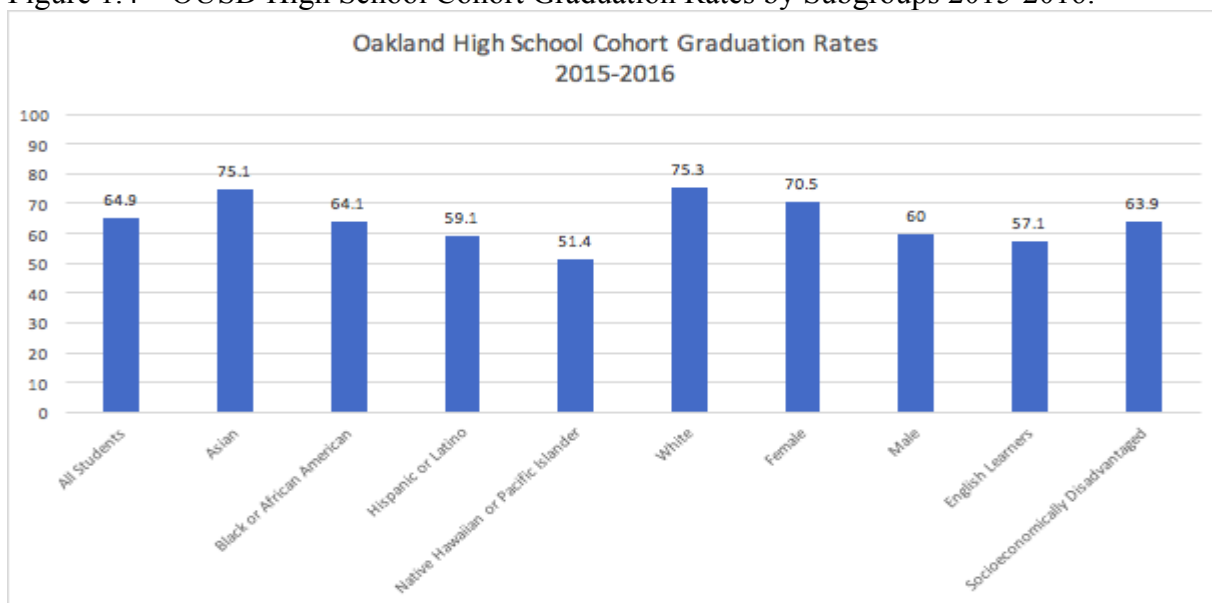


Figure 1.5—OUSD High School UC/CSU A-G Completion Rates by Subgroups 2015-2016:⁶

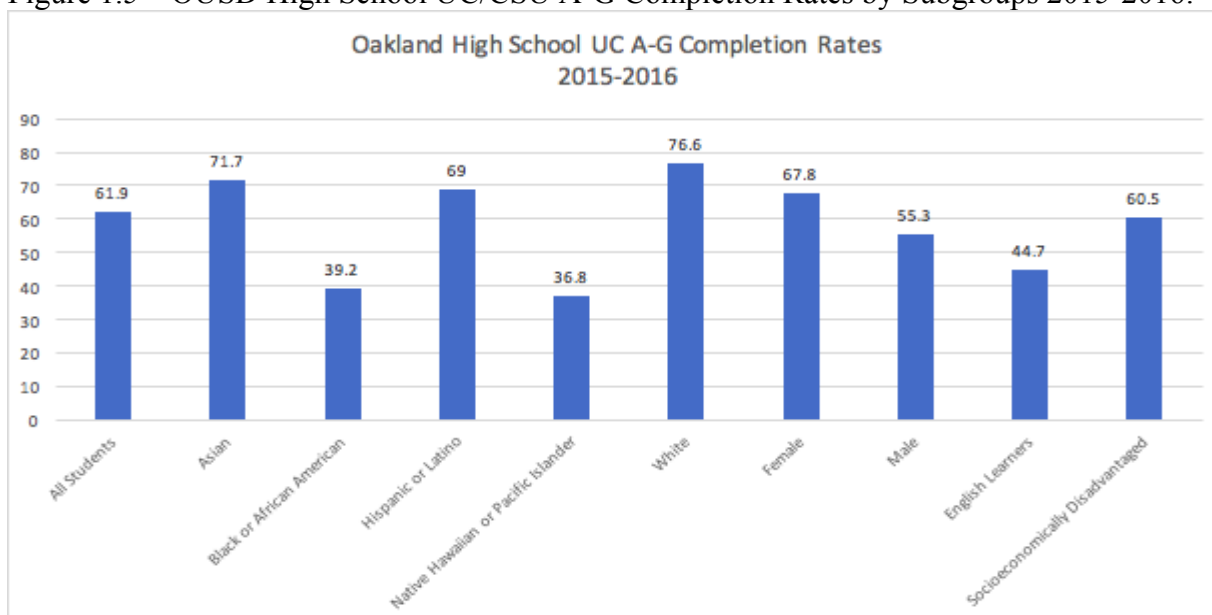


Figure 1.6—2016 OUSD 11th Grade ELA SBAC Results:⁷

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

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

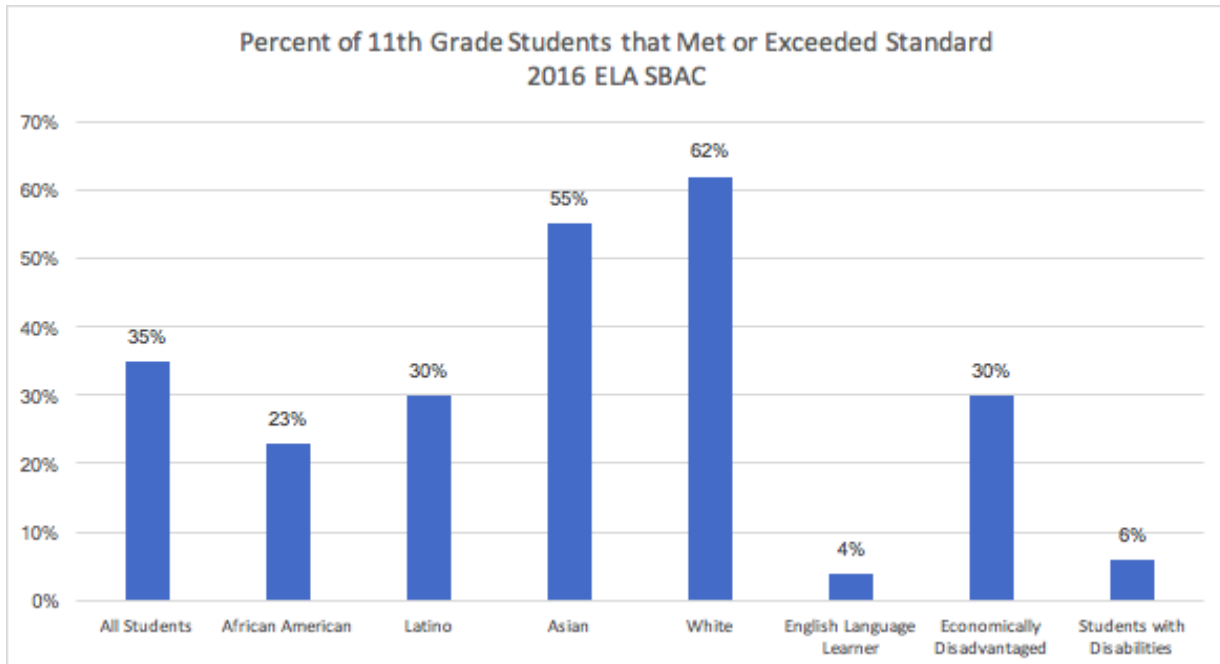
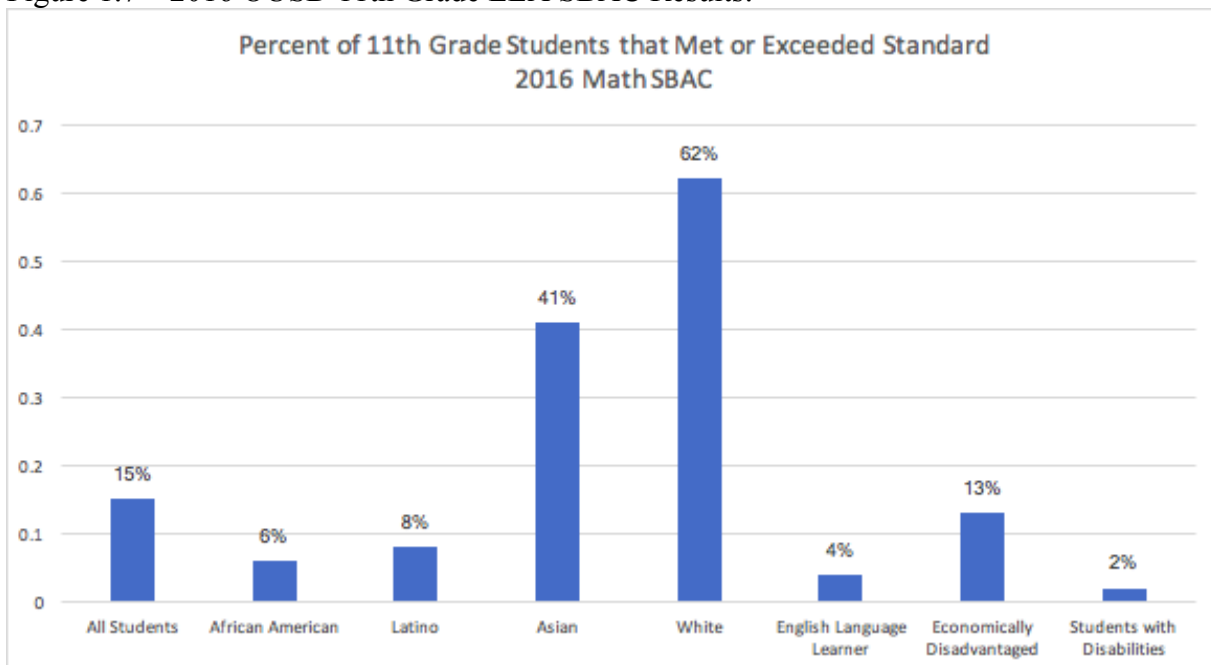


Figure 1.7—2016 OUSD 11th Grade ELA SBAC Results:⁸



Latitude’s school design is building off of two national models, High Tech High and Big Picture Learning, that have consistently achieved high outcomes for diverse student populations. Within Oakland, MetWest High School is based on the Big Picture Learning model, and it had the highest graduation rate and highest UC/CSU A-G completion rate of all district high schools in 2015-2016.

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

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

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

Lack of diverse school communities

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

Figure 1.8—OUSD High School Demographic Data 2016-2017:⁹

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

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

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

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

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

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

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

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

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

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

Lack of Innovative Options

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

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

Figure 1.9—OUSD High School Enrollment Demand.¹²

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%

¹² Data obtained from Oakland Unified (www.ousddata.org).

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

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

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

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

Needs of Sub-Groups

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

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

Latitude Community Engagement and Support

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

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

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

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

Please see Appendix A9 for Latitude Community Engagement Artifacts.

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

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

Please see Appendix A10 for the organizational Letters of Support.

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

B. Philosophy and Approach to Instruction

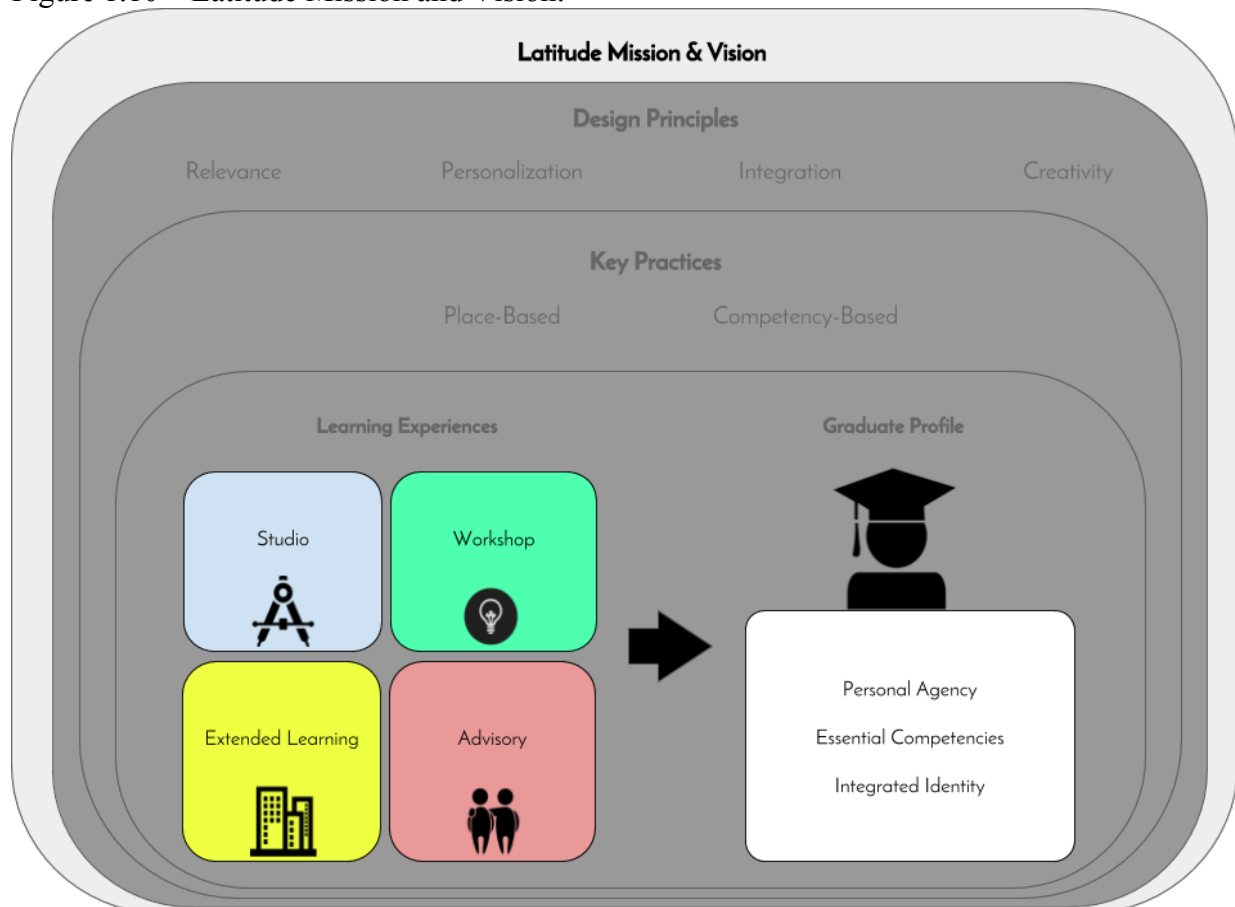
Latitude Vision Statement

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

Latitude Mission Statement

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

Figure 1.10—Latitude Mission and Vision:



Educational Philosophy

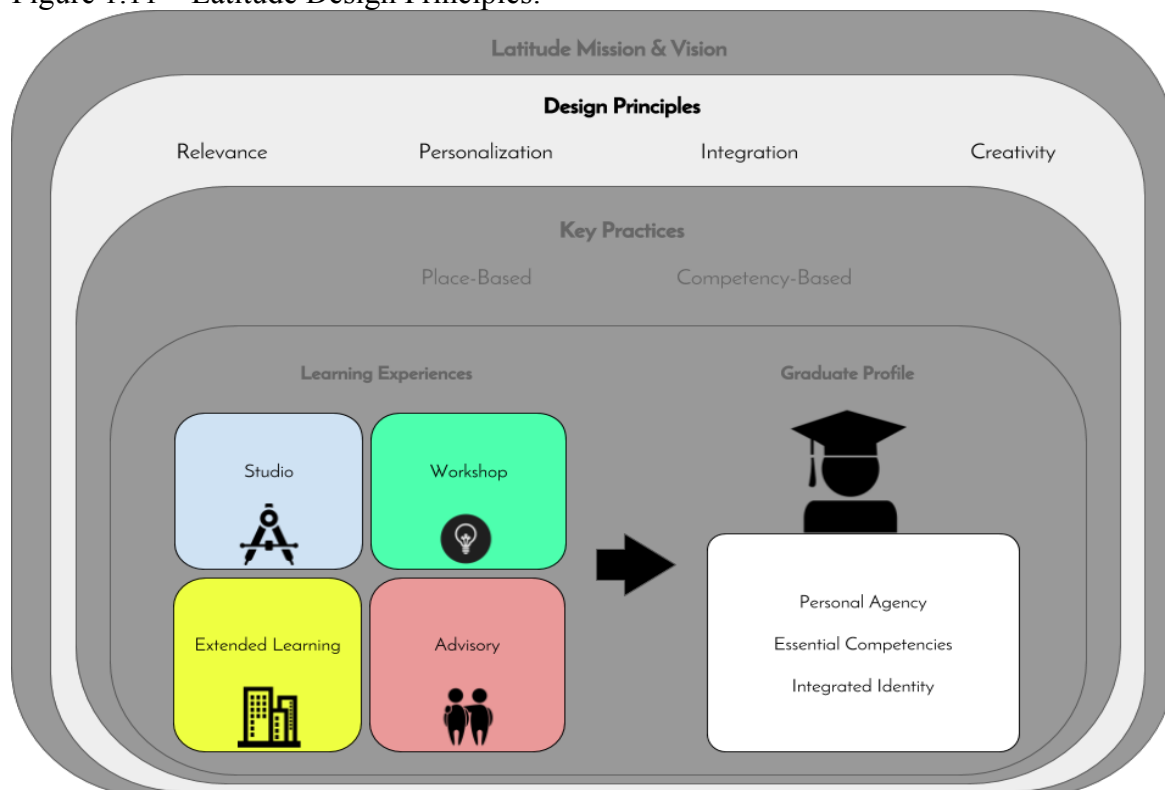
Latitude 37.8 High is a high school model in Oakland, California through which students leverage the assets and resources of their city to design and secure the experiences, education and network they need to be prepared for a meaningful and productive life. We are a network of educators, designers,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

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

The Latitude Learning Experience

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

Figure 1.11—Latitude Design Principles:



Personalization

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

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

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

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

Integration

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

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

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

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

Relevance

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

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

Creativity

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

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

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

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

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

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

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

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

Latitude Competency Model

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

college and career readiness expectations¹³ to ensure all students graduate from Latitude with these skills. There are three different domains of competencies that are relevant to be prepared for a meaningful and productive adult life and that our instructional program supports:

Figure 1.12—Latitude Competency Framework:

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

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

<p>Non-Cognitive Skills <i>Aligned to SEL Standards and Big Picture Learning Model</i></p>	<ul style="list-style-type: none"> ● 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
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The Latitude learning experiences and course sequence will ensure that all students have sufficient opportunity to develop mastery in these areas. Additionally, these competencies are aligned to the UC/CSU A-G expectations for each content area, and all students will earn comprehensive A-G credits.

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

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

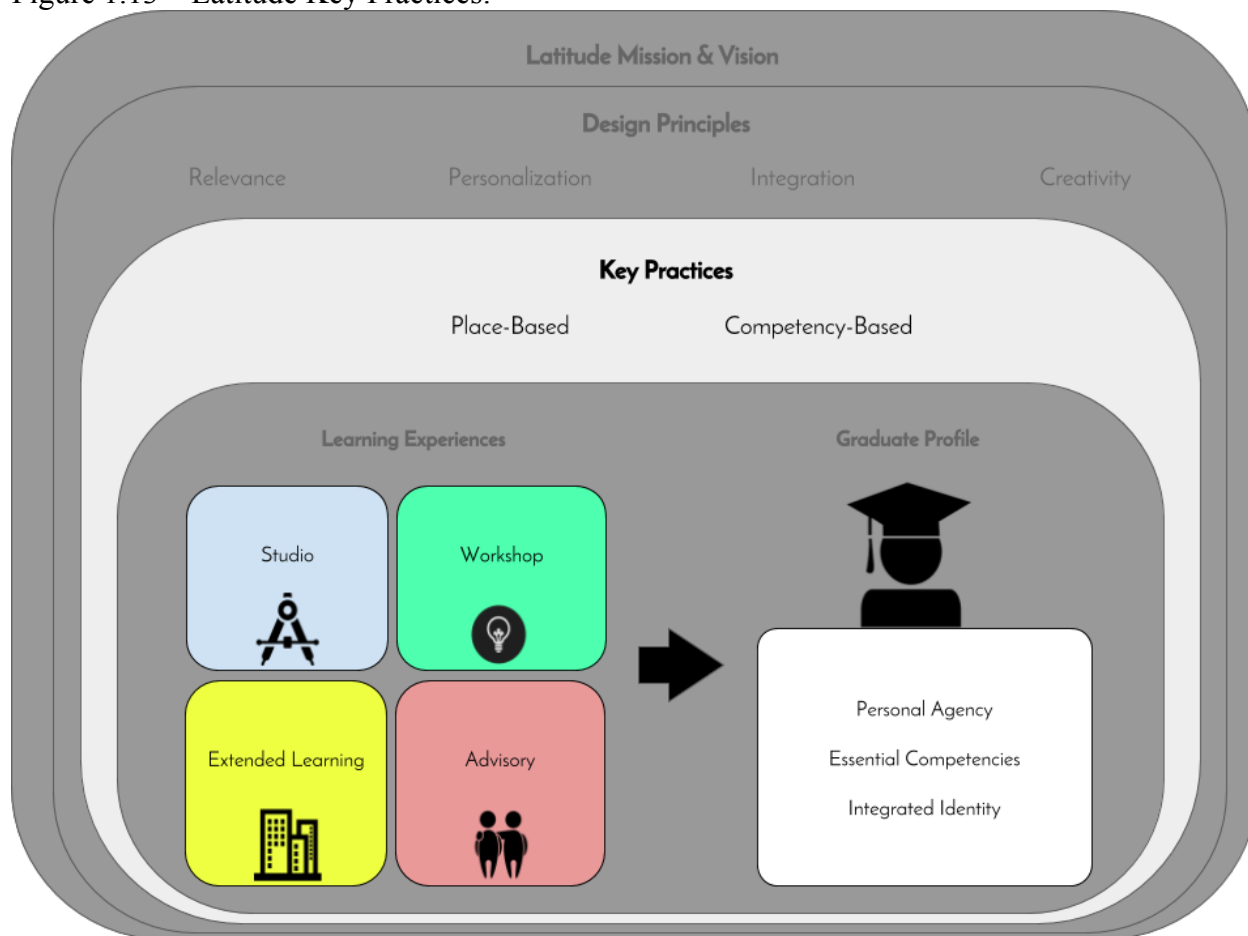
Please see Appendix A13 for the Big Picture Learning Non-Cognitive Competencies Guide.

How Learning Best Occurs

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

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

Figure 1.13—Latitude Key Practices:



Place Based

At Latitude, we seek to leverage all of the human, organizational, and physical resources of the city and community on behalf of our students. We apply a deep place and project based learning approach to create relevant and personalized learning experiences for our students. Project based learning is a natural fit for the application of our design principles in our instructional model as it supports the integration of content, creates authentic real-world connections, and allows students to explore their creativity as they develop and implement solutions. Research over the years has shown the many benefits of project based learning in service of the type of learning goals we have at Latitude and increasing student motivation and agency. Among the different studies of project based learning, researchers have found this approach to have positive impacts in the following areas¹⁴:

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

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

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

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

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

The High Quality Project Based Learning Framework

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

- **Principles**

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

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

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

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

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

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

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

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

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

- **Purposes**

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

- **Processes**

Sustained Inquiry—High Quality Project Based Learning defines inquiry as a disciplined process of asking questions and gathering data necessary to achieve project goals.

Through inquiry, the act of seeking information becomes the foundation of meaningful learning. Students confront problems and difficult tasks through an iterative approach of making meaning out of the information they have collected and determining if they have answered their questions or need to ask new ones. In contrast to “hands-on activities,” it is the project itself, carefully planned by the instructor (and at times, by the learners themselves) that structures student inquiry and guides learning activities toward project culmination.

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

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

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

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

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

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

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

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

- **Products**

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

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

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

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

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

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

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

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

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

Competency Based

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

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

The research study ‘Making Mastery Work’ details the efforts at a dozen different schools to make the transition from the traditional model of schooling to a competency based approach. In examining their efforts, the authors of the study identified three key characteristics of a competency based education¹⁵:

- 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.

¹⁵ See Priest, et al. (2012), “Making Mastery Work”.

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

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

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

C. Instructional Design

Introduction

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

The core elements of the Latitude instructional design include:

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

Latitude Competency System

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

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

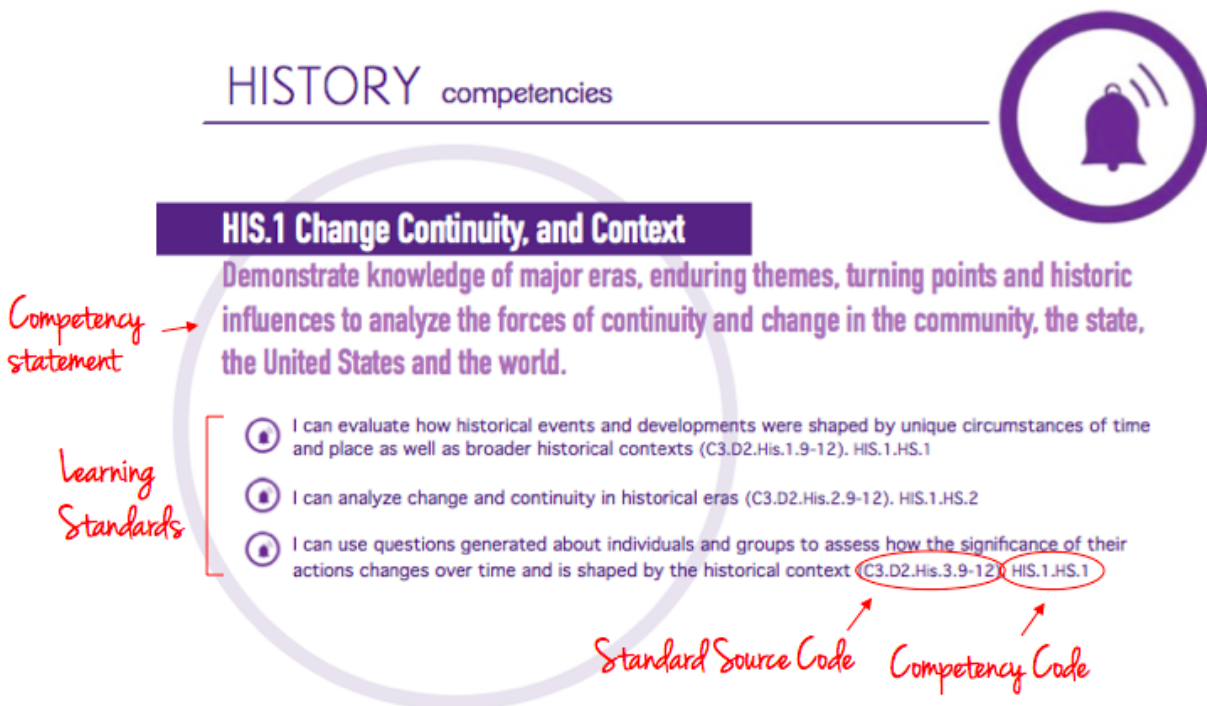
Latitude Graduate Competencies

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

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

See the figure below for an example history competency:

Figure 1.14—Competency Example:



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

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

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

Latitude Assessment System

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

Competency Continua

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

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

Figure 1.15—Example of Competency Continua:

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

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

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

Evidence requirements

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

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

Figure 1.15—Example Latitude Evidence Requirements:

Latitude Program Phase	Focal Competencies	Evidence Requirements¹⁶
Phase 1	ELA Math Design Non-Cognitive	3 performance tasks per competency with an average scoring of at least 8.5 across all of the competencies.
Phase 2	ELA Math History Science Foreign Language Design Non-Cognitive	3 performance tasks per competency with an average scoring of at least 10.5 across all of the competencies.
Phase 3	ELA	3 performance tasks per competency

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

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

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

Figure 1.16—Example Scoring Tool for Competencies:

Log a demonstration

Student: !

Demonstrated: 02/26/2016

Type of Experience: Studio

Context: Journalism

Performance Task: Argumentative essay

Artifact (URL):

ELA.3 Add competency

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

Introduce claims:
x 9

Use evidence to develop claims and counterclaims:
x 10

Use words and transitions to create cohesion:
x 9

Maintain a formal style and objective tone:
x 8

Provide a compelling conclusion:
 6

Strengthen writing through revision:
 6

Grading and Credits

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

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

Latitude Personalized Learning Plan

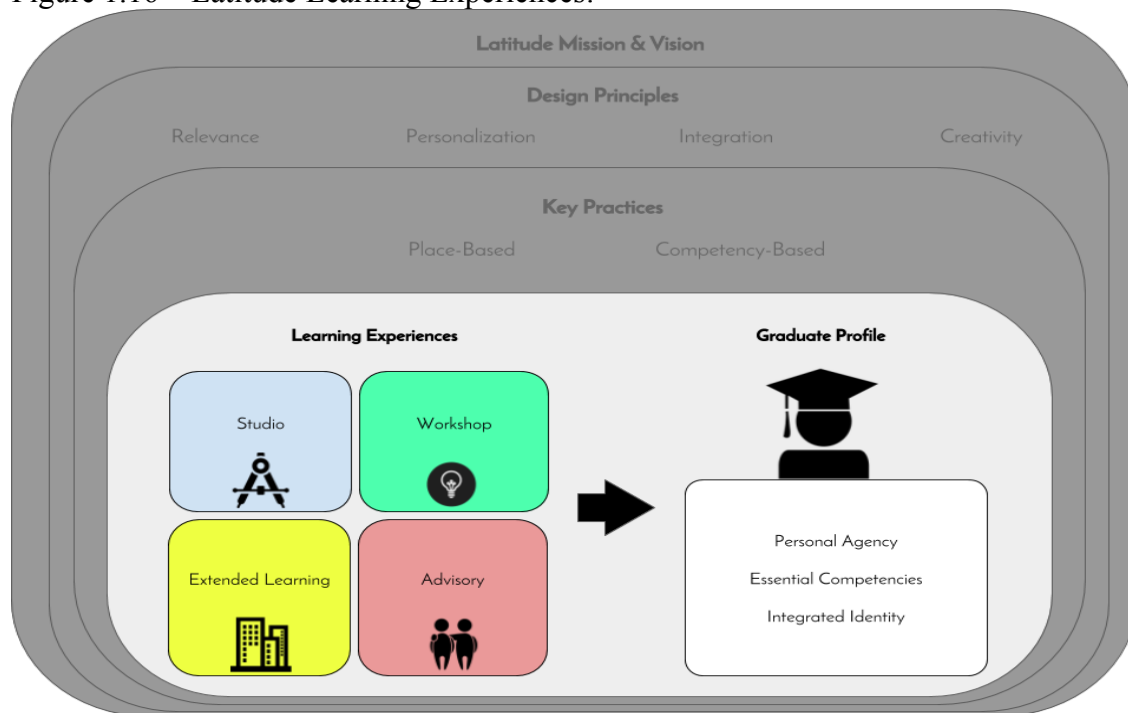
The Latitude Personalized Learning Plan has two purposes. The first is to manage what students are working on and how they are working on it. Learning plans are developed between students and advisors, and they are reviewed through quarterly exhibitions that include parents or caregivers, students, advisors,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

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

Latitude Learning Experiences

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

Figure 1.16—Latitude Learning Experiences:

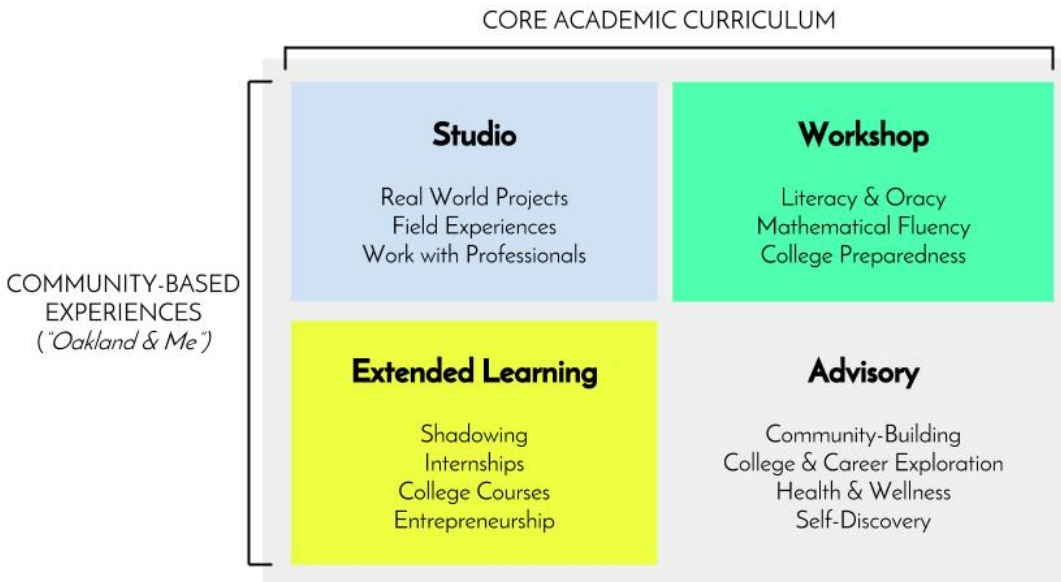


- **Studios** — Latitude’s studio model will engage students in experiential project-based learning grounded in the city of Oakland, exploring its cultural dynamism, entrepreneurial assets, and unique challenges. Instructors will facilitate learning experiences in authentic settings, in partnership with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

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

Figure 1.17—Latitude Learning Experiences:

Learning Experiences @ Latitude



Studio

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

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

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

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

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

Latitude’s Studios will integrate these signature experiences:

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

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

Humanities Studio

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

Figure 1.18—Example of a Humanities Studio Project:

<p>“Oakland & Me: Exploring the City’s Hidden Stories”</p> <p>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.</p> <p>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.</p> <p>Field Experiences:</p> <ul style="list-style-type: none"> ● Investigating primary source documents and photographs at Oakland History Room and Oakland Museum of California. ● Walking tours with Oakland Urban Paths and Oakland Heritage Alliance ● Conducting oral history interviews with community leaders, artists, and activists ● Facilitating a local history panel with historians/professors from UC Berkeley, CSU East Bay, Peralta Colleges, Mills College, and Holy Names ● Hosting a book reading and discussion with local history authors Gene Anderson, Ruben Llamas, and Rev. Dr. Martha C. Taylor ● Engaging in a professional critique session with journalists from KQED and East Bay Yesterday ● Attending a sound design and production workshop at KQED, Youth Radio, or Berkeley Media Center ● Participating in a photography & multimedia design intensive with Pochino Press

Anchor Texts:

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

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

Science & Design Studio

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

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

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

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

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

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

Field Experiences:

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

Anchor Texts:

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

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

High Quality Work

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

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

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

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

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

1. Project Launch

Here the goals are to:

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

2. Developing Deep Understanding

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

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

3. Analyzing Models of High-Quality Work

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

4. Project Work Time

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

5. Feedback/Refinement¹⁸

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

6. Exhibition (Demonstrating Deep Understanding)

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

7. Reflection

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

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

Workshop

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

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

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

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

Please see Appendix A18 for the complete LEAP Learning Framework.

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

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

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

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

Advisory

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

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

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

Building a Strong Sense of Community

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

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

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

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

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

Developing Non-Cognitive Competencies

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

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

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

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

Career and College Discovery, integrated with Purpose Exploration

A key goal of Latitude’s advisory is to demystify the path to college, as well as the path to a wide spectrum of careers. Latitude advisors will support students in exploring their Career and College options, expanding their sense of possibility about options for their future. Drawing on Big Picture Learning’s Real World Learning guide, advisors will lead students through Interest Exploration, Community Assets Mapping, and Development of Professionalism Skills. Advisors will support advisees in conducting regular informational interviews, so that the task of networking becomes second nature. Advisors will also coordinate regular Networking Power Lunches or Career Site Visits with professionals in the community. Students may complete a series of mini projects like What I Wish I’d Known¹⁹-inspired video interviews with adult professionals in the career fields they aspire to. Advisors will also coordinate formal college visits for their advisees, though students will already be familiar with local college campuses through on-site work in university libraries.

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

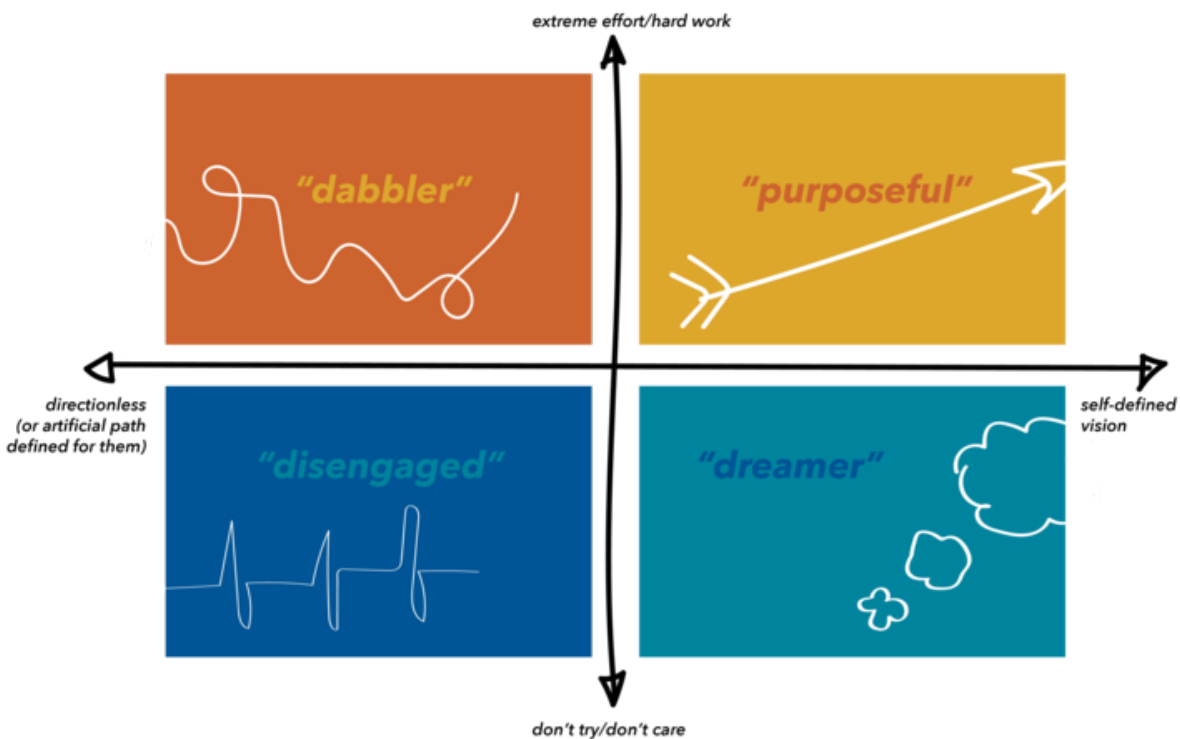
¹⁹ See New York Times (2017), “From the Elders to the Kids: What I Wish I’d Known”.

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

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

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

Figure 1.20—Four Categories of Youth in Purpose Development:



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

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

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

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

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

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

Advisory Structures

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

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

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

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

Extended Learning Opportunities (ELOs)

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

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

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

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

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

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

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

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

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

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

Latitude Program Phases

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

Figure 1.21—Latitude Phases:

Student Progression Through Latitude



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

Curriculum Development Timeline

Studio (High Quality Projects): Development Schedule

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

<p>Lillian Hsu (Lead) John Bosselman Aatash Parikh</p>	<p>& STANDARDS ALIGNMENT</p> <ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -Next Generation Science Standards -Social Justice Standards: Teaching Tolerance Anti-Bias Framework -Resources from Competency Works -Learning What Matters Competency Framework from Building 21
<p>Nov. - Dec. 2017</p> <p>John Bosselman (Lead) Aatash Parikh</p>	<p>PROJECT PLANS</p> <p>Develop in-depth Phase I project plans with all necessary components of a high quality project:</p> <ul style="list-style-type: none"> -Key learning targets and essential questions -Anchor texts, differentiated for multiple lexile levels -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.) 	<ul style="list-style-type: none"> -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 Stanford History Education Group & Eleanor Duckworth’s Critical Explorers curriculum -Resources from Knowles Science Teaching Foundation

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

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

Target Dates & Person Responsible	Deliverables & Key Tasks	Core Resources/ Exemplar Models
<p>Sept. - Oct. 2017</p> <p>Lillian Hsu (Lead) John Bosselman Gavin Ishihara-Wing</p> <p>Bryan Meyer (math consultant from Teachers Development Group)</p>	<p>COMPETENCY FRAMEWORK & STANDARDS ALIGNMENT</p> <ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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)
<p>Nov. - Dec. 2017</p> <p>John Bosselman (ELA Lead)</p> <p>Gavin Ishihara-Wing (Math Lead)</p> <p>Bryan Meyer</p>	<p>ASSESSMENT SYSTEM</p> <ul style="list-style-type: none"> -Research and develop competency-based benchmark assessments for ELA and Math -Develop SBAC Interim Assessments -Research and adopt technology 	<ul style="list-style-type: none"> -SBAC Interim Assessments -LEAP Learning Framework for Personalized Learning -Resources from EdSurge and iNACOL on data systems and learning platforms

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

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

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

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

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

Extended Learning Opportunities: Development Schedule

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

	<p>learning plan</p> <p>-Develop first iteration of guidelines for senior capstone project</p>	<p>-Big Picture Learning's ImBlaze, an internship management platform</p>
<p>Oct. 2017 - Jul. 2018</p> <p>ELO Community Partnerships Coordinator (Lead)</p> <p>Joi Ward</p> <p>Lillian Hsu</p>	<p>ELO COMMUNITY PARTNERS</p> <p>-Develop a network of Community Partners for Extended Learning Opportunities</p> <p>-Develop digital platform for tracking community partners and ELOs</p>	<p>-Big Picture Learning Advisory Guide</p> <p>-Big Picture Learning ImBlaze Platform</p>
<p>Jan. - Apr. 2018</p> <p>ELO Community Partnerships Coordinator (Co-Lead)</p> <p>Joi Ward (Co-Lead)</p> <p>Lillian Hsu</p>	<p>ELO PROTOCOLS & PROCESSES</p> <p>Develop protocols and processes for supporting students with:</p> <ul style="list-style-type: none"> ● 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 	<p>-Big Picture Learning Advisory Guide</p> <p>-Big Picture Learning's ImBlaze, an internship management platform</p>
<p>May. - Jul. 2018</p> <p>ELO Community Partnerships Coordinator (Co-Lead)</p> <p>Joi Ward (Co-Lead)</p>	<p>ADULT LEARNING PLAN & SCAFFOLDS</p> <p>-Training for Advisors on supporting students with ELOs</p>	<p>-Training from Big Picture Learning coach</p>

Technology Skills at Latitude

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

Latitude Graduation Requirements

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

Latitude Graduate Competency Requirements

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

Senior Project Capstone

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

Post-Secondary Plan

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

UC/CSU A-G Alignment and WASC Accreditation Plan

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

Figure 1.22—Latitude Sample A-G Course Map

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

Credit Recovery

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

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

Inform Parents of Transferability of Credit

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

Academic Calendar

School Year

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

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

School Day

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

Figure 1.23—Daily Schedule

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

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

Please see Appendix A27 for student schedule examples.

Instructional Minutes

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

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

Figure 1.24—Instructional Minutes Comparison:

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

Please see Appendix G for the Instructional Minutes Calculator.

Staffing

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

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

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

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

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

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

Professional Development

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

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

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

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

These School Levers & Enabling Conditions include:

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

The Nuances of Delivery and Implementation include:

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

Adult Learning at Latitude will fall into four key categories:

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

Learning from Colleagues

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

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

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

Learning from School Leadership

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

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

Learning from Students

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

Learning from Outside Experts

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

Year One Professional Development Proposed Topics

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

What are our obligations as mandated reporters? What are our health and safety policies and emergency procedures?	decision-making around instruction and student support? What data systems will we utilize?
SEPTEMBER - OCTOBER	
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 studio? Which SEL competencies are most crucial for this first year?	STUDENT LEARNING & MOTIVATION 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?
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?	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	
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?	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	
SCHOOL CULTURE & COMMUNITY How are we deepening students' SEL toolbox? Which rhythms and rituals are taking hold? Which need refinement or replacement?	STUDENT LEARNING & MOTIVATION Where do we see evidence of high quality work and intellectual complexity? How do we build on our strengths? What are our growing edges?

MAY - JUNE	
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?	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?

D. School Culture

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

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

Values

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

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

Trainings

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

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

Practices

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

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

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

Structures and Systems

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

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

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

Additional Positive Culture and Climate Supports

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

For students:

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

For the community:

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

E. Student Recruitment and Enrollment

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

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

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

Recruitment Plan

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

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

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

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

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

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

F. Student Engagement and Satisfaction

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

Attendance

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

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

High School Persistence

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

G. Community School: Ongoing Family Involvement and Satisfaction

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

Goals

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

Family Engagement Strategies

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

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

Establish Founding Families

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

Partnering with Parents

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

Communications

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

Sharing Student Work

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

Administrative Support

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

Advisory Learning Teams

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

Parent Education

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

The Family Leadership Council

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

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

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

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

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

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

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

Community Partnerships

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

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

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

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

Community Surveys

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

H. Special Populations: Identification, Remediation, and Acceleration

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

A Multi-Tiered System of Supports

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

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

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

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

Process

Figure 1.25—Seneca MTSS Model:

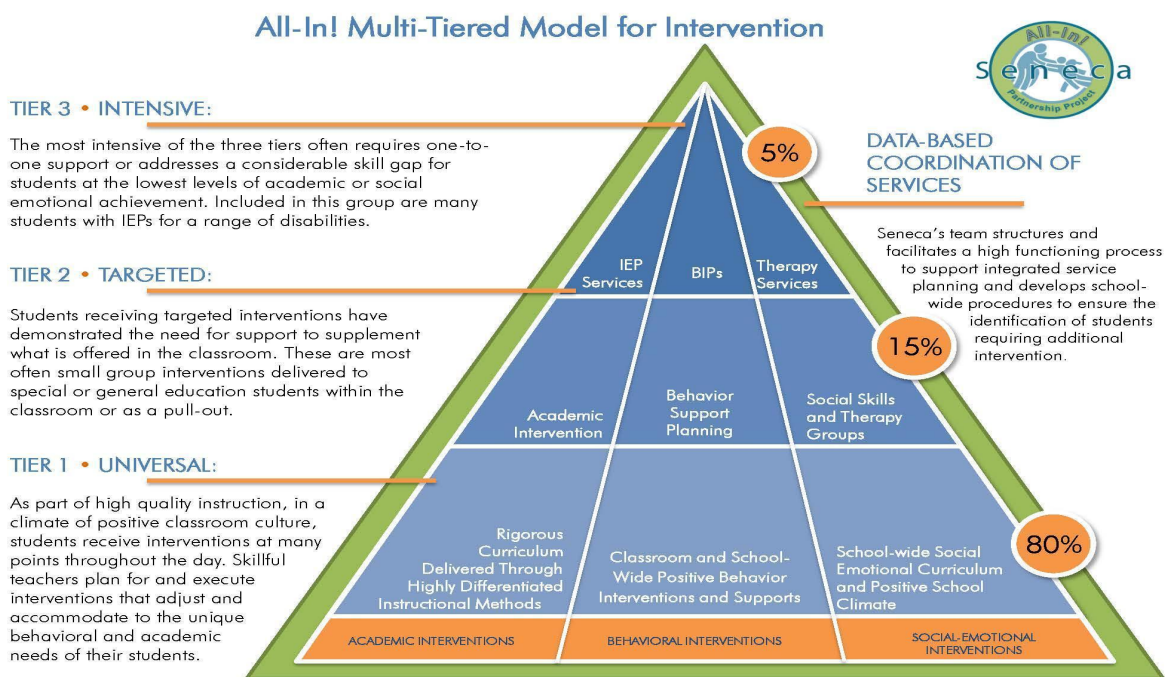


Figure 1.26—EFC Interventions Chart:

	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
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The development and implementation of the EFC Multi-Tiered System of Supports continues to be an ongoing inquiry, launched in partnership with Seneca four years ago. We are not yet getting the results we seek and continue to prototype and iterate our approach. Our goals are as follows.

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

Intervention Assessment and Planning

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

Please see Appendix A30 for sample EFC Interventions Plan.

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

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

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.

²¹ Austin et al., 2011; Zulig et al., 2010.

Coordination of Services Team (COST)

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

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

Cross-System Collaboration

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

Goal 2: To increase achievement for struggling students²², including students with disabilities

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

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

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

Please see Appendix A33 for a list of Academic Interventions.

Tier One, Academic

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

Tier Two, Academic

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

Tier Three, Academic

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

Tiered Behavioral Services

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

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

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

Tier One, Behavioral

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

Tier Two, Behavioral

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

²³ Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002.

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

Tier Three, Behavioral

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

Tier One, Social-Emotional

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

Please see the section below on social-emotional learning.

Tier Two, Social-Emotional

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

Tier Three, Social-Emotional

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

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

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

Professional Development and Coaching

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

Caregiver Involvement

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

Support for Students with Disabilities

Philosophy

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

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

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

Overview

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

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

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

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

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

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

Please see Appendix A35 for the Joseph Starr story.

Services for Students under the IDEIA (Search and Serve)

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

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

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

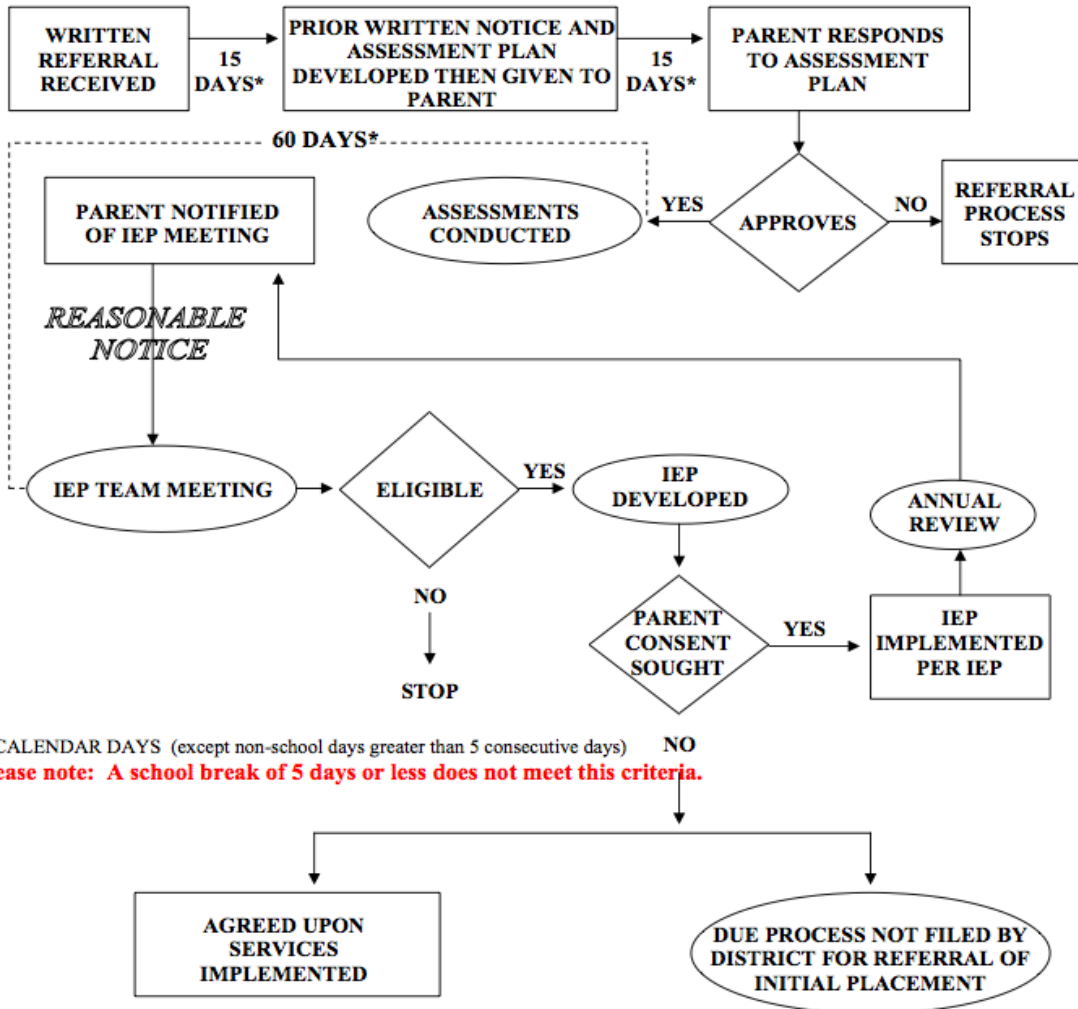
- **Individualized Education Program** – The School will assure that an Individualized Education Program (“IEP”) is developed, reviewed and revised for each eligible student under the IDEIA
- **Assessments** – The School will assure that an IEP review shall be conducted on an annual basis at a minimum.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

Search and Serve

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

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

Figure 1.27—EFC Referral Process:



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

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

Assessment

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

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

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

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

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

Development and Implementation of IEP

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

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

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

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

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

The student's IEP will include the following:

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

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

IEP meetings will be held according to the following schedule:

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

IEP Reviews

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

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

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

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

Professional Learning for Special Education Staff

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

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

Free and Appropriate Education

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

Section 504 of the Rehabilitation Act

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

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

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

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

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

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

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

Parents with Disabilities

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

Dispute Resolution and Complaint Procedures

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

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

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

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

Support for Students Who Are Academically Low-Achieving

Multi-Tiered System of Supports

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

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

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

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

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

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

How Our Support System Works

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

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

Please see A37 for the Academic Interventions List.

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

Professional Development and Data Analysis

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

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

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

Our professional development approach leads our teachers to:

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

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

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

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

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

Support for Students Who Are High-Achieving

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

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

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

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

I. Special Populations: English Language Learners

Introduction and Vision

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

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

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

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

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

Identification and Reclassification of English Learners

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

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

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

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

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

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

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

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

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

Please see Appendix A38 for the EFC Reclassification Form.

Strategies for ELL Students

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

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

Studios

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

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

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

- Acquiring Reading skills in a second language is similar to the process of acquiring Reading skills in a first language
- Formative assessments are essential for gauging progress, strengths, and weaknesses and for guiding instruction
- EL students need increased opportunities to develop sophisticated academic English vocabulary
- It is important to assess students' prior knowledge and build background (content) knowledge before reading challenging text
- Academic English-Language Development (AELD) instruction cannot be separated from English Language Arts or other core content-area instruction
- Teachers need extensive professional development and support in using curriculum materials effectively to teach academic English
- Teaching academic English includes providing students with access to core curriculum, explicitly teaching them academic vocabulary and grammar, and including both content and language objectives for instructional planning and teaching
- EL students need multiple opportunities for structured, oral English-language practices about academic topics and text

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

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

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

Leveraging Heterogeneity & Collaboration

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

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

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

Studio Practices to Leverage Heterogeneity & Collaboration for ELLs:

- Students are grouped heterogeneously with respect to English proficiency level, academic background, native language, and literacy level.
- Projects are carefully structured but are also open-ended enough to provide multiple access points for different levels of students to meaningfully engage.
- Curriculum is interdisciplinary.
- Instruction is student-centered, draws on students' prior experiences, including their experience of immigration and knowledge of their native languages and countries, and provides ample room for student discussion and collaborative work.
- Native languages of students are acknowledged positively and used as a resource. Projects that require students to read and write in their native languages are incorporated into the curriculum.
- The predominant form of instruction is collaborative learning so that students have multiple opportunities to interact with one another using oral language (both English and native languages) to discuss content.
- Class times are extended and additional supports are provided to students in order to enable deep and effective learning to happen in a heterogeneous community (e.g.

- smaller classes, para-professionals or co-teaching with another teacher, carefully structured peer support, homework help after or before school, writing centers, etc.).
- Teachers are organized in teams and have time on a weekly basis to collaborate to create curriculum, plan common activities, and address the academic and social needs of the same group of students.

Experiential Learning

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

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

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

- Merrill Swain’s work²⁵ highlights the importance of *meaningful output*. According to Swain, meaningful output is central to language acquisition because it provides learners with opportunities to work with developing language in contextualized, meaningful situations. In our project-based setting, ELLs have rich context and authentic purposes for their interactions. They regularly engage in group tasks which allow them to negotiate meaning and produce meaningful output in English. In short, our students are constantly engaged in conversations with peers and teachers that foster meaningful output.
- Researcher Jim Cummins²⁶ underscores the importance of *embedding academic language in context*, making academically demanding content easier for ELLs to understand. Through the hands-on learning that happens in Latitude’s Studios, academic content is regularly embedded in rich context. Students frequently engage in hands-on learning, with materials, tools, and manipulatives that give ELLs context for their academic learning.

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

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

- Stephen Krashen²⁷ asserted that learners have an *affective filter* that influences how much learning can take place. Students who have high learner anxiety, low self-confidence, and low motivation are said to have high affective filters that can prevent them from learning. English Language Learners are especially prone to having a high affective filter. At Latitude, our small class size, the design principle of personalization, as well as our focus on social-emotional learning, creates a school culture in which our ELLs can experience a lower affective filter, making the learning more accessible to them. The high motivation that results from engaging in PBL also reduces this filter for ELLs.
- Krashen also hypothesized that English learning requires *comprehensible input* -- meaningful input based on real communication that is immediately comprehensible to the language learner. His theory is represented by the formula $i + 1$, with the “i” representing the input and “+1” representing the next level where language is advanced just enough so that the learner is challenged but able to learn. Embedded within Latitude’s Studios are ample opportunities for students to receive comprehensible input. English Language Learners are strategically grouped with peers who can provide this $i + 1$ input. In addition, teachers differentiate reading selections to be comprehensible to English learners. Because our teachers most often use authentic texts relevant to the project, as opposed to a monolithic textbook, they can select the appropriate texts for emerging readers. Programs such as Newsela are used to support this differentiation.

Studio Practices that Leverage Experiential Learning for ELLs:

- Strong emphasis on field work and learning outside of the classroom.
- Collaborations with community organizations and use of other resources beyond the school walls to provide additional support for students and families.
- Support for extended learning opportunities such as internships and community service activities.
- Organization of curriculum primarily around project-based activities that culminate in a product (experiment, research paper, art work, debate, presentation, exhibition, etc.)
- Use of movies, visuals, outside speakers, pictures, etc. to provide students with a shared experience to enhance access of content and multiple access points to content.
- Assessment of students through portfolios that comprise authentic tasks and/or classroom projects developed over a period of time to demonstrate understanding.

Language and Content Integration

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

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

structures. These are acquired through multiple opportunities to apply them in conversations and activities.

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

Studio Practices that Support Language and Content Integration for ELLs:

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

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

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

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

Common Core English Language Arts

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

Common Core Mathematics

During mathematics instruction, the overall focus will be on the mathematical thinking and not the accuracy in language. This oral discourse is key for ELs as noted in the ELA/ELD

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

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

Next Generation Science Standards

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

Social Studies

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

Workshop--Systematic/Dedicated ELD & Interventions

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

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

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

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

- Cognitive tasks include explicit teaching of language functions. Latitude Workshops will teach language functions by explicitly teaching ELLs to:

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

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

Instructional practices focus on:

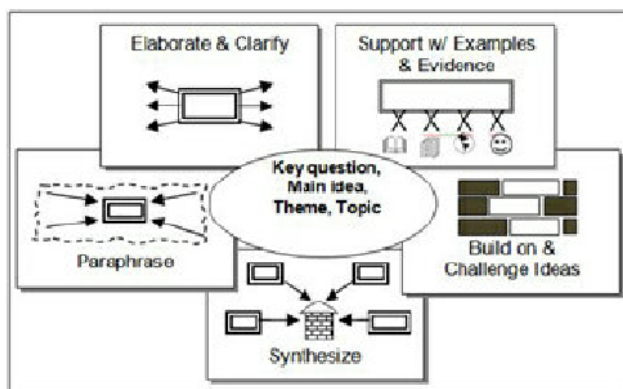
- Identifying discipline-specific language
- Connecting Listening, Speaking, Reading and Writing
- Building receptive and expressive academic language

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

This shift often leaves the Intermediate English learner orally fluent, but with critical gaps in language knowledge and vocabulary. Accessing prior knowledge and assuring student motivation and interaction is critical to assure student learning, but it is not enough. Academic English must be continuously developed and explicitly taught across all subject areas. Latitude

teachers will ensure ELLs are provided with Academic English language instruction so they can access core content. Latitude’s Director of Instruction will work with Jeff Zwiers, a senior researcher at Stanford University Graduate School of Education and the director of the Academic Language Development Network. This network has developed a series of teaching resources to support the development of academic language and specifically, academic discourse. His approach focuses on the development of five conversation skills across disciplines. The diagram below illustrates these critical academic conversation skills. Latitude teachers will explicitly integrate these conversation skills into Workshop and receive coaching and support in using these tools to build student capacity around academic discourse.

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



ELD Interventions

EFC’s MTSS system developed in partnership with Seneca Center is designed to target the root cause of a student’s individual challenges. Students not making progress academically because there are specific challenges with their English language development, will receive a targeted ELD intervention at Tier 1.

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

As a personalized learning school, we continue to research and seek strong English Language Development programs that are online and adaptive. We are considering Achieve 3000 Intervention to support English Language Learners at CELDT levels 3 and higher who are not making progress (at EFC, this is the subgroup that struggles to make continued progress). Achieve 3000 tracks student learning in ELD standards, specifically focuses on Academic

English and vocabulary development, and is adaptive to a student's reading level. In their ELL Lexile Study, English Language Learners using Achieve 3000 showed gains more than 2.5 times their expected Lexile growth. Again, because the online curriculum space is growing daily and research on effectiveness is being produced monthly, we reserve the right to continue to research this space and select the strongest program with proven results for our struggling English Language Learners.

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

Newcomers

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

1. Systematic Support of Students

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

2. Heterogeneous Grouping

Informed by best practices from the Internationals Network of Public Schools, which serve 100% newcomers, Latitude's approach to serving newcomers will be to group students heterogeneously with other students at varying levels of language acquisition. They will be supported by classroom teachers and supplemental staff, but the learning of English from peers will be a core part of their program for part of their day.

3. Coordinated Efforts

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

4. Extended Instructional Time

Effective newcomer support programs recognize that newcomers may not necessarily develop high levels of proficiency in English literacy and content knowledge if they are only provided with the traditional academic year of 180 six-hour days. Instead, adolescent newcomers must be immersed in language-rich environments, engaged with challenging content in English, and provided with effective instruction for more time than are their native English-speaking counterparts. Latitude will provide targeted summer school and

after-school programs that are meant to supplement the instruction students receive during the regular school year. A strong research base supports the notion that, provided instruction is deemed effective, greater time on task is essential to the success of students performing below grade level, ELLs in particular. To be most successful, supplemental programs should be designed to meet individual student's' specific academic needs and be well-coordinated with the overall instructional program. In addition to increasing the overall instruction time, effective newcomer programs increase the amount of instructional time focused on language and literacy development, which Latitude will provide newcomer students through our Workshops.

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

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

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

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

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

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

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

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

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

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

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

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

Pupil Outcomes

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

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

³⁰ Foundations for Young Adult Success

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

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

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

Latitude Competency Model

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

Figure 2.1—Latitude Competency Framework:

Academic	
English Language Arts <i>Aligned to CCSS</i>	<ul style="list-style-type: none"> ● 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 <i>Aligned to CCSS</i>	<ul style="list-style-type: none"> ● Mathematical Problem Solving ● Mathematical Argumentation and Reflection
History	<ul style="list-style-type: none"> ● Analyzing Historical Outcomes

<i>Aligned to C3 Framework for Social Studies</i>	<ul style="list-style-type: none"> Analyzing Historical Perspectives
Science <i>Aligned to Next Generation Science Standards</i>	<ul style="list-style-type: none"> Leading Scientific Investigation Analyzing and Interpret Data Developing and Using Models Applying Cross-Cutting Concepts
Foreign Language	<ul style="list-style-type: none"> Speaking and Listening Reading and Writing Engaging in Cultures
Health and Wellness	<ul style="list-style-type: none"> Applying Knowledge of Health Concepts Analyzing Health Promotion and Risk Reduction Engaging in Health Advocacy
Design Thinking	
Design <i>Adapted from Stanford Design School</i>	<ul style="list-style-type: none"> Designing Processes Building Empathy and Learning from Others Defining Problems Fabricating and Crafting
Social Emotional Learning	
Non-Cognitive Skills <i>Aligned to SEL Standards and Big Picture Learning Model</i>	<ul style="list-style-type: none"> 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 are aligned to the UC/CSU A-G expectations for each content area, and all students will earn comprehensive A-G credits.

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

Graduation Requirements

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

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

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

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

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

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

Figure 2.2—Measurable Pupil Outcomes

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

³¹ Latitude will only have one year of growth data at the time of renewal.

Scholastic Reading Inventory (SRI)	Each year 70% of students will increase one grade level on the Scholastic Reading Inventory or achieve proficiency.	Gr 9-12	All Students	70% progress at least one year or are proficient
			African-American	
			Latino	
			Economically Disadvantaged	
			English Learners	
			Special Education	
CELDT/ELPAC	Each year, 40% of ELs will improve one proficiency level 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 common School Performance Framework for all public schools in Oakland, both charter and district-run. This process may change the EFC MPOs moving forward.

Charter School Outcomes Aligned to State Priorities

CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES	
<p>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))</p>	
<p>Annual Goal</p> <p>A. Ensure all teachers are appropriately assigned and fully credentialed to support a high-quality, broad course of study.</p> <p>B. Research and adopt CCSS, NGSS, and CSS aligned curricular materials proven successful for similar populations</p> <p>C. Ensure school facilities are maintained and in good repair</p>	<p>Annual Targets</p> <p>Latitude will make annual progress toward the following targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 95% teachers meet California credentialing requirements for the subject area and grade level assigned <input type="checkbox"/> 0% Teacher Misassignments <input type="checkbox"/> At least 80% family satisfaction with school facilities on SCAI <input type="checkbox"/> At least 75% staff intend to return to Latitude for the following year

	<input type="checkbox"/> 100% of requirements met on EFC facilities checklist
<p>Annual Actions to Achieve Targets</p> <ul style="list-style-type: none"> ● 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. 	
<p>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</p> <p>State Priority #4. Pupil achievement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> 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 <i>et seq.</i>) or any subsequent assessment of college preparedness 	
<p>Annual Goals</p> <ul style="list-style-type: none"> 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 priority instructional practices that positively impacts student academic achievement and social-emotional development. 	<p>Annual Targets</p> <p>Latitude will make annual progress toward the following targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> +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 <input type="checkbox"/> +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 <input type="checkbox"/> Each year, 40% of ELs will improve one proficiency level OR maintain proficiency on CELDT/ELPAC. <input type="checkbox"/> Each year, achieve at least a 90% cohort graduation rate (including significant

<p>E. All staff implement a rigorous Response to Intervention model to address the Tier1, Tier2, and Tier3 academic, behavioral and social needs of all students.</p>	<p>subgroups). <input type="checkbox"/> Each year, achieve at least a 90% UC A-G completion rate (including significant subgroups).</p>
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Annual Actions to Achieve Targets

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

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

<p>Annual Goals</p> <p>A. Build parent understanding of Common Core standards and overall instructional design</p> <p>B. Build parent capacity to monitor and guide student learning and growth</p> <p>C. Develop a robust parent leadership culture and body</p>	<p>Annual Targets</p> <p>Latitude will make annual progress toward the following targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 90% families participate in learning team meetings. <input type="checkbox"/> Parent leadership: Increase number of parent leaders by two leaders annually until there are 2 parent leaders representing every cohort of students <input type="checkbox"/> Families positively rate (average of 3.5 or higher) school climate in the areas of:
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	<ul style="list-style-type: none"> ● Leadership Decisions ● Community Relations ● Attitude and Culture ● Learning/Assessment
<p>Annual Actions to Achieve Targets</p> <ul style="list-style-type: none"> ● 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. 	
<p>State Priority #5. Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> 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 <p>State Priority #6. School climate, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> 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 	
<p>Annual Goals</p> <ul style="list-style-type: none"> 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 address the Tier 1, Tier 2, and Tier 3 academic, behavioral and social needs of all students. 	<p>Annual Targets</p> <p>Latitude will make annual progress toward the following targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <10% of all students are chronically absent <input type="checkbox"/> <= 5% of enrolled students are suspended out of school <input type="checkbox"/> 0% of enrolled students are expelled <input type="checkbox"/> 95% average daily attendance (P2-ADA) <input type="checkbox"/> Each year, achieve less than a 5% dropout rate (including significant subgroups) <input type="checkbox"/> Each year, achieve at least a 90% cohort graduation rate (including significant

	subgroups). <input type="checkbox"/> Family average ≥ 3.5 on Domain 7: Attitude and Culture of the SCAI Survey <input type="checkbox"/> Student average ≥ 3.5 on Domain 7: Attitude and Culture of the SCAI Survey <input type="checkbox"/> Teacher average ≥ 3.5 on Domain 7: Attitude and Culture of the SCAI Survey
<p>Annual Actions to Achieve Targets</p> <ul style="list-style-type: none"> ● 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. 	
<p>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: <u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) <u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>	
<p>Annual Goals</p> <p>D. 100% of students are enrolled in a broad course of study that includes English, Mathematics, Social Sciences, Science, Visual Arts, Health/Physical Education, and Academic Electives that meets or exceeds the UC/CSU A-G requirements</p>	<p>Annual Targets</p> <p>Latitude will make annual progress toward the following targets:</p> <input type="checkbox"/> 95% of students are receiving a broad course of study including arts and PE
<p>Annual Actions to Achieve Targets</p> <ul style="list-style-type: none"> ● 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. 	
<p>State Priority #8. Pupil outcomes, if available, in the subject areas described above in CA Ed Code Section 51210, as applicable.</p>	
<p>Annual Goals</p> <p>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</p>	<p>Annual Targets</p> <p>Latitude will make annual progress toward the following targets:</p> <input type="checkbox"/> CCSA Statewide Rank: +1 OR at least a 4 OR a at least a 6 for similar schools

<p>students</p> <p>C. Teachers are able to design and implement units of study that are multidisciplinary - integrate the arts and technology, build student capacity to collaborate around a common goal, build student leadership and facilitation skills, and improve student academic discourse</p>	<p><input type="checkbox"/> 70% percent of students increase one grade level on the Scholastic Reading Inventory or achieve proficiency.</p>
<p><u>Annual Actions to Achieve Targets</u></p> <ul style="list-style-type: none"> ● 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, and methods of measurement listed above, shall not be considered a material revision to the charter, and shall be maintained by the charter school at the school site.

ELEMENT 3: METHODS TO MEASURE PROGRESS

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

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

“If Latitude does not test with the District, Latitude hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.”

Methods to Measure Pupil Outcomes

Theory of Action on Assessments

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

Multiple Measures/Assessments Selected

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

Assessment Matrix

Figure 3.1—Latitude Assessment Matrix

Subject	Grade Levels	Assessment	Annual Frequency
ELA	Gr 9-12	Standards-based unit assessments	2 - 3x
ELA	Gr 9-12	Scholastic Reading	3 - 4x

		Inventory (SRI)	
ELA	Gr 11	SBAC	1x
ELA	Gr 9-12	Writing Performance Task	2 - 3x
Math	Gr 9-12	Standards-based unit assessments	5 - 8x
Math	Gr 11	SBAC	1x
ELD	Gr 9-12	CELDT (will transition to ELPAC)	1x
Science	Gr TBD	California Science Test (CST)	1x
Physical Fitness	Gr 9	Physical Fitness Test (PFT)	1x

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

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

Criterion-Referenced and Formative Assessments

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

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

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

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

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

State Assessments

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

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

State Assessment Modifications and Accommodations

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

Promotion and Retention Policies

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

Theory of Action

There is very little research to support retention as a strategy for academic acceleration should a student be academically behind. In general, Education for Change does not believe retention without a targeted and strategic acceleration program is of benefit to a struggling student. In addition, it is opposed to formulaic retention triggers that do not take into consideration individual circumstances, age of child, access to strategic programming, and the student's personal feelings.

Retention Policy

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

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

Criteria:

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

Use of Assessment Data

Integration of Technology and Assessment Systems

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

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

Cycles of Inquiry

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

Use and Reporting of Data to School Stewards and Stakeholders

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

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

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

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

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

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

Reporting to Broader Community

Local Control Accountability Plan ("LCAP")

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

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

School Accountability Report Card (SARC)

Latitude will compile data each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., by ethnicity, gender, English Learners,

socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the authorizing agency, families, Board of Directors, SSC, ELAC, and the community at large.

Reporting and Accountability to Authorizer

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

District Visitation/Inspection

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

Response to Inquiries

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

ELEMENT 4A: GOVERNANCE STRUCTURE

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Latitude shall comply with all applicable federal, state, and local laws and regulations, and District 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 DISTRICT

Latitude shall notify the 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, within one week of receipt of such notices by Latitude. Unless prohibited by law, Latitude shall notify the OCS in writing of any internal investigations within one week of commencing investigation.

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

STUDENT RECORDS

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

Latitude acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Latitude to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Latitude and of the District. Latitude 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 Latitude does not have that Latitude needs in order to meet its obligations, the District shall provide the same to Latitude in a reasonably timely manner upon request under Education Code section 47604.3."

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

Latitude in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. Latitude acknowledges that it is subject to audit by [OUSD-ACOE](#) if [OUSD-ACOE](#) seeks an audit of Latitude it 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 Latitude by law or charter provisions.

Members of EFC's Governing Board, any administrators, managers or employees, and any other committees of Latitude shall at all times comply with federal and state laws, nonprofit integrity standards and [OUSD's-ACOE'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 District 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 Office of Charter Schools 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 District oversight.*
- *The District’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 District 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 District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Latitude books, records, data, processes and procedures through the Office of Charter Schools 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 District 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 District, Latitude] shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. 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 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 District guidelines and requirements for charter schools. It retains its own counsel as needed. It has purchased and will maintain as required general liability, workers compensation, property, errors and omissions and unemployment insurance policies.

Latitude will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of Latitude, operated by a California nonprofit benefit corporation or for claims arising from the performance of acts, errors, or omissions by Latitude as long as the 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 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 existing applicable statutes or regulations applicable to charter schools.

See Appendix B1 for the EFC Articles of Incorporation and Appendix B2 for the EFC Corporate Bylaws

Education for Change will:

- Collaborate with the ~~Oakland Unified School District (OUSD)~~[Alameda County Office of Education \(ACOE\)](#).
- Be operated as an independent 501(c)(3) tax-exempt California nonprofit public benefit corporation.
- Be governed by its Board of Directors, as defined by the California Corporations Code.
- Operate in accordance with all applicable federal, state, and local laws, the Articles of Incorporation, and Bylaws of the nonprofit corporation, which will be maintained to align with the charter.

- Operate public schools and not charge tuition.
- Encourage ethnic diversity in its programs, policies, and practices.
- Not discriminate in any programs, policies and practices based upon race, ethnicity, religion, gender, sexual orientation, or disability or any other characteristic described in Education Code Section 220.
- Be nonsectarian in its programs, admission policies, employment practices, and all other operations.

Term and Renewal

The duration of the charter will be five years, beginning July 1, 2018. Renewal of the Latitude charter shall be in accordance with the standards set forth in the Education Code Section 47605. Education for Change will submit a petition for renewal by January 31 of the year Latitude's charter is scheduled to expire.

Education For Change Governing Board

Board of Directors Responsibilities

The Board of Directors of EFC is responsible for:

- Legal and fiscal well-being of the organization and each EFC school.
- Hiring and evaluating the EFC Chief Executive Officer.
- Approving and monitoring the implementation of the organization's policies.
- Developing and monitoring an overall operational business plan that focuses on student achievement.
- Approving and monitoring the organization's annual budget and fiscal policies.
- Acting as fiscal agent. This includes the receipt and management of funds for the operation of the organization in accordance with all applicable laws and the mission statement of the organization.
- Contracting with an external auditor to produce an independent annual financial audit according to generally accepted accounting practices.
- Regularly measuring both student and staff performance.
- Encouraging active involvement of students, parents/guardians, grandparents, and the community.
- Performing all of the responsibilities provided for in the California Corporations code, the Articles of Incorporation, Bylaws, and this charter as required to ensure the proper operation of the organization and member schools.
- Oversight in hiring, evaluation, and, when necessary, termination of members of the faculty and staff, upon recommendation of CEO
- Strategic Planning
- Approving and monitoring the implementation of the organization's policies and ensuring the terms of the charter are met
- Approving admission requirements
- Overseeing school facilities and safety
- Ensuring there are policies to enable student behavior and performance including but not limited to academic achievement and mitigation, attendance, dress and decorum,

maintenance of a clean campus, open campus and other privileges, participation in extracurricular activities, and discipline proceedings.

The Board may initiate and carry on any program or activity or may otherwise act in a manner that is not in conflict with or inconsistent with or preempted by any law and that is not in conflict with the purposes for which the schools are established.

The Education For Change Governing Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of its schools any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, hiring and evaluation of the CEO, termination of employees, and the adoption of board policies. These delegated duties will focus on implementation rather than policy setting as this is the responsibility of the Board. Delegation of said duties will be in writing delineating the specific tasks to be delegated and the timeframe of these duties.

The mandate of the Governing Board and stakeholders of Education for Change is to promote the guiding mission of Latitude as articulated in this charter. In order to do so, the EFC Board is empowered to operate as the decision-making body in regard to school-wide policies. The governing structure is designed to foster participation by all stakeholders and assure the effectiveness of local school control and accountability. As such, the EFC Board will exist to affirm or reject policy recommendations and to evaluate the Chief Executive Officer.

Composition of the Education For Change Governing Board

The EFC Board of Directors will consist of at least 5 but not more than 11 voting members. EFC recruits qualified and appropriate candidates for the board from education, nonprofit, community, business, and legal organizations so that the current board is diverse in skill sets, perspectives, and backgrounds and can fully and responsibly govern the organization and schools while maintaining a unifying and passionate commitment to the vision and mission of EFC. The Board has appointed a President, 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 District reserves the right, but is not obligated, to appoint a single representative to the EFC governing board pursuant to Education Code section 47604(b).

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 [OUSD-ACOE](#) policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as Latitude has been given written notice of the policy change.

Recruitment, Selection, and Development of Education for Change Board Members

The qualifications sought in candidates interested in serving on the Board include but are not limited to:

- Dedication to furthering the vision and mission of EFC;
- Willingness to volunteer for one or more board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;
- Expectation that all children can and will realize high academic achievement; and
- Specific knowledge, experience, and/or interest in at least one element of governance for EFC.

New board members are recruited and selected based on the provisions of EFC's bylaws. The CEO of Education for Change works closely with the Board of Directors to ensure that they are in full alignment with the organization's mission, culture, and goals.

Education For Change has sought, and continues to seek, qualified and appropriate candidates for the board from education, nonprofit, community, business, and legal organizations so that the current board is diverse in skill sets, perspectives, and backgrounds and can fully and responsibly govern the organization and schools while maintaining a unifying and passionate commitment to the vision and mission of EFC. In addition, the board seeks EFC family representation through a Family Leadership Council nomination structure that has EFC parents and guardians, through the Family Leadership Council, to nominate and elect two family representatives to serve on the Board of Directors (see Family Leadership Council section below).

Development of Board Members

All board members receive an annual training on open meeting laws, conflict of interest policy, ethics, essential policies and procedures, legal and financial responsibilities, and charter school oversight. EFCPS also ensures new board members receive training on basic roles and responsibilities, committees, board recruitment, public relations and marketing, evaluating the board and CEO, running an effective meeting, expulsion policies, human resources policies, and Special Education. Training may include attending conferences whereby relevant governance training is available and additional trainings and workshops to be held at special and regularly

scheduled Board meetings each year. Trainings may be provided by the EFC’s legal counsel, the California Charter Schools Association, or other experts.

Board Member Terms

Each EFC Board member serves a term of three (3) years, with the opportunity to renew for an unlimited number of terms. There shall be no term limit (number of consecutive times a member may run for election).

Board members’ terms will expire in accordance with the Bylaws. Terms for the current Directors shall expire as stated in the chart below. Board members shall have experience in one or more areas critical to charter schools success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising.

Figure 4.1—Education for Change Board of Directors with Term Expiration Dates:

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
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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 president for the remainder of that term.

Governing Board Meetings

The Education for Change Governing Board shall meet at least every other month or more often as needed.

See Appendix B5 Governing Board Meeting Schedules, 2017-2018

The Education for Change Governing Board solicits the participation of members of the community who do not have a direct stake in or accountability for Latitude’s educational mission and outcomes as expressed in this charter. Members of the community are always welcome to attend board meetings consistent with open meeting requirements.

Latitude and the EFC Board shall comply with the Brown Act and the Public Records Act. All EFC Board meetings are held in accordance with the Brown Act. Regular meeting agendas are posted at least 72 hours prior to regular meetings on the EFC website, at the Education for Change headquarters, and on each EFC campus. Special meeting agendas are posted at least 24 hours prior to special meetings. Meeting minutes and Board actions are always posted within 72 hours following the meeting on the website.

Standing Committees

The EFC Board has both standing and temporary (ad hoc) committees to focus on specific tasks and/or policies such as those listed in the initial description of the Board’s purview stated previously. All EFC Board committees shall be comprised with board members serving as chairs. Education for Change may appoint faculty, parents, community members or other members of the public with varying areas of expertise to its advisory committees. The purpose of a committee is to provide advice, expertise and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the school. All non-board member committee members will be selected by the Board of Directors upon recommendation of the CEO.

Standing committees include, but are not limited to, the following:

- Finance: all finance-related matters are handled first on this committee, as well as fundraising

- Student Outcomes: Performance, curriculum, instructional delivery, professional development, and technology
- Executive: responsible for recruiting and making recommendations for selection of new board members and leading the evaluation and selection of the CEO

Changes to standing committees (e.g., composition, purview, etc.) may be made at any time by the EFC Board and shall not be considered a material revision to the charter.

The EFC Board has clearly defined the purpose and decision-making authority of each standing committee. Consistent with legal requirements, standing committees will continue to make it a practice to seek input of the stakeholders by publishing their meeting times and agendas and by communicating with the school community on a regular basis. Meetings of the standing committees will be in accordance with the Brown Act.

The EFC Board has the option of establishing Board policy through recommendations by standing committees or Board-established ad hoc committees that can draft policy recommendations to submit to the EFC Board. In non-policy decisions, whenever possible, and appropriate, the EFC Board will seek input from standing or Board-established ad hoc committees. The EFC Board will not be required to seek input on any matter that would legally be heard in closed session pursuant to the Brown Act.

Fiscal Management

The Chief Executive Officer is responsible for all budgetary matters. On a day-to-day basis, the Chief Operating Officer (COO) operates and makes recommendations to the CEO for the Latitude budget, with input from the Principal, Instructional Leadership Team and Family Leadership Council. The COO works closely with an outside CPA for the audit of the school's end of year financial statements and for appropriate review of procedures and internal control. The EFC Board may authorize the Finance Committee to make final financial decisions regarding portions of the schools' budget.

Compensation for Board Members and Committee Leadership

Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Revocation

~~OUSD's~~ ACOE'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, ~~OUSD~~ ACOE 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), [OUSD-ACOE](#) will notify Education for Change in writing of the specific violation. [OUSD-ACOE](#) will give Education for Change a reasonable opportunity to remedy the violation.

In accordance with Education Code Section 47607, [OUSD-ACOE](#) shall retain the right to revoke the charter without notice and a reasonable opportunity to remedy, if the District Board 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 [OUSD’s-ACOE’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 [OUSD-ACOE](#) and the Governing Board of EFC. The District 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 [OUSD-ACOE](#) in accordance with Education Code Section 47607. and are governed by the standards and criteria of Education Code Section 47605.

Governance Structures

Education for Change believes that we best serve our students with a distributive leadership structure that involves and includes parents, teachers and site leadership. To that end, EFC has created the following two councils.

Staff Leadership Council

The Staff Leadership Council was formed so that staff members from each school could provide information from and to the Home Office. Staff Leadership Council members are elected by their site staffs and approved by the principals, and all staff are invited to the meetings. Because the member must be able to engage in discussions and inform organization-wide issues, principals are encouraged to nominate staff who have had site leadership responsibilities. They are also encouraged to nominate at least one teacher and one operations staff person. Typically, administrators are not part of the meetings, so that staff members may feel free to discuss issues.

The Staff Leadership Council meeting notes are distributed after meetings. Any staff member can ask for clarification or comment on items discussed during the meeting. The role of the Staff Leadership Council is to:

1. To advise the Home Office leadership on instructional, operations, and budgetary issues, in order to ensure that the staff has the opportunity to consistently provide input into decision-making and collaboratively craft solutions to problems.
2. To assist the Home Office leadership in developing proposals to address issues faced by Education for Change.
3. To aid in the implementation of the new initiatives amongst the entire organization.

In addition, Staff Leadership Council members are encouraged and able to participate on EFC Governing Board Committees to help inform board policies and provide valuable input to the Board in execution of their responsibilities.

Family Leadership Council

Parent involvement is a key success factor at Latitude, and one of the foundational elements of the school. The same is true for Education for Change, which has established a Family Leadership Council to ensure ongoing, consistent involvement and training for parent leadership development. Each EFCPS school site FLC will elect two representatives to the EFC Family Leadership Council. The Family Leadership Council participates in the ongoing evaluation of the organization's programs and operations, schools and community concerns and priorities for improvement.

See Appendix B7 for the Family Leadership Council Guidebook

Education For Change has instituted a governing board structure that facilitates parent leadership on the governing board, as well as a clear pathway for the election of parents to the governing board. Two seats on the governing board shall be reserved for family representatives nominated by the Education for Change Family Leadership Council. These parent EFC board members will be recruited with the same criteria as for other board members: each parent board member shall possess one or more of the board-desired backgrounds, such as community, education, legal and finance. These members shall serve terms of one (1) year each, with no term limits.

Latitude and all other Education for Change schools shall have active school site Family Leadership Councils composed of two family members from each classroom. Latitude's school site Family Leadership Council shall have up to two for each advisory. Each year, Latitude's Family Leadership Council shall elect two representatives to serve on the Education for Change Family Leadership Council.

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

EFC promotes parent engagement programs at all of its schools. As enrollment at EFC is based on student and parental choice, consistent and continual communication with parents about the expectations the school has for their children is critical. Parents/guardians are expected to actively engage in their children's education by being active in school events, assisting their children at Latitude at the highest levels, scheduling specific homework time, and providing a quiet environment for their children's studies.

Relationship Between EFC and the Latitude Principal

EFC, as the nonprofit operating Latitude, is responsible for overseeing the operations of the school. Under the policies established by the Board of Directors of EFC, the school principal or director reports to EFC Leadership for day-to-day management issues. The principal coordinates with EFC Home Office support and supervision on all campus-level planning and decision-making that involves the school's professional staff, parents/guardians, and community members in establishing and reviewing the school's educational plans, goals, performance objectives, and major classroom instructional programs. This allows the principal, teachers, parents/guardians, and community members to make school-based decisions within the boundaries of the decisions and policies set by the Board of Directors. The Education for Change Home Office has numerous positions designed to support the principals in the management and operation of his/her school.

See Appendix B8 for the EFC Home Office Organization Chart

School Supervision by Chief Team

As specified above, the Board of Directors delegates day-to-day management responsibilities of the larger organization to the Chief Executive Officer who then delegates management of principal and school sites to the Chief Team. Different Chiefs are assigned to supervise a school in all of the aspects of its day-to-day operations, working with the other Home Office staff, the Board of Directors, the Authorizer, children, parents, and community members. The Chief Team is responsible for the orderly operation of the Education for Change schools and the supervision of all employees in that school. Our responsibilities include:

- Oversee all sites, with bottom line responsibility for both fiscal and academic performance
- Work on the implementation of annual site planning and budget development process for sites

- Develop and lead Principals and Assistant Principals in their roles as instructional leaders and site managers
- Support site leadership to ensure high quality implementation of approved instructional programs, including standards, assessments, instructional guidelines, and culture.
- Support principals in effective and efficient budget and human resource management
- Act as liaison with Home Office staff to ensure school sites receive necessary support; work closely with Home Office staff to improve systems and processes to serve the schools
- Develop and appraise site administration effectively. Take corrective action as necessary on a timely basis and in accordance with company policy. Consult with Human Resources as appropriate.
- Cultivate relationships with local district officials and community leaders to further EFC and individual school goals.
- Demonstrate knowledge of, and support, the EFC mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Work collaboratively with the Instructional Management team to support the development of instructional leadership at the administrative, coach, and teacher leader level.

Latitude Principal

The Latitude Principal leads and manages Latitude, inspiring staff, families and community members to provide the best environment and structure for student learning. He has the freedom and flexibility to make or suggest improvements on existing practices, as well as to request financial, instructional and material supports from the Home Office.

The Latitude Principal's primary responsibilities are:

- Lead Latitude in accordance with the EFC vision and mission
- Lead and manage the planning and implementation of Latitude's strategic site plan
- Provide instructional leadership guidance including monitoring of the implementation of the established curriculum, identifying professional development needs for the staff, maintain high expectations and standards for all student achievement, coordinate administration of standardized testing, and monitor and support classroom instruction
- Manage and lead staff leadership teams (which includes representatives from administration, teachers, support staff)
- Facilitate communication between all school stakeholders
- Supervise, evaluate, and ensure discipline of all other employees according to the mission, philosophy, and obligations defined in the charter petition. Provide overall supervision of student teachers, interns, and other unpaid classroom and school volunteers at the school.
- Oversee the day-to-day operations of the school
- Report to the school's stakeholders, including the CEO and the EFC Board, on the progress of the school in achieving educational success
- Oversee and support the development and implementation of all programs
- Involve parents and the larger community

- Develop a sense of community while respecting and responding appropriately to the strengths and needs of staff. Be available to staff on a consistent daily basis to help address their individual and collective needs. Act as a liaison, when necessary and appropriate, between parents and staff. Actively seek parent, student and staff input and involvement in key decisions that affect the school.
- Be available to parents on a regular basis. Keep parents informed of and involved in policy changes at the school. Encourage parent support and cooperation and enlist their efforts to sustain well-kept school structure. Plan and conduct interesting and informative parent meetings.
- Attend EFC's administrative meetings as necessary and stay in direct contact with EFC changes, progress, etc.
- Communicate and coordinate as necessary with EFC staff on Board meeting agendas, including professional development scheduling, grant writing and fundraising, policies and procedures, documenting and sharing of best practices, and annual budgeting
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Collaborate with other EFC principals and Home Office staff

Grievance Procedure for Parents and Students

Education For Change will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under the Title IX of the Education Amendments of 1972 (Title IX and Section 504 of the Rehabilitation Act of 1973 (Section 504 including any investigation of any complaint filed with EFC alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws.

EFC will adopt and publicize any grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

EFC will implement specific and continuing steps to notify applicants for admission and employment, students and parents of students, employees, sources of referral of applicants for admission and employment that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity that it operates and that it is required by Title IX and Section 504 not to discriminate in such a manner.

ELEMENT 4B: OPERATING PLANS & PROCEDURES

Project Plan

Latitude has developed a comprehensive project plan to support the planning year prior to the opening of Latitude August 2018. Please see below for the project plan.

Figure 4.2—August 2017-August 2018 Project Plan:

Task	Person	J	A	S	O	N	D	J	F	M	A	M	J	J	A
Instructional Program															
Finalize competencies and continua	Principal, Teachers														
Develop studio curriculum	Teachers														
Identify studio instructional materials	Teachers														
Finalize studio assessments	Teachers														
Develop workshops curriculum	Teachers														
Identify workshops instructional materials	Teachers														
Develop workshop assessments	Teachers														
Develop advisory curriculum	Teachers														
Identify advisory instructional materials	Teachers														
Finalize personalized learning plan template	Teachers														
Develop digital portfolio system	Teachers														
Develop Extended Learning Opportunity curriculum	ELO Coordinator														
Develop project management and documentation processes	Teachers														
Finalize SPED support plans	Principal, EFC														
Develop professional development plan	Principal, Teachers														

Complete PCSPG Grant	Project Manager															
Finalize Year 1 Budget	Principal															
Train office manager in fiscal systems	EFC															
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 \$5,000,000 excess coverage, Educator's Legal Liability Insurance at \$1,000,000 per occurrence with excess coverage included as part of the umbrella at \$5,000,000 with an aggregate of \$6,000,000, Cyber Liability Insurance at \$1,000,000 per occurrence, Student and Volunteer Accident Insurance at \$100,000 medical maximum benefit and a \$250,000 aggregate limit per occurrence, a blanket limit of \$6,888,710 for Personal Property is maintained and a \$5,068,518 blanket limit for Business Income and Extra Expense is maintained as well, a Fidelity Bond is maintained at a \$100,000 limit for employee theft, a \$50,000 limit for all other theft, a \$25,000 limit for funds transfer fraud and counterfeit currency coverage.

ELEMENT 4C: BUDGETS / FINANCIAL PLAN

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 District 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, Alameda County Superintendent of Schools, and ~~OUSD~~-[ACOE](#) 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 District 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 Office of Charter Schools 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 ~~OUSD~~-ACOE and shall consult with ~~OUSD~~-ACOE 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.

Special Education Revenue Adjustment/Payment for Services

In the event that Latitude 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 Latitude, Latitude authorizes the District to deduct any and all of the in lieu property taxes that Latitude otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Latitude further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Latitude. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Latitude agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Programmatic Audit

EFC will compile and provide to ~~OUSD~~-ACOE 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 District Treasury, which is administered through OUSD.

Funds flowing through [OUSD-ACOE](#) (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 [OUSD-ACOE](#). All expenditures, including payroll, will be drawn on the District Treasury, which enables the [OUSD-ACOE](#) 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 at [OUSD-ACOE](#), 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 [OUSD-ACOE](#),

| ~~OUSD-ACOE~~ agrees to fold EFC's claim into its claim and pass through Latitude' funds when received.

| Eligible expenses that ~~OUSD-ACOE~~ incurs as a result of current charter school law, subsequent charter school legislation, or CDE interpretations of these laws are not the responsibility of Latitude and should be addressed by ~~OUSD-ACOE~~ through the State's Mandated Cost Reimbursement Program.

| 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 District and shall consult with the District regarding any such inquiries. Latitude acknowledges that it is subject to audit by ~~OUSD-ACOE~~ if ~~OUSD-ACOE~~ seeks an audit of Latitude it 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 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 District may charge for the actual costs of supervisory oversight of Latitude, not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of

supervisory oversight of the Latitude not to exceed 3% if Latitude is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.”

ELEMENT 5: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the school.”—California Education Code Section 47605(b)(5)(E)

EQUAL EMPLOYMENT OPPORTUNITY

Latitude and EFC acknowledge and agree that all persons are entitled to equal employment opportunity. EFC shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Latitude shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Latitude shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Latitude shall maintain current copies of all teacher credentials and make them readily available for inspection.

As part of the Fall Information Update, Latitude will notify the District in writing of the application deadline and proposed lottery date. Latitude will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

OBLIGATION TO REPORT TO CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

EMPLOYMENT OF FELONS

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the employment of persons convicted of violent or serious felonies.

Latitude is driven by its own mission and vision, as well as the Education For Change Mission to provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on the continuous refinement of high quality instruction. In order to achieve excellence and nurture diversity, Latitude and Education for Change must have a strategy and a plan to ensure the School has the human capital and talent necessary to realize its vision.

Education for Change will comply with Education Code 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance of employees and contractors. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The EFC Chief Operating Officer (COO) shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The COO will also monitor fingerprinting and background clearance of all non-teaching staff. Prior to employment, each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result and documents establishing legal employment status.

Equal Employment Opportunity

Education for Change acknowledges and agrees that all persons are entitled to equal employment opportunity. EFC shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Code of Professionalism

All members recognize the magnitude of the responsibility educators accept in their chosen profession. In order to ensure the effectiveness of our programs and the success of students in meeting learning outcomes, all staff members must be committed to our collective mission and vision. Every stakeholder is accountable for the academic and social growth of our students.

Members of EFC's Governing Board, any administrators, managers or employees, and any other committees of the EFC Board shall at all times comply with federal and state laws, nonprofit integrity standards and ~~OUSD's~~ [ACOE's](#) Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

Employee Recruitment and Selection

Education for Change will not discriminate against any employee on the basis of race, color, creed, age, gender, national origin, disability, religion, sexual orientation, or marital status.

Education for Change will adhere to California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

Education for Change implements specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability or any other characteristic described in Education Code Section 220 in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Criminal Background Clearances And Fingerprinting

EFC shall comply with all requirements of Education Code sections 44237 and 45125.1. EFC shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

EFC shall maintain on file and available for inspection evidence that (1) EFC has performed criminal background checks and cleared for employment all employees prior to employment; (2) EFC has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) EFC has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. EFC shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, EFC shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

All employees must furnish or be able to provide:

1. Proof of negative tuberculosis (TB) testing or negative chest X-ray for TB in accordance with Education Code Section 49406
2. Fingerprinting for a criminal record check. Education for Change will process all background checks as required by Education Code Section 44237
3. Documents establishing legal employment status

Immunization And Health Screening Requirements

EFC shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. EFC shall maintain TB clearance records and certifications on file.

Employees' job classification and work basis will be specified in individual employment agreements. These agreements may take the form of employment contracts, at-will employment agreements, or other agreements. All agreements not specifically stating that they are employment contracts will be deemed to be at-will employment agreements. Agreements may be renewed based on demonstration of meeting or exceeding the requirements of individual agreements and adhering to policies, procedures, and expectations. These expectations will be designed to support the mission and vision of the school and to comply with state laws.

EFC is dedicated to hiring professional and highly qualified staff. All staff to be hired at the school must demonstrate an understanding and commitment to EFC's mission, vision, and educational philosophy. The Director of Recruitment and the Chief Talent Officer at the EFC Home Office will be responsible for staff recruitment – posting the position in strategic websites and publications; working with the principal on presenting at career fairs, conferences, and appropriate events; reaching out to and networking at events with innovative and experienced educators; and utilizing print and news media as appropriate. The Principal will be responsible for selecting all staff with support from the EFC Home Office. The Principal will establish a Selection Committee composed of site staff, students (as appropriate), and parents that will work with the Principal to select staff.

To ensure the selection of the highest quality staff, we will implement the following selection process:

1. Request resumes, cover letters and written responses to essay prompts (Home Office Recruitment team),
2. Brief screening interview (by phone) as needed (Home Office Recruitment team),
3. Follow-up interview, including a sample teaching lesson or other demonstration of job-related abilities (site level selection team),
4. Verification of credentials and past employment, state and federal background checks, and professional and personal reference checks (Home Office Human Resources Manager),
5. Finalize a selection (Home Office Recruitment team),
6. Finalize contract and extend offers of employment (Home Office Human Resources Manager).

Employee Qualifications and Job Descriptions

All EFC and school staff commit to:

- Abide by federal, state, and local laws;
- Maintain a professional relationship with all students;
- Refrain from the abuse of alcohol or drugs during the course of professional practice;
- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property;
- Comply with state, federal, and local laws regarding the confidentiality of student records;
- Fulfill the terms and obligations detailed in the charter;
- File necessary reports of child abuse; and

- Maintain a high level of professional conduct.

ESSA And Credentialing Requirements

EFC shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. EFC shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(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 and its team in implementing a quality instructional program in alignment with the charter petition.

The following positions are EFC Home Office positions that will support Latitude in its operations:

Management Team

- Chief Executive Officer – Manages the strategic direction of EFC
- Chief Strategy Officer - Manages strategic priorities
- Chief Academic Officer– Leads the Instructional Leadership Team
- Chief Talent Officer – Leads recruitment, selection, retention and development of human capital; leads human strategic initiatives
- Chief of Leadership Development - Manages and supervise all schools; leads leadership development initiatives
- Chief Operations Officer - Leads the central and site-based Operations teams

Instructional Leadership Team

- Deputy Chief of Student Support Services
- Director of Data Systems and Analysis
- Data Manager

Finance and Operations Team

- Human Resources Team
- Community Engagement Specialist

- Student Recruitment Team
- Director Internal Operations
- Finance Team
- Facilities Manager
- IT Team

See Appendix B12 for job descriptions for the CEO and Appendix B13 for the COO job description and the Appendix B14 Chief of Leadership Development job description. These are the PRIMARY Home Office leaders with respect to supporting sites. Any other Home Office job descriptions can be made available as requested.

The following job descriptions outline the school positions, including qualifications and responsibilities. They will be revised as necessary to reflect the specific needs of Latitude.

Principal

Under direction of the Chief of Schools, the Principal is responsible for the day-to-day operations of Latitude. The Principal’s responsibilities include management and oversight of all instruction and operations. In collaboration with the EFC Home Office, the Principal develops and implements school level policies in compliance with EFC’s organization-wide policies, administers and supervises the school and its employees, supports staff and parent leadership and a model of shared decision making, manages the implementation of the instructional program in alignment with the school’s approved instructional frameworks and annual site plans, fosters a culture of positive, engaged learners, and serves as strong advocates for the school’s philosophy.

See Appendix B15 for the Principal job description

Teachers

As with students and parents/guardians, teachers make a specific choice to be part of the Latitude team. EFC teachers meet the requirements for employment as stipulated by the California Education Code section 47605(1). Primary teachers of core, college preparatory subjects (English–language arts, mathematics, science, history, and special education) hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. In the case of teachers teaching more than one subject, they hold a valid certificate, permit or other document for each subject area. These documents are maintained on file at EFC and at the school and are subject to periodic inspection by OUSD and the Alameda County Office of Education. Teachers in non-core, non-college preparatory subjects meet the requirements the State allows for a charter school.

EFC follows the development of the regulations to implement “Highly Qualified” requirements under the No Child Left Behind Act (NCLB) and ensures that the qualifications for all teachers follow the regulatory guidelines set by the state with regard to this law. This includes monitoring that the “highly qualified” teacher requirements of NCLB are met which ensure that teachers meet the following three criteria unless otherwise exempt under the law:

1. Teacher possesses appropriate state certification or license;

2. Teacher holds a bachelor's degree; and
3. Teacher passed a rigorous test, relevant major or coursework, or state evaluation demonstrating subject matter competency.

Selection of teachers is based on their teaching experience, the degree of subject matter expertise, their “fit” with the team and the organization at large, their ability to develop strong relationships with colleagues, students, and families, and their ability to demonstrate effective classroom instructional capabilities. Inexperienced or emergency credentialed teachers are hired on educational experience, work experiences deemed beneficial to education, and résumés with good references. All teaching staff must meet guidelines and standards set by the school and EFC.

Responsibilities and essential qualities for the teachers include:

- Preparing and implementing effective lesson plans and units of study that lead to student understanding of curriculum content
- Assessing and facilitating student progress in line with the student and school outcome goals
- Maintaining accurate records
- Participating in professional development activities
- Maintaining frequent communication with students and their families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance
- Consistently delivering Latitude's instructional program with a high level of student engagement and appropriate rigor
- Consistent cognitive planning with adopted curricula
- Engaging in ongoing collaborative work with colleagues to strengthen Latitude's ability to deliver high level outcomes for all students
- Aligning instruction to the needs of English Language Learners, Special Education, High and Low Achieving students
- Being self-reflective and always striving to improve at the craft of teaching
- Using data effectively to improve student, grade level, and school academic outcomes
- Consistently holding all students to high standards of work and behavior
- Maintaining open and effective lines of communication with all stakeholders
- Maintaining a positive, organized, and productive learning environment
- Developing strong and productive relationships with students

See Appendix B16 for the Teacher Job Description

Other Staff

A pool of day-to-day at-will (on-call) qualified substitutes, with appropriate background clearances, is established and a list of qualified substitutes is maintained.

At Latitude, additional staff persons include:

- Cafeteria Worker

- Custodian
- Office Manager
- School Services Assistant
- Assistant Principal
- Parent Coordinator
- IT Specialist

See Appendix B17 for the Cafeteria Worker Job description

See Appendix B18 for the Custodian Job description

See Appendix B19 for the School Services Assistant Job description

See Appendix B20 for the Office Manager Job description

See Appendix B21 for the Assistant Principal Job description

See Appendix B22 for the Parent Coordinator Job description

See Appendix B23 for the IT Specialist Job description

Evaluations

The principal and assistant principal are responsible for evaluating all teachers and support staff. School staff evaluation is performed at least annually. The principal may request support from the EFC academic support team to observe teachers in the classroom in order to determine their effectiveness as facilitators of learning and their ability to reach children using various modalities. A critical part of teacher evaluation and retention will be based on their growth as a teacher, student achievement, professionalism, and “fit” with the larger organization and school.

See Appendix B24 for Principal Evaluation Rubric, Appendix B25 for the Principal Evaluation Survey, and Appendix B26 for the Principal Evaluation Performance Assessment

See Appendix B27 for Teacher Evaluation Rubric and Appendix B28 for Teacher Evaluation Summary Form

Just as staff are expected and encouraged to grow and achieve at high levels, so are these expectations applied to the principal and the school. The EFC Home Office staff work with the sites to ensure that the mission of the school is being met, that all students are meeting high levels of achievement, that staff are well supported, and that the sites are safe learning environments.

EFC shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

EFC will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District 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~~ [ACOE](#) 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-ACOE'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 OCS 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 OCS. If Latitude intends to move or expand to another facility during the term of this Charter, Latitude shall adhere to any and all District 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 OCS 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 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 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 District. 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 OCS 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 District 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 District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District 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 District, unless an exception is made by the OCS and/or the local planning department or equivalent agency.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

ELEMENT 6: HEALTH & SAFETY PROCEDURES

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in.”-- California Education Code Section 44237. 47605 (b) (5) (F)

HEALTH, SAFETY AND EMERGENCY PLAN

Latitude shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Latitude each school year.

Latitude shall ensure that all staff members receive annual training on Latitude’s health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Latitude shall provide all employees, and other persons working on behalf of Latitude who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Latitude shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

Latitude shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Latitude.

Latitude shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Latitude, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Latitude shall comply with all requirements of Education Code sections 44237 and 45125.1. Latitude shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

EFC shall maintain on file and available for inspection evidence that (1) EFC has performed criminal background checks and cleared for employment all employees prior to employment; (2) EFC has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) EFC has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. EFC shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, EFC shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

EFC shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

EFC shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. EFC shall maintain TB clearance records and certifications on file.

EFC shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. EFC shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

EFC shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

COMPETITIVE ATHLETICS

Charter School shall comply with the requirements of Education Code section 221.9 with respect to the disclosure requirements regarding competitive athletics, and shall comply with the requirements of Education Code section 33479.1 et seq. with respect to any athletic program that it offers.

GUN-FREE SCHOOLS ACT

EFC shall comply with the federal Gun-Free Schools Act.

TOBACCO USE PREVENTION

EFC shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.”

SUICIDE PREVENTION POLICY (GRADES 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, pursuant to Education Code section 215.

TRANSPORTATION

The Charter School shall meet the requirements of Education Code section 39831.3 with respect to any transportation services provided to or from school or a school activity.

DATA PRIVACY

Charter School shall take the required steps to protect the data privacy of its pupils, including but not limited to complying with the requirements of Education Code section 49073.6 with respect to any maintenance of any information obtained from social media in its pupil records.

Charter School shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.

Comprehensive Sexual Harassment Policies and Procedures

Education for Change and Latitude are committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Education for Change has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed prior to hiring any employees. All supervisors are required to participate in regular trainings around their legal responsibilities.

See Appendix B29 for the EFC Employee Handbook

Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by schools within the Alameda County Office of Education Service Area.

Latitude shall provide all employees, and other persons working on behalf of Latitude who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

TB Testing

EFC shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. EFC shall maintain TB clearance records and certifications on file.

Medication in School

The school adheres to Education Code Section 49423 regarding administration of medication in school.

Latitude shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

Vision/Hearing/Scoliosis

The school adheres to Education Code Section 49450 et seq. as applicable to the grade levels served.

Blood-Borne Pathogens

The principal, or designee, meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The principal, or designee, has established a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Latitude shall ensure that all staff members receive annual training on EFC’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Facility Safety

Latitude will comply with Education Code §47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code, including provisions for seismic safety. Latitude agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

Fire, Earthquake, and Evacuation Drills

Students and staff will participate in earthquake drills every other month, fire drills monthly, and at least one lock-down drill annually.

Emergency Preparedness

The school adheres to an Emergency Preparedness Handbook. This handbook includes but is not limited to the following responses: fire, flood, earthquake, terrorist threats, hostage situations, and heart attacks. Education for Change requires that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.

Latitude shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Latitude.

Procedures

The school will have adopted procedures to implement the policy statements listed above prior to operation. The school safety plan is guided by Education Code Section 35294(a). Latitude shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

See Appendix B30 for a sample EFC Safety Plan

Custodian of Record

Per California Department of Justice Requirements, Education for Change has identified LaRayne Povlsen, the Director of Human Resources and EFC Board Secretary, as the Custodian of Record.

ELEMENT 7: MEANS TO ACHIEVE RACIAL & ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”—California Education Code Section 47605(b)(5)(G)

Latitude will start with 50 students in August of 2018. The school will maintain a waiting list to ensure the school will meet enrollment goals. It is the absolute goal of Latitude to serve the general student population of Oakland, and the school will strive to achieve a racial and ethnic balance that will reflect the general population of Oakland and to be a diverse by design school, consistent with California Education Code section 47605(d)(1).

Each fall, the principal in conjunction with the Home Office, will review the currently enrolled student demographics. If at any time a significant disparity among the racial and ethnic demographics of our students is identified, the principal will initiate dialogue and meetings with community leaders from the underrepresented racial groups. The objective of that dialogue will be to guide Latitude into creating more culturally inclusive and competent marketing strategies, and ultimately, a more culturally inclusive and competent school. The COO at the Home Office will take the lead with the Principal in developing and implementing a comprehensive recruitment and outreach strategy.

Recruitment Strategies

Earned Media

Earned Media is one of the most effective strategies for garnering widespread attention to a charter school. Latitude will utilize the experience and relationships of its founding team members to strategically get articles placed in local newspapers that focus on the innovative programs offered at the School.

Collateral Materials/Leave Behinds

Professionally designed brochures, flyers, and posters will showcase the benefits and opportunities that an education from Latitude will provide. All materials will be created with the end- reader kept in mind and will be assured to make no false claims. These collateral materials will be minimally printed in English and Spanish and will be designed to demonstrate the diversity and cultural appreciation that occur at Latitude. All marketing material samples will be provided to [OUSD-ACOE](#) upon request.

Grassroots Community Outreach

The Principal and other staff will all be tasked with conducting public presentations to the community in an effort to gain awareness. Latitude leadership will annually present to rising ninth graders at the Education for Change middle schools, and with permission from Oakland Unified, Latitude will present and/or leave brochures or other collateral materials at the middle schools within the district. EFC will provide presentations or collateral materials to organizations that serve middle-school youth like other charter schools, recreation centers and after school

programs. In addition, EFC will rely on its established design partnership community to target interested families.

Latitude Open Houses

In the spring and fall of every year, Latitude will host community informational meetings, so that interested parents or community members can come and learn about the opportunities that will be provided by Latitude. EFC Home Office leadership will be invited to attend and participate in all open houses, especially should parents have specific questions that should be directed to Home Office personnel. Information for each of these open houses will be distributed to all the local daily and weekly newspapers, on radio where available, and via a concerted online and word of mouth grass roots strategy. Dates and times for the open houses have not yet been confirmed, but they will be set to maximize the number of parents that are able to attend. Proposed dates include meetings in December, February, March, and April of each year. Meetings will be held on weeknights and on weekends.

| Latitude also understands that as part of its oversight of the school, ~~OUSD~~ [ACOE](#) 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 REQUIREMENTS

“Admission Requirements, if applicable.”—California Education Code Section 47605(b)(5)(H)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Latitude shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Latitude shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Latitude shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Latitude is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Latitude shall comply with all applicable provisions of Education Code sections 48850 – 48859.

NON-DISCRIMINATION

Latitude shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Latitude may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Latitude shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

PARENT ENGAGEMENT

Latitude shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Latitude.

As a non-sectarian, tuition-free public school, Latitude will admit all grade-level eligible pupils who wish to attend up to the school's capacity, in accordance with Education Code §47605(d)(2)(A). Latitude will be a school of choice, and in compliance with Education Code §47605(f), no student will be required to attend Latitude 37.8 High School. Admission shall not be determined based on the place of residence of the pupil or of his/her parent or guardian. However, in the event of a public random drawing, admissions preference may be granted to residents of Oakland.

In accordance with Education Code §48000(a), children must meet minimum age requirements for enrollment. Latitude will abide by any future amendments to the Education Code regarding minimum age for public schools. Proof of the child's age must be presented at the time of enrollment as described in Education code §48002.

Admission and Enrollment Process

Latitude is participating in the Oakland Common Enrollment process. In order to ensure that all students will be placed appropriately and benefit fully from Latitude, parents will be strongly encouraged to participate in a pre-admission meeting and a school tour. Upon admission, parents will be encouraged to attend a family orientation.

All students who wish to attend Latitude shall be admitted, up to capacity. Admission to Latitude shall not be determined by the place of residence of the student or his or her parent in the State, except as provided in Education Code Section 47605(d)(2). If the number of pupils who wish to attend Latitude exceeds the school's capacity, attendance, except for existing pupils of the School, shall be determined by a public random drawing ("lottery"). Students currently enrolled in the school are exempt from the lottery. Within the context of this admission process, Latitude seeks to deliver on the spirit and intent of Brown vs. Board of Education by using legally permissible means to enroll a profile of students representative of the racial, ethnic and socioeconomic diversity of the city of Oakland. In this regard, Latitude employs certain weighting mechanisms in relation to its lottery that foster diversity and that fit squarely within acceptable admissions protocols. Weightings for geography and socioeconomic status ("SES") are employed as described below. These weightings are adjusted to account for the numbers of students from a particular zipcode cluster that have been admitted from returning students, sibling preferences and employee or founding family preferences.

In the case of a public random drawing, the following will be exempt from the lottery for admission to the school:³²

- Siblings of students currently enrolled

In the event applications for admission exceed availability, priority for admission shall be assigned in the following order:

³² During periods of eligibility for the Public Charter Schools Grant Program ("PCSGP"), the lottery will be held as a single weighted public random drawing

1. Children of employees of Latitude³³ or founding families³⁴ (this priority will be capped at 10% of total enrollment).
2. Applicants residing within the boundaries of the Oakland Unified School District.
3. Applicants residing outside of Oakland..

Weighting

- **Geographic**—In order to meet the requirement that preference for admission be offered to students who reside in the Oakland Unified School District, Latitude will ensure that at least 85% of slots for admission will be allocated to students residing in Oakland. Latitude identifies attendance regions consisting of several contiguous zip code areas or “clusters.” Using United States Census data, Latitude determines the percentage of school aged students residing within each zip code cluster and provides weighting within the lotteries designed to encourage a corresponding level of enrollment from each zip code cluster.
- **SES**—Similar to the zip code weightings, weightings are implemented to encourage SES diversity. Weightings for SES are designed to ensure that at least 50% of admitted students are eligible to receive free and reduced price meals under the NSLP.

In the event of a single weighted lottery,

- Children of Latitude employees or founding families will be given five additional entries in the lottery.
- Students residing within the boundaries of OUSD, if there is space within the applicant’s zip code cluster, would be given one additional entry in the lottery.
- Students residing within the boundaries of OUSD who meet the SES criteria (qualify for free or reduced lunch) would be given one additional entry in the lottery.

All applications drawn after reaching capacity will be placed on a wait-list, in order in which they are drawn. Any applications submitted by the deadline and not accepted through the public random drawing due to capacity limitations will be placed on the wait-list in the order determined by lottery. Applications received after the deadline will be offered admission (spots on the wait-list) in the order received AFTER all applicants who submitted by the lottery deadline have been served.

Families who submitted completed application forms prior to the deadline will be notified in writing regarding the date, time, and location of the public lottery, and rules for the lottery process. Date, time, and location of the public lottery and rules for the lottery process are included in site FAQs and are posted online. Parents do not have to be present to participate in the lottery. The lottery drawing will be held on the school grounds in spring. EFC will ensure that the lottery process will be:

³³ Latitude employees must be working in at least a .5 FTE (Full Time Equivalent) role.

³⁴ Founding families is defined as families who contribute at least 80 hours to support the launch of the school prior to the 2018-2019 academic year.

- Public, transparent, and fair
- Held in a public space large enough to accommodate all interested
- Facilitated by an uninterested party charged with conducting the process

Results will be mailed to all applicants and follow-up phone calls will be made. Families of students who are offered admission will have three weeks to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address, and immunization records. Any families who decline admission or who fail to confirm will lose their position to the next name on the waiting list. The waiting list will be kept on file at the school and will be valid for the duration of the school year. If a student leaves the school, that space will be offered to the next person on the waiting list by mail and by phone. A student who is offered a position off of the waiting list will be required to confirm in writing their intent to enroll.

Upon admission to Latitude, the registration process is comprised of the following:

- Completion of a student registration form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements, e.g. birth certificate;
- Authorization for the school to request and receive from schools the student has attended or is currently attending;
- A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be provided;
- A copy of any existing 504 or Individual Education Plan (IEP) for the student shall be provided.

Family Educational Rights And Privacy Act (FERPA)

Latitude, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

Please see Appendix B32 for the Common Enrollment Student Application (online), and Appendix B33 for 17-18 Enrollment Information Sessions Flyer.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”

- California Education Code Section 47605(b)(5)(I)

“In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- o On or before July 1, an annual update required pursuant to Section 47606.5.*
- o September 1 – Final Unaudited Financial Report for Prior Year*
- o December 1 – Final Audited Financial Report for Prior Year*
- o December 1 – First Interim Financial Report for Current Year*
- o March 1 – Second Interim Financial Report for Current Year*
- o June 15 – 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 District oversight.*
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.*
- The District 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 District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. 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 District may conduct the audit upon 24-hours notice.

Fiscal Audit

An annual independent financial audit of the books and records of EFC will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of EFC will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The Education for Change Board of Directors will hire an independent auditor who has, at a minimum, a CPA, experience in education finance, and is approved by the State Controller on its published list as an educational audit provider is familiar with the Audit Guide for Charter Schools. This auditor will complete an annual audit of Latitude’s financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and the Audit Guide for Charter Schools. It will verify the accuracy of EFC and Latitude’s financial statements (including balance sheets, income statements, and cash flow statements), attendance and enrollment reporting practices, internal controls, and any other documents or systems required by law.

EFC will prepare the necessary unaudited financial reports to be submitted to [OUSD ACOE](#). Two interim reports and a year-end report, in a format to be provided by [OUSD ACOE](#), that will include actual and revised budget figures, projected revenues, expenditures, and fund balances will be submitted to [OUSD ACOE](#) 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 [OUSD ACOE](#) 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 Superintendent, the State Controller, 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 Committee with the Chief Operating Officer. The Audit Committee will report the findings and recommendations to the Board of Directors. The Board will then report to the District to address how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Authorizing Entity. EFC will agree to writing a timeline for resolution of audit exceptions and deficiencies. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. The independent fiscal audit of Latitude is public record to be provided to the public upon request.

EFC will be responsible for its own financial services (accounting, budgeting, and payroll) and personnel services.

EFC shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. In receiving this funding directly, EFC is responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. EFC shall provide ~~OUSD-ACOE~~ with all financial and related reports, including enrollment attendance, to enable ~~OUSD-ACOE~~ to meet its requirements by law.

ELEMENT 10: SUSPENSION & EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” —California Education Code Section 47605(b)(5)(J)

Code of Conduct

The goal of the Latitude Code of Conduct is to create conditions that foster student self-discipline in a warm, supportive school climate that is conducive to maximum learning for all students. The Code of Conduct is a general guide for behavior, not a mechanism for rigid control. The individual personalities of students or extenuating circumstances will be considered before corrective measures are prescribed. (*Reference Ed Code Sections 48900 and 48915 and Health and Safety Code 11007*)

The code of conduct will be presented in the student/parent handbook. Every family will receive a new copy of the Parent-Student handbook annually; it will be available in both English and Spanish.

Each student and his or her parent or guardian will be provided with a copy of the following discipline policies including suspension and expulsion and will be required to verify that they have reviewed and understand the policies prior to enrollment.

At Latitude, all students will dress in alignment with the Latitude dress code. The school dress code will be set by the leadership at the school site with input from the Family Leadership Council and student leadership, and the principal will be accountable for enforcing the approved dress code.

Please see Appendix B34 for a sample Student-Parent Handbook (from High Tech High).

Suspension and Expulsion

The following Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Latitude. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as School’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook, which is sent to each student at the beginning of the school year. The School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at the School or at any other school, or 3) a School sponsored event. A pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Suspension Offenses

Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
18. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school

property, or the personal property of the person threatened or his or her immediate family.

19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
20. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.
23. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Non- Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

- 1) **Conference:** Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the

evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

- 2) **Notice to Parents/Guardians:** At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.
- 3) **Suspension Time Limits/Recommendation for Expulsion:** Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Expellable Offenses

Discretionary Expellable Offenses:

Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Non -Discretionary Expellable Offenses

Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Governing Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Authority to Expel

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

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a

parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Students With Disabilities

A pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

- 1) **Notification of District**—The School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who the School or District would be deemed to have knowledge that the student had a disability.
- 2) **Services During Suspension**—Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.
- 3) **Procedural Safeguards/Manifestation Determination**—Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability.
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior
3. Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

- 4) **Due Process Appeals**—The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer 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 the School agree otherwise.

- 5) **Special Circumstances**—Latitude personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
 2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
 3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.
- 6) **Interim Alternative Educational Setting**—The student's interim alternative educational setting shall be determined by the student's IEP team.
 - 7) **Procedures for Students Not Yet Eligible for Special Education Services**—A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to The School's supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.

If the School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put. If the School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if

requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion-hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. 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 District upon request.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the District or their school district of residence.

Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Home Office team shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

“Latitude shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves Latitude without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last known address. Latitude shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).”

“Latitude shall define any student dismissal under the Charter School’s disciplinary procedure, or termination of a student’s right to attend the Latitude under its disciplinary procedure, as an “expulsion” under the Education Code.”

“In the case of a special education student, or a student who receives 504 accommodations, Latitude will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973,

regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled."

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or the federal social security.”—California Education Code Section 47605(b)(5)(K)

Work Basis

Employee hours per week will be based upon individual employee work agreements. The standard work week for all staff is 40 hours per week.

Compensation

EFC provides total compensation to individual employees that is competitive with other private and public schools for comparably qualified and experienced employees, i.e., Latitude offers compensation that assures the successful recruitment of employees that enable the school to fulfill its mission and goals. Specific salaries and stipends are identified within the individual work agreements.

See Appendix B35 for the EFC Teacher Salary Schedule

Benefits

Mandatory benefits such as workers compensation, unemployment insurance, Medicare and social security (for non-STRS or non-PERS employees) are provided by EFC, as well as life, health, dental, vision, and related benefits as part of the total compensation package for each employee determined as part of the individual work agreement.

See Appendix B36 for EFC Benefits Guide

Retirement

EFC will make any contribution that is legally required of the employer including STRS, PERS, and federal social security.

Eligible certificated employees participate in State Teachers Retirement System (STRS), in which the employer and the employee each contribute the statutory amount. Eligible classified employees participate in Public Employee Retirement System (PERS), in which the employer and the employee each contribute the statutory amount. All employees, with the exception of STRS participants, participate in the Federal Social Security Program. EFC also currently provides an option to participate in a 403b retirement plan with no employer match. If the IRS decides in the future that Public Charter Schools are not eligible to participate in STRS or PERS, EFC plans to provide an employer match via a 403b retirement plan or 457 retirement plan or both, that would be competitive in the market place. Also note that certificated employees would participate in the Federal Social security program if they are ruled ineligible for STRS by the IRS. Currently, EFC eligible employees participate in PERS and STRS.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”—California Education Code Section 47605(b)(5)(L)

“Pupils who choose not to attend Latitude may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in Latitude shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.”

No student may be required to attend Latitude. Students of Oakland Unified School District (OUSD) are free to attend other OUSD schools with available spaces rather than Latitude under its choice policy. Alternatively, students may wish to seek inter- or intradistrict attendance alternatives in accordance with OUSD policy. Parents/guardians will be informed that no student shall be granted an automatic right to enrollment in any school or program of OUSD on the basis of that student’s enrollment or application to Latitude.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.”—California Education Code Section 47605(b)(5)(M)

“Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.”

Education for Change shall be deemed the exclusive public school employer of Latitude teachers, staff and other employees of Latitude for purposes of the Educational Employment Relations Act. EFC recognizes the employees’ rights under the EERA provisions to organize for collective bargaining. No employee shall be required to work at Latitude or EFC.

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."—California Education Code Section 47605(b)(5)(N)

EFC will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. EFC will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

EFC will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with EFC alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. EFC will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

EFC will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

EFC will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

EFC shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

Disputes with the District

The staff and Governing Board members of Latitude and EFC agree to attempt to resolve all disputes between the District and Latitude regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and Latitude except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the 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, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To EFC, c/o CEO:
Latitude
% Education for Change
333 Hegenberger Rd, Suite 600
Oakland, CA 94621

To Coordinator, Office of Charter Schools:
1000 Broadway, 6th Floor, Suite 639
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, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00pm, or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue

Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”—California Education Code Section 47605(b)(5)(p)

REVOCATION OF THE CHARTER

The District may revoke the Charter if Latitude commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Latitude if the District 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 ~~OUSD~~-ACOE Board of Education will notify Latitude in writing of the specific violation, and give Latitude a reasonable opportunity to cure the violation, unless the ~~OUSD~~-ACOE Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Latitude, either by the governing board of EFC or by the ~~OUSD~~-ACOE Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the ~~OUSD~~-ACOE Board of Education; the governing board of Latitude votes to close Latitude; or the Charter lapses or is surrendered.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education

website. All references to “Charter School” apply to Latitude including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of EFC or the ~~OUSD-ACOE~~ Board of Education, the governing board of EFC shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Latitude will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Latitude shall send written notice of its closure to:

1. The ~~OUSD-ACOE~~ OCS. Latitude shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Latitude, Latitude shall provide the 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 Latitude within 72 hours of the Closure Action. Latitude shall simultaneously provide a copy of the written parent notification to the OCS.
3. Alameda County Office of Education (ACOE). Latitude shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Latitude shall simultaneously provide a copy of this notification to the OCS.
4. The Special Education Local Plan Area (SELPA) in which Latitude participates. Latitude shall send written notification of the Closure Action to the SELPA in which Latitude participates by registered mail within 72 hours of the Closure Action. Latitude shall simultaneously provide a copy of this notification to the OCS.
5. The retirement systems in which Latitude’s employees participate. Within fourteen (14) calendar days of the Closure Action, Latitude shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Latitude shall provide a copy of this notification and correspondence to the OCS.
6. The California Department of Education (CDE). Latitude shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Latitude shall provide a copy of this notification to the OCS.
7. Any school district that may be responsible for providing education services to the former students of Latitude. Latitude shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Latitude shall provide a copy of these notifications, if any, to the OCS.
8. All Latitude employees and vendors within 72 hours of the Closure Action. Latitude shall simultaneously provide a copy of the written employee and vendor notification to the 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 Latitude*
- 2. The name(s) and contact information for the person(s) handling inquiries regarding the closure*
- 3. The students' school districts of residence*
- 4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements*

In addition to the four required items above, notification of the CDE shall also include:

- 1. A description of the circumstances of the closure*
- 2. The location of student and personnel records*

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

- 1. Information on how to enroll or transfer the student to an appropriate school*
- 2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results*
- 3. Information on student completion of college entrance requirements, for all high school students affected by the closure*

Notification of employees and vendors shall include:

- 1. The effective date of the closure of Latitude*
- 2. The name(s) and contact information for the person(s) handling inquiries regarding the closure*
- 3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Latitude, by which Latitude shall provide employees with written verification of employment*

Within 30 days of the effective date of closure, Latitude shall provide all employees with written verification of employment. Latitude shall send copies of such letters to the OCS.

Records Retention and Transfer

Latitude 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 Latitude records, including student records. These requirements include:

- 1. Latitude shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of*

Latitude. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. *Latitude's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.*

3. *Latitude shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the 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 closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with 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 OCS for the delivery and/or pickup of student records.*

5. *Latitude must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.*

6. *Latitude must provide to the OCS a copy of student attendance records, teacher gradebooks, Latitude payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.*

7. *Latitude shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.*

8. *Latitude shall provide to the responsible person(s) designated by the governing board of Latitude to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.*

Financial Close-Out

After receiving notification of closure, the CDE will notify Latitude and the authorizing entity of any liabilities Latitude owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Latitude shall ensure completion of an independent final audit within six months after the closure of Latitude that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Latitude.

This audit may serve as Latitude's annual audit.

Latitude shall pay for the financial closeout audit of Latitude. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Latitude will be the responsibility of Latitude and not OUSD/ACOE. Latitude understands and acknowledges that Latitude will cover the outstanding debts or liabilities of Latitude. Any unused monies at the time of the audit will be returned to the appropriate funding source. Latitude understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Latitude participates, and other categorical funds will be returned to the source of funds.

Latitude shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If EFC chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Latitude with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Latitude. Latitude closure procedures must also ensure appropriate disposal, in accordance with Latitude's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Latitude have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Latitude, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Latitude 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 Latitude shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Latitude is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Latitude, the corporation shall be dissolved according to its bylaws.

Latitude shall retain sufficient staff, as deemed appropriate by the EFC governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

EFC's governing board shall adopt a plan for wind-up of Latitude and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Latitude shall provide ~~OUSD~~ [ACOE](#) within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Latitude will make the payments.

Prior to final close-out, Latitude shall complete all actions required by applicable law, including but not limited to the following:

A. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

B. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

C. Make final federal tax payments (employee taxes, etc.)

D. File its final withholding tax return (Treasury Form 165).

E. File its final return with the IRS (Form 990 and Schedule).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Latitude's authorization to operate as a charter school or cause Latitude to cease operation. Latitude agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Latitude breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the

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.

ADDENDUM For EXISTING PROVIDERS

A. Curriculum & Instructional Design Supplement

1. *Explain the organization's approach to replicating and implementing the school model, including curriculum and instructional design among multiple schools.*

EFC currently operates 6 schools, 5 of them were district conversions and one was developed as a brand new start-up middle school. EFC is a place-based charter management organization. At the preK-8 level, EFC believes in providing high quality options within a neighborhood context to support neighborhood transformation. At the high-school level (with Latitude High being EFC's first high school), EFC believes that in order for students to be successful, they should be exposed to communities and experiences outside of their neighborhood and so seeks to develop a diverse by design high school.

EFC does not replicate existing schools. EFC operates a portfolio model where each school, in accordance with the needs of their school community, has the ability to design and implement unique programs (e.g. STEAM, Expeditionary Learning). Within this portfolio model, there are EFC non-negotiables, including rigor in alignment with the Common Core, a research-based instructional model, and standards-aligned benchmarks. The Home Office instructional team supports sites in developing their instructional model and supports the development of core instructional practice across all sites.

2. *Describe any key educational features that will differ from the operator's or management provider's existing schools or schools proposed for replication, not already discussed above. Explain the rationale for the variation in approach and any new resources the variation would require.*

Given that Latitude High will be EFC's first high school, the entire instructional model will differ from any existing EFC school. Latitude High will be a project-based competency-based high school. In order to design and implement a new model, EFC has hired an experienced and informed founding team with a strong instructional background, including a founding principal, Lillian Hsu, who was a principal for a High Tech High high school (a nationally known project-based CMO in San Diego) for six years. As described below in this addendum, the Latitude founding team will have responsibility for designing the Latitude instructional model and will rely on the existing EFC home office team for business and operational support.

B. Network Vision, Growth Plan, & Capacity

1. *Describe the organization or network strategic vision, desired impact, and five-year growth plan for developing new schools within the local community, state and region, including other states if applicable. Include the following information, regardless of school location: proposed years of opening; number and types of schools (divisions, grade levels served); any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.*

As indicated above, EFC is a place-based charter management neighborhood. EFC's vision is focused on serving the community, not growth. EFC is currently dedicated to serving the Fruitvale and Deep East Oakland communities. EFC does not have plans to operate outside of the Oakland, California region. In SY17-18, EFC leadership and Board will engage stakeholders in developing our next 3-year strategic plan for the SY18-19 to SY20-21 timeframe; part of this strategic visioning will include developing EFC's growth strategy. Historically, EFC has committed to developing a strong preK-12 pipeline in both the Fruitvale and Deep East Oakland communities, but at this point, EFC has not committed to a specific growth plan for the next five years. As part of the strategic planning process, EFC will determine appropriate greenlighting mechanisms around growth decisions. The development of Latitude as EFC's first high school was established as part of the vision of the existing strategic plan (SY15-16 to SY17-18). In light of the lift of the ongoing work to truly implement and excel in the implementation of Common Core and NGLC standards at our preK-8 schools and in light of the larger portfolio conversations taking place across Oakland, EFC is likely to be much more conservative in its growth strategy in the next strategic plan.

2. *If the existing portfolio or growth plan includes schools in other districts, explain specifically how ~~OUSD~~ Latitude fits into the overall growth plan.*

N/A. EFC does not plan to grow in other districts.

3. *Provide evidence of organizational capacity to replicate and operate high-quality schools in ~~OUSD~~ ACOE and elsewhere in accordance with the overall growth plan. Include the organization's annual reports for the last two years and any current business plan for the organization or network. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.*

EFC intends to be intentional about growth and as indicated above, will be developing a growth plan as part of EFC's upcoming Strategic Planning work. EFC last grew in SY14-15 when it added Epic Middle School. Prior to adding Epic, EFC restructured and grew its Instructional Team, including adding a Chief Academic Officer position (responsibilities which were previously split by various staff). At the advisement of critical thought partners and consultants, over the past three years, EFC Home Office has built out a more robust and strategic Instructional Leadership Team and Business and Operations Team, iterating to build a much more robust support infrastructure for our schools. The Business and Operations Team is now focused on day-to-day operational management of sites. Strategic initiatives, strategic planning, organizational culture, and organizational accountability and data monitoring is now owned by a Chief Strategy Officer, to ensure strategic initiatives do not distract the CAO and COO from the work of supporting existing schools.

The Business and Operations team has the greatest retention at every level and continues to be our strongest department. Financial audits, our healthy financial reserves, our strength with respect to legal and operational compliance, and our high ratings with respect to operational and facilities support (as measured by staff and family surveys) speaks to a strong Business and Operations team.

We have done the most work iterating on the Instructional Leadership Team which now includes a Director of Middle Schools, a Director of Early Elementary, a Director of Upper Elementary and a Director of Assessment Data and Accountability. Most recently, EFC was selected to participate in the Achievement First Charter Network Accelerator, an intensive partnership with Achievement First to leverage national best practices around instructional improvement and organizational alignment. Learnings from the Accelerator this past year has led to significant inquiry and iteration of roles and responsibilities at the Home Office level (including the creation of the Chief Strategy Officer) and to our overall approach to planning and prioritization around instructional improvement. Greater detail around this inquiry is provided below.

We at EFC are honest about the work we have to do to ensure strong academic outcomes for all of our students, and we are honest about the fact that we are NOT there yet. We are not putting forward an argument that we should replicate any of the EFC schools at this juncture as none are performing at the levels we desire. We have obviously not managed high school programs previously. However, we do believe that the current EFC Home Office team has organizational capacity to operationally launch and support a new high school that has strong programmatic leadership on its founding team. We recruited Aaron Townsend as our high school design team leader because he has strong high school design experience. We recruited a team, including an experienced principal, from High Tech High because we knew they would bring strong high school design and implementation experience. We also recruited Jamie Marantz as our Director of Middle Schools because she comes with strong secondary experience, including high school experience. We believe this team has tremendous capacity to design and implement an incredibly high capacity high school for Oakland. We also believe that the EFC governing board is a high capacity board who can effectively govern Latitude, the business and operations team has a high level of capacity to support the business and operations needs of Latitude, the EFC leadership development team has the capacity to support the site leadership, and the Department of Student Support Services has the capacity to manage the MTSS implementation at Latitude. These areas (governance, business and operations, leadership development, and student support services have been and continue to be areas of strength at the existing EFC schools as measured by staff and parent survey data, by our financial and compliance audits, and as indicated by our authorizers.

Please see appendix C1 for EFC's current Strategic Plan. EFC does not produce annual reports but has provided data on academic outcomes in Section 1 of the petition and has provided annual audits in a later section of this addendum.

4. *Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered; how you have addressed them; and how you will avoid or minimize such challenges for the proposed schools.*

While EFC has not replicated schools, EFC has learned from past growth efforts, particularly around launching innovative models. With the experience of designing and opening Epic, EFC has learned lessons regarding timing and the resources required to start a brand new innovative school. Based on lessons learned, EFC made the following choices regarding Latitude:

1. Worked with external partners, including a dedicated and experienced consultant, to design the Latitude framework two years prior to opening.
2. Hired an experienced founding team dedicated solely to designing and developing Latitude, more than a year prior to opening.
3. Hired a founding team with tangible experience in designing and developing an innovative school model and supported the founding team by hiring a dedicated project manager.
4. Latitude intends to start small - with just 50 students. This phased approach to growth at Latitude will provide the team with more flexibility to develop and iterate on systems than if they had started with a full cohort of students. In addition, Latitude will be operating a small pilot in the year prior to opening to test and iterate on their design ideas.

5. *Discuss the greatest anticipated risks and challenges to achieving the organization's desired outcomes in OUSD over the next five years and how the organization will meet these challenges and mitigate risks.*

As described in the petition, while the model and idea of Latitude builds on existing high quality school models, the entirety of the Latitude model is a new concept, especially within the context of Oakland. One anticipated challenge is getting the model right; EFC is mitigating risks by hiring a quality founding team with experience in developing and implementing innovative instruction and by explicitly partnering with similarly-minded experienced organizations like Big Picture Learning for support. One additional challenge will be developing and sustaining a diverse by design school population. As described in the petition, no high school in Oakland fully reflects the diversity of Oakland. Given this context, EFC will be intentionally embarking upon a city-wide engagement plan to build support for the Latitude model and to make connections across many different groups. We are also putting forward admissions processes that facilitate maximum diversity from across the city. Like most organizations, EFC understands the critical importance of hiring quality teachers and the human capital challenge that all schools face. However, Latitude has already developed a relationship with High Tech High and their Graduate School of Education about serving as a talent pipeline. This is a resource and partnership not readily available to most Oakland schools, and we are excited to consider an Oakland partnership/pipeline with the HTH Graduate School for Latitude and other Oakland public schools. In terms of funding and political challenges that impact all schools, it is difficult to predict what those will all be, but EFC leadership is well versed in dealing with these challenges and EFC is seen as a city-wide leader in working with the entire sector to navigate these challenges.

Network Management

1. Identify the organization's leadership team and their specific roles and responsibilities.

Photo	Name	Main Responsibilities
	<u>Adam, Larissa</u> , Chief Talent Officer	Manage Human Capital priorities, including Recruitment, Onboarding, Retention, Performance Management / Talent Development, Compensation, & Offboarding.
	<u>Bradley, Noah</u> , Chief Academic Officer	Manage Instructional priorities, including Instructional Design, Curriculum and Assessment, Interventions, Teacher Development, Data Management, & Data Inquiry
	<u>Chari, Sundar</u> , Chief Strategy Officer	Manage cross-functional Strategic priorities, including Strategic Plan Development, Site Planning, Executive Team Functioning, Communications, Facilities Planning, & Growth
	<u>Harvey, Fabiola</u> , Chief Operating Officer	Manage Operations priorities, including Human Resources, Accounting & Budget Management, Technology, Student Recruitment, Site Operational Support, & Facilities Maintenance
	<u>Nguyen, Jennifer</u> , Chief of Leadership Development	Manage Leadership Development priorities including: Site Leader Management, Site Leader Development, Site Systems & Structures Development, & Family Engagement
	<u>Thomas, Hae-Sin</u> , Chief Executive Officer	Manage Executive priorities, including Strategic Plan Implementation, Student Support Services, Organizational Improvement Strategy, Development, and External Relations

2. Explain any shared or centralized support services the network organization will provide to schools in [OUSDEFC](#). Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board

proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract.)

The EFC Home Office provides the following services to all of our school sites:

- Financial management and planning
- Human resources - recruitment, selection, on-boarding, processing, credentials management, legal, evaluation systems, coaching, progressive discipline
- Risk management
- Special education services; student support services
- Annual site planning facilitation and progress monitoring
- Authorizer point of contact and management
- Compliance management - federal, state, authorizer
- Development of instructional frameworks
- Development and monitoring of assessments systems
- Student information systems; attendance accounting
- Family leadership
- Student recruitment, enrollment systems
- Governance - board management
- Instructional coaching, professional development support
- Leadership selection, management, and development - teacher leaders, administrators, operational leaders
- Community outreach and partnership management
- Fundraising and development
- IT, facilities planning and maintenance, custodial
- Operations support at school sites
- Contract and vendor management
- Crisis management
- Emergency planning and safety
- Nutrition services
- New teacher support and induction

Please see the Home Office org chart for detail on how EFC is structured to support sites. While EFC differentiates the support provided to sites based on level of experience of the site administration and level of overall need, EFC currently charges all existing sites a 14% Home Office fee. EFC has not prioritized having the capacity to measure the amount of differentiated support that each site receives, but this is something that EFC will be reviewing in future years. EFC provides a Home Office survey to all sites every year to measure satisfaction in specific areas of support (e.g. HR, Tech, Facilities, Coaching, etc.). Department targets are tied to the survey data.

Latitude will have a slightly modified relationship with the EFC Home Office with much greater responsibility over its instructional program, professional development for teachers, assessment systems and school culture systems since it is our only high school. As such, Latitude will have a decreased Home Office fee. To determine the appropriate fee, EFC Home Office will track the support Latitude receives in hours relative to an “average” EFC school.

3. Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

Function	Network/Management Organization Decision-Making	School Decision-Making
Performance Goals	EFC leadership will review performance goals on a regular basis and hold Latitude leadership accountable.	Latitude Leadership will define specific performance goals and measures and develop strategy to meet performance goals.
Curriculum	EFC leadership will review curricula choices on a regular basis and hold Latitude leadership accountable for alignment to the approved charter..	Latitude leadership will review, select, and support implementation of all curricula.
Professional Development	EFC operational and instructional staff regularly provide organizational-level PD. Latitude staff will be able to opt in as appropriate.	Latitude leadership will provide (either directly or via securing external support) professional development for both instructional and classified staff.
Data Management and Interim Assessments	EFC data team will support management and implementation of the EFC student information system - (e.g. demographics, attendance, behavior, state assessment data, compliance-related data)	Latitude leadership will review, select, and support implementation of all interim assessments. Latitude leadership will manage Latitude-specific data (e.g. standards mastery, student reflections, etc.). If needed, Latitude leadership will help select data management platform for specific high school data and management support would be split between Latitude and EFC.
Promotion Criteria	EFC leadership will approve promotion criteria.	Latitude leadership will define promotion criteria for HS students.

Culture	EFC leadership will review and approve cultural and behavioral	Latitude leadership will develop and define cultural and behavioral norms, systems, and consequences.
Budgeting, Finance, and Accounting	EFC finance team will create and manage Latitude's budget and expenses in alignment with EFC financial policies for all its schools. EFC will manage financial audits and ensure accountability of expenses.	Latitude leadership will determine spending priorities and decisions and manage budget during school year.
Student Recruitment	EFC leadership will approve recruitment targets.	Latitude leadership develops and implements student recruitment plan.
School Staff Recruitment and Hiring	EFC talent team will approve position control and allow Latitude to leverage existing recruitment relationships (e.g. Edjoin, LinkedIn, etc.)	Latitude leadership develops and implements Latitude staff recruitment and hiring plans.
H/R Services (payroll, benefits, etc)	EFC HR team will provide HR services to all Latitude staff.	
Development/ Fundraising	EFC leadership will support as needed.	Latitude leadership share responsibility for developing fundraising goals and meeting fundraising targets.
Community Relations	EFC leadership will support as needed.	Latitude leadership is responsible for developing community relations, including parents and external partners.
I/T	EFC IT staff will provide IT support for Latitude staff and students.	Latitude leadership will have capacity to manage low-level IT issues at site-level.
Facilities Management	EFC leadership will support facilities acquisition, development, and maintenance.	

Vendor Management / Procurement	EFC finance staff will finalize contracts and manage accounts payable and receivable.	Latitude leadership will manage all non-procurement vendor relations.
Special Education	EFC Special Ed staff will manage the special ed services that Latitude students receive.	Latitude leadership will work with EFC leadership to implement the special ed program.

4. Provide the following **organization charts**:

- Year 1 network as a whole (including both network management and schools within the network)
- Year 3 network as a whole
- Year 5 network as a whole

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. The school-level organization charts should likewise present clear lines of authority and reporting within the school. If the school intends to contract with a charter management organization or other education management provider, clearly show the provider's role in the organizational structure of the school. Explain how the relationship between the governing board and school administration will be managed.

The EFC Board of Directors directly manages the CEO. The CEO manages the Home Office Leadership team. A member of the Leadership Team directly manages the Principal. The Principal manages site level staff, either directly or via a direct report.

Please see appendix C2 for organization charts.

Network Governance & Legal Status

1. Describe the governance structure at both the network and individual school levels and the plan for satisfying all applicable statutory and authorizer requirements for composition of charter school governing boards. Explain whether each school/campus will have an independent governing board, whether there will be a single network-level board governing multiple schools, or both a network-level board and boards at individual schools. If there will be both a network-level board and boards at each school, describe the organizational relationship between the boards, the legal status of each board, and the scope of authority of each. If each school will have an independent governing board but no network-level board, explain how the network will be governed and how decisions that affect the network as a whole will be made.

Latitude shall be a directly funded charter school and will be operated by the California non-profit public benefit corporation, Education for Change (EFC), pursuant to Education Code

Section 47604. Education for Change, Inc., is a California nonprofit 501(c)(3) corporation incorporated in 2005 which currently manages six charter schools in addition to Latitude. The charter applicant and holder for all EFC schools is the Board of Directors of EFC, which operates in accordance with its adopted corporate bylaws, which shall be maintained to align with the charter and applicable law. The EFC Board has authority to greenlight Latitude's charter, and maintains authority to approve annual Latitude plans and Latitude budgets and to evaluate Latitude performance in accordance with defined Key Performance Indicators, which shall be determined. The Board of Directors directly manages the CEO of EFC; the CEO, via a Leadership Team, manages the EFC Home Office. The EFC Home Office is responsible for directly supervising school principals and supporting all EFC schools, including Latitude. EFC provides differentiated support to its schools.

2. *If the existing board will govern the proposed school(s), discuss the plan to transform that board's membership, mission and bylaws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties. If a new board will be formed, describe how and when the new board will be created and what, if anything, its ongoing relationship to the existing non-profit's board will be.*

The existing board has capacity to support Latitude. Please see Element 4 in the petition for further information on the EFC Governing Board.

3. *Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.*

The EFC Governing Board will continue to receive regular training. There are no current plans to increase the capacity of the governing board (see previous question). Please see Element 4 in the petition for further information on the EFC Governing Board. Numerous members of the EFC Governing Board have either board experience or senior leadership experience with charter operators who manage high performing high schools.

4. *Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.*

EFC has various structures to support input from multiple stakeholders and to promote collective ownership and responsibility. Key structures promoting two-way communication at the organizational-level (w/ corollaries at the site-level to scaffold input) include an Admin Advisory Committee (made up of selected principals, assistant principals and deans), Staff Leadership Council (made up of at least two reps from each site - both teachers and operational staff), and a Family Leadership Council (made up of a Parent Leadership Coordinator and two parents from

each site). During the annual site planning process, sites have authority to identify their priorities, practices, and plans for the upcoming year. These plans are approved by the EFC Governing Board, and site leaders often work with Home Office leadership to develop these plans, such that there is alignment between individual schools and network interests. Overall, communication and a strong working relationship are key to balancing interests.

5. *Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; and b) the board will evaluate the success of the school and school leader.*

EFC believes that clear lines of accountability and support will ensure success. The lines of support were identified in the ‘Decision-making’ table above. Latitude will be held accountable to meeting performance targets. The EFC Governing Board regularly reviews school data (a Governing Board Student Outcomes Committee meets after each assessment window to analyze school performance) and will hold EFC leadership responsible for site performance.

Network Leadership Pipeline

1. *Describe the operator’s current or planned process for sourcing and training potential school leaders for schools opening in subsequent years. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.*

As indicated above, EFC does not currently have plans to open schools in subsequent years. EFC connects with multiple partners (e.g. New Leaders) to support identifying new school leaders and via EFC’s Leadership Development priority, supports the development of internal candidates as well. EFC had 8 site leader vacancies (including new Assistant Principal positions) for the SY17-18 school year. All were filled prior to the start of SY17-18, with 7 of the 8 filled during Spring of SY16-17. 2 of the new site leaders were previously EFC Instructional Coaches or teachers. Specific to Latitude, we will be partnering with the High Tech High Graduate School of Education to both train leaders and teachers and to recruit trained leaders and teachers.

Network-wide Staffing

1. *Complete the following table indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50% or more. Change, add or delete functions and titles as needed to reflect organizational plans.*

As indicated above, EFC will be developing a growth plan as part of upcoming Strategic Planning work. The table below reflects our current state as EFC has not committed to a specific growth plan for the next five years.

Year	Year 1 (SY17-18)	Year 2	Year 3	Year 4	Year 5
Number of elementary schools	5	5	5	5	5
Number of high schools	0	1	1	1	1
Number of middle schools	1	1	1	1	1
Total schools	6	7	7	7	7
Student enrollment	3100	3150	3200	3290	3380
Management Organization Positions					
Leadership Team (CEO, COO, etc.)	6	6	6	6	6
Instructional Team	5	5	5	5	5
Talent Team	2	2	2	2	2
Leadership Development Team	3	3	3	3	3
Operations Team	15	15	15	15	15
Strategy Team	2	2	2	2	2
Special Ed Team	6	6	6	6	6
Total back-office FTEs	39	39	39	39	39
Elementary & School Staff					
Principals	6	6	6	6	6
Assistant Principals	8	8	8	8	8

Add'l School Leadership Position 1 [Deans]	6	6	6	6	6
Add'l School Leadership Position 1 [Coaches]	10	10	10	10	10
Classroom Teachers (Core Subjects)	105	105	105	105	105
Classroom Teachers (Electives)	21	21	21	21	21
Student Instructional Support Positions	54	54	54	54	54
Student Non-Instructional Support Positions	20	20	20	20	20
School Operations Support Staff	38	38	38	38	38
Total FTEs at elementary schools	268	268	268	268	268
Middle School Staff					
Principals	1	1	1	1	1
Assistant Principals	2	2	2	2	2
Add'l School Leadership Position 1 [Deans]	1	1	1	1	1
Add'l School Leadership Position 1 [Coaches]	3	3	3	3	3
Classroom Teachers (Core Subjects)	10	10	10	10	10
Classroom Teachers (Electives)	9	9	9	9	9

Student Instructional Support Positions	0	0	0	0	0
Student Non-Instructional Support Positions	12	12	12	12	12
School Operations Support Staff	8	8	8	8	8
Total FTEs at middle schools	46	46	46	46	46
High School Staff					
Principals	1	1	1	1	1
Assistant Principals	1	1	1	1	1
Classroom Teachers	1	2	5	10	16
Student Support Position 1 [Intervention]	0	0	1	1	1
Specialized School Staff 1 [Family Engagement]	0	.5	.5	.5	.5
School Operations Support Staff	0	2	2	2	2
Total FTEs at high schools	3	6.5	10.5	15.5	21.5
Total network FTEs	356	359.5	363.5	368.5	374.5

Network Performance Management

1. Describe the educational and organizational academic goals and targets and what systems will be used to monitor the academic progress – of individual students, student cohorts, each school, and the network as a whole – throughout the school year, at the end of each academic year, and for the charter term.

At the organizational level, EFC holds itself accountable to annual Key Performance Indicators. For SY17-18, these metrics are ‘Average Distance from Met Standard’ in ELA and Math (SBAC

outcomes), ‘On-Track to 3rd Grade Reading Proficiency’ (DRA outcomes), ‘Chronic Absence Rate’, and ‘Suspension Rate’. English Language Learner Proficiency was previously another KPI (and will be in SY18-19), but in SY17-18, the State is establishing a new EL assessment. For each of these metrics, EFC sets organizational targets and targets for each school site. Where possible, EFC has aligned to the new State Accountability Framework to increase coherence across the systems. For example, a sample target for the Math KPI is for all sites to be at Green or ‘Increased Significantly’. After each trimester, each site has a ‘Data Talk’ with home leadership to analyze interim metrics and iterate on strategy as needed. For example, last year, based on interim assessment data, the focus of teacher PD at one site shifted to focus more on close reading. Besides this formal structure, sites engage in progress monitoring, throughout the year & set targets at the classroom- and student-level. The EFC Instructional team provides data and assessment tools and PD for analyzing and using data. EFC uses Schoolzilla as a tool to provide real-time data on Chronic Absences (broken out by subgroup) and Suspensions. Ultimately, EFC is accountable for outcomes for the duration of the charter term, and the Board and the EFC leadership team review key outcomes on an annual basis with that long-term outlook. Overall, EFC is accountable to student outcomes and sets up aligned structures within a review and improvement cycle to support this organizational focus.

2. *Describe the organization’s approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. What actions will you take if the network as a whole fails to meet these goals?*

At the organizational level, EFC has shifted its approach to allocating resources, moving away from the concept of priorities to the concept of “wins.” Senior leadership recognized that while the organizational departments were working hard towards its priorities, the departments were not aligned in its foci and that scarce resources were spread thin across too many schools, too many initiatives, and too many grade levels. This year, we received our organizational data to identify gaps. We research national best practice around Common Core instruction, looking for operators and schools delivering accelerated outcomes consistently on SBAC and PARRC serving a similar demographic. Based on that research, EFC identified four strategic “wins” to drive accelerated academic outcomes in gap areas –

- TK-1 Literacy - Implementing a research-based TK-1 balanced literacy program that uses cycles of data inquiry to provide targeted and ongoing in-class interventions and leverages a more language-rich, rigorous core curriculum for reading instruction (across all sites)
- 2-5 Math Story Problems - Piloting Achievement First’s math story problems curriculum and teacher training systems at graders 2-5 at Cox and Achieve to build students’ habits around problem solving and to build teachers’ habits around facilitating problem solving
- 6-8 Math - Adopting Open Up Resources and leveraging the teacher training systems at Achievement First at Epic to build students’ habits around problem solving and to build teachers’ habits around facilitating problem solving; partner with Leadership Public Schools to implement Navigate Math as a personalized math intervention in 8th grade
- 6-8 School Culture - Leveraging the Valor (Nashville-based middle school operator) approach to building school culture, developing and implementing a school culture

playbook that aligns teacher culture moves and clarifies Heroes’ expectations; implementing a 6-week strong start that supports ALL teachers getting Real Time Coaching so all classrooms are rigor-ready by week 7

All resource allocation decisions - financial, human capital, and time - were made towards achieving victory on these targeted wins. Clear benchmarks and a dashboard were developed to track and monitor success on these wins and to ensure mitigations take place immediately should we fall short on anticipated benchmarks. Senior leadership time is driven by these initiatives, and each initiative has a seasoned and experienced project manager to ensure the wins have adequate management support. Professional learning time and human capital resources have been driven towards these wins and pilots.

In addition, as part of the school-level site planning process, all schools were required to undertake a data inquiry cycle to identify gaps and then to identify wins. Some schools adopted some of the the EFC wins because there were aligned needs/gaps, and others adopted site level wins.

3. *Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.*

While the overall growth strategy will be developed as part of EFC’s strategic planning process, EFC will review all growth decisions within the context of current conditions. The EFC Board worked with EFC leadership to establish a greenlighting process to assess EFC’s readiness to grow. The rubric outlining the metrics on which the Board would greenlight growth is shared below. Note that Latitude met the established criteria.

Part I: Requires at least 3 out of 4 points to move forward for further consideration.

Criteria:	Poor Fit	Moderate	Attractive
Academic Outcomes	EFC sites are red or orange on 67% or more on the ELA and Math state performance framework dashboard indicators.	EFC sites are red or orange on 33-66% of the ELA and Math state performance framework dashboard indicators.	EFC sites are red or orange on 0-33% of the ELA and Math state performance framework dashboard indicators.
Fiscal Soundness	This school would be a long term drain on the EFC reserve target and/or 5-year projections have been rejected by the EFC Board.	This school could be a short term drain on the EFC reserve target. 5-year projections have been reviewed and approved by the EFC Board.	This school would not be a drain on the EFC reserve target. 5-year projections have been reviewed and approved by the EFC Board.

Part II: Requires at least 9 out of 12 points to be approved.

Criteria:	Poor Fit	Moderate	Attractive
Mission:	There is a low need for	There is moderate need	This school alternative

Student Need (0-2)	this kind of school alternative in Oakland. This school might enroll fewer than 30% F/R lunch students.	for this type of school alternative. This school alternative will attract a somewhat diverse population.	will attract a significantly diverse population. Oakland needs this type of school alternative.
Mission: Likelihood of catalyzing change (0-2)	EFC is unlikely to make significant impact on the local district and students with this school type.	EFC has the potential to make a positive impact on traditional public schools and students in Oakland.	EFC will make a significant impact on Oakland public schools and offer a new choice for Oakland students.
Contribution to facilities portfolio target (0-2)	This school would be a significant drain on EFC's facility portfolio target (greater than 12% occupancy cost). There is no facility identified or available from the district, and there are significant facility requirements for this school alternative. Prop 39 and Prop 47 funds would not be likely available.	This school could be a short term drain on the EFC facility portfolio target. This school alternative does not require a significant footprint, and there is at least one possible facility available that is both suitable and affordable.	This school would not be a drain on the EFC facility portfolio target. There are suitable and affordable facilities available.
Capacity to execute (0-2)	There is no founding leader or team identified, and there is a weak talent pool for the staff needed to execute this school alternative. The launch of the school would be a significant drain on current EFC leadership.	There is a founding leader and/or team identified. However, they will require a moderate amount of support from EFC leadership to launch the school.	There is a high capacity leader and team identified to lead the execution and launch of this school alternative. The launch of the school would require minimal time from current EFC leadership.
Availability of philanthropic funding (0-2)	There are no gifts available to fund new school startup costs. State startup funds are not available at this time. Local foundations are less interested in funding this school. Community and business leaders tend to be parsimonious in giving. This school is not likely to draw donors from outside the area.	EFC's standard funding sources would be sufficient to fund school startup costs. State startup funds will be available. Local foundations and individuals give consistently and sometimes in large amounts. The project may draw donors from outside the area.	This school would likely draw new donors to EFC, both for startup and Home Office. State startup funds are available. Local foundations and individuals would give consistently and have a history of major gifts. The project will draw national donors.

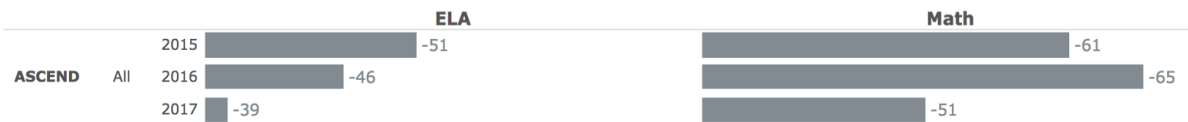
Favorable chartering environment (0-2)	Oakland and Alameda County are currently adversarial and actively anti-charter as evidenced by recent EFC charter petitions, and is likely to remain so. Charter would have to be sponsored by the state.	Oakland and Alameda County are currently generally neutral to hostile for most operators; however, EFC is likely to be approved locally or at the county. Oakland may be willing to provide transportation, food or other services for a fee if we desire.	Oakland and/or ACOE is supportive of EFC charters, and is likely to remain so over the next several years. There is significant political support. District or County is likely to provide additional services.
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C. Performance Evaluation Information

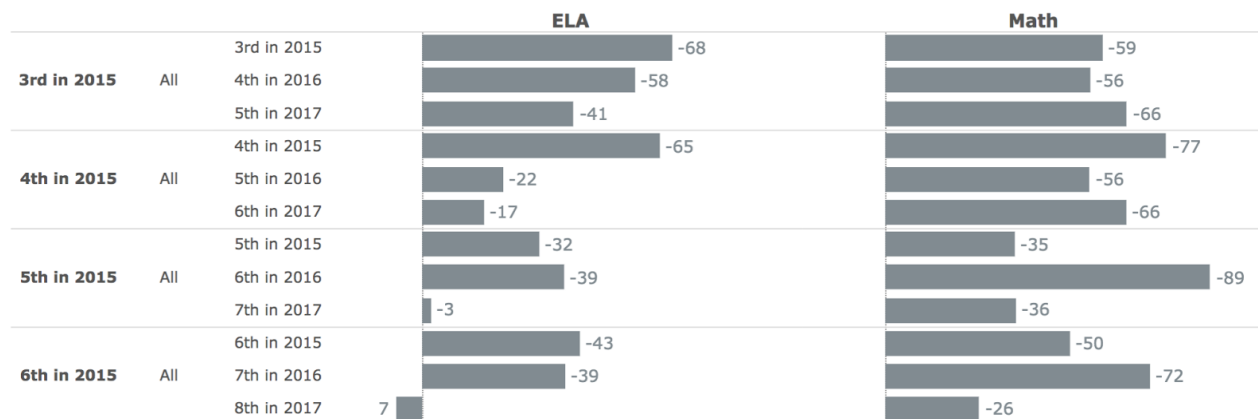
B1. Select one or more of the consistently high-performing schools that the organization operates, and discuss the school’s performance. Be specific about the results on which you base your judgment that the school is high-performing. Include student achievement status, growth, absolute, and comparative academic results, as available.

For this exercise, we have selected ASCEND though we truthfully feel ASCEND has yet to earn a status of being considered “high-performing” at a statewide or national level. Locally, ASCEND students are amongst the higher performing relative to similar schools in Oakland and continue to make steady growth year after year since the launch of the Common Core standards. The data below reflects preliminary 16-17 CAASSP data and shows a generally positive trend in ELA and a positive trend emerging in Math, especially at the middle school level.

Distance from Met - Over Time



Distance from Met - Cohort-Matched



On the CAASSP ELA assessment for 2015-16, among Fruitvale elementary schools serving at least 40% English Language Learner and 85% Free and Reduced Lunch in grades 3-5, ASCEND ranks 2nd out of 10 schools in proficiency and outperforms Global Family by 4 percentage points, the OUSD school the ASCEND students would have otherwise attended.

% EL	% FRL	School Name	% Met/Exceed	Rank	Operator Name
46%	91%	Learning Without Limits	31%	1	Education for Change
63%	90%	ASCEND	22%	2	Education for Change
57%	94%	Aspire Eres Academy	22%	3	Aspire
59%	92%	Lazear Charter Academy	19%	4	Education for Change
43%	93%	Manzanita Community	18%	5	Oakland Unified School District
81%	96%	Global Family	18%	6	Oakland Unified School District
59%	87%	Think College Now	15%	7	Oakland Unified School District
82%	89%	International Community	15%	8	Oakland Unified School District
70%	96%	Achieve Academy	15%	9	Education for Change
46%	87%	Fruitvale Elementary	12%	10	Oakland Unified School District

On the CAASSP Math assessment, among Fruitvale elementary schools serving at least 40% English Language Learner and 85% Free and Reduced Lunch in grades 3-5, ASCEND ranks 2nd out of 10 schools in proficiency and overperforms Global Family by 9 percentage points, the OUSD school the ASCEND students would have otherwise attended.

% EL	% FRL	School Name	% Met/Exceed	Rank	Operator
46%	91%	Learning Without Limits	27%	1	Education for Change
63%	90%	ASCEND	23%	2	Education for Change
57%	94%	Aspire Eres Academy	25%	3	Aspire
70%	96%	Achieve Academy	19%	4	Education for Change
82%	89%	International	17%	6	Oakland Unified School

		Community			District
59%	87%	Think College Now	16%	7	Oakland Unified School District
43%	93%	Manzanita Community	16%	8	Education for Change
59%	92%	Lazear Charter Academy	15%	9	Lazear Charter Academy
81%	96%	Global Family	14%	10	Oakland Unified School District
46%	87%	Fruitvale Elementary	6%	11	Oakland Unified School District

On the CAASSP ELA assessment, among Fruitvale middle schools serving at least 40% English Language Learner and 85% Free and Reduced Lunch, ASCEND’s middle school ranks 4th out of 6 schools in proficiency and outperforms United for Success by 17 percentage points and underperforms Urban Promise Academy by 1 percentage point, the two OUSD schools the ASCEND students would have otherwise attended. Preliminary data for 16-17 has 44% of ASCEND’s middle schools students performing at Met/Exceed, indicating a sizable jump in proficiency from 15-16 to 16-17.

% EL	% FRL	School Name	% Met/Exceed	Rank	Operator
57%	94%	Aspire Eres Academy	35%	1	Aspire Public Schools
46%	95%	Urban Promise Academy	29%	2	Oakland Unified School District
59%	92%	Lazear Charter Academy	29%	3	Education for Change
63%	90%	ASCEND	28%	4	Education for Change
41%	90%	Epic Charter	15%	5	Education for Change
41%	88%	United For Success Academy	11%	6	Oakland Unified School District

On the CAASSP Math assessment, among Fruitvale schools serving at least 40% English Language Learner and 85% Free and Reduced Lunch in grades 6-8, ASCEND ranks 2nd out of 6 schools in proficiency and outperforms United for Success by 15 percentage points and outperforms Urban Promise Academy by 7 percentage points, the two OUSD schools the ASCEND students would have otherwise attended. Preliminary data for 16-17 has 31% of ASCEND’s middle schools students performing at Met/Exceed, indicating a huge jump in proficiency from 15-16 to 16-17.

% EL	% FRL	School Name	% Met/Exceed	Rank	Operator
57%	94%	Aspire Eres Academy	29%	1	Aspire Public Schools
63%	90%	ASCEND	21%	2	Education for Change
59%	92%	Lazear Charter Academy	15%	3	Education for Change
46%	95%	Urban Promise Academy	14%	4	Oakland Unified School District
41%	90%	Epic Charter	8%	5	Education for Change
41%	88%	United For Success Academy	6%	6	Oakland Unified School District

- *Discuss the primary causes to which you attribute the school's distinctive performance.*

ASCEND has several strengths to leverage in its more rapid transition to the Common Core.

- Steady and consistent leadership or thoughtful leadership transitions
- Stable core of experienced teachers
- Innovative growth mindset that pushed them to leverage design thinking processes to revision themselves and adopt a more personalized learning approach

Over the past three years, ASCEND has engaged in a revisioning process focused on the rigor of the Common Core. Leveraging a Next Generation Learning Challenge grant, ASCEND adopted and implemented personalized learning structures across its classrooms over the past two years, including:

- Multi-aged classrooms
- Personalized learning plans
- Cross-grade small group learning structures
- Teach To One in middle school math
- Implementation of multiage CREW for advisory
- Team teaching
- Integration of technology to facilitate personalized playlists, adaptive software

ASCEND's new approach has been particularly effective at the upper grades where personalization has drive greater agency and engagement. At the lower grades, particularly in early literacy, we continue to see flat data. Thus, ASCEND is engaging with the other EFC elementary schools in the implementation of the TK-1 balanced literacy win. We believe that their focus this year on early literacy will drive a much stronger foundation from which a relatively strong upper elementary/middle school program can build.

- *Discuss any notable challenges that the school has overcome in achieving its results.*

ASCEND's greatest challenge, like many urban schools across the state, is middle school staffing. Across all of our schools, EFC has struggled with recruiting and retaining high quality

single subject teachers for our middle schools, particularly in mathematics. To address this, EFC has created significant signing bonuses for math and science teachers, and we have brought on board a Director of Middle Schools to ensure teachers receive intense support. ASCEND adopted Teach To One as a mitigation of newer math teachers, believing that newer teachers needed more collaboration and a more scaffolded curriculum/model. TTO allows the ASCEND teachers to focus less on planning and more on data analysis and implementation. Math outcomes have skyrocketed this year, and we believe that TTO adoption has both enabled retention and facilitated acceleration. ASCEND has also brought on board a dedicated middle school assistant principal to ensure middle school youth and teachers receive adequate support.

- *Identify any ways in which the school’s success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.*

It is with the 16-17 CAASP outcomes that ASCEND really starts to stand out amongst the EFC schools because it has shown accelerated growth from 14-15 to 16-17. We had looked at ASCEND’s practices around personalization to inform our thinking at Lazear this past year, but again, we were in pause as ASCEND had piloted its personalization strategies in 15-16 and had gone schoolwide in 16-17. Now that ASCEND’s results continue to climb, we are now analyzing where there was success and where we can learn for 18-19 planning. This is also a strategic planning year for EFC, and as part of our strategic planning, we will be doing a few targeted deep dives to better understand our current results. First, we will deeply analyze a school that has stabilized, retained leadership and teachers but has made incremental growth. Then, we will analyze classrooms, grades, or content areas across the organization that are making significant growth to analyze the practices. This analysis will inform our strategic initiatives moving forward.

2. *Select one or more of the organization’s lowest-performing schools and discuss the school’s performance. Be specific about the results on which you base your judgment that performance is unsatisfactory. Include student status, growth, absolute, and comparative academic results, as available.*

Epic Middle School is currently our underperformer. We look at cohort- matched CAASSP performance over time because Epic has been growing every year and backfilling significant numbers of students of the past three years. Epic is now going into its fourth year, and while we are seeing some growth in ELA, we are not seeing the growth in mathematics, and as indicated in the comparison data shared above, Epic is an underperformer in the Fruitvale.

Cohort-Matched Proficiency - CAASSP 16-17

		ELA		Math	
6th in 2015	6th in 2015	87%	13%	91%	9%
	7th in 2016	85%	15%	90%	10%
	8th in 2017	70%	30%	91%	9%

Cohort-Matched Distance from Met - CAASSP 16-17



- Describe the primary causes to which you attribute the school's underperformance.

Epic launched with an incredibly challenging model to implement, and the design required strong and experienced leadership. While Epic had visionary leadership, our site leaders selected to launch Epic lacked experience in implementing such a complex model, and they needed much more project management support and implementation support than they received. Going into year 4, we now have a strong and experienced leader coming from Leadership Public Schools who has proven experience designing and implementing systems around personalization and data-driven student agency. We have also brought on board a Director of Middle Schools who has extensive experience in launching and turning around middle schools.

The other significant challenge at Epic was middle school staffing. What was a minor challenge for ASCEND as a known and small middle school program was an enormous challenge for Epic. Over the past three years, we have struggled to find strong math and science teachers and strong math leadership, and our math outcomes have struggled as a result.

- Explain the specific strategies that you are employing to improve performance.

As indicated above, EFC has adopted two wins at Epic - a mathematics win in response to the flat/declining mathematics performance and a school culture win in response to the ongoing human capital challenges.

- 6-8 Math - Adopt Open Up Resources and leveraging the teacher training systems at Achievement First at Epic to build students' habits around problem solving and to build teachers' habits around facilitating problem solving; partner with Leadership Public Schools to implement Navigate Math as a personalized math intervention in 8th grade
- 6-8 School Culture - Leveraging the Valor (Nashville-based middle school operator) approach to building school culture, developing and implementing a school culture playbook that aligns teacher culture moves and clarifies Heroes' expectations; implementing a 6-week strong start that supports ALL teachers getting Real Time Coaching so all classrooms are rigor-ready by week 7

In addition, while this is not a formal win, the Epic ELA classes have engaged in a deep training program in partnership with Achievement First on training teachers in implementing a rigorous literature study. While Epic has worked on personalization strategies and leveraging technology, we are still seeing a need around rigorous academic discourse and response to literature using complex text. We believe that this partnership will build capacity of our middle school instructional leadership team (coaches) around how to build teacher capacity around facilitating discourse.

- *How will you know when performance is satisfactory?*
- *What are your expectations for satisfactory performance in terms of performance levels and timing?*

Strong Start Win

We have set weekly benchmarks with respect to the strong start win. Ultimately, at the end of six weeks, 90% of teachers and Heads of House should be able to demonstrate proficiency on the School Culture section of the TNTP teacher effectiveness rubric.

Playbook Win

Students and staff scores on the SCAI survey will be at least 3.6 in the areas of: student interactions, discipline, and attitude and culture. Walkthrough data will show 90% of students complying with entry/dismissal flows, transition flows, on and off journey flows, and lunch flows.

Math Win

We will be tracking student mastery data on units assessments in both Navigate Math and in Open Up Resources though that data will mostly be used for internal reflection and reteaching. On the interim CAASSP, success would show that 70% of students have made 3-5 points of growth in distance from met performance.

3. *For the organization as a whole and any related business entities, provide the following:*
- *The last three years of independent financial audit reports and management letters;*
 - *The most recent internal financial statements, including balance sheets and income statements. Be sure that the ESP/CMO level and the overall operations are distinctly represented.*

Please see appendix C3 for Audit Reports and appendix C4 for Internal Financial Statements

4. *List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain what caused these actions.*

N/A. This does not apply to EFC.

5. *Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and explain how such deficiencies or violations were resolved.*

N/A. This does not apply to EFC.

6. *Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. If applicable, provide (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.*

There is only one matter that qualifies for which supporting documents are provided in the appendix. The parties entered into a confidential settlement, which EFC is barred from providing to the District.

Please see appendix C5 for Litigation Information

EFC Board of Directors

Name	Current Professional Title and Organization	Board Role	Focus/Expertise
Nick Driver	Vice President, California Charter Schools Organization	President	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 Original Petition: *Element 4A - Governance* and *Appendix A6* for more information regarding the EFC Board of Directors.

Form C

Applicant Information

Note: This additional information is not required unless requested by ACOE.

ATTACH RESUME

Applicant's Position with Charter School: <input type="checkbox"/> Lead Petitioner <input checked="" type="checkbox"/> Director/Principal <input type="checkbox"/> On-Site Financial <input type="checkbox"/> Manager		
Name of Applicant (First/Middle/Last) : Lillian Hsu		
Other Names Used (i.e. Maiden/Former Married):		
Current Address: 333 Hegenberger Road, Suite 600		
City: Oakland	State: CA	Zip: 94621

Background Information to be included attached resume

<ul style="list-style-type: none"> Education History B.A. in Psychology (Yale University, 2002), M.A.T. in English Education (Brown University, 2003), M.Ed. School Leadership (High Tech High GSE, 2010)
<ul style="list-style-type: none"> Employment History – If applicable, include previous experience with Charter Schools School Design Lab (2016-2017), Coach; High Tech High (2009-2016), Principal, Teacher, GSE Faculty, School Leadership Resident; Unity High (2003-2008), Teacher
<ul style="list-style-type: none"> Professional Licenses/Credentials Secondary English California Clear Credential
<ul style="list-style-type: none"> Professional Affiliations (Corporate Positions, Board Positions, etc)
<ul style="list-style-type: none"> Fictitious Business Name Affiliations
<ul style="list-style-type: none"> Professional References Rob Riordan/Larry Rosenstock, founders of High Tech High; Maria Heredia, COO of High Tech High; David Castillo, former principal of Unity High + Urban Montessori
<ul style="list-style-type: none"> If applicable – Arrests and/or Convictions

Proposed Charter School

Charter School Name: Latitude 37.8 High School		
Address (if available): 333 Hegenberger Road		
City: Oakland	State: CA	Zip: 94621
Legal Entity Behind Charter School (if available) – Provide 501c Certification Education for Change		
Other Charter Schools with which Affiliated (prior and current):		

Applicant Information

Authorization to Release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position. This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases the Alameda County Office of Education and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine by background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter/renewal petition and review process.

Signature



Applicant Signature:

Principal, Latitude 37.8 High School

11/15/17

Title:

Date:

OFFICE USE ONLY

Charter School Application Process by: _____

Phone: _____

Fax: _____

E-mail: _____

LILLIAN L. HSU

333 Hegenberger Rd., Oakland, CA 94621
(510) 910-4138 • lillian@latitudehigh.org

EXPERIENCE

Rudsdale Continuation High School (2017-present)

Big Picture Learning Coach

- Design bi-weekly professional development for teaching staff around core elements of Project-Based Learning. Support teachers in design and implementation of pilot projects for spring and fall 2017.
- Worked with teacher leaders to organize and facilitate Rudsdale's first annual exhibition of student work.

Beyond High School, Pivot Learning (2016-2017)

Linked Learning Coach

- Supported Marina High School in developing wall-to wall Linked Learning pathways. Coached school leadership towards Linked Learning certification, with a focus on equitable access and outcomes.
- Co-designed and co-facilitated monthly Design Team and sub-design team meetings to facilitate authentic stakeholder engagement from families, students, teachers, and community partners.
- Supported the Hospitality, Tourism, and Business Pathway in designing its first interdisciplinary project.

Stanford d School, Palo Alto, CA (2016-2017)

School Retool Coach

- Co-facilitated the Oakland cohort of School Retool, a professional development fellowship that helps school leaders redesign school culture and curriculum through hacks towards Deeper Learning.
- Conducted coaching cycles with principals working on implementing hacks.
- Led summer "Hacktivation Nation" training on Deeper Learning for nationwide veteran cohort, with a focus on high quality implementation of advisory.

Educate78, Oakland, CA (2016-2017)

School Design Lab Coach

- Provided ongoing coaching support to school design teams seeking to grow their leadership capacity as they developed innovative, quality public schools for the kids and families of Oakland.
- Supported the launch of Oakland SOL, the first dual language middle school in OUSD opening in Fall 2017.
- Supported the redesign of Melrose Leadership Academy.
- Designed Jam Sessions and instructional rounds to support the professional learning of Educate78 fellows.

Deeper Learning Equity Fellowship (2015-present)

Equity Fellow

- Selected by Big Picture Schools and the Internationals Network as one of ten equity fellows for a 24-month cohort-based leadership program seeking to impact the policies and practices that expand access to Deeper Learning in public education. Documented implementation of project-based learning in Juvenile Court and Community Schools across San Diego County serving some of the most vulnerable students in the state.

High Tech High Chula Vista, Chula Vista, CA (2011-2016)

School Director

Served as principal of an innovative, project-based school serving 600 students from across South San Diego County. High Tech High is a "diverse by design" public school drawing students through a zip code-based lottery. In 2015-2016, over 4,000 visitors from around the world visited High Tech High to learn about its PBL model.

- Coached staff of 40 teachers to design and facilitate interdisciplinary Project-Based Learning. Supported teachers in planning and executing ambitious projects such as:

- *Beyond the Crossfire* – eleventh graders traveled to Newtown, Chicago, El Paso, and Los Angeles to produce a feature length documentary investigating what young people can do to reduce gun violence in the United States.
- *Otay Valley Field Guide* – eleventh graders published a field guide to 200+ species of plants and animals native to the chaparral ecosystem of Chula Vista.
- *A Tiny Home is Where the He(art) is* – ninth graders designed and built affordable live/work units for San Diego artist collaborative Space 4 Art.
- Created innovative professional development practices now adopted across the High Tech High organization. Designed annual Project Slice PBL immersion experience that has impacted over 500 HTH teachers.
- Built school's network of community partners through Community Power Lunches, Teacher Internships, and Spotlight Visits to local non-profits. Expanded the number of projects with authentic community collaborations from two in 2011-2012 to twelve in 2015-2016.
- Strengthened college counseling program through strategic hiring, building out college advising curriculum, and coordinating staff efforts. Increased number of students accepted to a four-year university from 69% in 2012 to 80% in 2016.
- Established leadership practices crucial to fostering teacher collaboration, student achievement, and innovation, including: classroom observation cycles, collegial coaching, dilemma consultancy protocols, and examining data with an equity lens.

High Tech High Graduate School of Education, San Diego, CA (2010-2016)

Adjunct Faculty

- Designed and taught graduate level courses on Leading Progressive Schools; Equity, Diversity & School Design Principles; Facilitating Adult Learning; and the Leadership Practicum for aspiring school leaders.

Oakland Unity High School, Oakland, CA (2003-2008)

Founding Teacher

- Participated in the design and development of a charter school serving first generation college bound students. Taught 9th-12th grade English, journalism, and advisory.
- Co-planned interdisciplinary projects with science, history, and art teachers.
- Successfully applied for three educational grants to fund innovative projects.
- Traveled with journalism students to New Orleans to document stories of migrant workers cleaning up the Ninth Ward post Hurricane Katrina.
- Served on the hiring committee and WASC leadership team.
- Led college trips to Boston, New York City, and over a dozen California colleges.

Education Week: Teacher Magazine, Bethesda, MD (Summer 2003)

Editorial Intern

- Interned at an independent, national publication that covers K-12 education.
- Wrote articles and sidebars on the teaching profession, school policy, and influential educators.

Tri-state Consortium, Stamford, CT (Spring 2003)

Researcher

- Participated in meetings with district superintendents, principals, and school board members from public school districts in New York, Connecticut, and New Jersey.
- Examined ways schools could use data from student portfolios and performances of learning to develop a rigorous framework for systemic planning, assessment, accreditation, and continuous improvement.

Sesame Workshop, New York, NY (Summer 2000)

International Education Intern

- Participated in brainstorming for new Sesame Street productions in China and Taiwan.
- Conducted studies with pre-school aged children to assess newly produced Sesame Street segments.
- Interviewed high school students to support concept development and planning of an educational television program targeted at Latina girls.

EDUCATION

High Tech High Graduate School of Education, San Diego, CA
M. Ed., School Leadership, June 2010

Brown University, Providence, RI
M.A.T., Secondary English Education, May 2003

Yale University, New Haven, CT
B.A., Psychology, May 2002, Magna Cum Laude

REFERENCES

Larry Rosenstock, co-founder & CEO of High Tech High
lrosenstock@hightechhigh.org

Rob Riordan, co-founder of High Tech High & President Emeritus of HTH GSE
rriordan@hightechhigh.org

Maria Heredia, COO of High Tech High
mheredia@hightechhigh.org

Appendix J: Meaningfully Interested Students Spreadsheet

The students listed below are meaningfully interested in attending the charter school in the 2018-19 school year.

STUDENTS INFORMATION

	LAST NAME	FIRST NAME	MIDDLE INITIAL	OUSD HOME SCHOOL (Based on Residence)	2018-19 GRADE LEVEL	STREET ADDRESS	CITY	ZIP CODE
1	Aguilar	Chelsea	G	Fremont		9 3822 E. 12th St.	Oakland	94601
2	Arias	Joshua	E	Fremont		9 914 35th Ave.	Oakland	94601
3	Arriaga Sanchez	Joshua Luis		N/A		9 111 Preda St.	San Leandro	94577
4	Beltran	Michael	D	Castlemont		9 8612 Hillside St.	Oakland	94605
5	Bibiano	Jimmy		Castlemont		9 1204 78th Ave.	Oakland	94621
6	Carbajal	Kevin		Fremont		9 1702 27th Ave	Oakland	94601
7	Cruz-Martinez	Edgar		Fremont		9 2851 E. 9th St	Oakland	94601
8	Domingo	Henry		Fremont		9 2161 42nd Ave.	Oakland	94601
9	Farias	Beatriz		Fremont		9 2630 E 10th St.	Oakland	94601
10	Fernandez	Hazel	L	Fremont		9 3550 Harper St	Oakland	94601
11	Franco	Alexa	V	Fremont		9 1200 39th Ave.	Oakland	94601
12	Gonzalez	Tye		Fremont		9 2035 38th Ave.	Oakland	94601
13	Granados	Bryan	J	N/A		9 364 Dowling Blvd.	San Leandro	94577
14	Hernandez Garcia	Stephanie		Fremont		9 3256 Hyde St. Apt. B	Oakland	94601
15	Huerta	Daniel		N/A		9 2291 W. Ave. 133rd	San Leandro	94577
16	Jimenez	Josue	D	N/A		9 16611 Ehle St.	San Leandro	94578
17	Lloyd	La'Vaja		Castlemont		9 8822 Dowling St. Apt. C	Oakland	94605
18	Lockyer	Hannah	P	Skyline		9 6 Woodside Glen Ct.	Oakland	94602
19	Lopez	Fatima		Fremont		9 2878 Glascock St.	Oakland	94601
20	Lopez	Fernando		Fremont		9 2878 Glascock St.	Oakland	94601
21	Lopez	Isac	D	Castlemont		9 1933 84th St. Apt. B	Oakland	94621
22	Lozano	Izabel		Fremont		9 3920 E. 12th St.	Oakland	94601
23	Mardrueño	Joel	A	N/A		9 2800 Minta Lane	Antioch	94509
24	Martinez	Leonardo		Fremont		9 3284 Lynde St. Apt. 4	Oakland	94601
25	Matias Mendoza	Edgar		Fremont		9 3945 International Blvd.	Oakland	94601
26	Montano	Julissa		Fremont		9 1951 36th Ave.	Oakland	94601
27	Muniz	Aliza		Castlemont		9 1917 Warner Ave.	Oakland	94603
28	Muse	Damien	M	Oakland High		9 2253 East 20th St.	Oakland	94606
29	Nguyen	Anh		Skyline		9 3608 Penniman Ave.	Oakland	94601
30	Nguyen	Thanhthanh		Oakland High		9 1634 East 15th St.	Oakland	94606

Appendix J: Meaningfully Interested Students Spreadsheet

The students listed below are meaningfully interested in attending the charter school in the 2018-19 school year.								
STUDENTS INFORMATION								
	LAST NAME	FIRST NAME	MIDDLE INITIAL	OUSD HOME SCHOOL (Based on Residence)	2018-19 GRADE LEVEL	STREET ADDRESS	CITY	ZIP CODE
31	Ortega	Litzzy	A	Castlemont		9 1416 98th Ave.	Oakland	94603
32	Padilla	David	G	Fremont		9 1635 47th Ave	Oakland	94601
33	Pichinte Beltran	Jacqueline	B	Castlemont		9 9506 Birch St. Apt. 6	Oakland	94603
34	Ponce	Anthony		Fremont		9 4710 Bond St.	Oakland	94601
35	Prieto	Jamil		Fremont		9 2330 Hughes Ave.	Oakland	94601
36	Quintanilla	Emily	D	Fremont		9 3020 E. 18th St. Apt. 4	Oakland	94601
37	Ramos	Andy		Fremont		9 1651 35th Ave.	Oakland	94601
38	Reyes	Jacob		N/A		9 133 Williams St. Apt. C	San Leandro	94577
39	Rivas Rivas	David	A	Fremont		9 1534 27th Ave.	Oakland	94601
40	Robertson	Joshua		Castlemont		9 2737 Parker Ave	Oakland	94605
41	Rodriguez	Thania		Castlemont		9 1262 61st Ave.	Oakland	94621
42	Rodriguez	Cassandra		Fremont		9 1439 38th Ave	Oakland	94601
43	Ruiz	Carolina		Fremont		9 3308 San Leandro St.	Oakland	94601
44	Santana	Rebecca		N/A		9 1446 Dayton Ave.	San Leandro	94579
45	Vasquez	Christopher		Castlemont		9 1322 90th Ave.	Oakland	94603
46	White	Sierra	M	Fremont		9 1539 28th Ave.	Oakland	94601

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Aguilera Nelsa Guadalupe</u> Apellido, Primer Nombre, Segundo Hombre	Grado Actual: <u>7</u> Grado en 2018-2019: <u>9</u>
Domicilio: <u>3822 E125T OAKLAND Ca. 94601</u> Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 927-1827</u>	Edad del Estudiante: <u>12</u> Fecha de Nacimiento: <u>9/15/04</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>Ascend</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>Fremont</u>	
Estudiante 2:	
Nombre: _____ Grado Actual: _____ Grado en 2018-2019: _____ Apellido, Primer Nombre, Segundo Hombre	
Domicilio: _____ Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: (____) _____	Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Carrillo Martinez Alicia</u> Apellido, Primer Nombre, Segundo Hombre	
Domicilio: <u>3822 E125T OAKLAND Ca. 94601</u> Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 927-1827</u>	Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Alicia Carrillo

Fecha: 5/17/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year. Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Arias, Joshua, E</u> <small>Last, First, Middle</small>	Current Grade: <u>7th</u> Grade in 2018-2019: <u>9</u>
Home Address: <u>914, 35th Ave</u> <u>Oakland, Ca, 94601</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 689-8319</u> Age: <u>12</u> Date of Birth: <u>5-17-04</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>Lazarus charter academy</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>Fremont</u>	
Student 2:	
Name: Arias <u>Arias, Davina, J</u> <small>Last, First, Middle</small>	Current Grade: <u>K</u> Grade in 2018-2019: _____
Home Address: <u>914, 35th Ave</u> <u>Oakland, Ca 94601</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 689-8319</u> Age: <u>6</u> Date of Birth: <u>1-25-11</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>Lazarus charter academy</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Maria Amador</u>	
Home Address: <u>914, 35th Ave</u> <u>Amador, Maria, J 6</u> <small>Last, First, Middle Street City, State Zip</small>	
Home Phone: <u>(510) 689-8319</u> Email: <u>Lupe.amador365@gmail.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Maria Amador

Date: 5/14/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:
 Name: Joshua Luis Amiraga Sanchez Current Grade: 7 Grade in 2018-2019: 9
Last, First, Middle
 Home Address: 111 Preda St. San Leandro CA. 94577
Street City, State Zip
 Home Phone: (510) 342-8990 Age: 12 Date of Birth: 6/23/04
 1) Is your child currently enrolled in a charter school? Y N (circle one) If yes, write the name of the charter school:
Laney Charter Academy
 2) Resident of Oakland Unified School District? Y N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:

Student 2:
 Name: _____ Current Grade: _____ Grade in 2018-2019: _____
Last, First, Middle
 Home Address: _____
Street City, State Zip
 Home Phone: (____) _____ Age: _____ Date of Birth: _____
 1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:

 2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:

Parent/Legal Guardian Information:
 Parent/Legal Guardian Name: Josefina Sanchez
 Home Address: 111 Preda St. San Leandro CA.
Last, First, Middle
Street City, State Zip
 Home Phone: (510) 342-8990 Email: josefina.su50@gmail.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Josefina Sanchez Date: 5/10/17

A.M.

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Beltran Michael Douglas Grado Actual: 7 Grado en 2018-2019: 9
Apellido, Primer Nombre, Segundo Nombre

Domicilio: 8612 Hillside st Oakland CA 94605
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 978-2810 Edad del Estudiante: 13 Fecha de Nacimiento: 02-21-2004

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:
Epic charter school

2) ¿Residente del Distrito Escolar Unificado de Oakland? No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:
Epic Castlemont

Estudiante 2:

Nombre: _____ Grado Actual: _____ Grado en 2018-2019: _____
Apellido, Primer Nombre, Segundo Nombre

Domicilio: _____
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: () _____ Edad del Estudiante: _____ Fecha de Nacimiento: _____

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Serrano Teresa de Jesus
Apellido, Primer Nombre, Segundo Nombre

Domicilio: 8612 Hillside st Oakland CA 94605
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 978-2810 Correo Electrónico: michteresa@gmail.com

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: [Signature] Fecha: 05-15-17

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Bibiano Jimmy</u> Grado Actual: <u>7^o</u> Grado en 2018-2019: <u>7^o</u> Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>1204 78th Ave Oakland CA 94621</u> Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(415) 426-8397</u> Edad del Estudiante: <u>12</u> Fecha de Nacimiento: <u>8-31-04</u>	
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="radio"/> Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="radio"/> Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>Castlemont</u>	
Estudiante 2:	
Nombre: _____ Grado Actual: _____ Grado en 2018-2019: _____ Apellido, Primer Nombre, Segundo Nombre	
Domicilio: _____ Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: (____) _____ Edad del Estudiante: _____ Fecha de Nacimiento: _____	
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input type="radio"/> Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input type="radio"/> Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Paloma Bibiano</u> Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>1204 78th Ave Oakland CA 94621</u> Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(415) 426-8397</u> Correo Electrónico: _____	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Paloma Bibiano Fecha: 4-26-17

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Corbujal Kevin I.</u> Grado Actual: <u>7th</u> Grado en 2018-2019: <u>9th</u>	Apellido, Primer Nombre, Segundo Nombre
Domicilio: <u>1702 27TH AVE Oakland CA 94601</u>	Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: <u>510 712 9487</u> Edad del Estudiante: <u>13</u> Fecha de Nacimiento: <u>01-13/04</u>	
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="radio"/> No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>EPIC</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="radio"/> Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>Fremont</u>	
Estudiante 2:	
Nombre: <u>Corbujal Beliz Jerlin E.</u> Grado Actual: <u>5to</u> Grado en 2018-2019: <u>6th EPIC</u>	Apellido, Primer Nombre, Segundo Nombre
Domicilio: <u>1702 27TH AVE Oakland CA 94601</u>	Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: <u>510 575 5891</u> Edad del Estudiante: <u>11</u> Fecha de Nacimiento: <u>04-26/06</u>	
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input type="radio"/> Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input type="radio"/> Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Beliz Maria de la Luz</u>	Apellido, Primer Nombre, Segundo Nombre
Domicilio: <u>1702 27TH AVE Oakland CA 94601</u>	Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: <u>510 575 1802</u> Correo Electrónico: <u>lucitabeliz@gmail.com</u>	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: [Signature] Fecha: 05-16-17

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Martinez Cruz Edagar</u> Grado Actual: <u>7</u> Grado en 2018-2019: <u>9</u> <small>Apellido, Primer Nombre, Segundo Hombre</small>	
Domicilio: <u>2851 Egth St, APA oakland cal. 94601</u> <small>Calle, Ciudad, Estado, Código Postal</small>	
Teléfono de Casa: <u>(510) 710-2650</u> Edad del Estudiante: <u>12</u> Fecha de Nacimiento: <u>6/5/04</u>	
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>Lazear</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>Fremont</u>	
Estudiante 2:	
Nombre: _____ Grado Actual: _____ Grado en 2018-2019: _____ <small>Apellido, Primer Nombre, Segundo Hombre</small>	
Domicilio: _____ <small>Calle, Ciudad, Estado, Código Postal</small>	
Teléfono de Casa: (____) _____ Edad del Estudiante: _____ Fecha de Nacimiento: _____	
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: _____ <small>Apellido, Primer Nombre, Segundo Hombre</small>	
Domicilio: _____ <small>Calle, Ciudad, Estado, Código Postal</small>	
Teléfono de Casa: (____) _____ Correo Electrónico: _____	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Beatriz Martinez Fecha: 5/10/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year. Thank you very much for your support and cooperation!

Student 1:
Name: HENRY Domingo Current Grade: 7 Grade in 2018-2019: 9
Last, First, Middle
Home Address: 2161 42 ave OAKLAND CA
Street City, State Zip
Home Phone: (510) 4794097 Age: _____ Date of Birth: 06/02/2004
1) Is your child currently enrolled in a charter school? (circle one) If yes, write the name of the charter school:
EPIC Charter School
2) Resident of Oakland Unified School District? (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:
Fremont

Student 2:
Name: _____ Current Grade: _____ Grade in 2018-2019: _____
Last, First, Middle
Home Address: _____
Street City, State Zip
Home Phone: () _____ Age: _____ Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:

Parent/Legal Guardian Information:
Parent/Legal Guardian Name: America Aguilar
Last, First, Middle
Home Address: _____
Street City, State Zip
Home Phone: () _____ Email: _____

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: America Aguilar Date: 5/19/17

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:		
Nombre: <u>Farias Beatriz</u>	Grado Actual: <u>7</u>	Grado en 2018-2019: <u>9</u>
Apellido, Primer Nombre, Segundo Hombre		
Domicilio: <u>2630 E 10th St Oakland CA 94601</u>		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: <u>(510) 533 08 33</u>	Edad del Estudiante: <u>12</u>	Fecha de Nacimiento: <u>8/19/2004</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="checkbox"/> No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>Lazarus Charter Academy</u>		
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="checkbox"/> Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>Fremont</u>		
Estudiante 2:		
Nombre: _____	Grado Actual: _____	Grado en 2018-2019: _____
Apellido, Primer Nombre, Segundo Hombre		
Domicilio: _____		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: (____) _____	Edad del Estudiante: _____	Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter		
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:		
Información del padre/guardián legal:		
Nombre del padre/guardián legal: <u>Farias Martha Isela</u>	Apellido, Primer Nombre, Segundo Hombre	
Domicilio: <u>2630 E 10th St Oakland CA 94601</u>		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: <u>(510) 533 08 33</u>	Correo Electrónico: _____	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Martha Farias Fecha: 5/9/2017

Appendix J: Meaningfully Interested Signatures Form


Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Fernandez Hazel Lizeth</u> Last, First, Middle	Current Grade: <u>7</u> Grade in 2018-2019: <u>7</u>
Home Address: <u>3550 Harper Street Oakland CA 94607</u> Street City, State Zip	
Home Phone: <u>(510) 878-8782</u>	Age: <u>13</u> Date of Birth: <u>03-12-04</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y / <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>Lazer</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y / <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>Fremont</u>	
Student 2:	
Name: _____ Last, First, Middle	Current Grade: _____ Grade in 2018-2019: _____
Home Address: _____ Street City, State Zip	
Home Phone: (____) _____	Age: _____ Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Aguirre Karla</u>	
Home Address: <u>3550 Harper St</u> Last, First, Middle <u>Oakland CA 94607</u> Street City, State Zip	
Home Phone: <u>(510) 878-8782</u>	Email: <u>Karlaaguirre85@gmail.com</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:  Date: 5.10.17

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Vera-Franco</u> ^{Alexa} Grado Actual: <u>7</u> Grado en 2018-2019: <u>89</u>	Apellido, Primer Nombre, Segundo Nombre
Domicilio: <u>1200 39th ave Oakland, Cal. 94601</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 479-2785</u> Edad del Estudiante: <u>13</u> Fecha de Nacimiento: <u>06/16/2003</u>	
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="checkbox"/> Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>Ascend</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="checkbox"/> Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>Fremont</u>	
Estudiante 2:	
Nombre: _____ Grado Actual: _____ Grado en 2018-2019: _____	
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: (____) _____ Edad del Estudiante: _____ Fecha de Nacimiento: _____	
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Vera-Franco Ruth</u>	
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>1200 39th Oakland, Cal.</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 479-2785</u> Correo Electrónico: <u>Edwardvera360@yahoo.com</u>	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal:

Fecha:

5/16/2017

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Gonzalez Tye Current Grade: 7 Grade in 2018-2019: 9
Last, First, Middle

Home Address: 2035 38th Ave. Oakland Cal. 94601
Street City, State Zip

Home Phone: (510) 825-1643 Age: 13 Date of Birth: 03/15/2004
Cell only.

1) Is your child currently enrolled in a charter school? Y N (circle one) If yes, write the name of the charter school:
EPIC

2) Resident of Oakland Unified School District? Y N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:
Fremont

Student 2:

Name: _____ Current Grade: _____ Grade in 2018-2019: _____
Last, First, Middle

Home Address: _____
Street City, State Zip

Home Phone: (____) _____ Age: _____ Date of Birth: _____

1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:

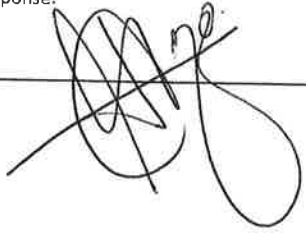
Parent/Legal Guardian Information:

Parent/Legal Guardian Name: Maria Gonzalez and Jonathan Rushing

Home Address: 2035 38th Ave. Oakland Cal. 94601
Cell, Only. Last, First, Middle Street City, State Zip

Home Phone: (510) 825-1643 Email: mariloglez444@gmail.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:  Date: 05.12.2017

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Gnanados, Bryan J.</u> <small>Last, First, Middle</small>	Current Grade: <u>7th</u> · Grade in 2018-2019: <u>9</u>
Home Address: <u>3104 Dowling Blvd. San Leandro CA 94577</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 677-0134</u> Age: <u>12</u> Date of Birth: <u>11-15-2004</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>ASCend.</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>no idea but my son very excited to attend new school for sure. Latitude High School.</u>	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade in 2018-2019: _____
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: (____) _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Ana Flores</u>	
Home Address: <u>3104 Dowling Blvd. San Leandro CA 94577</u> <small>Last, First, Middle Street City, State Zip</small>	
Home Phone: <u>(510) 677-0134</u> Email: <u>flores310@icloud.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:  Date: 5/12/17

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Hernandez Garcia, Stephanie</u> Apellido, Primer Nombre, Segundo Nombre	Grado Actual: <u>7</u> Grado en 2018-2019: <u>8^o</u>
Domicilio: <u>3256 Hyde St Apt #B Oakland CA 94601</u> Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Edad del Estudiante: <u>12</u> Fecha de Nacimiento: <u>08/14/04</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="radio"/> No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>ASCEND</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="radio"/> No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>Fremont</u>	
Estudiante 2:	
Nombre: _____ Grado Actual: _____ Grado en 2018-2019: _____ Apellido, Primer Nombre, Segundo Nombre	
Domicilio: _____ Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input type="radio"/> Sí <input type="radio"/> No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input type="radio"/> Sí <input type="radio"/> No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Garcia, Maria</u> Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>3256 Hyde St Apt #B Oakland CA 94601</u> Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 866-3841</u>	Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Maria Garcia Fecha: 05/16/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Huerta, Daniel A.</u> <small>Last, First, Middle</small>	Current Grade: <u>7</u> Grade in 2018-2019: <u>9</u>
Home Address: <u>2291 W. Ave 133RD, San Leandro CA 94577</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 200-1582</u> Age: <u>13</u> Date of Birth: <u>03-01-04</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>Lazear Charter Academy</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade in 2018-2019: _____
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: (____) _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Olga E. Gonzalez</u>	
Home Address: <u>2291 W. Ave 133RD, San Leandro CA 94577</u> <small>Last, First, Middle Street City, State Zip</small>	
Home Phone: <u>(510) 200-1582</u> Email: <u>oglik1003@gmail.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:  Date: 5-8-17

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:
Nombre: Josue Jimenez David Grado Actual: 7th Grado en 2018-2019: 9th
Apellido, Primer Nombre, Segundo Hombre
Domicilio: 16611 Ehle St San Leandro CA 94578
Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: () Edad del Estudiante: 12 Fecha de Nacimiento: Oct 14 2004

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:
Epic Charter School

2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Estudiante 2:
Nombre: _____ Grado Actual: _____ Grado en 2018-2019: _____
Apellido, Primer Nombre, Segundo Hombre
Domicilio: _____
Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: () Edad del Estudiante: _____ Fecha de Nacimiento: _____

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:
Nombre del padre/guardián legal: Francis Jimenez
Apellido, Primer Nombre, Segundo Hombre
Domicilio: 16611 Ehle St San Leandro CA 94578
Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: (510) 875 9388 Correo Electrónico: Doesn't have

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: _____

Fecha: May 12 2017

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year. Thank you very much for your support and cooperation!

Student 1: Name: <u>LaVaya LLOYD</u> Current Grade: <u>7</u> Grade in 2018-2019: <u>9</u> <small>Last, First, Middle</small>	
Home Address: <u>8822 Dowling St. Apt #C Oakland Ca. 94605</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 502-7630</u> Age: <u>13</u> Date of Birth: <u>06/02/2004</u>	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: <u>Epic Middle School</u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>Castlemont</u>	
Student 2: Name: <u>Larkin LLOYD</u> Current Grade: <u>7</u> Grade in 2018-2019: <u>8</u> <small>Last, First, Middle</small>	
Home Address: <u>8822 Dowling St. Apt # C Oakland Ca. 94605</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 502-7630</u> Age: <u>13</u> Date of Birth: <u>06/02/2004</u>	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: <u>Epic Middle School</u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information: Parent/Legal Guardian Name: <u>Johnson LaVaya C</u> Home Address: <u>8822 Dowling St. Apt C</u> <small>Last, First, Middle</small> <small>Street City, State Zip</small> Home Phone: <u>(510) 502-7630</u> Email: <u>lavaya.ljohnson@yahoo.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: LaVaya Johnson Date: 05/16/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year. Thank you very much for your support and cooperation!

Student 1: Name: <u>Lockyer, Hannah, Pearl</u> Current Grade: <u>7</u> Grade in 2018-2019: <u>9</u> <small>Last, First, Middle</small>	
Home Address: <u>6 Woodside Glen Ct., Oakland</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 482-1401</u> Age: <u>13</u> Date of Birth: <u>5/4/04</u> <u>94602</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>Monterey skyline</u>	
Student 2: Name: _____ Current Grade: _____ Grade in 2018-2019: _____ <small>Last, First, Middle</small>	
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: (____) _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information: Parent/Legal Guardian Name: <u>Naomi Faber Lockyer</u> Home Address: <u>6 Woodside Glen Ct., Oakland, Ca 94602</u> <small>Last, First, Middle Street City, State Zip</small> Home Phone: <u>510 482-1401</u> Email: <u>naomilockyer@mac.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Naomi Lockyer Date: 5/21/17

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Lopez Fatima</u> Grado Actual: <u>7</u> Grado en 2018-2019: <u>8</u> Apellido, Primer Nombre, Segundo Hombre	
Domicilio: <u>2878 Glascock st. Oakland, Ca 94601</u> Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 967 0951</u> Edad del Estudiante: <u>12</u> Fecha de Nacimiento: <u>9-04-2004</u>	
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="checkbox"/> No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>Lazar</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="checkbox"/> No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>Fremont</u>	
Estudiante 2:	
Nombre: <u>Lopez Fernanda</u> Grado Actual: <u>7</u> Grado en 2018-2019: <u>8</u> Apellido, Primer Nombre, Segundo Hombre	
Domicilio: <u>2878 Glascock st. Oakland, Ca 94601</u> Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 967 0951</u> Edad del Estudiante: <u>12</u> Fecha de Nacimiento: <u>9-04-2004</u>	
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="checkbox"/> No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>Lazar</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="checkbox"/> No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Lopez Marcela</u> Apellido, Primer Nombre, Segundo Hombre	
Domicilio: <u>2878 Glascock st. Oakland, Ca 94601</u> Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 967 0951</u> Correo Electrónico: <u>—</u>	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Marcela Lopez Fecha: 5-10-17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: LOPEZ, Isac Damian Current Grade: 7th Grade in 2018-2019: 9th
Last, First, Middle

Home Address: 84th, 1933 # B Oakland
Street City, State Zip

Home Phone: 510, 395-6298 Age: 13 Date of Birth: December 8, 2003

1) Is your child currently enrolled in a charter school? Y N (circle one) If yes, write the name of the charter school:
EPIC

2) Resident of Oakland Unified School District? Y N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:
Castlemont

Student 2:

Name: _____ Current Grade: _____ Grade in 2018-2019: _____
Last, First, Middle

Home Address: _____
Street City, State Zip

Home Phone: (____) _____ Age: _____ Date of Birth: _____

1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: Eva Lopez

Home Address: 1933 84th # B Oakland
Street City, State Zip

Home Phone: 510, 395 6298 Email: gina.luna.88@gmail.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: 5/11/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

<p>Student 1:</p> <p>Name: <u>Lozano Isabele</u> Current Grade: <u>7</u> Grade in 2018-2019: 8 <u>9</u> <small>Last, First, Middle</small></p> <p>Home Address: <u>3920 E 12th st, Oakland, CA 94601</u> <small>Street City, State Zip</small></p> <p>Home Phone: <u>(510) 500-7731</u> Age: <u>13</u> Date of Birth: <u>04-13-04</u></p> <p>1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y / <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>ASCEND</u></p> <p>2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y / <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>Fremont</u></p>	
<p>Student 2:</p> <p>Name: _____ Current Grade: _____ Grade in 2018-2019: _____ <small>Last, First, Middle</small></p> <p>Home Address: _____ <small>Street City, State Zip</small></p> <p>Home Phone: (____) _____ Age: _____ Date of Birth: _____</p> <p>1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____</p> <p>2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____</p>	
<p>Parent/Legal Guardian Information:</p> <p>Parent/Legal Guardian Name: <u>López Ma Irma</u> <small>Last, First, Middle</small></p> <p>Home Address: <u>3920 E 12th st Oakland CA 94601</u> <small>Street City, State Zip</small></p> <p>Home Phone: <u>510 500 7731</u> Email: _____</p>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: IRMA Lopez Date: 05-18-17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year. Thank you very much for your support and cooperation!

<p>Student 1:</p> <p>Name: <u>Madrueño, Joel Antonio</u> Current Grade: <u>8</u> Grade in 2018-2019: <u>9</u> Last, First, Middle</p> <p>Home Address: <u>2800 Minta Lane, Antioch, CA 94509</u> Street City, State Zip</p> <p>Home Phone: (<u>510</u>) <u>715-1651</u> Age: <u>13</u> Date of Birth: <u>09/14/2004</u></p> <p>1) Is your child currently enrolled in a charter school? Y/<input checked="" type="radio"/>N (circle one) If yes, write the name of the charter school: _____</p> <p>2) Resident of Oakland Unified School District? Y/<input checked="" type="radio"/>N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____</p>
<p>Student 2:</p> <p>Name: _____ Current Grade: _____ Grade in 2018-2019: _____ Last, First, Middle</p> <p>Home Address: _____ Street City, State Zip</p> <p>Home Phone: (____) _____ Age: _____ Date of Birth: _____</p> <p>1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____</p> <p>2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____</p>
<p>Parent/Legal Guardian Information:</p> <p>Parent/Legal Guardian Name: <u>Madrueño, Maria de Jesus</u> Last, First, Middle</p> <p>Home Address: <u>2800 Minta Lane, Antioch, CA 94509</u> Street City, State Zip</p> <p>Home Phone: (<u>510</u>) <u>715-1651</u> Email: <u>maria.madrueño@gmail.com</u></p>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Mary J. Madrueño Date: 8/18/2017

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:		
Nombre: <u>Martínez Leonardo</u>	Grado Actual: <u>7th</u>	Grado en 2018-2019: <u>8th</u>
Apellido, Primer Nombre, Segundo Hombre		
Domicilio: <u>3284 Lynde St Apt 4 Oakland, Ca 94601</u>		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: <u>(510) 927 5492</u>	Edad del Estudiante: <u>12</u>	Fecha de Nacimiento: <u>6-22-04</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="radio"/> Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>ASCEND.</u>		
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="radio"/> Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>Fremont</u>		
Estudiante 2:		
Nombre: _____	Grado Actual: _____	Grado en 2018-2019: _____
Apellido, Primer Nombre, Segundo Hombre		
Domicilio: _____		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: (____) _____	Edad del Estudiante: _____	Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input type="radio"/> Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter		
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input type="radio"/> Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:		
Información del padre/guardián legal:		
Nombre del padre/guardián legal: <u>Jimenez Diana Araceli</u>	Apellido, Primer Nombre, Segundo Hombre	
Domicilio: <u>3284 Lynde St Apt 4 Oakland, Ca 94601</u>		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: <u>(510) 927 5492</u>	Correo Electrónico: _____	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: [Signature] Fecha: 05-16-17

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de carácter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Edgar Matias Mendez</u>	Grado Actual: <u>7</u> Grado en 2018-2019: <u>9</u>
Apellido, Primer Nombre, Segundo Hombre	
Domicilio: <u>3945 International Blvd Oakland Ca 94601</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 5639831</u>	Edad del Estudiante: <u>13</u> Fecha de Nacimiento: <u>11/22/03</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela carácter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela carácter: <u>Si</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>Si Fremont</u>	
Estudiante 2:	
Nombre: _____	Grado Actual: _____ Grado en 2018-2019: _____
Apellido, Primer Nombre, Segundo Hombre	
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela carácter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela carácter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Jose Matias Pablo</u>	
Apellido, Primer Nombre, Segundo Hombre	
Domicilio: <u>3945 International Blvd Oakland Ca 94601</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 230 9779</u>	Correo Electrónico: <u>No</u>

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: 

Fecha: 5/16/17

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Montano Julissa</u> Grado Actual: <u>7º</u> Grado en 2018-2019: <u>8º</u> <small>Apellido, Primer Nombre, Segundo Hombre</small>	
Domicilio: <u>1951 36th Ave. Oakland Ca. 94601</u> <small>Calle, Ciudad, Estado, Código Postal</small>	
Teléfono de Casa: <u>(510) 6378247</u> Edad del Estudiante: <u>12</u> Fecha de Nacimiento: <u>6.26.04</u>	
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="radio"/> Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>ASCEND</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="radio"/> Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>Fremont</u>	
Estudiante 2:	
Nombre: _____ Grado Actual: _____ Grado en 2018-2019: _____ <small>Apellido, Primer Nombre, Segundo Hombre</small>	
Domicilio: _____ <small>Calle, Ciudad, Estado, Código Postal</small>	
Teléfono de Casa: () _____ Edad del Estudiante: _____ Fecha de Nacimiento: _____	
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Anguiano Ofelia</u> <small>Apellido, Primer Nombre, Segundo Hombre</small>	
Domicilio: <u>1951 36th Ave. Oakland Ca. 94601</u> <small>Calle, Ciudad, Estado, Código Postal</small>	
Teléfono de Casa: <u>(510) 6378247</u> Correo Electrónico: <u>ofiana1267@gmail.com</u>	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Ofelia Anguiano Fecha: 5.11.17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:
 Name: Muniz Aliza C. Current Grade: 7th Grade in 2018-2019: 9th
Last, First, Middle
 Home Address: 1917 Warner Ave Oakland CA 94603
Street City, State Zip
 Home Phone: (510) 479-2318 Age: 13 Date of Birth: 3-15-04

1) Is your child currently enrolled in a charter school? Y (circle one) If yes, write the name of the charter school:
Lazear

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:
Elmhurst middle school / Castlemont High

Student 2:
 Name: _____ Current Grade: _____ Grade in 2018-2019: _____
Last, First, Middle
 Home Address: _____
Street City, State Zip
 Home Phone: (____) _____ Age: _____ Date of Birth: _____

1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:

Parent/Legal Guardian Information:
 Parent/Legal Guardian Name: Ana Vanessa Andrade
 Home Address: 1917 Warner Ave Oakland Last, First, Middle Ana Vanessa Andrade
Street City, State Zip
 Home Phone: (510) 479-2318 Email: andrade.threepriincesses.ana@gmail.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: 5/10/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year. Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Musc, Damien M</u> Last, First, Middle	Current Grade: <u>7</u> Grade in 2018-2019: <u>7th</u>
Home Address: <u>2253 East 26th St Oakland CA 94606</u> Street City, State Zip	
Home Phone: <u>510, 978 2034</u> Age: <u>13</u> Date of Birth: <u>5/21/2004</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>Lazarus</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>Oakland High</u>	
Student 2:	
Name: _____ Last, First, Middle	Current Grade: _____ Grade in 2018-2019: _____
Home Address: _____ Street City, State Zip	
Home Phone: (____) _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Cassandra Tribble</u> Last, First, Middle	
Home Address: _____ Street City, State Zip	
Home Phone: <u>510, 978 2034</u> Email: <u>Chm30294@gmail.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: 5/30/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year. Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Anh Nguyen</u> <small>Last, First, Middle</small>	Current Grade: <u>7</u> Grade in 2018-2019: <u>9</u>
Home Address: <u>3608 Kenniman, Oakland, CA 94601</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 436-5531</u> Age: <u>12</u> Date of Birth: <u>9-11-2004</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>EPIC Middle Charter School</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>Skyline</u>	
Student 2:	
Name: _____ Current Grade: _____ Grade in 2018-2019: _____ <small>Last, First, Middle</small>	
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: (____) _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>TRUONG Ha Thi Ngoc</u>	
Home Address: <u>3608 Penniman AVE</u> <small>Last, First, Middle Street City, State Zip</small>	
Home Phone: <u>(510) 480-8974</u> Email: <u>X</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: HATRONG (mother) Date: 5/3/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year. Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Nguyen, Thanhthanh V</u> <small>Last, First, Middle</small>	Current Grade: <u>7</u> Grade in 2018-2019: <u>9</u>
Home Address: <u>2634 E 15th St, Oakland, CA, 94606</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 590-1729</u> Age: <u>13</u> Date of Birth: <u>Nov 18, 2003</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="checkbox"/> Y <input type="checkbox"/> N (circle one) If yes, write the name of the charter school: <u>EPIC Charter School.</u>	
2) Resident of Oakland Unified School District? <input checked="" type="checkbox"/> Y <input type="checkbox"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>7th Grade currently → Oakland High → Latitude</u>	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade in 2018-2019: _____
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: (____) _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>TUAN NGUYEN</u>	
Home Address: <u>1634 E 15th St, Oakland, CA 94606</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 590-1729</u> Email: <u>TMN VVO@gmail.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disseminated to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39. OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: 2017

letter or not digital

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Litzy Ambriz Ortega</u> Grado Actual: <u>7</u> Grado en 2018-2019: <u>9</u> <small>Apellido, Primer Nombre, Segundo Hombre</small>	
Domicilio: <u>1416 98th ave Oakland California 94603</u> <small>Calle, Ciudad, Estado, Código Postal</small>	
Teléfono de Casa: <u>(510) 681-3755</u> Edad del Estudiante: <u>14</u> Fecha de Nacimiento: <u>2003</u>	
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="checkbox"/> No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>Epic Middle School</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="checkbox"/> Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>N/A Castlemont</u>	
Estudiante 2:	
Nombre: _____ Grado Actual: _____ Grado en 2018-2019: _____ <small>Apellido, Primer Nombre, Segundo Hombre</small>	
Domicilio: _____ <small>Calle, Ciudad, Estado, Código Postal</small>	
Teléfono de Casa: (____) _____ Edad del Estudiante: _____ Fecha de Nacimiento: _____	
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input type="checkbox"/> Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input type="checkbox"/> Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Everardo Ambriz</u> <small>Apellido, Primer Nombre, Segundo Hombre</small>	
Domicilio: <u>1416 98th ave Oakland California 94603</u> <small>Calle, Ciudad, Estado, Código Postal</small>	
Teléfono de Casa: <u>(510) 681-3755</u> Correo Electrónico: <u>N/A</u>	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Everardo Ambriz Fecha: 5/11/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year. Thank you very much for your support and cooperation!

Student 1:		
Name: <u>Padilla David Garcia</u>	Current Grade: <u>7</u>	Grade in 2018-2019: <u>29</u>
Last, First, Middle		
Home Address: <u>Bancroft 94601</u>		
Street City, State Zip		
Home Phone: <u>(510) 395 0953</u>	Age: <u>12</u>	Date of Birth: <u>08/16/04</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> N (circle one) If yes, write the name of the charter school:		
<u>Yes (Ascend)</u>		
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:		
<u>Yes (Ascend) Fremont</u>		
Student 2:		
Name: _____	Current Grade: _____	Grade in 2018-2019: _____
Last, First, Middle		
Home Address: _____		
Street City, State Zip		
Home Phone: (____) _____	Age: _____	Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:		
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:		
Parent/Legal Guardian Information:		
Parent/Legal Guardian Name: <u>Sergio Garcia Franco</u>		
Last, First, Middle		
Home Address: <u>Bancroft 94601</u>		
Street City, State Zip		
Home Phone: <u>(510) 395 0953</u>	Email: _____	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Sergio Garcia Franco Date: 05/14/17

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

de la escuela Latitude 37.8 High School:

Estimados padres, para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. Este formulario devolver est(s): ¡Gracias por su información!

Información:

Apellido, Primer Nombre, Segundo Nombre: Bethan Pichinte Jacquelin Grado Actual: 7 Grado en 2018-2019: 89
Domicilio: 9506 Birch St Oakland CA 94603
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 253-8885 Edad del Estudiante: 12 Fecha de Nacimiento: 7/7/04
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela

EPIC
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:
Oakland
Castlemont

Estudiante 2:

Nombre: _____ Grado Actual: _____ Grado en 2018-2019: _____
Apellido, Primer Nombre, Segundo Nombre

Domicilio: _____
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: () _____ Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Laura R Pichinte
Apellido, Primer Nombre, Segundo Nombre

Domicilio: 9506 Birch St Oakland, CA 94603
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 253-5885 Correo Electrónico: Bethan.pichinte57@gmail.com

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: [Signature] Fecha: 5/16/17

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Anthony Ponce</u> Grado Actual: <u>7</u> Grado en 2018-2019: <u>9</u> <small>Apellido, Primer Nombre, Segundo Hombre</small>	
Domicilio: <u>4710 Bond St OAKLAND CA 94601</u> <small>Calle, Ciudad, Estado, Código Postal</small>	
Teléfono de Casa: <u>510.292.3974</u> Edad del Estudiante: <u>12</u> Fecha de Nacimiento: <u>6-1-04</u>	
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="radio"/> Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>NO EPIC</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="radio"/> Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>Fremont</u>	
Estudiante 2:	
Nombre: _____ Grado Actual: _____ Grado en 2018-2019: _____ <small>Apellido, Primer Nombre, Segundo Hombre</small>	
Domicilio: _____ <small>Calle, Ciudad, Estado, Código Postal</small>	
Teléfono de Casa: (____) _____ Edad del Estudiante: _____ Fecha de Nacimiento: _____	
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input type="radio"/> Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input type="radio"/> Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Jesus Ponce</u> <small>Apellido, Primer Nombre, Segundo Hombre</small>	
Domicilio: _____ <small>Calle, Ciudad, Estado, Código Postal</small>	
Teléfono de Casa: (____) _____ Correo Electrónico: _____	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Jesus Ponce Fecha: 5-12-17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year. Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Prieto Janil A</u>	Current Grade: <u>7</u> Grade in 2018-2019: <u>9</u>
Last, First, Middle	
Home Address: <u>2330 Hughes ave Ca 94601</u>	
Street City, State Zip	
Home Phone: <u>(510) 301 9969</u> Age: <u>12</u> Date of Birth: <u>11-13-2016</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y / <input type="radio"/> N (circle one) If yes, write the name of the charter school:	
<u>LAETEK</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y / <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
<u>Fremont high</u>	
Student 2:	
Name: _____	Current Grade: _____ Grade in 2018-2019: _____
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: (____) _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Anna Patricia Prieto</u>	
Last, First, Middle	
Home Address: <u>2330 Hughes</u>	
Street City, State Zip	
Home Phone: <u>(510) 301 9969</u> Email: <u>Pita1969@hotmail.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Anna Patricia Prieto Date: 05-6-2017

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Quintanilla Emily Daniela Grado Actual: 7 Grado en 2018-2019: 9
Apellido, Primer Nombre, Segundo Nombre

Domicilio: 3020 E 18 TH ST APT 4 OAKLAND CA 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 395 33 11 Edad del Estudiante: 13 Fecha de Nacimiento: 12-28-05

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

LAZEAR CHARTER ACADEMY

2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Fremont

Estudiante 2:

Nombre: _____ Grado Actual: _____ Grado en 2018-2019: _____
Apellido, Primer Nombre, Segundo Nombre

Domicilio: _____
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: () _____ Edad del Estudiante: _____ Fecha de Nacimiento: _____

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Adriana Miranda
Apellido, Primer Nombre, Segundo Nombre

Domicilio: 3020 E 18th St APT 4 OAKLAND CA 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: () _____ Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: _____

Fecha: 5-8-17

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:
Nombre: Ramos, Andy Grado Actual: 7th Grado en 2018-2019: 9
Apellido, Primer Nombre, Segundo Hombre
Domicilio: 1651 35th ave Oakland, CA 94601
Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: (415) 334-3930 Edad del Estudiante: 13 Fecha de Nacimiento: 12/30/03

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:
Ascend School

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:
Fremont

Estudiante 2:
Nombre: _____ Grado Actual: _____ Grado en 2018-2019: _____
Apellido, Primer Nombre, Segundo Hombre
Domicilio: _____
Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: (____) _____ Edad del Estudiante: _____ Fecha de Nacimiento: _____

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:
Nombre del padre/guardián legal: Ramos, Modesta
Apellido, Primer Nombre, Segundo Hombre
Domicilio: 1651 35th ave Oakland, CA 94601
Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: (415) 334-3930 Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Modesta Ramos Fecha: 5/15/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year. Thank you very much for your support and cooperation!

Student 1:
Name: REYES, JACOB, J Current Grade: 7th Grade in 2018-2019: 9th
Home Address: 133 Williams St. Apt. C, San Leandro, CA 94577
Home Phone: (510) 502-8338 Age: 12 Date of Birth: 5/27/04
1) Is your child currently enrolled in a charter school? Y N (circle one) If yes, write the name of the charter school:
EPIC Middle School
2) Resident of Oakland Unified School District? Y N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:

Student 2:
Name: _____ Current Grade: _____ Grade in 2018-2019: _____
Home Address: _____
Home Phone: (____) _____ Age: _____ Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:

Parent/Legal Guardian Information:
Parent/Legal Guardian Name: REYES, BRIGIDA, O
Home Address: Same as student 1
Home Phone: (____) _____
Email: brigitte8783@yahoo.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Brigitte Reyes Date: 5/3/17

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1: <u>Alejandro.</u>	
Nombre: <u>David Carlos Rivas Rivas</u>	Grado Actual: <u>7</u> Grado en 2018-2019: <u>9</u>
Apellido, Primer Nombre, Segundo Hombre	
Domicilio: <u>1534 27th ave Oakland CA. 94601</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 927-7586</u>	Edad del Estudiante: <u>12</u> Fecha de Nacimiento: <u>8/26/02</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="radio"/> No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>Lazear Charter Academi</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="radio"/> No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>Fremont</u>	
Estudiante 2:	
Nombre: _____	Grado Actual: _____ Grado en 2018-2019: _____
Apellido, Primer Nombre, Segundo Hombre	
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input type="radio"/> Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input type="radio"/> Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Clarivel del Carmen Rivas</u>	
Apellido, Primer Nombre, Segundo Hombre	
Domicilio: <u>1534 27th ave Oakland CA. 94601</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 927-7586</u>	Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Clarivel Rivas Fecha: 5/30/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Robertson Joshua Current Grade: 7 Grade in 2018-2019: 9
Last, First, Middle

Home Address: 2737 Parker Ave Oak CA 94605
Street City, State Zip

Home Phone: 810, 213 4904 Age: 13 Date of Birth: 12/18/03

1) Is your child currently enrolled in a charter school? Y / N (circle one) If yes, write the name of the charter school:
EPIC.

2) Resident of Oakland Unified School District? Y / N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:
Castlemont

Student 2:

Name: _____ Current Grade: _____ Grade in 2018-2019: _____
Last, First, Middle

Home Address: _____
Street City, State Zip

Home Phone: (____) _____ Age: _____ Date of Birth: _____

1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: Marcella Lockhart

Home Address: 2737 Parker Ave Oak CA 94605
Last, First, Middle Street City, State Zip

Home Phone: 810, 213 4904 Email: dubacellababy@yahoo.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: [Signature] Date: 8/11/17

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Rodriguez I. Cassandra</u> Grado Actual: <u>7</u> Grado en 2018-2019: <u>89</u> <small>Apellido, Primer Nombre, Segundo Hombre</small>	
Domicilio: <u>1439 38th Ave Oakland Ca 94601</u> <small>Calle, Ciudad, Estado, Código Postal</small>	
Teléfono de Casa: <u>(510) 940-6205</u> Edad del Estudiante: <u>12</u> Fecha de Nacimiento: <u>8/18/2004</u>	
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="radio"/> Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>ASCEND</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="radio"/> Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>Fremont</u>	
Estudiante 2:	
Nombre: _____ Grado Actual: _____ Grado en 2018-2019: _____ <small>Apellido, Primer Nombre, Segundo Hombre</small>	
Domicilio: _____ <small>Calle, Ciudad, Estado, Código Postal</small>	
Teléfono de Casa: (_____) _____ Edad del Estudiante: _____ Fecha de Nacimiento: _____	
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input type="radio"/> Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input type="radio"/> Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Rodriguez Lilia</u> <small>Apellido, Primer Nombre, Segundo Hombre</small>	
Domicilio: <u>1439 38th Ave Oakland Ca 94601</u> <small>Calle, Ciudad, Estado, Código Postal</small>	
Teléfono de Casa: <u>(510) 940-6205</u> Correo Electrónico: _____	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: [Signature] Fecha: 5/16/2017

Meaningfully Interested Signatures Form (Spanish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:		
Nombre: <u>Rodriguez Thania</u> <small>Apellido, Primer Nombre, Segundo Hombre</small>	Grado Actual: <u>7th</u>	Grado en 2018-2019: <u>9th</u>
Domicilio: <u>1262 61st Ave</u> <small>Calle, Ciudad, Estado, Código Postal</small>		
Teléfono de Casa: <u>510 395-1498</u> <u>510 79-6172</u>	Edad del Estudiante: <u>13</u>	Fecha de Nacimiento: <u>11-03-2003</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="checkbox"/> No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>EPIC</u>		
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="checkbox"/> No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>epic middle school Castlemont</u>		
Estudiante 2:		
Nombre: <u>[Signature]</u> <small>Apellido, Primer Nombre, Segundo Hombre</small>	Grado Actual: _____	Grado en 2018-2019: _____
Domicilio: _____ <small>Calle, Ciudad, Estado, Código Postal</small>		
Teléfono de Casa: () _____	Edad del Estudiante: _____	Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input type="checkbox"/> No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:		
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input type="checkbox"/> No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:		
Información del padre/guardián legal:		
Nombre del padre/guardián legal: <u>Maria Silva</u> <small>Apellido, Primer Nombre, Segundo Hombre</small>		
Domicilio: <u>1262 61st Ave</u> <small>Calle, Ciudad, Estado, Código Postal</small>		
Teléfono de Casa: <u>510 395-2493</u> Correo Electrónico: <u>F</u>		

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Maria Silva Fecha: 05-11-17

Appendix J: Meaningfully Interested Signatures Form

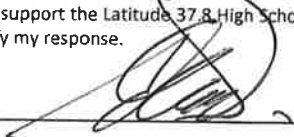
Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year. Thank you very much for your support and cooperation!

Student 1:	
Name: <u>RUIZ CAROLINA</u>	Current Grade: <u>7</u> Grade in 2018-2019: <u>8</u> ⁹
Last, First, Middle	
Home Address: <u>3308 SAN LEANDRO ST. OAKLAND CA. 94601</u>	
Street City, State Zip	
Home Phone: <u>(907) 201-5473</u>	Age: <u>13</u> Date of Birth: <u>4-1-2004</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y / <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>ASCEND</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y / <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>Fremont</u>	
Student 2:	
Name: _____	Current Grade: _____ Grade in 2018-2019: _____
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: (_____) _____	Age: _____ Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Olivia Jaranillo, Olivia</u>	
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: (_____) _____	Email: _____

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:  Date: 5-7-17

Appendix J: Meaningfully Interested Signatures Form


Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1: Name: <u>Santana, Star Rebecca</u> Current Grade: <u>7</u> Grade in 2018-2019: <u>9</u> <small>Last, First, Middle</small>	
Home Address: <u>1446 Dayton Ave San Leandro, CA 94579</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 967-9694</u> Age: <u>13</u> Date of Birth: <u>1-29-04</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>Lazar Charter Academy</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Student 2: Name: _____ Current Grade: _____ Grade in 2018-2019: _____ <small>Last, First, Middle</small>	
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: (____) _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information: Parent/Legal Guardian Name: <u>Santana Maria Guadalupe</u> <small>Last, First, Middle</small>	
Home Address: <u>1446 Dayton Ave, San Leandro, CA 94579</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 967-9694</u> Email: _____	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:  Date: 5/15/17
msantana511@gmail.com

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year. Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Vasquez, Christopher F.</u> <small>Last, First, Middle</small>	Current Grade: <u>7</u> Grade in 2018-2019: <u>8th</u>
Home Address: <u>1322 90th Ave</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 499-3713</u> Age: <u>13</u> Date of Birth: <u>12-15-2003</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>EPIC</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>yes Castlemont</u>	
Student 2:	
Name: _____ Current Grade: _____ Grade in 2018-2019: _____ <small>Last, First, Middle</small>	
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: (____) _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Berenice Vasquez</u>	
Home Address: <u>1322 90th Ave</u> <small>Last, First, Middle Street City, State Zip</small>	
Home Phone: <u>(510) 499-3713</u> Email: <u>berenice-arroyo@yahoo.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: 

Date: 5-11-2017

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year. Thank you very much for your support and cooperation!

Student 1:	
Name: <u>White, Sierra Mya</u> <small>Last, First, Middle</small>	Current Grade: <u>7</u> Grade in 2018-2019: <u>9</u>
Home Address: <u>1539 28th Ave, California 94601</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 355-1308</u> Age: <u>13</u> Date of Birth: <u>1/15/04</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>Epic charter school</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>Fremont</u> <u>None</u>	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade in 2018-2019: _____
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: (____) _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Amelia Mora</u>	
Home Address: <u>1539 28th ave apt. C</u> <u>Mora, Amelia</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 355-7308</u> Email: <u>ameliamora35@hotmail.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Amelia Mora Date: 4/24/17

**RESOLUTION OF THE GOVERNING BOARD
OF THE OAKLAND UNIFIED SCHOOL DISTRICT**

Resolution No. 1718-0032

**DENYING CHARTER PETITION OF LATITUDE 37.8 HIGH SCHOOL
AND WRITTEN FINDINGS OF SUPPORT THEREOF**

WHEREAS, by enacting the Charter Schools Act (Ed. Code §§ 47600, *et seq.*), the Legislature has declared its intent to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure for the purposes specified therein; and

WHEREAS, the Legislature has declared its intent that charter schools are and should become an integral part of the California educational system and the establishment of charter schools should be encouraged, and that charter schools are part of and under the jurisdiction of the Public School System and the exclusive control of the officers of the public schools; and

WHEREAS, although charter schools are exempt from many of the laws governing school districts, in return for that flexibility they are accountable for complying with the terms of their charters and applicable law; and

WHEREAS, Education Code Section 47605(b) charges school district governing boards with the responsibility of reviewing charter petitions to determine whether they meet the legal requirements for a successful charter petition; and

WHEREAS, a successful charter petition must contain reasonably comprehensive descriptions of the criteria set forth in education Code Section 47605(b)(5)(A)-(O), as well as the affirmations and other requirements set forth in Education Code Section 47605; and

WHEREAS, Title 5, Section 11967.5 of the California Code of Regulations (“Regulations”) contains the State Board of Education’s adopted criteria for the required elements for a charter petition as set forth in Education Code Section

47605(b) and although these criteria for the State Board of Education's use in reviewing charter petitions are not binding on school districts they may provide instructive guidelines for school districts' review of charter petitions; and

WHEREAS, a governing board may deny a petition for a charter school if it makes written findings to support any of the following under Education Code Section 47605(b):

- (1) *The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*
- (2) *The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*
- (3) *The petition does not contain the number of signatures required.*
- (4) *The petition does not contain an affirmation of each of the conditions described in Education Code §47605(d).*
- (5) *The petition does not contain reasonably comprehensive descriptions of the 15 required charter elements.*
- (6) *The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.*

WHEREAS, on or about August 23, 2017 the District received a petition submission for a charter for LATITUDE 37.8 HIGH SCHOOL ("Petition"), a public charter school serving grades 9-12 with a proposed enrollment of 50 students in grades 9 in its initial year of operation (July 1, 2018- June 30, 2023); and

WHEREAS, on or about September 13, 2017, the Board held a public hearing on the petition as required by Education Code Section 47605(b); and

WHEREAS, on or about November 8, 2017, the Board denied a motion to approve the Latitude petition by a vote of 6-1; and

WHEREAS, the Board of Education, under Education Code Section 47605(b), now adopts written findings in support of the denial of the petition.

NOW, THEREFORE, BE IT FURTHER RESOLVED AND ORDERED by the Governing Board of the Oakland Unified School District that it adopts the findings

as set forth herein in support of the denial of the petition under Education Code Section 47605(b) on the grounds that LATITUDE 37.8 HIGH SCHOOL does not contain reasonably comprehensive descriptions of all of the criteria set forth in Education Code Section 47605(b)(5)(A)-(O). The specific findings supporting the decision are enumerated in the Charter Petition Evaluation prepared by the District staff, with some key findings summarized below:

- 1) Lack of clear expectations and adequate commitments of businesses/ organizations in regard to participation requirements, capacity, and supervision needed for successful internship placements:

A critical component of the Petitioner's proposed educational program is Latitude's Extended Learning Opportunities (ELO) program, which is designed to provide students with real-world experiential learning on the premise that "students must be intentionally supported as they engage with the city and world around them." (Petition, p. 67.) The Petition continues with the following description of the ELO program:

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. (Petition, p. 67.)

The Petition states the following with respect to partnering with community organizations:

Community Partnerships

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

- The City of Oakland
- KQED
- Unity Council
- Gyroscope
- Galileo Learning
- Junior Center for Art and Science
- Port of Oakland
- Oakland Heritage Alliance
- Oakland Urban Paths
- Berkeley Community Media
- East Bay Yesterday Podcast
- Oakland Public Library
- California College of Arts
- Fab Lab at Laney College
- National Equity Project
- Office of Alternative Education, OUSD (Petition, pp. 94 95.)

The students' experience in the ELO is intended to align with the Charter School's curricular framework, as "[o]nce 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." (Petition, p. 68.) As part of a three-phase fulfillment process, the student's ELO experience is intended to be integrated into his/her senior project capstone, (Petition, p. 69), which is one of the graduation requirement of the Charter School. (Petition, p. 79.)

The Petition lacks a reasonably comprehensive description of which components of the Common Core State Standards the students' ELO experience would align to.

The Petition also lacks a reasonably comprehensive description of the specific written commitments from the partner organizations that they will be able to provide the networking opportunities described in the Petition, as well as of any supplemental/replacement curriculum that would be utilized in the event that the Charter School is unable to procure the level of partnerships, or provide the level of real-world internship opportunities, necessary to support the program.

In addition to the absence of a reasonably comprehensive description of the specific written commitments from the partner organizations, there is concern that the Charter School is unable to implement the proposed experiential project-based learning and ELO experience that are already part of the established architecture academy, media academy, and public service academy pathways available at Fremont High School. (See, Exhibit A.)

2) Targeted Student Population/Means to Achieve Racial/Ethnic Balance:

The Petition states under “Student Recruitment and Enrollment” that it aspires to attain “a student body that meaningfully represents the diversity of the city of Oakland” (Petition, p. 90) and that “Latitude will be a diverse by design school that reflects the larger demographics of the city of Oakland” (Petition, p. 91.) The Petition also states that “[i]t is the absolute goal of Latitude to serve the general student population of Oakland, and the school will strive to achieve a racial and ethnic balance that will reflect the general population of Oakland and to be a diverse by design school, consistent with California Education Code section 47605(d)(1).” (Petition, Element 7, p. 194.)

The Petition projects an enrollment of 50% Free-and-Reduced Lunch eligible students, 15% special education, and 25% English Learners. (Petition, p. 19.) The projected demographic profile compares with that of the District as follows:

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

(Petition, p. 25)

The Petition also takes the District’s comprehensive high schools to task for not matching the demographic profile of the City of Oakland, which it identifies as 25% Hispanic or Latino; 26% White; 27% Black or African-American and 17% Asian, according to 2010 United States Census Data. (Petition, p. 29.) According to the table set forth on p. 29 of the Petition, Petitioners state that “[u]nfortunately, there are currently no public high school options in the city that fully reflect this diversity,” according to the following chart:

Figure 1.8 – OUSD High School Demographic Data 2016-2017.³

OUSD High Schools	Enrollment 16-17	Econ. Disadv.	ELL	Latino	Afr- Am	Asian	White
Castlemont	759	86%	42%	60%	32%	1%	1%
CCPA	475	96%	29%	85%	12%	1%	0%
Fremont	764	90%	50%	64%	22%	4%	2%
Life	471	92%	23%	83%	7%	6%	0%
Madison	768	94%	30%	82%	14%	1%	1%
McClymonds	372	89%	7%	6%	79%	5%	4%
MetWest	171	77%	15%	58%	25%	6%	6%
Oakland High	1562	89%	25%	30%	32%	31%	2%
Oakland Tech	2031	46%	6%	17%	30%	21%	23%
Skyline	1843	78%	15%	40%	31%	14%	6%

(Petition, pp. 29-30 [chart condensed to remove page break].)

The Petition states that “Latitude will be an intentionally diverse school in order to facilitate the achievement of all students.” (Petition, p. 30.) However, the Petition lacks a reasonably comprehensive description of what it defines as the targeted demographic profile of the Charter School. While it can be inferred from the Petitioners’ criticism of the demographics of the District’s comprehensive high schools that the Charter School would strive towards a more even distribution of students among Oakland’s most-populated ethnic

groups (White, African-American, Hispanic/Latino and Asian-American), this objective is not borne out in other parts of the Petition. For example, the Petition’s Measurable Pupil Outcomes identifies pupil outcome goals for the Charter School as follows:

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. ³²	Gr 11	All Students	5% point increase OR 70% proficient
CAASPP ELA			African-American	
			Latino	
			Economically Disadvantaged	
			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 African-American Latino Economically Disadvantaged English Learners Special Education	70% progress at least one year or are proficient
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 African-American Latino Economically Disadvantaged English Learners Special Education	10%
Graduation Rate	Each year, achieve a high school cohort graduation rate of at least 90%.	Gr 12	All Students African-American Latino Economically Disadvantaged	90%

			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%

(Petition, pp. 133-135.)

According to census data cited by the Petitioners, Asian-Americans constitute 17% of Oakland’s population. However, the Petitioner’s pupil outcome goals do not include Asian Americans as a statistically significant pupil subgroup according to Education Code section 52052(a)(3). It is not clear from the overall Petition whether the charter school’s objective to be “diverse by design” includes enrolling a percentage of Asian-American students falling below their demographic representation in the City of Oakland.

3) Education of Special Education Students

Additionally, there is concern regarding whether the Charter School would truly serve all students, including students with disabilities.

The Petitioners project enrolling a student population consisting of 15% special education students, as opposed to the District’s 12%. (Petition, pp. 24-25.) However, the percentage of special education in the other EFC schools does not support this projection:

Achieve	Ascend	Cox	Lazear	LWL	EPIC	OUSD
7.2%	9.2%	11.3%	9.7%	12.0%	9.2%	13.4%

(See, Exhibit B.)

Moreover, a higher percentage of OUSD special education students District-wide scored at “Level 4: Standard Exceeded” and “Level 3: Standard Met”

than special students enrolled at all of the EFC charter schools. (See, Exhibit B.) Therefore, the Petition does not contain a reasonably comprehensive description of how the Charter School would successfully educate special education students as set forth in the Petition.

4) Conflict of Interest Requirements for Charter School Board Members:

The Petition does not contain a reasonably comprehensive description of a Conflict of Interest policy that would ensure compliance with the provisions of Government Code section 1090's prohibition against the entry of contracts in which a Board member has a financial interest. The Petition's Conflict of Interest policy is aligned with compliance with the Political Reform Act only, (Petition, p. 158; Appendix B6.) However, according to a November 1, 2017 article in the San Jose Mercury News, "our [the Fair Political Practices Commission (FPPC)] 'legal division has always taken the position that charter schools are subject to 1090,' FPPC spokesman Jay Wierenga wrote in an email."¹

THE BOARD HEREBY FINDS that LATITUDE 37.8 HIGH SCHOOL has not met the requirements of Education Code Section 47605(b) in that the Petition does not contain reasonably comprehensive descriptions of all of the criteria set forth in Education Code Section 47605(b)(5)(A)-(O), specifically, of the Charter School's Educational Program and Target Student Population.

PASSED AND ADOPTED on December 13, 2017, by the Governing Board of the Oakland Unified School District by the following vote:

AYES: Jody London, Aimee Eng, Roseann Torres, Vice President Nina Senn, President James Harris

NOES: Jumoke Hinton Hodge

ABSTENTIONS: None

ABSENCES: Shanthi Gonzales

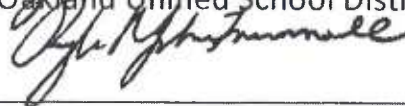
¹ (<http://www.mercurynews.com/2017/11/01/kipp-high-school-petition-denied-by-santa-clara-county-school-board/>)

CERTIFICATION

We, James Harris and Kyla Johnson-Trammell, President and Secretary, Governing Board of the Oakland Unified District, respectively, do hereby certify that the foregoing Resolution was duly approved and adopted by the Governing Board at its Regular Meeting held the 13th day of December, 2017, with a copy of said Resolution being on file in the Office of the Governing Board of the District.



James Harris
President, Governing Board
Oakland Unified School District



Kyla Johnson-Trammell
Secretary, Governing Board
Oakland Unified School District

Resolution No. 1718-0032
Governing Board of the Oakland Unified School District
December 13, 2017

EXHIBIT A



Fremont High School

Home of the Tigers

Oakland, CA

Providing opportunities for students to create and grow through journalism, photography, film, design and virtual reality.

Founded in 1986, the Media Academy is a training ground where students are immersed into a creative community that utilizes technology to communicate through multiple forms of media. We empower students to be critical thinkers and ethical users and creators of information. We will provide personalized learning experiences to prepare students for life after high school by providing opportunities for students to achieve college and career readiness through linked learning, career technical education courses, cross-curricular collaboration, job shadowing, and internships.

Course Sequence

10th Grade - Multi Media

11th Grade - Art of Digital Filmmaking, Motion Graphics *Dual Enrollment Course, Graphic Communications (Year Book and Magazine)

12th Grade - Advanced Filmmaking (360 Film and Virtual Reality) , Graphic Communications (Year Book and Magazine)



Address

4610 Foothill Blvd, Oakland, CA 94601

Phone

(510) 434 - 5257

Fax

(510) 434 - 5243



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Fremont High School

Home of the Tigers

Oakland, CA



Mandela Law and Public Service Academy prepares students for college and careers in legal and government service and public safety. Through trial practice, class debate and student-centered curriculum, students learn professional research and critical thinking skills. Internships include seven day takeover of Sacramento by students with Youth and Government, Centerforce Youth Court, Berkeley Model United Nations, Planting Justice, Ashoka Youth Ventures, Center for Youth Development through Law at UC Berkeley Law School (Boalt Hall), East Bay SPCA, Ella Baker Heal the Streets anti-violence program and public service agencies such as the Office of the Mayor and the Oakland School Board Members.

Course Sequence

10th grade	History of World Law and Justice
11th grade	Development of American Law and Justice
12th grade	Social Justice and Advocacy

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Fremont High School

Home of the Tigers

Oakland, CA



[Visit our website](#)

Vision & Mission

VISION:

The Architecture Pathway of Fremont High School will challenge students to become independent, creative and critical thinkers with the skills to succeed and excel in careers or college after graduation. They will develop an understanding of how design can affect people and their experiences, and how they can use the design process to improve their environment and lives.

MISSION:

Students in the Architecture Pathway will develop transferable skills through career experiences in the Architecture field and create original products using the principles of design. Through the use of technology and cross-curricular learning around academy themes, students will develop and demonstrate their ability to produce research, projects, and presentations that are relevant and responsive to the needs of their community.

Course Sequence

Grade 9	Grade 10	Grade 11	Grade 12
English 1	English 2	English 3, AP Lang	English 4, AP Lit
Algebra 1, Geometry	Geometry, Algebra 2	Algebra 2, Math Analysis	
Biology	Chemistry	Physiology, AP Biology, Physics	Physiology, AP Biology, Physics
Humanities	World History, AP World History	US History, AP US History	Gov&Econ, AP Gov
PE			
Theater I-Intro to Theatre	Intermediate Theater	Advanced Theatre	Advanced Theatre
Spanish 1 EPH 2	Spanish 1 or 2 EPH 2 or 3	Spanish 1 or 2 or 3 EPH 2 or 3 or AP Spa	Spanish 1 or 2 or 3 EPH 2 or 3 or AP Spa
Exploring Computer Science	Arch. Design and Drafting/Construction Tech 1	Graphic Design/Construction Tech 2	Design-Build (Graphic Design CTE concurrent for students who haven't taken it)

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EXHIBIT B

	Achieve	Ascend	Cox	Lazear	LWL	EPIC	OUSD
No. SPED Students Testing/Scores	25/26	29/29	33/33	30/31	23/25	37/38	2,256/2535
Total Number of Students Testing/Enrolled	337/359	307/313	281/291	308/318	202/208	408/411	17,697/18,890
Percentage of Special Education Students	7.2%	9.2%	11.3%	9.7%	12.0%	9.2%	13.4%
ELA							
Level 4 Standard Exceeded	0	0	0	0	0	0	1.87
Level 3 Standard Met	0	6.90	0	3.33	0	8.11	5.25
Percentage Level 3 and 4	0	6.90	0	3.33	0	8.11	7.12
Level 2 Standard Nearly Met	4	20.69	6.25	13.33	8.70	16.22	12.07
Level 1 Standard Not Met	96	72.41	93.75	83.33	91.30	75.68	80.81
Math							
Level 4 Standard Exceeded	0	0	0	3.33	0	0	2.70
Level 3 Standard Met	4	3.45	0	0	4.35	5.56	4.32
Percentage Level 3 and 4	4	3.45	0	3.33	4.35	5.56	7.02
Level 2 Standard Nearly Met	8	17.24	3.03	10.00	4.35	5.56	10.75
Level 1 Standard Not Met	88	79.31	96.97	86.67	91.30	88.89	82.24

Smarter Balanced Assessment Test Results for:

School: Achieve Academy

CDS Code: 01-61259-0111476

District: Achieve Academy

County: Alameda

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

Select Group/Subgroup:

2017

Disability Status

Apply Selections

To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

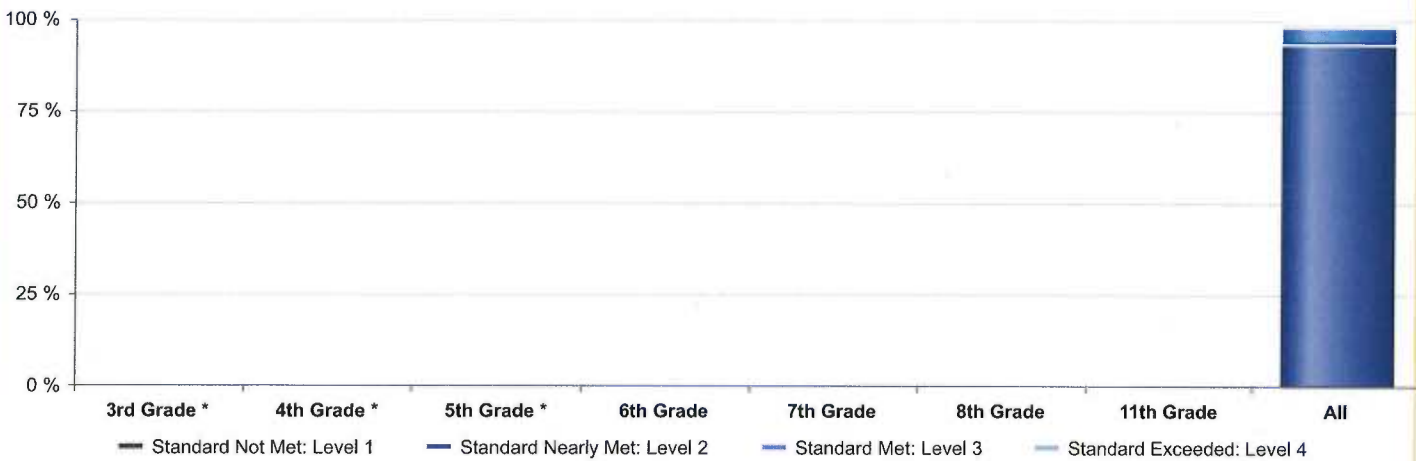
Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with No Reported Disability

Students with Disability

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	N/A	N/A	N/A	N/A	26
# of Students Tested	*	*	*	N/A	N/A	N/A	N/A	26


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	*	*	*	N/A	N/A	N/A	N/A	25
Mean Scale Score	*	*	*	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	N/A	N/A	N/A	N/A	0.00 %
Standard Met: Level 3	*	*	*	N/A	N/A	N/A	N/A	0.00 %
Standard Nearly Met: Level 2	*	*	*	N/A	N/A	N/A	N/A	4.00 %
Standard Not Met: Level 1	*	*	*	N/A	N/A	N/A	N/A	96.00 %

English Language Arts/Literacy Scale Score Ranges


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	N/A	N/A	N/A	N/A	0.00 %
	Near Standard	*	*	*	N/A	N/A	N/A	N/A	8.00 %
	Below Standard	*	*	*	N/A	N/A	N/A	N/A	92.00 %


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	N/A	N/A	N/A	N/A	0.00 %
	Near Standard	*	*	*	N/A	N/A	N/A	N/A	0.00 %
	Below Standard	*	*	*	N/A	N/A	N/A	N/A	100.00 %

LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	N/A	N/A	N/A	N/A	0.00 %
	Near Standard	*	*	*	N/A	N/A	N/A	N/A	24.00 %
	Below Standard	*	*	*	N/A	N/A	N/A	N/A	76.00 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	N/A	N/A	N/A	N/A	0.00 %
	Near Standard	*	*	*	N/A	N/A	N/A	N/A	20.00 %

Below Standard

*

*

*

N/A

N/A

N/A

N/A

80.00 %

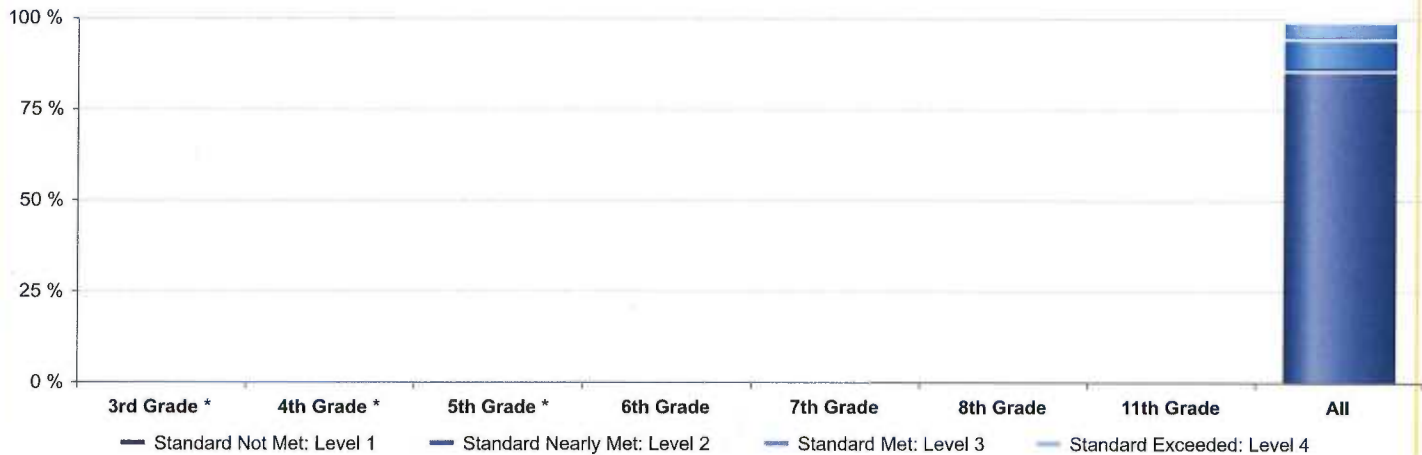
[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Students with No Reported Disability

Students with Disability

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	N/A	N/A	N/A	N/A	26
# of Students Tested	*	*	*	N/A	N/A	N/A	N/A	25
# of Students With Scores	*	*	*	N/A	N/A	N/A	N/A	25
Mean Scale Score	*	*	*	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	N/A	N/A	N/A	N/A	0.00 %
Standard Met: Level 3	*	*	*	N/A	N/A	N/A	N/A	4.00 %
Standard Nearly Met: Level 2	*	*	*	N/A	N/A	N/A	N/A	8.00 %
Standard Not Met: Level 1	*	*	*	N/A	N/A	N/A	N/A	88.00 %

[Mathematics Scale Score Ranges](#)

Areas


Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	N/A	N/A	N/A	N/A	0.00 %

Near Standard	*	*	*	N/A	N/A	N/A	N/A	12.00 %
Below Standard	*	*	*	N/A	N/A	N/A	N/A	88.00 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	N/A	N/A	N/A	N/A	0.00 %
Near Standard	*	*	*	N/A	N/A	N/A	N/A	20.00 %
Below Standard	*	*	*	N/A	N/A	N/A	N/A	80.00 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	N/A	N/A	N/A	N/A	0.00 %
Near Standard	*	*	*	N/A	N/A	N/A	N/A	16.00 %
Below Standard	*	*	*	N/A	N/A	N/A	N/A	84.00 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for: School: Achieve Academy

CDS Code: 01-61259-0111476

District: Achieve Academy

County: Alameda

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2017

Select Group/Subgroup:

All Students (Default)

Apply Selections

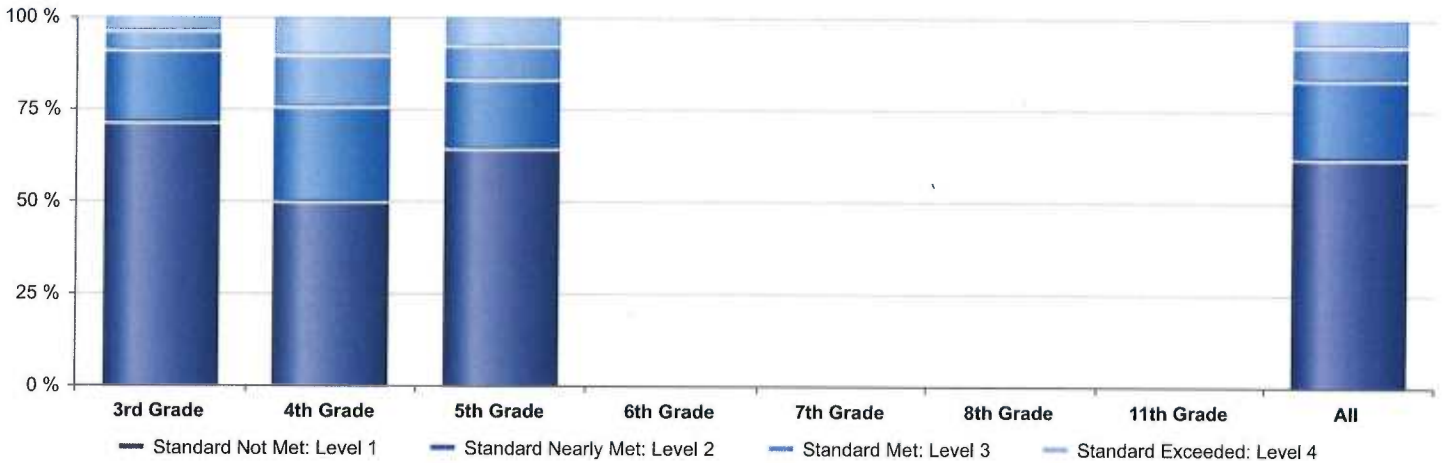
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	124	118	117	N/A	N/A	N/A	N/A	359
# of Students Tested	119	110	108	N/A	N/A	N/A	N/A	337
# of Students With Scores	118	110	108	N/A	N/A	N/A	N/A	336


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2329.9	2412.7	2417.3	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	3.39 %	10.00 %	7.41 %	N/A	N/A	N/A	N/A	6.85 %
Standard Met: Level 3	4.24 %	13.64 %	8.33 %	N/A	N/A	N/A	N/A	8.63 %
Standard Nearly Met: Level 2	19.49 %	25.45 %	18.52 %	N/A	N/A	N/A	N/A	21.13 %
Standard Not Met: Level 1	72.88 %	50.91 %	65.74 %	N/A	N/A	N/A	N/A	63.39 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	5.08 %	10.91 %	6.48 %	N/A	N/A	N/A	N/A	7.44 %
	Near Standard	16.10 %	44.55 %	28.70 %	N/A	N/A	N/A	N/A	29.46 %
	Below Standard	78.81 %	44.55 %	64.81 %	N/A	N/A	N/A	N/A	63.10 %


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	4.24 %	8.26 %	8.33 %	N/A	N/A	N/A	N/A	6.87 %
	Near Standard	20.34 %	41.28 %	43.52 %	N/A	N/A	N/A	N/A	34.63 %
	Below Standard	75.42 %	50.46 %	48.15 %	N/A	N/A	N/A	N/A	58.51 %

LISTENING: How well do students understand spoken information?

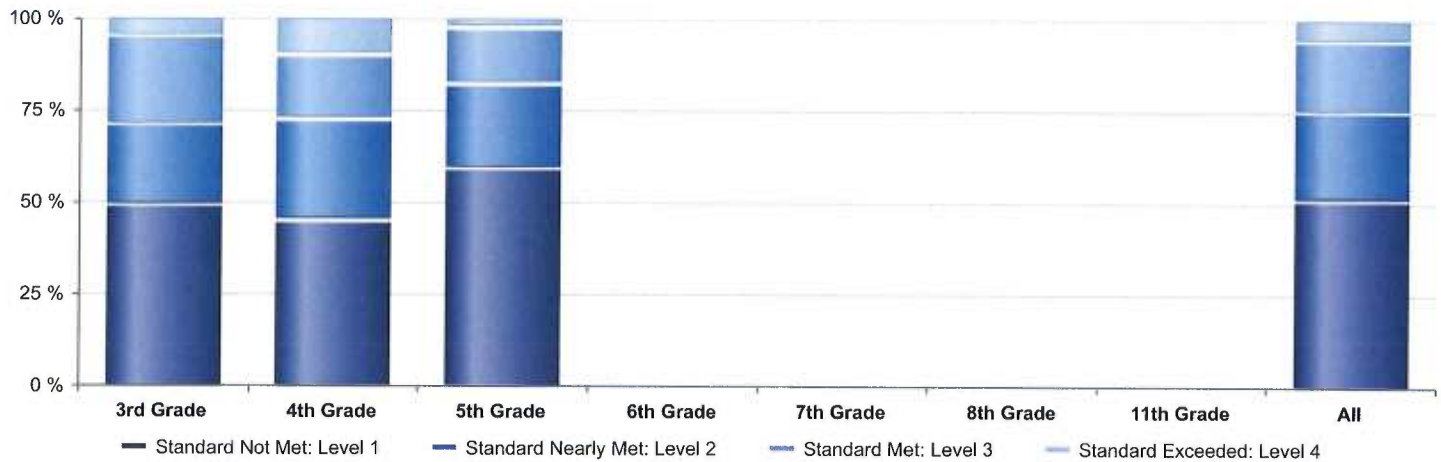
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	1.69 %	5.45 %	3.70 %	N/A	N/A	N/A	N/A	3.57 %
	Near Standard	54.24 %	58.18 %	50.93 %	N/A	N/A	N/A	N/A	54.46 %
	Below Standard	44.07 %	36.36 %	45.37 %	N/A	N/A	N/A	N/A	41.96 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	3.39 %	12.73 %	9.26 %	N/A	N/A	N/A	N/A	8.33 %
	Near Standard	36.44 %	46.36 %	31.48 %	N/A	N/A	N/A	N/A	38.10 %
	Below Standard	60.17 %	40.91 %	59.26 %	N/A	N/A	N/A	N/A	53.57 %

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	124	118	117	N/A	N/A	N/A	N/A	359
# of Students Tested	121	117	115	N/A	N/A	N/A	N/A	353
# of Students With Scores	121	117	115	N/A	N/A	N/A	N/A	353
Mean Scale Score	2384.9	2428.5	2428.9	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	4.13 %	9.40 %	1.74 %	N/A	N/A	N/A	N/A	5.10 %
Standard Met: Level 3	23.97 %	17.09 %	14.78 %	N/A	N/A	N/A	N/A	18.70 %
Standard Nearly Met: Level 2	21.49 %	27.35 %	22.61 %	N/A	N/A	N/A	N/A	23.80 %
Standard Not Met: Level 1	50.41 %	46.15 %	60.87 %	N/A	N/A	N/A	N/A	52.41 %

[Mathematics Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	17.36 %	16.24 %	8.70 %	N/A	N/A	N/A	N/A	14.16 %
Near Standard	30.58 %	24.79 %	22.61 %	N/A	N/A	N/A	N/A	26.06 %
Below Standard	52.07 %	58.97 %	68.70 %	N/A	N/A	N/A	N/A	59.77 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	4.13 %	11.97 %	5.22 %	N/A	N/A	N/A	N/A	7.08 %
Near Standard	48.76 %	42.74 %	33.04 %	N/A	N/A	N/A	N/A	41.64 %
Below Standard	47.11 %	45.30 %	61.74 %	N/A	N/A	N/A	N/A	51.27 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	10.74 %	15.38 %	1.74 %	N/A	N/A	N/A	N/A	9.35 %
Near Standard	49.59 %	35.90 %	35.65 %	N/A	N/A	N/A	N/A	40.51 %
Below Standard	39.67 %	48.72 %	62.61 %	N/A	N/A	N/A	N/A	50.14 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for: School: Ascend

CDS Code: 01-61259-6118608

District: Ascend

County: Alameda

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2017

Select Group/Subgroup:

Disability Status

Apply Selections

To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

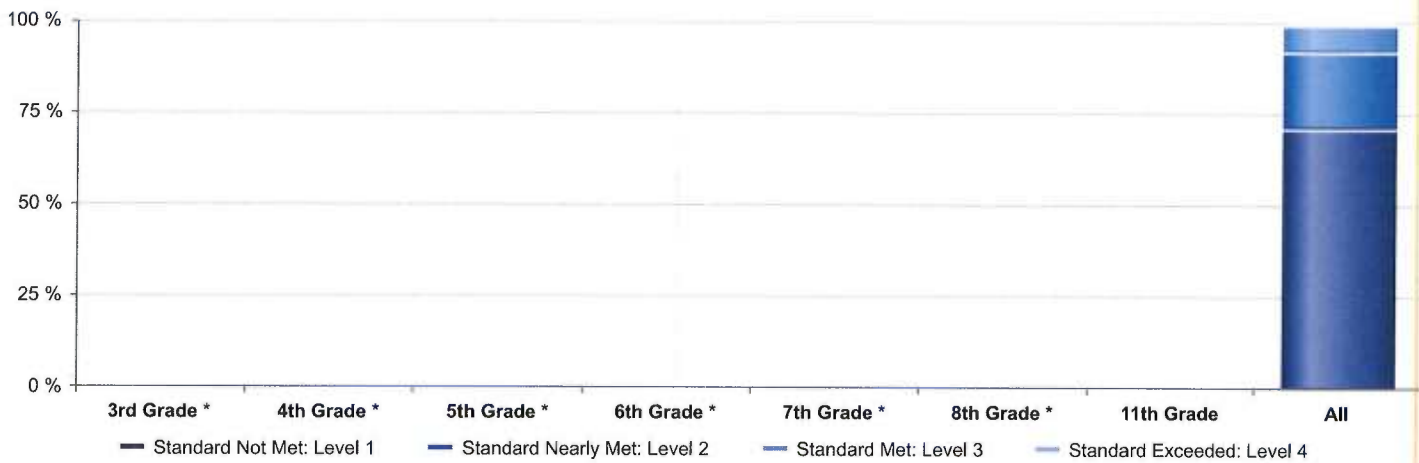
Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with No Reported Disability

Students with Disability

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	*	N/A	29
# of Students Tested	*	*	*	*	*	*	N/A	29


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	*	*	*	*	*	*	N/A	29
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	N/A	0.00 %
Standard Met: Level 3	*	*	*	*	*	*	N/A	6.90 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	N/A	20.69 %
Standard Not Met: Level 1	*	*	*	*	*	*	N/A	72.41 %

English Language Arts/Literacy Scale Score Ranges


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	0.00 %
	Near Standard	*	*	*	*	*	*	N/A	31.03 %
	Below Standard	*	*	*	*	*	*	N/A	68.97 %


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	0.00 %
	Near Standard	*	*	*	*	*	*	N/A	21.43 %
	Below Standard	*	*	*	*	*	*	N/A	78.57 %


LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	0.00 %
	Near Standard	*	*	*	*	*	*	N/A	37.93 %
	Below Standard	*	*	*	*	*	*	N/A	62.07 %


RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	6.90 %
	Near Standard	*	*	*	*	*	*	N/A	34.48 %
	Below Standard	*	*	*	*	*	*	N/A	58.62 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	0.00 %
Near Standard	*	*	*	*	*	*	N/A	27.59 %
Below Standard	*	*	*	*	*	*	N/A	72.41 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	0.00 %
Near Standard	*	*	*	*	*	*	N/A	27.59 %
Below Standard	*	*	*	*	*	*	N/A	72.41 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Ascend

CDS Code: 01-61259-6118608

District: Ascend

County: Alameda

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

Select Group/Subgroup:

2017

All Students (Default)

Apply Selections

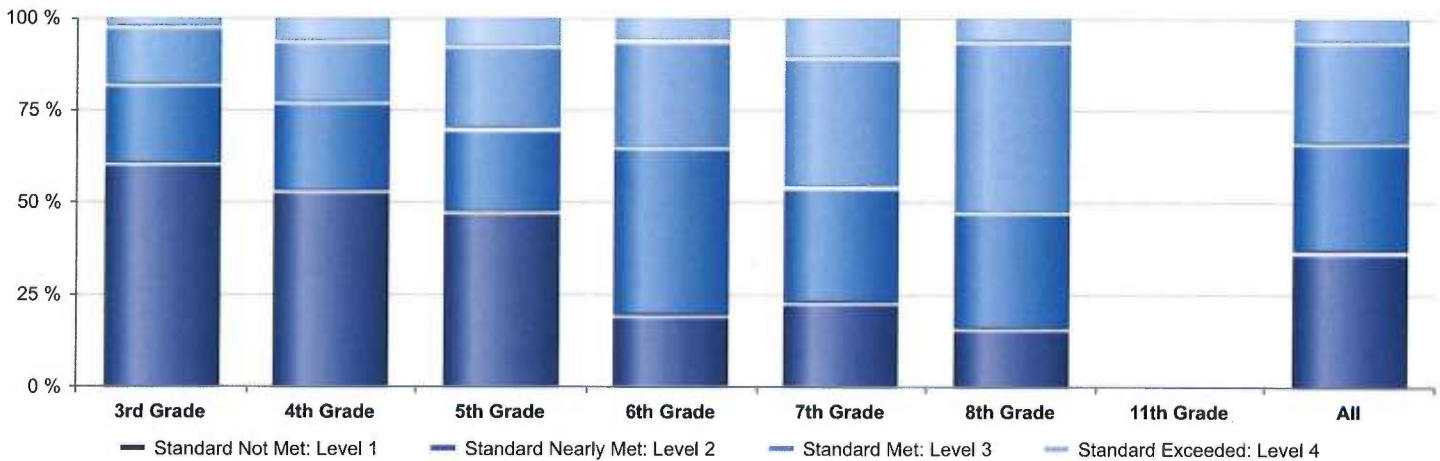
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	52	52	54	52	50	53	N/A	313
# of Students Tested	52	50	54	52	48	51	N/A	307
# of Students With Scores	52	50	54	52	48	51	N/A	307


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2349.6	2406.3	2458.1	2506.5	2545.6	2559.1	N/A	N/A
Standard Exceeded: Level 4	1.92 %	6.00 %	7.41 %	5.77 %	10.42 %	5.88 %	N/A	6.19 %
Standard Met: Level 3	15.38 %	16.00 %	22.22 %	28.85 %	35.42 %	47.06 %	N/A	27.36 %
Standard Nearly Met: Level 2	21.15 %	24.00 %	22.22 %	46.15 %	31.25 %	31.37 %	N/A	29.32 %
Standard Not Met: Level 1	61.54 %	54.00 %	48.15 %	19.23 %	22.92 %	15.69 %	N/A	37.13 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	3.85 %	8.00 %	14.81 %	13.46 %	25.00 %	17.65 %	N/A	13.68 %
	Near Standard	28.85 %	42.00 %	37.04 %	61.54 %	54.17 %	49.02 %	N/A	45.28 %
	Below Standard	67.31 %	50.00 %	48.15 %	25.00 %	20.83 %	33.33 %	N/A	41.04 %


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	7.69 %	6.12 %	18.52 %	7.69 %	14.58 %	9.80 %	N/A	10.78 %
	Near Standard	28.85 %	40.82 %	42.59 %	46.15 %	64.58 %	70.59 %	N/A	48.69 %
	Below Standard	63.46 %	53.06 %	38.89 %	46.15 %	20.83 %	19.61 %	N/A	40.52 %

LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	3.85 %	2.00 %	5.56 %	11.54 %	12.50 %	7.84 %	N/A	7.17 %
	Near Standard	55.77 %	64.00 %	70.37 %	75.00 %	56.25 %	78.43 %	N/A	66.78 %
	Below Standard	40.38 %	34.00 %	24.07 %	13.46 %	31.25 %	13.73 %	N/A	26.06 %

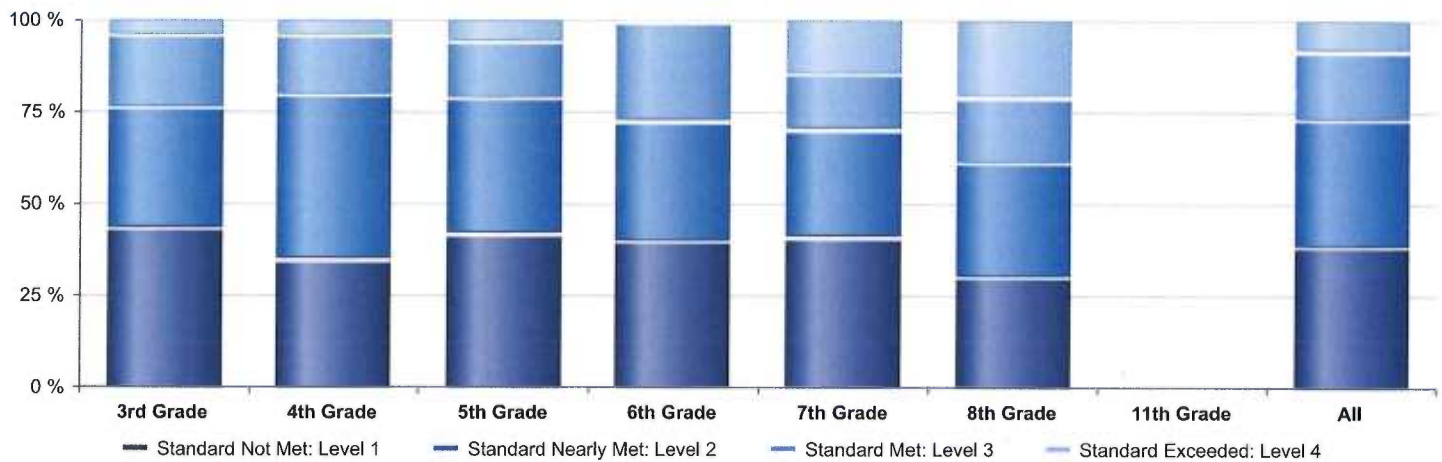
RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	7.69 %	8.00 %	12.96 %	21.15 %	33.33 %	27.45 %	N/A	18.24 %
	Near Standard	40.38 %	60.00 %	42.59 %	65.38 %	50.00 %	54.90 %	N/A	52.12 %
	Below Standard	51.92 %	32.00 %	44.44 %	13.46 %	16.67 %	17.65 %	N/A	29.64 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	52	52	54	52	50	52	N/A	312
# of Students Tested	52	51	54	52	48	52	N/A	309
# of Students With Scores	52	51	54	52	48	52	N/A	309
Mean Scale Score	2390.1	2430.7	2459.4	2487.7	2522.3	2556.6	N/A	N/A
Standard Exceeded: Level 4	3.85 %	3.92 %	5.56 %	0.00 %	14.58 %	21.15 %	N/A	8.09 %
Standard Met: Level 3	19.23 %	15.69 %	14.81 %	26.92 %	14.58 %	17.31 %	N/A	18.12 %
Standard Nearly Met: Level 2	32.69 %	45.10 %	37.04 %	32.69 %	29.17 %	30.77 %	N/A	34.63 %
Standard Not Met: Level 1	44.23 %	35.29 %	42.59 %	40.38 %	41.67 %	30.77 %	N/A	39.16 %

[Mathematics Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11.54 %	7.84 %	9.26 %	5.77 %	14.58 %	32.69 %	N/A	13.59 %
Near Standard	32.69 %	39.22 %	31.48 %	38.46 %	37.50 %	25.00 %	N/A	33.98 %
Below Standard	55.77 %	52.94 %	59.26 %	55.77 %	47.92 %	42.31 %	N/A	52.43 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9.62 %	9.80 %	9.26 %	3.85 %	14.58 %	19.23 %	N/A	11.00 %
Near Standard	55.77 %	37.25 %	40.74 %	51.92 %	50.00 %	44.23 %	N/A	46.60 %
Below Standard	34.62 %	52.94 %	50.00 %	44.23 %	35.42 %	36.54 %	N/A	42.39 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11.54 %	9.80 %	7.41 %	3.85 %	8.33 %	17.31 %	N/A	9.71 %
Near Standard	63.46 %	43.14 %	48.15 %	55.77 %	60.42 %	59.62 %	N/A	55.02 %
Below Standard	25.00 %	47.06 %	44.44 %	40.38 %	31.25 %	23.08 %	N/A	35.28 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Cox Academy

CDS Code: 01-10017-6001788

District: Cox Academy

County: Alameda

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

Select Group/Subgroup:

2017

Disability Status

Apply Selections

To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

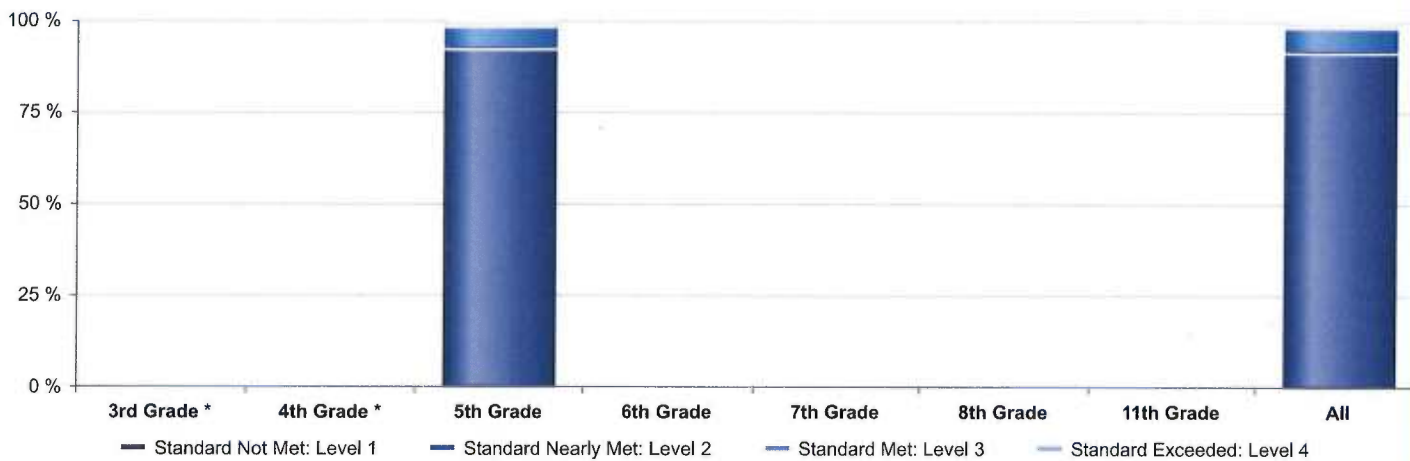
Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with No Reported Disability

Students with Disability

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	19	N/A	N/A	N/A	N/A	33
# of Students Tested	*	*	19	N/A	N/A	N/A	N/A	33


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	*	*	19	N/A	N/A	N/A	N/A	32
Mean Scale Score	*	*	2325.6	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	0.00 %	N/A	N/A	N/A	N/A	0.00 %
Standard Met: Level 3	*	*	0.00 %	N/A	N/A	N/A	N/A	0.00 %
Standard Nearly Met: Level 2	*	*	5.26 %	N/A	N/A	N/A	N/A	6.25 %
Standard Not Met: Level 1	*	*	94.74 %	N/A	N/A	N/A	N/A	93.75 %

English Language Arts/Literacy Scale Score Ranges


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	0.00 %	N/A	N/A	N/A	N/A	0.00 %
	Near Standard	*	*	0.00 %	N/A	N/A	N/A	N/A	0.00 %
	Below Standard	*	*	100.00 %	N/A	N/A	N/A	N/A	100.00 %


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	0.00 %	N/A	N/A	N/A	N/A	0.00 %
	Near Standard	*	*	11.11 %	N/A	N/A	N/A	N/A	9.68 %
	Below Standard	*	*	88.89 %	N/A	N/A	N/A	N/A	90.32 %

LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	0.00 %	N/A	N/A	N/A	N/A	0.00 %
	Near Standard	*	*	31.58 %	N/A	N/A	N/A	N/A	21.88 %
	Below Standard	*	*	68.42 %	N/A	N/A	N/A	N/A	78.13 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	0.00 %	N/A	N/A	N/A	N/A	0.00 %
	Near Standard	*	*	5.26 %	N/A	N/A	N/A	N/A	15.63 %

Below Standard

94.74 %

N/A

N/A

N/A

N/A

84.38 %

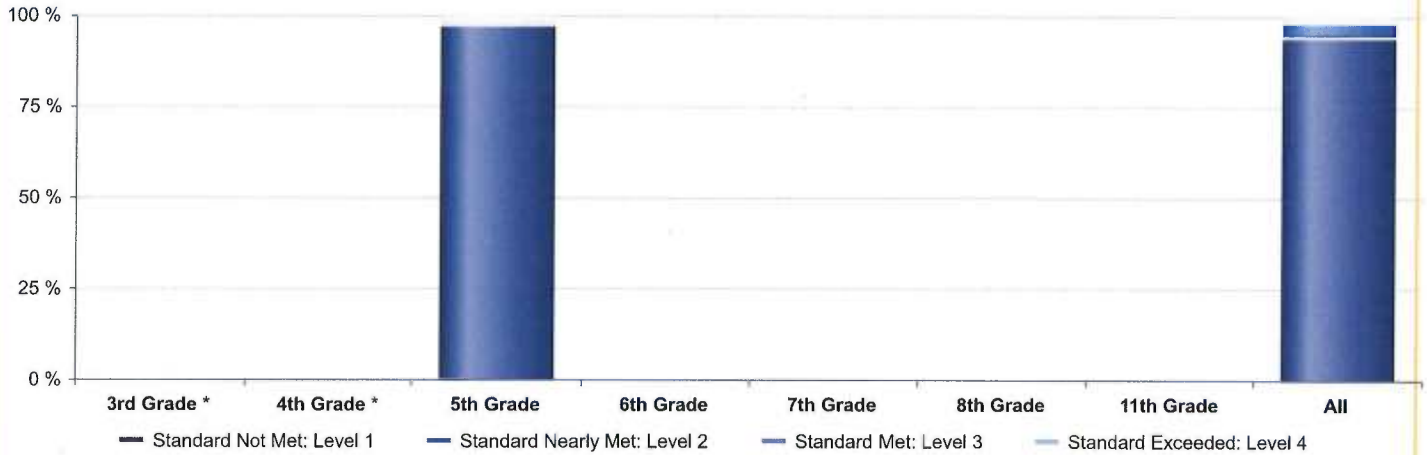
[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Students with No Reported Disability

Students with Disability

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	19	N/A	N/A	N/A	N/A	33
# of Students Tested	*	*	19	N/A	N/A	N/A	N/A	33
# of Students With Scores	*	*	19	N/A	N/A	N/A	N/A	33
Mean Scale Score	*	*	2345.6	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	0.00 %	N/A	N/A	N/A	N/A	0.00 %
Standard Met: Level 3	*	*	0.00 %	N/A	N/A	N/A	N/A	0.00 %
Standard Nearly Met: Level 2	*	*	0.00 %	N/A	N/A	N/A	N/A	3.03 %
Standard Not Met: Level 1	*	*	100.00 %	N/A	N/A	N/A	N/A	96.97 %

[Mathematics Scale Score Ranges](#)

Areas


Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	0.00 %	N/A	N/A	N/A	N/A	0.00 %

Near Standard	*	*	0.00 %	N/A	N/A	N/A	N/A	0.00 %
Below Standard	*	*	100.00 %	N/A	N/A	N/A	N/A	100.00 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	0.00 %	N/A	N/A	N/A	N/A	0.00 %
Near Standard	*	*	5.26 %	N/A	N/A	N/A	N/A	9.09 %
Below Standard	*	*	94.74 %	N/A	N/A	N/A	N/A	90.91 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	0.00 %	N/A	N/A	N/A	N/A	0.00 %
Near Standard	*	*	5.26 %	N/A	N/A	N/A	N/A	12.12 %
Below Standard	*	*	94.74 %	N/A	N/A	N/A	N/A	87.88 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Cox Academy

CDS Code: 01-10017-6001788

District: Cox Academy

County: Alameda

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

Select Group/Subgroup:

2017

All Students (Default)

Apply Selections

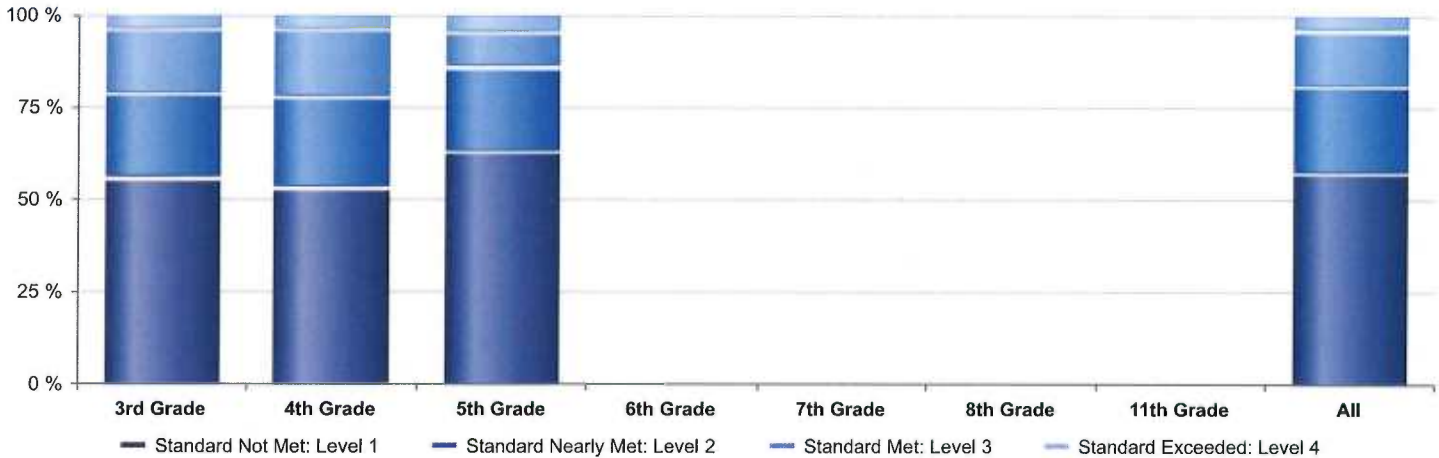
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	98	98	95	N/A	N/A	N/A	N/A	291
# of Students Tested	93	95	93	N/A	N/A	N/A	N/A	281
# of Students With Scores	93	94	93	N/A	N/A	N/A	N/A	280


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2360.0	2401.5	2401.2	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	3.23 %	3.19 %	4.30 %	N/A	N/A	N/A	N/A	3.57 %
Standard Met: Level 3	17.20 %	18.09 %	8.60 %	N/A	N/A	N/A	N/A	14.64 %
Standard Nearly Met: Level 2	22.58 %	24.47 %	22.58 %	N/A	N/A	N/A	N/A	23.21 %
Standard Not Met: Level 1	56.99 %	54.26 %	64.52 %	N/A	N/A	N/A	N/A	58.57 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	7.53 %	6.38 %	3.23 %	N/A	N/A	N/A	N/A	5.71 %
	Near Standard	29.03 %	46.81 %	30.11 %	N/A	N/A	N/A	N/A	35.36 %
	Below Standard	63.44 %	46.81 %	66.67 %	N/A	N/A	N/A	N/A	58.93 %


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	10.00 %	6.38 %	6.52 %	N/A	N/A	N/A	N/A	7.61 %
	Near Standard	40.00 %	40.43 %	35.87 %	N/A	N/A	N/A	N/A	38.77 %
	Below Standard	50.00 %	53.19 %	57.61 %	N/A	N/A	N/A	N/A	53.62 %

LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	3.23 %	3.19 %	4.30 %	N/A	N/A	N/A	N/A	3.57 %
	Near Standard	61.29 %	50.00 %	44.09 %	N/A	N/A	N/A	N/A	51.79 %
	Below Standard	35.48 %	46.81 %	51.61 %	N/A	N/A	N/A	N/A	44.64 %

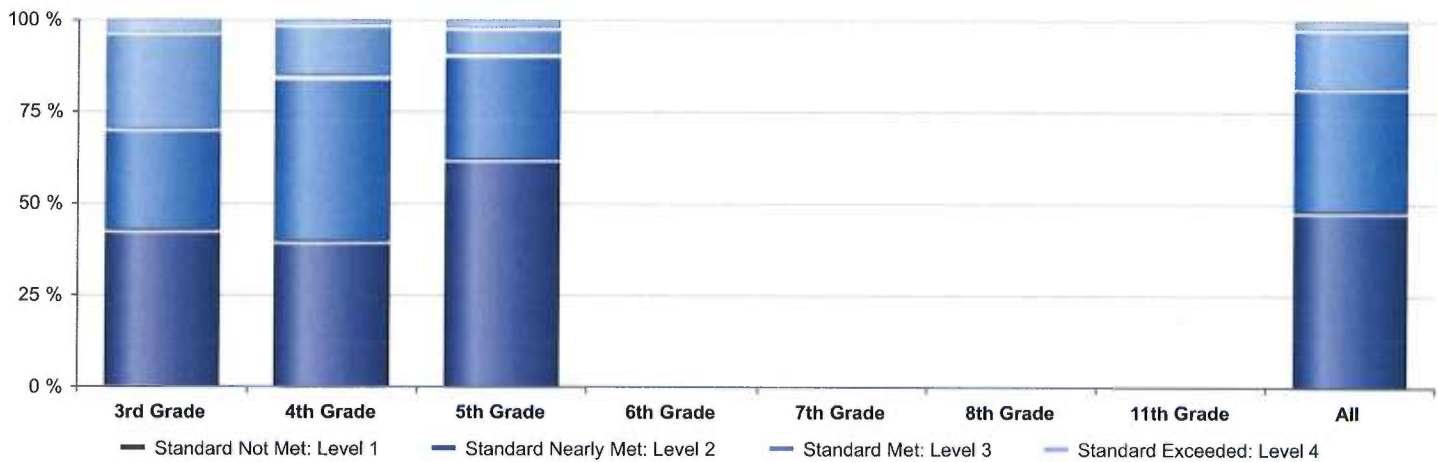
RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	6.45 %	9.57 %	5.38 %	N/A	N/A	N/A	N/A	7.14 %
	Near Standard	43.01 %	50.00 %	32.26 %	N/A	N/A	N/A	N/A	41.79 %
	Below Standard	50.54 %	40.43 %	62.37 %	N/A	N/A	N/A	N/A	51.07 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	98	98	95	N/A	N/A	N/A	N/A	291
# of Students Tested	95	95	95	N/A	N/A	N/A	N/A	285
# of Students With Scores	95	95	95	N/A	N/A	N/A	N/A	285
Mean Scale Score	2389.6	2422.0	2428.9	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	3.16 %	1.05 %	2.11 %	N/A	N/A	N/A	N/A	2.11 %
Standard Met: Level 3	26.32 %	13.68 %	6.32 %	N/A	N/A	N/A	N/A	15.44 %
Standard Nearly Met: Level 2	27.37 %	45.26 %	28.42 %	N/A	N/A	N/A	N/A	33.68 %
Standard Not Met: Level 1	43.16 %	40.00 %	63.16 %	N/A	N/A	N/A	N/A	48.77 %

[Mathematics Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15.79 %	5.26 %	3.16 %	N/A	N/A	N/A	N/A	8.07 %
Near Standard	36.84 %	36.84 %	24.21 %	N/A	N/A	N/A	N/A	32.63 %
Below Standard	47.37 %	57.89 %	72.63 %	N/A	N/A	N/A	N/A	59.30 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11.58 %	1.05 %	3.16 %	N/A	N/A	N/A	N/A	5.26 %
Near Standard	46.32 %	48.42 %	32.63 %	N/A	N/A	N/A	N/A	42.46 %
Below Standard	42.11 %	50.53 %	64.21 %	N/A	N/A	N/A	N/A	52.28 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	13.68 %	5.26 %	2.11 %	N/A	N/A	N/A	N/A	7.02 %
Near Standard	51.58 %	50.53 %	37.89 %	N/A	N/A	N/A	N/A	46.67 %
Below Standard	34.74 %	44.21 %	60.00 %	N/A	N/A	N/A	N/A	46.32 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:
School: Lazear Charter Academy

CDS Code: 01-10017-6002000

District: Lazear Charter Academy

County: Alameda

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

Select Group/Subgroup:

2017

Disability Status

Apply Selections

To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

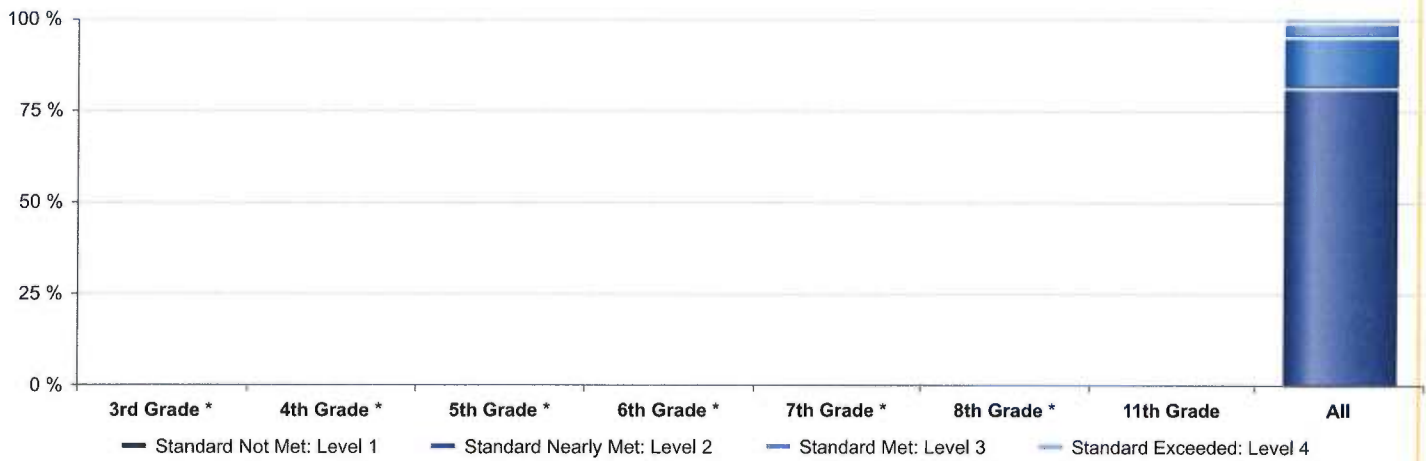
Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with No Reported Disability

Students with Disability

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	*	N/A	31
# of Students Tested	*	*	*	*	*	*	N/A	30


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	*	*	*	*	*	*	N/A	30
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	N/A	0.00 %
Standard Met: Level 3	*	*	*	*	*	*	N/A	3.33 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	N/A	13.33 %
Standard Not Met: Level 1	*	*	*	*	*	*	N/A	83.33 %

English Language Arts/Literacy Scale Score Ranges


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	3.33 %
	Near Standard	*	*	*	*	*	*	N/A	13.33 %
	Below Standard	*	*	*	*	*	*	N/A	83.33 %


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	0.00 %
	Near Standard	*	*	*	*	*	*	N/A	13.33 %
	Below Standard	*	*	*	*	*	*	N/A	86.67 %


LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	0.00 %
	Near Standard	*	*	*	*	*	*	N/A	30.00 %
	Below Standard	*	*	*	*	*	*	N/A	70.00 %


RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	0.00 %
	Near Standard	*	*	*	*	*	*	N/A	33.33 %
	Below Standard	*	*	*	*	*	*	N/A	66.67 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	3.33 %
Near Standard	*	*	*	*	*	*	N/A	13.33 %
Below Standard	*	*	*	*	*	*	N/A	83.33 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	0.00 %
Near Standard	*	*	*	*	*	*	N/A	30.00 %
Below Standard	*	*	*	*	*	*	N/A	70.00 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for: School: Lazear Charter Academy

CDS Code: 01-10017-6002000

District: Lazear Charter Academy

County: Alameda

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

Select Group/Subgroup:

2017

Disability Status

Apply Selections

To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

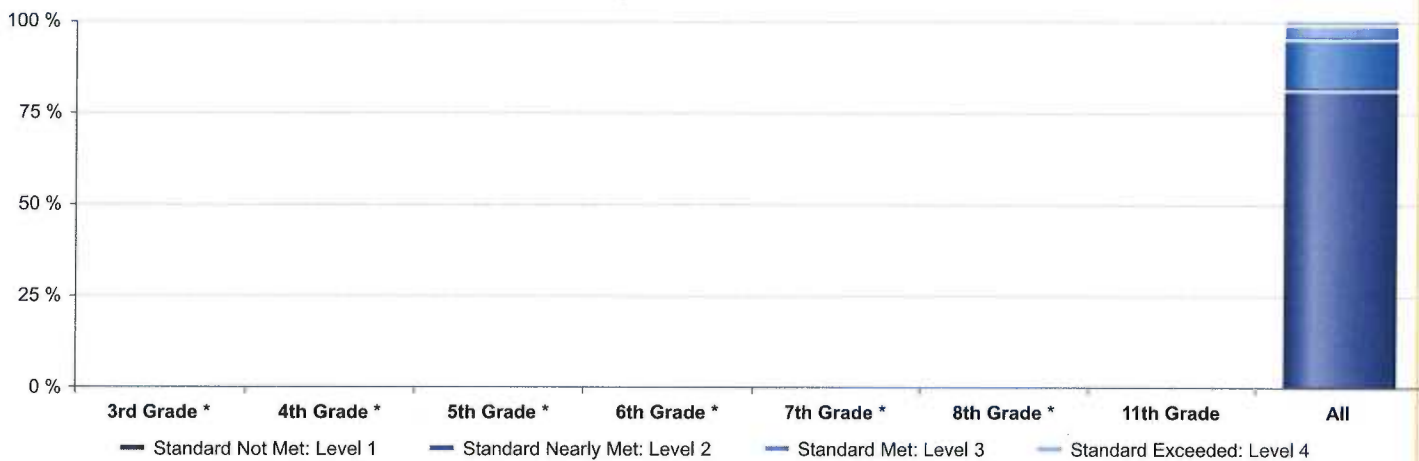
Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with No Reported Disability

Students with Disability

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	*	N/A	31
# of Students Tested	*	*	*	*	*	*	N/A	30


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	*	*	*	*	*	*	N/A	30
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	N/A	0.00 %
Standard Met: Level 3	*	*	*	*	*	*	N/A	3.33 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	N/A	13.33 %
Standard Not Met: Level 1	*	*	*	*	*	*	N/A	83.33 %

English Language Arts/Literacy Scale Score Ranges


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	3.33 %
	Near Standard	*	*	*	*	*	*	N/A	13.33 %
	Below Standard	*	*	*	*	*	*	N/A	83.33 %


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	0.00 %
	Near Standard	*	*	*	*	*	*	N/A	13.33 %
	Below Standard	*	*	*	*	*	*	N/A	86.67 %


LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	0.00 %
	Near Standard	*	*	*	*	*	*	N/A	30.00 %
	Below Standard	*	*	*	*	*	*	N/A	70.00 %


RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	0.00 %
	Near Standard	*	*	*	*	*	*	N/A	33.33 %
	Below Standard	*	*	*	*	*	*	N/A	66.67 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	3.33 %
Near Standard	*	*	*	*	*	*	N/A	13.33 %
Below Standard	*	*	*	*	*	*	N/A	83.33 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	0.00 %
Near Standard	*	*	*	*	*	*	N/A	30.00 %
Below Standard	*	*	*	*	*	*	N/A	70.00 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:
School: Lazear Charter Academy

CDS Code: 01-10017-6002000

District: Lazear Charter Academy

County: Alameda

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Group/Subgroup: **Apply Selections**

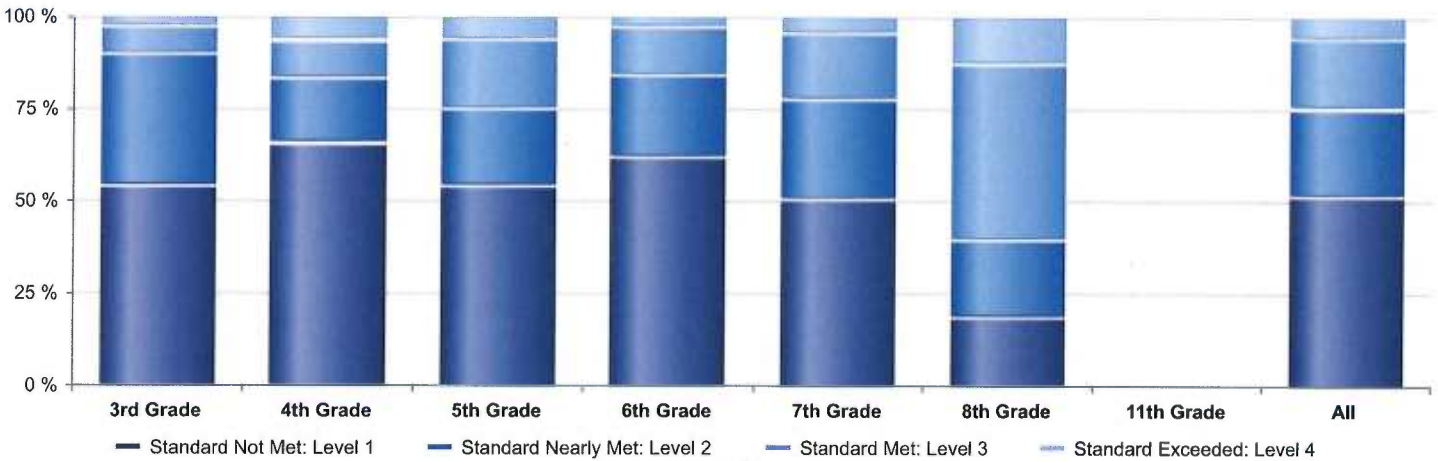
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	47	54	54	56	55	52	N/A	318
# of Students Tested	47	52	54	55	52	48	N/A	308
# of Students With Scores	47	52	54	55	52	48	N/A	308


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2354.0	2381.3	2431.2	2438.6	2458.1	2570.1	N/A	N/A
Standard Exceeded: Level 4	2.13 %	5.77 %	5.56 %	1.82 %	3.85 %	12.50 %	N/A	5.19 %
Standard Met: Level 3	6.38 %	9.62 %	18.52 %	12.73 %	17.31 %	47.92 %	N/A	18.51 %
Standard Nearly Met: Level 2	36.17 %	17.31 %	20.37 %	21.82 %	26.92 %	20.83 %	N/A	23.70 %
Standard Not Met: Level 1	55.32 %	67.31 %	55.56 %	63.64 %	51.92 %	18.75 %	N/A	52.60 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	4.26 %	9.62 %	7.41 %	10.91 %	11.54 %	31.25 %	N/A	12.34 %
Near Standard	29.79 %	28.85 %	42.59 %	27.27 %	23.08 %	43.75 %	N/A	32.47 %
Below Standard	65.96 %	61.54 %	50.00 %	61.82 %	65.38 %	25.00 %	N/A	55.19 %


WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	4.26 %	5.77 %	5.56 %	3.64 %	3.85 %	20.83 %	N/A	7.14 %
Near Standard	42.55 %	26.92 %	38.89 %	21.82 %	44.23 %	56.25 %	N/A	37.99 %
Below Standard	53.19 %	67.31 %	55.56 %	74.55 %	51.92 %	22.92 %	N/A	54.87 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	4.26 %	5.77 %	9.26 %	5.45 %	1.92 %	10.42 %	N/A	6.17 %
Near Standard	65.96 %	38.46 %	55.56 %	45.45 %	50.00 %	72.92 %	N/A	54.22 %
Below Standard	29.79 %	55.77 %	35.19 %	49.09 %	48.08 %	16.67 %	N/A	39.61 %

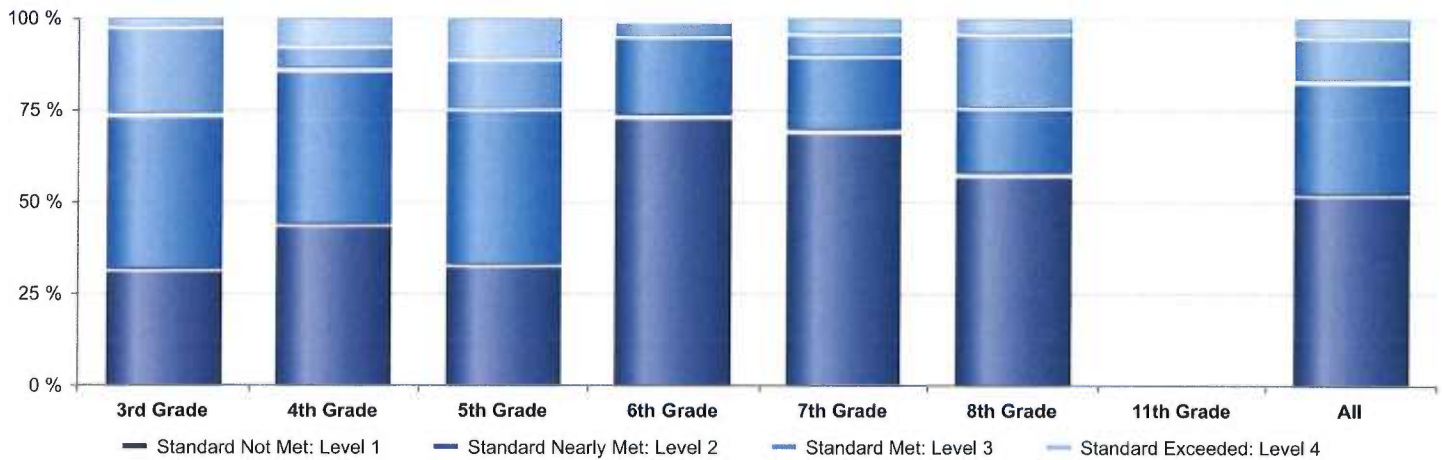
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	0.00 %	7.69 %	12.96 %	1.82 %	5.77 %	37.50 %	N/A	10.71 %
Near Standard	51.06 %	36.54 %	35.19 %	47.27 %	44.23 %	50.00 %	N/A	43.83 %
Below Standard	48.94 %	55.77 %	51.85 %	50.91 %	50.00 %	12.50 %	N/A	45.45 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	47	54	54	56	55	52	N/A	318
# of Students Tested	47	54	54	56	55	51	N/A	317
# of Students With Scores	47	54	54	56	55	51	N/A	317
Mean Scale Score	2407.0	2416.6	2478.2	2416.2	2422.5	2487.9	N/A	N/A
Standard Exceeded: Level 4	2.13 %	7.41 %	11.11 %	0.00 %	3.64 %	3.92 %	N/A	4.73 %
Standard Met: Level 3	23.40 %	5.56 %	12.96 %	3.57 %	5.45 %	19.61 %	N/A	11.36 %
Standard Nearly Met: Level 2	42.55 %	42.59 %	42.59 %	21.43 %	20.00 %	17.65 %	N/A	30.91 %
Standard Not Met: Level 1	31.91 %	44.44 %	33.33 %	75.00 %	70.91 %	58.82 %	N/A	53.00 %

[Mathematics Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12.77 %	7.41 %	18.52 %	0.00 %	5.45 %	11.76 %	N/A	9.15 %
Near Standard	48.94 %	22.22 %	44.44 %	19.64 %	16.36 %	25.49 %	N/A	29.02 %
Below Standard	38.30 %	70.37 %	37.04 %	80.36 %	78.18 %	62.75 %	N/A	61.83 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	2.13 %	7.41 %	5.56 %	0.00 %	1.82 %	3.92 %	N/A	3.47 %
Near Standard	55.32 %	31.48 %	50.00 %	28.57 %	41.82 %	45.10 %	N/A	41.64 %
Below Standard	42.55 %	61.11 %	44.44 %	71.43 %	56.36 %	50.98 %	N/A	54.89 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	4.26 %	11.11 %	9.26 %	0.00 %	3.64 %	3.92 %	N/A	5.36 %
Near Standard	72.34 %	33.33 %	51.85 %	42.86 %	63.64 %	62.75 %	N/A	53.94 %
Below Standard	23.40 %	55.56 %	38.89 %	57.14 %	32.73 %	33.33 %	N/A	40.69 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for: School: Learning Without Limits

CDS Code: 01-61259-0115592

District: Learning Without Limits

County: Alameda

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

Select Group/Subgroup:

2017

Disability Status

Apply Selections

To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

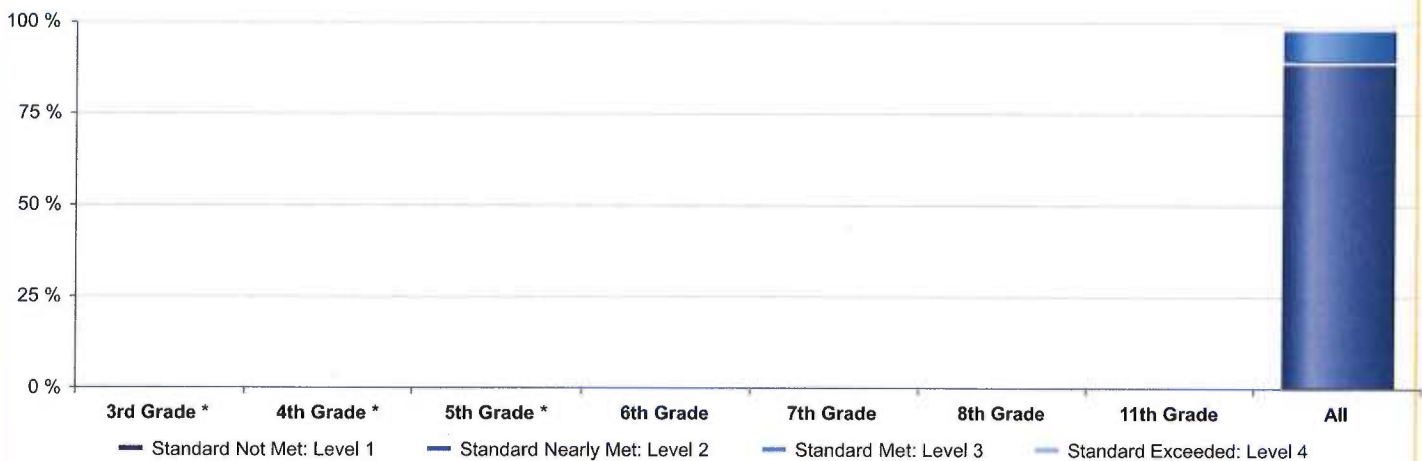
Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with No Reported Disability

Students with Disability

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	N/A	N/A	N/A	N/A	25
# of Students Tested	*	*	*	N/A	N/A	N/A	N/A	23


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	*	*	*	N/A	N/A	N/A	N/A	23
Mean Scale Score	*	*	*	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	N/A	N/A	N/A	N/A	0.00 %
Standard Met: Level 3	*	*	*	N/A	N/A	N/A	N/A	0.00 %
Standard Nearly Met: Level 2	*	*	*	N/A	N/A	N/A	N/A	8.70 %
Standard Not Met: Level 1	*	*	*	N/A	N/A	N/A	N/A	91.30 %

English Language Arts/Literacy Scale Score Ranges


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	N/A	N/A	N/A	N/A	0.00 %
	Near Standard	*	*	*	N/A	N/A	N/A	N/A	21.74 %
	Below Standard	*	*	*	N/A	N/A	N/A	N/A	78.26 %


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	N/A	N/A	N/A	N/A	0.00 %
	Near Standard	*	*	*	N/A	N/A	N/A	N/A	13.04 %
	Below Standard	*	*	*	N/A	N/A	N/A	N/A	86.96 %

LISTENING: How well do students understand spoken information?


	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	N/A	N/A	N/A	N/A	0.00 %
	Near Standard	*	*	*	N/A	N/A	N/A	N/A	21.74 %
	Below Standard	*	*	*	N/A	N/A	N/A	N/A	78.26 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?


	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	N/A	N/A	N/A	N/A	0.00 %
	Near Standard	*	*	*	N/A	N/A	N/A	N/A	13.04 %
	Below Standard	*	*	*	N/A	N/A	N/A	N/A	86.96 %

* * * N/A N/A N/A N/A 91.30 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	N/A	N/A	N/A	N/A	0.00 %
Near Standard	*	*	*	N/A	N/A	N/A	N/A	13.04 %
Below Standard	*	*	*	N/A	N/A	N/A	N/A	86.96 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	N/A	N/A	N/A	N/A	0.00 %
Near Standard	*	*	*	N/A	N/A	N/A	N/A	13.04 %
Below Standard	*	*	*	N/A	N/A	N/A	N/A	86.96 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for: School: Learning Without Limits

CDS Code: 01-61259-0115592

District: Learning Without Limits

County: Alameda

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2017

Select Group/Subgroup:

All Students (Default)

Apply Selections

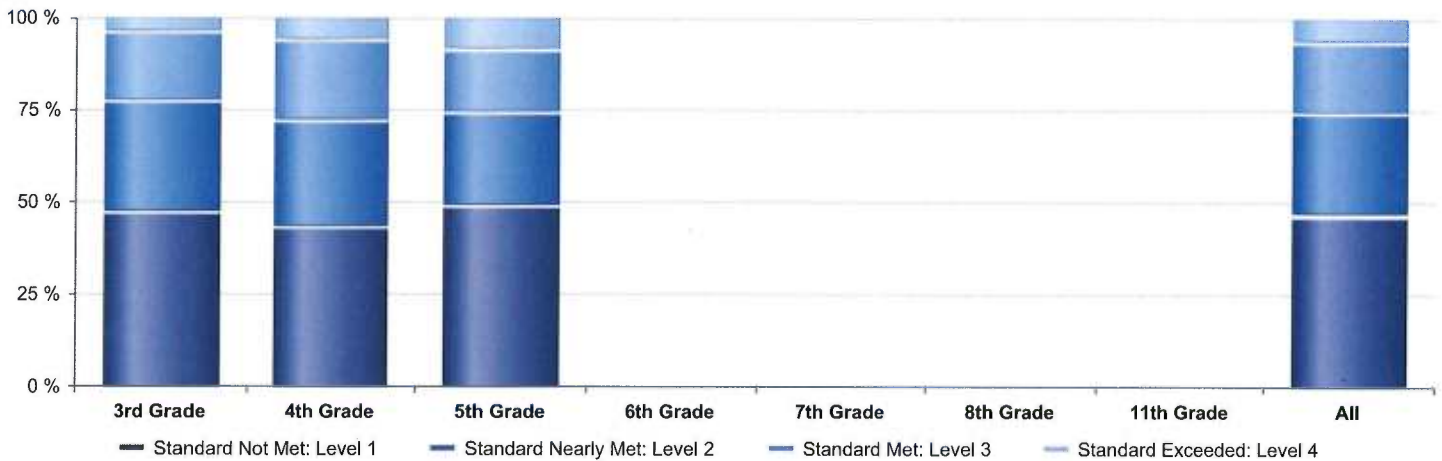
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	65	71	72	N/A	N/A	N/A	N/A	208
# of Students Tested	60	70	72	N/A	N/A	N/A	N/A	202
# of Students With Scores	60	70	72	N/A	N/A	N/A	N/A	202


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2371.1	2424.6	2445.9	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	3.33 %	5.71 %	8.33 %	N/A	N/A	N/A	N/A	5.94 %
Standard Met: Level 3	18.33 %	21.43 %	16.67 %	N/A	N/A	N/A	N/A	18.81 %
Standard Nearly Met: Level 2	30.00 %	28.57 %	25.00 %	N/A	N/A	N/A	N/A	27.72 %
Standard Not Met: Level 1	48.33 %	44.29 %	50.00 %	N/A	N/A	N/A	N/A	47.52 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	11.67 %	12.86 %	11.11 %	N/A	N/A	N/A	N/A	11.88 %
	Near Standard	33.33 %	45.71 %	37.50 %	N/A	N/A	N/A	N/A	39.11 %
	Below Standard	55.00 %	41.43 %	51.39 %	N/A	N/A	N/A	N/A	49.01 %


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	6.67 %	7.14 %	13.89 %	N/A	N/A	N/A	N/A	9.41 %
	Near Standard	50.00 %	58.57 %	45.83 %	N/A	N/A	N/A	N/A	51.49 %
	Below Standard	43.33 %	34.29 %	40.28 %	N/A	N/A	N/A	N/A	39.11 %

LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	8.33 %	8.57 %	4.17 %	N/A	N/A	N/A	N/A	6.93 %
	Near Standard	65.00 %	47.14 %	59.72 %	N/A	N/A	N/A	N/A	56.93 %
	Below Standard	26.67 %	44.29 %	36.11 %	N/A	N/A	N/A	N/A	36.14 %

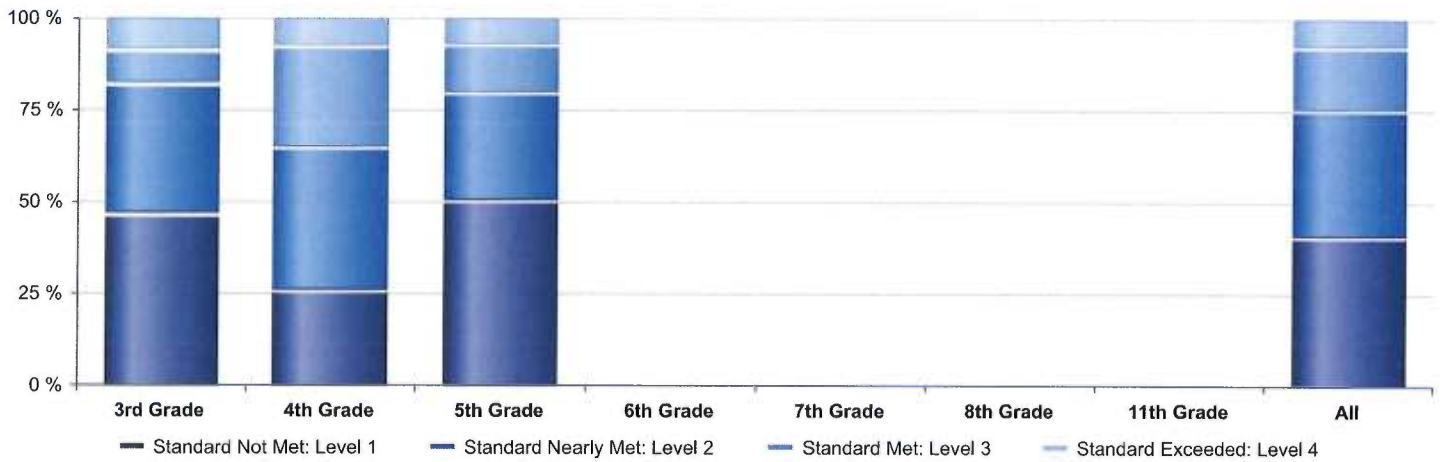
RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	6.67 %	11.43 %	11.11 %	N/A	N/A	N/A	N/A	9.90 %
	Near Standard	43.33 %	51.43 %	48.61 %	N/A	N/A	N/A	N/A	48.02 %
	Below Standard	50.00 %	37.14 %	40.28 %	N/A	N/A	N/A	N/A	42.08 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	65	71	72	N/A	N/A	N/A	N/A	208
# of Students Tested	59	69	72	N/A	N/A	N/A	N/A	200
# of Students With Scores	59	69	72	N/A	N/A	N/A	N/A	200
Mean Scale Score	2387.6	2456.9	2457.7	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	8.47 %	7.25 %	6.94 %	N/A	N/A	N/A	N/A	7.50 %
Standard Met: Level 3	8.47 %	27.54 %	12.50 %	N/A	N/A	N/A	N/A	16.50 %
Standard Nearly Met: Level 2	35.59 %	39.13 %	29.17 %	N/A	N/A	N/A	N/A	34.50 %
Standard Not Met: Level 1	47.46 %	26.09 %	51.39 %	N/A	N/A	N/A	N/A	41.50 %

[Mathematics Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15.52 %	27.54 %	12.50 %	N/A	N/A	N/A	N/A	18.59 %
Near Standard	24.14 %	37.68 %	31.94 %	N/A	N/A	N/A	N/A	31.66 %
Below Standard	60.34 %	34.78 %	55.56 %	N/A	N/A	N/A	N/A	49.75 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	10.17 %	8.70 %	4.17 %	N/A	N/A	N/A	N/A	7.50 %
Near Standard	47.46 %	50.72 %	40.28 %	N/A	N/A	N/A	N/A	46.00 %
Below Standard	42.37 %	40.58 %	55.56 %	N/A	N/A	N/A	N/A	46.50 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	8.62 %	10.14 %	5.56 %	N/A	N/A	N/A	N/A	8.04 %
Near Standard	51.72 %	49.28 %	44.44 %	N/A	N/A	N/A	N/A	48.24 %
Below Standard	39.66 %	40.58 %	50.00 %	N/A	N/A	N/A	N/A	43.72 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:
School: Epic Charter

CDS Code: 01-61259-0129403

District: Epic Charter

County: Alameda

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

Select Group/Subgroup:

2017

Disability Status

Apply Selections

To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

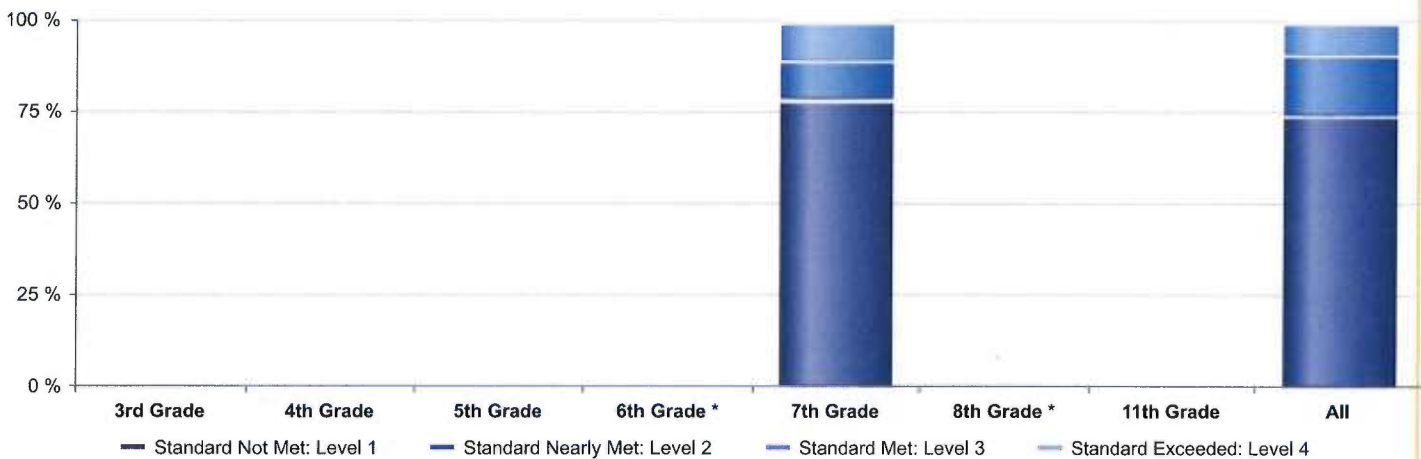
Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with No Reported Disability

Students with Disability

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	*	20	*	N/A	38
# of Students Tested	N/A	N/A	N/A	*	20	*	N/A	37


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	N/A	N/A	N/A	*	20	*	N/A	37
Mean Scale Score	N/A	N/A	N/A	*	2405.2	*	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	*	0.00 %	*	N/A	0.00 %
Standard Met: Level 3	N/A	N/A	N/A	*	10.00 %	*	N/A	8.11 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	*	10.00 %	*	N/A	16.22 %
Standard Not Met: Level 1	N/A	N/A	N/A	*	80.00 %	*	N/A	75.68 %

English Language Arts/Literacy Scale Score Ranges


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	*	0.00 %	*	N/A	0.00 %
	Near Standard	N/A	N/A	N/A	*	20.00 %	*	N/A	13.51 %
	Below Standard	N/A	N/A	N/A	*	80.00 %	*	N/A	86.49 %


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	*	5.00 %	*	N/A	2.70 %
	Near Standard	N/A	N/A	N/A	*	15.00 %	*	N/A	16.22 %
	Below Standard	N/A	N/A	N/A	*	80.00 %	*	N/A	81.08 %

LISTENING: How well do students understand spoken information?


	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	*	0.00 %	*	N/A	2.70 %
	Near Standard	N/A	N/A	N/A	*	30.00 %	*	N/A	29.73 %
	Below Standard	N/A	N/A	N/A	*	70.00 %	*	N/A	67.57 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?


	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	*	5.00 %	*	N/A	2.70 %
	Near Standard	N/A	N/A	N/A	*	30.00 %	*	N/A	32.43 %
	Below Standard	N/A	N/A	N/A	*	65.00 %	*	N/A	64.86 %

N/A N/A N/A * 84.21 % * N/A 91.67 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	*	0.00 %	*	N/A	0.00 %
Near Standard	N/A	N/A	N/A	*	21.05 %	*	N/A	13.89 %
Below Standard	N/A	N/A	N/A	*	78.95 %	*	N/A	86.11 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	*	5.26 %	*	N/A	2.78 %
Near Standard	N/A	N/A	N/A	*	21.05 %	*	N/A	13.89 %
Below Standard	N/A	N/A	N/A	*	73.68 %	*	N/A	83.33 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for: School: Epic Charter

CDS Code: 01-61259-0129403

District: Epic Charter

County: Alameda

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2017

Select Group/Subgroup:

All Students (Default)

Apply Selections

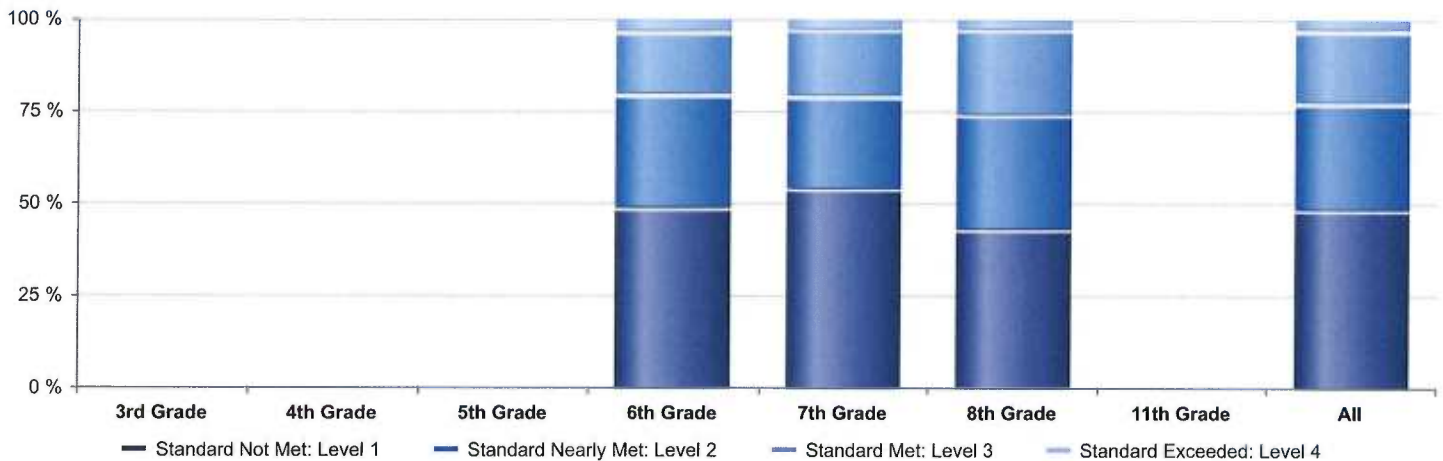
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Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	130	132	156	N/A	418
# of Students Tested	N/A	N/A	N/A	128	129	154	N/A	411
# of Students With Scores	N/A	N/A	N/A	127	129	154	N/A	410


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2452.6	2467.6	2497.5	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	3.15 %	2.33 %	2.60 %	N/A	2.68 %
Standard Met: Level 3	N/A	N/A	N/A	16.54 %	17.83 %	22.73 %	N/A	19.27 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	30.71 %	24.81 %	31.17 %	N/A	29.02 %
Standard Not Met: Level 1	N/A	N/A	N/A	49.61 %	55.04 %	43.51 %	N/A	49.02 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	4.80 %	6.98 %	9.80 %	N/A	7.37 %
	Near Standard	N/A	N/A	N/A	36.00 %	36.43 %	43.14 %	N/A	38.82 %
	Below Standard	N/A	N/A	N/A	59.20 %	56.59 %	47.06 %	N/A	53.81 %


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	6.35 %	5.43 %	2.63 %	N/A	4.67 %
	Near Standard	N/A	N/A	N/A	35.71 %	37.98 %	50.66 %	N/A	42.01 %
	Below Standard	N/A	N/A	N/A	57.94 %	56.59 %	46.71 %	N/A	53.32 %

LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	7.20 %	3.88 %	2.61 %	N/A	4.42 %
	Near Standard	N/A	N/A	N/A	56.80 %	51.16 %	71.24 %	N/A	60.44 %
	Below Standard	N/A	N/A	N/A	36.00 %	44.96 %	26.14 %	N/A	35.14 %

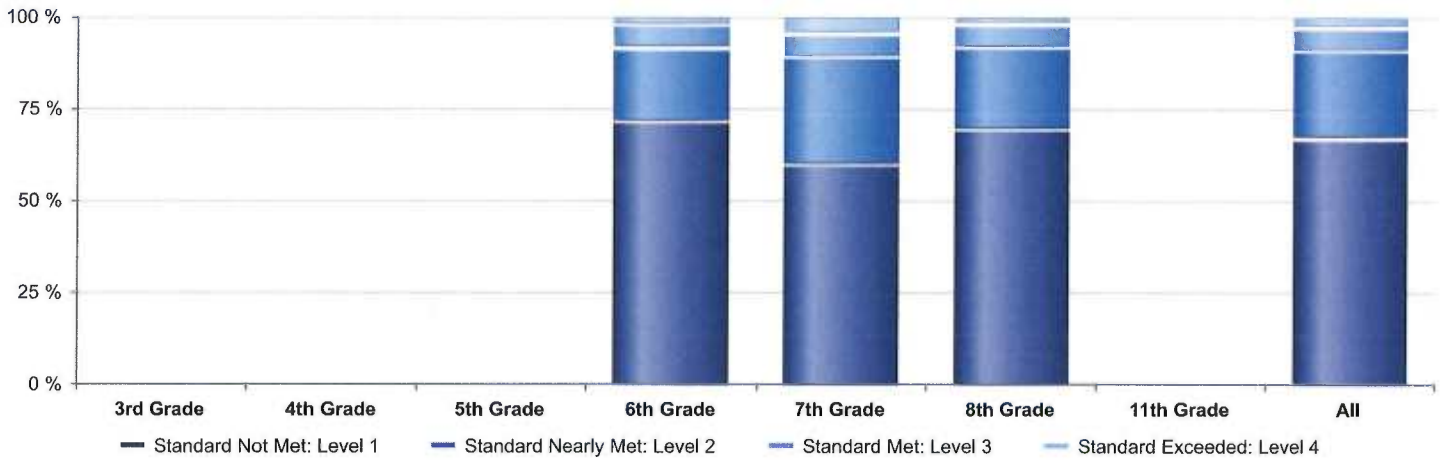
RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	12.00 %	8.53 %	11.84 %	N/A	10.84 %
	Near Standard	N/A	N/A	N/A	43.20 %	41.09 %	48.68 %	N/A	44.58 %
	Below Standard	N/A	N/A	N/A	44.80 %	50.39 %	39.47 %	N/A	44.58 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	130	132	156	N/A	418
# of Students Tested	N/A	N/A	N/A	128	126	150	N/A	404
# of Students With Scores	N/A	N/A	N/A	128	126	149	N/A	403
Mean Scale Score	N/A	N/A	N/A	2415.4	2454.4	2452.1	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	1.56 %	3.97 %	1.34 %	N/A	2.23 %
Standard Met: Level 3	N/A	N/A	N/A	5.47 %	5.56 %	5.37 %	N/A	5.46 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	19.53 %	29.37 %	22.15 %	N/A	23.57 %
Standard Not Met: Level 1	N/A	N/A	N/A	73.44 %	61.11 %	71.14 %	N/A	68.73 %

[Mathematics Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	1.57 %	5.56 %	2.01 %	N/A	2.99 %
Near Standard	N/A	N/A	N/A	14.96 %	22.22 %	16.78 %	N/A	17.91 %
Below Standard	N/A	N/A	N/A	83.46 %	72.22 %	81.21 %	N/A	79.10 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	2.34 %	3.97 %	3.36 %	N/A	3.23 %
Near Standard	N/A	N/A	N/A	25.00 %	36.51 %	24.83 %	N/A	28.54 %
Below Standard	N/A	N/A	N/A	72.66 %	59.52 %	71.81 %	N/A	68.24 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	3.13 %	3.97 %	3.36 %	N/A	3.47 %
Near Standard	N/A	N/A	N/A	26.56 %	45.24 %	36.24 %	N/A	35.98 %
Below Standard	N/A	N/A	N/A	70.31 %	50.79 %	60.40 %	N/A	60.55 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

District: Oakland Unified

CDS Code: 01-61259-0000000

District: Oakland Unified

County: Alameda

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

Select Group/Subgroup:

2017

Disability Status

Apply Selections

To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

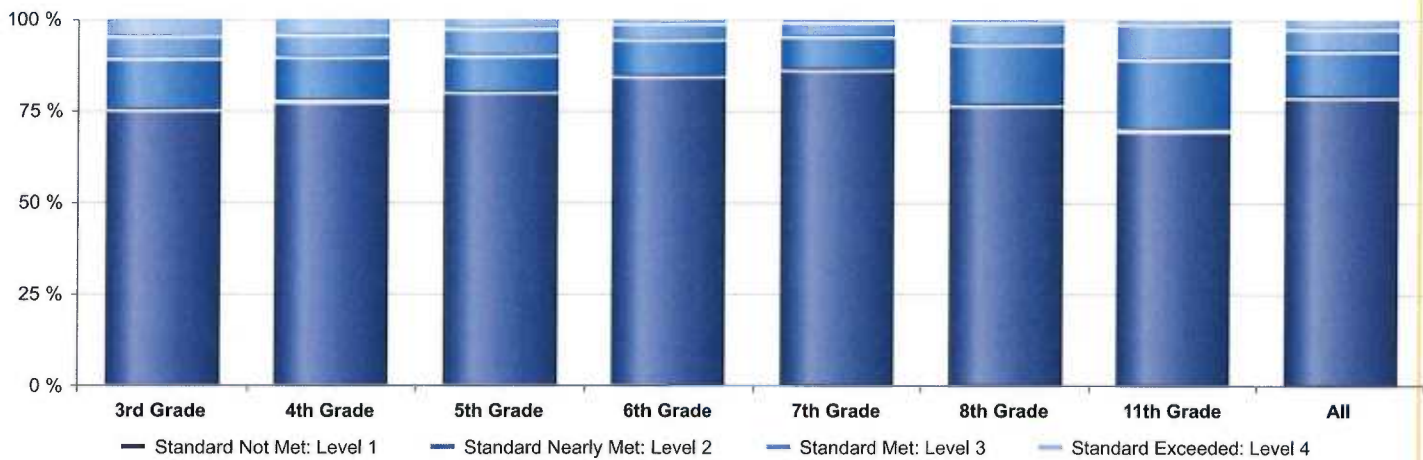
Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with No Reported Disability

Students with Disability

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	431	389	436	352	316	326	285	2,535
# of Students Tested	390	346	401	322	297	298	202	2,256


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	389	346	399	322	297	297	196	2,246
Mean Scale Score	2324.6	2354.6	2372.4	2379.6	2388.9	2434.1	2446.1	N/A
Standard Exceeded: Level 4	4.11 %	3.76 %	2.01 %	0.62 %	0.34 %	0.34 %	0.51 %	1.87 %
Standard Met: Level 3	5.40 %	5.20 %	6.52 %	3.42 %	3.03 %	5.05 %	9.18 %	5.25 %
Standard Nearly Met: Level 2	13.62 %	11.56 %	9.52 %	9.32 %	8.42 %	16.16 %	18.88 %	12.07 %
Standard Not Met: Level 1	76.86 %	79.48 %	81.95 %	86.65 %	88.22 %	78.45 %	71.43 %	80.81 %

English Language Arts/Literacy Scale Score Ranges


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	4.63 %	4.62 %	3.53 %	0.62 %	1.68 %	1.68 %	4.59 %	3.07 %
	Near Standard	20.05 %	32.37 %	23.17 %	15.84 %	10.44 %	20.54 %	28.57 %	21.43 %
	Below Standard	75.32 %	63.01 %	73.30 %	83.54 %	87.88 %	77.78 %	66.84 %	75.49 %


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	3.86 %	4.05 %	3.05 %	0.62 %	1.69 %	3.04 %	1.60 %	2.69 %
	Near Standard	20.82 %	19.65 %	20.81 %	9.03 %	13.85 %	15.54 %	19.25 %	17.18 %
	Below Standard	75.32 %	76.30 %	76.14 %	90.34 %	84.46 %	81.42 %	79.14 %	80.13 %

LISTENING: How well do students understand spoken information?


	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	3.34 %	2.31 %	1.76 %	1.55 %	1.01 %	1.35 %	2.04 %	1.96 %
	Near Standard	43.70 %	33.53 %	36.02 %	30.43 %	19.87 %	42.42 %	43.88 %	35.56 %
	Below Standard	52.96 %	64.16 %	62.22 %	68.01 %	79.12 %	56.23 %	54.08 %	62.48 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?


	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	4.88 %	4.62 %	3.27 %	2.17 %	1.68 %	3.03 %	2.55 %	3.30 %
	Near Standard	30.59 %	33.82 %	21.66 %	21.43 %	18.86 %	30.64 %	33.67 %	26.92 %
	Below Standard	64.52 %	61.56 %	75.06 %	76.40 %	79.46 %	66.33 %	63.78 %	69.79 %

72.42 % 79.18 % 86.78 % 93.48 % 95.86 % 92.23 % 96.61 % 86.77 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9.54 %	4.11 %	3.24 %	1.55 %	1.03 %	2.36 %	0.57 %	3.62 %
Near Standard	28.35 %	24.63 %	17.96 %	9.94 %	11.72 %	9.80 %	12.57 %	17.31 %
Below Standard	62.11 %	71.26 %	78.80 %	88.51 %	87.24 %	87.84 %	86.86 %	79.08 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	7.73 %	5.57 %	3.49 %	1.24 %	1.03 %	0.68 %	1.11 %	3.34 %
Near Standard	35.57 %	21.99 %	20.95 %	11.49 %	29.31 %	19.93 %	34.44 %	24.35 %
Below Standard	56.70 %	72.43 %	75.56 %	87.27 %	69.66 %	79.39 %	64.44 %	72.32 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for: District: Oakland Unified

CDS Code: 01-61259-0000000

District: Oakland Unified

County: Alameda

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2017

Select Group/Subgroup:

All Students (Default)

Apply Selections

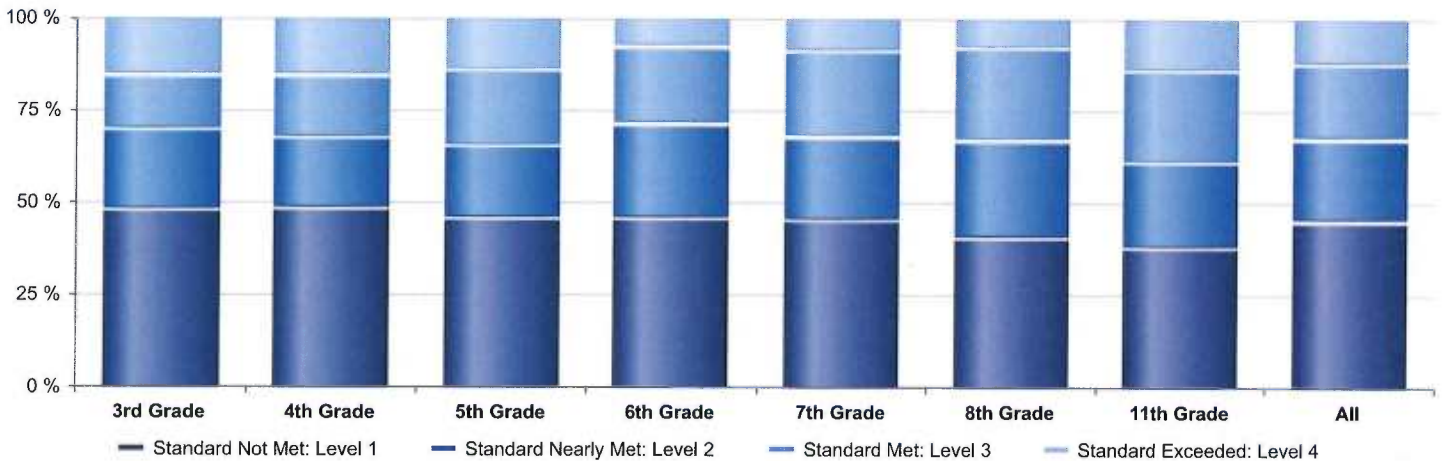
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	3,226	3,179	3,220	2,318	2,391	2,352	2,204	18,890
# of Students Tested	3,090	3,030	3,082	2,189	2,272	2,188	1,846	17,697
# of Students With Scores	3,088	3,029	3,079	2,188	2,272	2,185	1,806	17,647


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2380.4	2424.7	2457.1	2468.8	2492.9	2514.0	2537.5	N/A
Standard Exceeded: Level 4	15.28 %	15.25 %	13.64 %	7.18 %	8.32 %	7.23 %	13.62 %	11.92 %
Standard Met: Level 3	14.05 %	16.31 %	20.14 %	20.61 %	23.06 %	25.03 %	24.81 %	19.94 %
Standard Nearly Met: Level 2	21.73 %	18.75 %	19.29 %	25.27 %	22.23 %	26.32 %	22.81 %	21.98 %
Standard Not Met: Level 1	48.93 %	49.69 %	46.93 %	46.94 %	46.39 %	41.42 %	38.76 %	46.17 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	15.74 %	16.71 %	16.29 %	10.37 %	14.08 %	14.61 %	20.03 %	15.42 %
	Near Standard	31.06 %	43.03 %	39.71 %	41.04 %	35.56 %	37.91 %	41.40 %	38.35 %
	Below Standard	53.21 %	40.26 %	44.00 %	48.58 %	50.35 %	47.48 %	38.56 %	46.23 %


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	14.53 %	14.65 %	19.27 %	11.58 %	15.46 %	14.56 %	17.73 %	15.46 %
	Near Standard	36.17 %	39.48 %	37.82 %	34.78 %	41.28 %	42.08 %	37.46 %	38.38 %
	Below Standard	49.30 %	45.87 %	42.91 %	53.64 %	43.26 %	43.36 %	44.81 %	46.17 %

LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	12.89 %	11.66 %	13.04 %	8.78 %	8.19 %	8.47 %	14.98 %	11.25 %
	Near Standard	56.80 %	51.22 %	54.67 %	56.35 %	49.91 %	61.17 %	54.50 %	54.83 %
	Below Standard	30.31 %	37.12 %	32.29 %	34.87 %	41.90 %	30.36 %	30.52 %	33.91 %

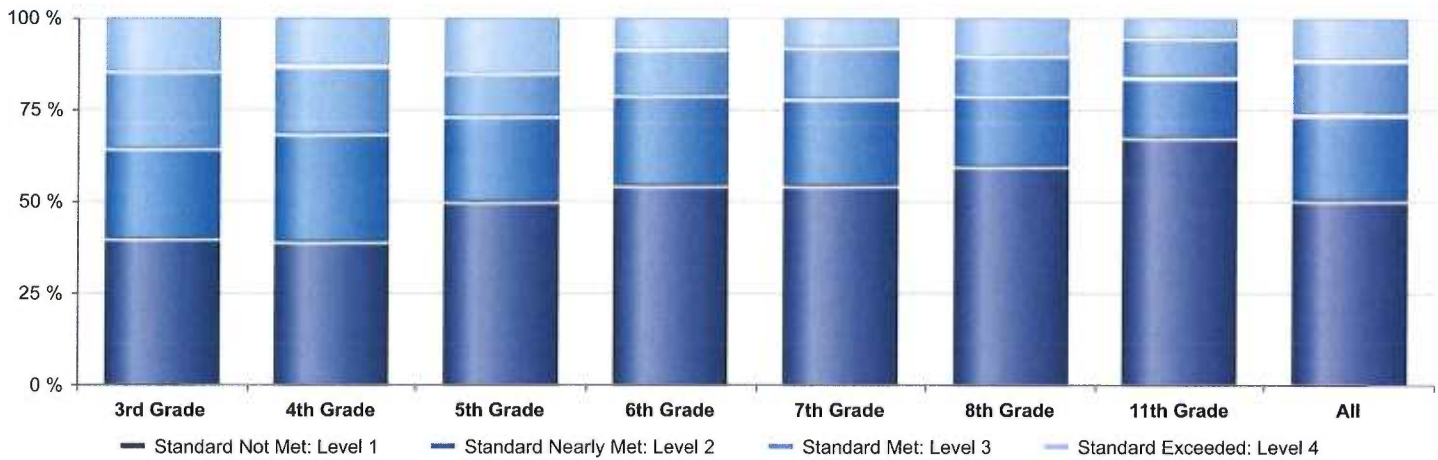
RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	14.93 %	16.45 %	17.30 %	14.53 %	17.17 %	16.39 %	21.98 %	16.74 %
	Near Standard	41.33 %	45.41 %	39.58 %	43.56 %	41.51 %	45.33 %	42.46 %	42.64 %
	Below Standard	43.73 %	38.14 %	43.12 %	41.91 %	41.33 %	38.28 %	35.56 %	40.62 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	3,226	3,178	3,220	2,319	2,391	2,352	2,203	18,889
# of Students Tested	3,152	3,094	3,143	2,241	2,309	2,240	1,834	18,013
# of Students With Scores	3,151	3,093	3,137	2,240	2,309	2,234	1,776	17,940
Mean Scale Score	2403.9	2439.7	2461.5	2452.4	2468.4	2482.6	2490.0	N/A
Standard Exceeded: Level 4	14.63 %	13.00 %	15.08 %	8.13 %	7.84 %	10.21 %	5.18 %	11.25 %
Standard Met: Level 3	20.47 %	18.23 %	11.28 %	12.32 %	13.43 %	10.30 %	10.02 %	14.25 %
Standard Nearly Met: Level 2	24.47 %	29.07 %	22.66 %	24.29 %	23.34 %	18.76 %	16.05 %	23.23 %
Standard Not Met: Level 1	40.43 %	39.70 %	50.97 %	55.27 %	55.39 %	60.74 %	68.75 %	51.26 %

[Mathematics Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	22.92 %	19.93 %	18.91 %	11.08 %	11.91 %	13.04 %	10.44 %	16.37 %
Near Standard	30.83 %	26.46 %	22.51 %	23.09 %	24.21 %	20.97 %	17.35 %	24.27 %
Below Standard	46.25 %	53.61 %	58.58 %	65.83 %	63.88 %	65.99 %	72.21 %	59.36 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	19.78 %	15.88 %	14.12 %	9.02 %	9.61 %	11.56 %	6.90 %	13.20 %
Near Standard	40.51 %	39.66 %	34.08 %	33.66 %	36.73 %	28.81 %	31.93 %	35.61 %
Below Standard	39.71 %	44.45 %	51.80 %	57.32 %	53.66 %	59.63 %	61.18 %	51.19 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	18.63 %	17.37 %	13.84 %	8.97 %	9.57 %	10.53 %	8.20 %	13.18 %
Near Standard	45.43 %	37.14 %	36.45 %	34.60 %	45.99 %	38.71 %	49.51 %	40.70 %
Below Standard	35.94 %	45.49 %	49.71 %	56.43 %	44.43 %	50.76 %	42.29 %	46.13 %

[Mathematics Area Achievement Level Descriptors](#)

Latitude 37.8 High School, Education for Change Public Schools Response to OUSD Written Findings of Fact

On November 8, 2017, the OUSD Office of Charter Schools staff report, per Item No. 17-1823, recommended approval of the Latitude 37.8 High School Charter Petition. The staff report prepared by OUSD stated that, "The petition presents a sound educational program; the petitioners are demonstrably likely to successfully implement the program set forth in the petition; and the petition contains reasonably comprehensive descriptions of all of the 15 elements required by the California Charter Schools Act." Despite this recommendation, the District Board of Education voted one (1) in favor and six (6) against on a motion to approve the Latitude charter petition. In its action to deny the Latitude petition, however, the District Board did not adopt written findings for denial. Subsequently, the district has produced a written findings of fact that was adopted by the OUSD board on December 13, 2017, per Item 17-2587. As OUSD staff and outside counsel acknowledged in the public hearing with the Alameda County Board of Education on December 12, 2017, this process is highly unusual and irregular. They referred to their own new findings as "narrow and discrete" and solely intended to make their denial compliant. At the same time, OUSD representatives lauded their Office of Charter School review process as "rigorous," a process that produced a recommendation for approval of the Latitude petition with many commendations.

The District's new written findings of fact allege four reasons to deny Latitude's petition. Three of the four reasons cited for denial were never previously raised with the Latitude team during any public hearing, the capacity interview process, or the previous OUSD Office of Charter School report. Additionally, one of the findings was adopted based on the public comment of an individual rather than through any objective means of review. During OUSD board discussion of the new written findings, only one board member referenced one of the findings in the new report as the reason for their denial. As such, based on the prior OUSD Office of Charter School petition review and this irregular process, the Latitude team believes that these new written findings do not reflect the actual rationale of the board for denial and that they are not legitimate. Latitude's response to these concerns is provided for information purposes only, and to provide context and rebuttals to the alleged findings.

Response to OUSD Finding #1: *Lack of clear expectations and adequate commitments of businesses/organizations in regard to participation requirements, capacity, and supervision needed for successful internship placements.*

Latitude disagrees strongly with this assertion and believes that it reflects a lack of understanding of our intended model and national best practices in providing Extended Learning Opportunities. To date, Latitude has developed an extensive and diverse list of organizations and businesses to partner with for learning opportunities for our students as referenced in the petition and the prior narrative response. Additionally, the founding leadership team of Latitude has a successful track record in implementing this type of model. Through their work together at High Tech High Chula Vista, they provided students with more than 1000 different internship opportunities. Latitude is continuing to develop this network and, as indicated in the petition and budget, will add staffing as the school grows to lead this work. Given the Latitude design principles of 'personalization' and 'relevance', it would be inappropriate for Latitude to pre-determine the specific internship opportunities for students. As described in the petition and appendices, Latitude students will be involved in the development of this network through their exploration of their interests in order to authentically meet their needs.

Similarly, the district's findings reflect a lack of understanding of the ways in which students' work in their Extended Learning Opportunities will address Common Core State Standards. Each ELO will require a culminating project to document their work and learning. In collaboration with the student's advisor and mentor, the students will identify the relevant Latitude Competencies that will be demonstrated as part of their progressions towards graduation. These Competencies, as referenced in the petition, align with the Common Core, Next Generation Science, Social Emotional Learning and ELD standards. Additionally, as described in the Instructional Design portion of the Latitude petition, the Extended Learning Opportunities are only one means by which students will be able to demonstrate mastery of Common Core State Standards. The Studio and Workshop portions of our instructional program will be the primary vehicles to ensure all students demonstrate mastery of these important standards, and the ELOs will provide additional opportunities for students to apply their knowledge to individual interests and passions.

The district also alleges that Latitude will be unable to implement our model because of the existence of the academies at Fremont High School. This claim bears no relevance on Latitude's capacity to implement its model. In its original

Latitude 37.8 High School, Education for Change Public Schools Response to OUSD Written Findings of Fact

analysis, the OUSD Office of Charter Schools staff report described Latitude's founding team as possessing **"an abundance of experience and capacity to implement the proposed education program."** Additionally, to support a high quality implementation of this model, Latitude is partnered with Big Picture Learning, a national network of high schools whose model is centered around these types of Extended Learning Opportunity programs and has achieved strong college and career outcomes. They are providing technical assistance in the development of our program and access to their new technology platform, ImBlaze, to support a strong, personalized learning experience for each student.

During the board discussion, there was also a claim stated that Latitude is not innovative and is a replication of Fremont High School and Met West in Oakland. These claims are demonstrably false and were not cited in either OUSD report. In fact, in the original OUSD staff report, one of the specific commendations of the Latitude petition is that it is an "Innovative School Model proposed with necessary infrastructure". Latitude differs from other school options, charter or district in Oakland, both academically and operationally. Academically, Latitude offers a competency based education program that leverages place based learning through the High Quality Project Based Learning Framework unlike any school in the city. Operationally, Latitude will be the first school, charter or district, to implement a diverse by design strategy and utilize a zip code based lottery to promote an integrated school community that reflects the population of the city and combats the concerning patterns of segregation within charter and district schools in the city.

Fremont High School is a large comprehensive high school that primarily serves a Latino and African-American community through offering three career themed Linked Learning Academies. They offer their students a traditional course of study with limited exposure to place based learning. As described in the petition, Latitude will bear no resemblance to this school model. Students at Latitude will not be forced to choose from a limited number of career pathways. In the implementation of our design principle of 'personalization', Latitude students will be supported to identify and pursue their individual interests in whatever career path might motivate them. Through studios, workshops, and extended learning opportunities, Latitude students will experience an authentic, place based learning model that facilitates mastery of our graduate competencies preparing them for meaningful and successful adult lives. Also, while we share some practices and networks with Met West, Latitude differs significantly and has been developed explicitly as an innovation of the Big Picture Learning model. At Met West, the primary instructional approach is through their Learning through Internship model. Latitude's instructional program realizes the benefits of this type of authentic learning experience through our Extended Learning Opportunities; however, the core of the instructional program is the studios and workshops. The Latitude studio approach builds off the highly successful work of High Tech High and the implementation of the High Quality Project Based Learning framework. Additionally, Latitude utilizes a competency based learning model that Met West does not offer.

For these reasons, the original OUSD staff report determined that Latitude successfully provided a comprehensive description of these components of its educational program and gave the Latitude petition a positive assessment on all of these elements including as an innovative school model.

Response to OUSD Finding #2: Targeted Student Population/Means to Achieve Racial/Ethnic Balance

This finding is inaccurate and not a substantive rationale for denial. The district alleges that Latitude has not provided a clear picture of our projected student demographics despite completing all district required tables indicating those projections. Latitude did not provide specific race or ethnicity projections in its petition as it desires to serve a student body that is reflective of the overall demographic of the city of Oakland. Since the demographics of the city are evolving, it would be inappropriate, and potentially illegal, to fix specific target percentages for student enrollment. Latitude indicates in its petition the current city demographics and articulates the engagement, recruitment, and admissions strategies it will utilize to attempt to reflect the current overall city population.

The district also cites the lack of inclusion of an Asian subgroup in the articulation of our student achievement metrics as an indication that there is not alignment between the desired and expected student populations. The chart the district references indicates the identified subgroups as 'Projected Sub Groups' and offers assurances through the district required language that it will report all achievement outcomes for any significant subgroup in accordance with all local, state, and federal regulations.

Latitude 37.8 High School, Education for Change Public Schools
Response to OUSD Written Findings of Fact

As such, the original staff report from OUSD determined that Latitude did in fact provide a comprehensive description of our targeted student population.

Response to OUSD Finding #3: *Education of Special Education Students*

In our initial response to the OUSD denial submitted to the ACOE Board as part of the formal Latitude appeal, we responded to a concern named by a specific board member at the OUSD meeting at which the board voted against the recommendation of their Superintendent and denied the charter petition. At the time of submission of the appeal, there were no formal findings, so our response was specific to the concerns voiced by one OUSD board member who does not have a background in Special Education. The original findings put forward by staff at the December 13th OUSD board meeting did NOT reference concerns specific to serving Special Education students. The original charter petition review conducted by the OUSD Charter Office did not express any concerns with EFC's ability to serve Special Education students. In fact, it identified in its summary this as an area of strength. This particular finding was added after an individual made a public comment to EFC's ability to serve Special Education students at the December 13th board meeting. In the minutes, an OUSD Board member requests that this finding be added though staff never found any concerns specific to Special Education either in the original charter petition review or in the board-requested findings to justify denial.

Therefore, we find this particular finding to be problematic on many levels as no one with any authority in charter review, charter law, or Special Education recommended this as a concern or as a reason to justify denial. It was literally added at the request of an OUSD Board Member at the request of a citizen at public comment at the board meeting where the Board was voting on findings after they had already denied the charter petition two weeks prior.

As indicated in our initial response submitted with the charter appeal, approximately 9% of EFC's current student population receives Special Education services. We have a robust autism inclusion program at one of our sites and an ED inclusion program at another EFC school site. 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.

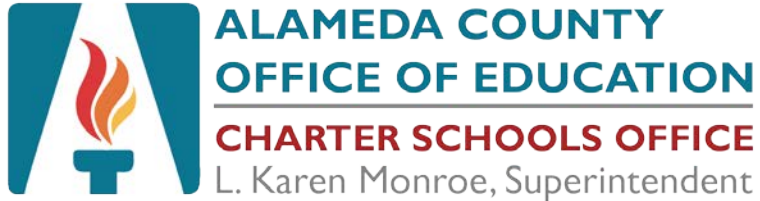
The Unconditional Education approach is in deep alignment with our values as an organization. Because EFC primarily serves neighborhood students, EFC's student population mirrors the myriad needs of the most high poverty Oakland schools. Many EFC children come to school from some of the most high poverty 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 match dollars for our youth and families. All EFC schools have EPSDT contracts with mental health providers, and EFC is the only charter operator in Oakland that has secured these resources from ACBH because of the high levels of needs our students demonstrate. Our goal in serving students early and often is to provide students the interventions they require BEFORE they are labeled or get to a higher level of need. In determining equitable practice in serving students with disabilities or students with more severe needs, EFC feels strongly that incentivizing labeling should not be encouraged. We believe that our commitment to serving any and every student who enrolls at EFC, of not expelling or pushing out any children, and partnering with external agencies to go the distance for our children and families is our hallmark and our strength. Therefore, while EFC may not serve a "labeled" student population that is 12% Special Education, the implication that we do not serve the students with the greatest level of need or that generally our student population has greater need is false. We serve a student population with a 94% unduplicated count as compared to OUSD's 77% unduplicated count, 50% ELL as compared to OUSD's 31% ELL population. We serve similar percentages of Homeless and Newcomer students. Also, we provide upwards of 25% of our student population with additional tier 2 and 3 services that traditionally only students with IEPs would receive - everything from 1:1 aides, counseling, speech therapy, occupational therapy and academic interventions are provided to students in general education who demonstrate need.

**Latitude 37.8 High School, Education for Change Public Schools
Response to OUSD Written Findings of Fact**

Also, the findings go on to compare OUSD's results to EFC's results with respect to students with disabilities without taking poverty or English fluency into consideration. Again, because EFC in general serves a much higher high poverty and ELL population, whether the students have disabilities or not, we are not comparing similar students. While we continue to relentlessly focus on accelerated growth, particularly for our most struggling students, we do not believe that the insinuation that EFC is not willing to "truly serve all students" is remotely appropriate or fair and again is counter to OUSD's staff opinion on this matter. Thus, the original staff report determined that our petition presented a comprehensive description of a program to serve all students.

OUSD Finding #4: *Conflict of Interest Requirements for Charter School Board Members*

This finding is inaccurate and inconsistent with prior practice and assessment. The district does not cite a credible legal source for its rationale for the new standard for Conflict of Interest statements (they cite the San Jose Mercury News). Additionally, the OUSD Board has approved on numerous occasions these same conflict of interest statements without any expressed concerns. In fact, as recently as last spring (spring of 2017), the same board approved the charter renewals for Learning Without Limits and ASCEND with these same Conflict of Interest policies. The Education for Change Board of Directors statements reflect current state law, and in the event state law changes, EFC will amend its language to be in compliance with all local, state, and federal regulations. Thus, the original staff report determined that Latitude did provide a reasonably comprehensive description of its Conflict of Interest policy.



CHARTER SCHOOL EVALUATION SUMMARY REPORT

FOR

**Latitude 37.8 High School, Education for Change Public Schools
Appeal from District Denial of New Charter Petition**

Charter Petition on Appeal - E.C. 47605(j) (1)

ACOE Charter Review Team:

Teresa Kapellas, Aseneth Rodriguez-Quaid, Natalie Zaderey, David Patterson

ANALYSIS SUMMARY

The Alameda County Office of Education’s Charter School Review Team completed a thorough review and analysis of the educational, operational, and financial information contained in the charter petition appeal of Latitude 37.8 High School, Education for Change Public Schools. The review also included a substantive in-person meeting with the charter school lead petitioners/design team and representatives from EFC’s governing leadership (i.e. Capacity Interview), and reviewed subsequent clarifying documentation from that meeting. The ACOE review team found that the Latitude 37.8 High School provided appropriate signatures, adequate required assurances, and reasonably comprehensive descriptions in most of the 15 elements and supplemental areas (Financial Plan, Impact Statement, Facilities, Independent Study & Special Education.)

The petition was reviewed in 20 areas, with specific criteria in each element. Below are the rating results.

Criteria that Exceed Required Standard	Criteria that Meet Required Standard	Criteria that Fail to Meet Required Standard	Not Applicable
1	14	3	2

The Review Team found the charter petition appeal had one area where it exceeded the required minimum standard, 13 of 15 areas with reasonable descriptions, and one area that was not applicable. Of the five Supplemental Information Sections, three met the required standard, and one was not applicable.

Staff’s Petition Review Checklist, included as [Appendix A](#), contains a detailed analysis of each Element/Section, articulating the strengths and weaknesses of the charter school’s proposal.

The team also reviewed the findings from Oakland Unified School District upon which the denial of the Latitude 37.8 high school was based, and the petitioner’s response. A table summarizing issues raised by OUSD, Latitude’s responses, and ACOE staff conclusions is included as [Appendix B](#).

Public Hearing Review and Analysis of Innovative Program Model

The public hearing provides an opportunity for the governing board to consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents. Public support for the charter petition was mixed. While it appeared there was support for the petition during the hearing, there were also some concerns made by opponents of the proposed school. One concern was that the school’s proposed innovative teaching methods were already being implemented in several existing Oakland Public Schools including Fremont High School, Met West, and Life Academy.

Based on the allegations and concerns, staff conducted a comparative analysis of the high school programs mentioned above with Latitude 37.8’s proposed program. A copy of this detailed analysis is included in this report as [Appendix C](#).

BACKGROUND

The Alameda County Office of Education received a charter petition appeal from Latitude 37.8 High School, after it was denied by the Oakland Unified School Board on November 8, 2017. The Notice of Appeal was received by ACOE staff on November 20, 2017 and, due to the holiday closure, deemed complete on November 27, 2017. The Public Hearing was held on December 12, 2017. Following the public hearing, the Review Team completed its analysis of the petition. The team received a copy of the finding

of facts, submitted by the Oakland Unified School District on December 19, 2017, and response from Latitude 37.8 received on January 5, 2018.

Staff conducted a Capacity Interview on February 5, 2018 with Education for Change CEO Hae Sin Thomas, Strategic Plan leader Sundar Chari, Fiscal Director Rich McNeal, Latitude 37.8 school design team leaders, Lillian Hsu and John Bosselman, and two EFC Board members, Board Chair Nick Driver and Dirk Tillotson. Information from the public hearing, charter petition review, additional clarifying information received, and Capacity Interview were utilized in preparing this report. A copy of the staff report was provided to Latitude 37.8 prior to the determination hearing.

Alameda County Board of Education's Role

Education Code Section 47605(j) provides the following process for appeal of a district's denial of a charter petition:

- (1) If the governing board of a school district denies a petition, the petitioner may elect to submit the petition for the establishment of a charter school to the county board of education. The county board of education shall review the petition pursuant to subdivision (b). (Emphasis added.)

Subdivision (b) of section 47605 is the same process by which a school district is required to review a charter school petition.

Education Code Section 47605(b), describing the standard and process for review of charter school petitions, requires the County Board to:

- Hold a public hearing within 30 days on the provisions of the charter and consider the level of support for the petition.
- Determine whether the petition document that has been denied by the District meets the established criteria.
- Not deny a petition for the establishment of a charter school unless it makes written factual findings, setting forth specific facts to support one or more of the following:
 1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
 2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
 3. The petition does not contain the number of signatures required by subdivision (a).
 4. The petition does not contain an affirmation of each of the conditions described in subdivision (d).
 5. The petition does not contain reasonably comprehensive descriptions of the required content in subsections A-O.

REVIEW PROCESS

It is our expectation that when a petitioner submits a petition on appeal, that they have submitted a plan they believe can be successfully implemented. The process requires the county board to do a de novo review of the Petition. The "appeal process" as established by law, is one that allows staff to evaluate the substance of the petition document in order to determine whether the petition stands on its own merit.

The Alameda County Office of Education (ACOE) believes that quality authorizing includes a rigorous, comprehensive application process that follows fair procedures and clear criteria. Our review team includes staff members with expertise in various areas in order to provide a thorough evaluation. This

review is conducted in a systematic, unbiased manner through a comprehensive checklist which provides uniformity in charter petition evaluations.

The petitioners are required to submit their appeal within 180 days of the date of denial by a district. ACOE requires a submission package that includes:

- Form A - Notice of Intent to Submit Application on Appeal of Denial
- Articles of Incorporation and By-Laws for the non-profit organization, or provide a written explanation of why these have not yet been developed.
- The original charter petition and supporting documents considered by District when petition was denied.
- A copy of the District governing board's action of denial of the petition and the governing board's written factual findings specific to the particular petition, as required by E.C. section 47605(b).
- A brief written response of the charter petitioners to the district board's findings (optional)
- A narrative description of any changes to the petition necessary to reflect the County Board of Education as the chartering entity.
- Petitioners may submit a separate document containing revised sections of the charter petition (both final and "redline" versions) or additional appendices to address the Charter Supplemental Information described in ACOE's Charter School Petition Review Guidelines, if not already included in the original petition submitted to the District.

During the review process the Review Team may identify areas of concern and/or questions about the petition. Supplemental information provided by the petitioners in response to concerns and questions by the Review Team is considered during the review process, as long as it does not change the substance of the original charter petition document submitted for review. The process also includes a Capacity Interview which provides the Review Team the opportunity to ask clarifying questions as well as engage in interactive, real-time conversations that allow an assessment of the petitioner's depth of knowledge, experience and ability to implement their proposed charter.

Finding of Facts

Required Signatures

The petition included sufficient teacher signatures to meet the requirements of EC 47605(a)(3).

Required Affirmations

The petition contains the required affirmations as required by EC 47605(d).

Content of the Charter Petition

The petition document exceeded the minimum criteria in Element D, Government Structure, primarily because the charter was submitted by an existing Charter Management Organization (CMO) and they have most of the required information already in place. It was noted that the petitioner did not change all District references in their petition, and if approved, they will be required to make these changes to the petition. Also all references to Oakland's Office of Charter Schools (OCS) needs to be changed to reflect ACOE Charter School Office (CSO). It is also recommended that they update the list of Board responsibilities to include review of LCAP.

The Review Team found the current petition contains reasonably comprehensive descriptions in nearly all areas under Education Code Section 47605(b) A-O requirements.

- Education Program
- Measurable Student Outcomes
- Student Progress Measurement
- Employee Qualifications
- Health and Safety
- Racial & Ethnic Balance
- Admission Requirements
- Annual Financial Audits
- Staff Retirement System
- Attendance Alternative
- Description of Employee Rights
- Dispute Resolution Process
- Closure Procedures

Supplemental:

- Impact Statement
- Special Education
- Facilities

The petition document did not fully meet the minimum criteria in the following areas:

- Suspension and Expulsion
This area was found to be insufficient due to the new laws recently implemented that require additional descriptions in this area (i.e. AB420 and AB 1630.) Note, this area was found to meet the minimum requirement at the time the petition was submitted; however, if the petition is approved, EFC should be required to update this section as appropriate to meet the new legal requirements.
- Dispute Resolution Process
This section was written specific to OUSD requirements. If the charter is approved, petitioners will need to make appropriate changes to reflect ACOE as the authorizer, and that the language in the Memorandum of Understanding will supersede any areas that conflict.
- Financial Plan
We were not able to substantiate all other soft revenue sources aside from LCFF revenue sources. For example, the Charter is anticipating an award of \$575,000 for the Public Charter School Grant Program (PCSGP). There is concern that Local Revenues make up more than 10% of the total budgeted revenues for Years 0 through 3. For the Start-up Year, Local Revenues comprise of approximately 55% of total revenues. This is due to the Charter assuming that the will receive \$200,000 from New Schools Venture Fund and \$250,000 from Walton Foundation in their Start-Up Year. In addition, the Charter's budget is dependent upon receipt of Measures N and G-1 funding distributed by OUSD in Years 1 through 3. If all these other revenue sources mentioned above do not materialize, the Charter will not be fiscally solvent.

Likelihood of Successful Implementation

The Review Team found, based on the petition submitted and the petitioner Capacity Interview, that the school is likely to successfully implement the program described in the charter petition.

The Strengths that Support the Likelihood of Successful Implementation:

- The petition is complete and makes a compelling case why the school is needed and how the school will effectively meeting the needs of the planned targeted student population.
- The education program proposed is research based.
- The curriculum design appears to be rigorous and proposed innovative and research based instructional methods
- Lillian Hsu, the proposed School Principal, brings commitment and significant relevant experience to the charter
- Latitude 37.8's board has a strong and appropriate mix of members, with significant experience and an appropriate mix of skill sets. From the Capacity Interview the members showed a sophisticated understanding of their roles and responsibilities
- The school is proposing to utilize their CMO for back office business services and special education support.
- The school is supported by external educational support providers with significant expertise

The Challenges and Weaknesses that threaten successful implementation:

- The charter did not provide a complete and comprehensive description of the curriculum for all grade levels. When asked about the curriculum development timeline during the Capacity Interview, the petitioners indicated that they will be utilizing a slow growth model based on various methodologies that they have adopted, such as Big Picture Learning and Building 21. The Director of Instruction for Latitude will also serve as a first year teacher and will be developing the curriculum for each year as the school prepares to open the next grade level. They provided the Review Team with an understanding and clarification utilizing A-G Requirements, Common Core Standards and integrating the frameworks. As long as the school continues within its proposed timeline they will be able to accomplish creating the curriculum in this way.
- The school has significant financial support from external funders; however we must raise concern because we were unable to confirm that these funds have been secured at the time this report was written. If the soft revenue sources mentioned above do not materialize, the Charter cannot be fiscally solvent. If the petition is approved, additional information including a revised budget and continual follow-up documentation will be required through the MOU.
- The school has not identified a school facility, although they indicated that they are in negotiations with Unity Council for a location in the Fruitvale area. If the petition is approved, additional information, such as a copy of the lease agreement, updated budget, and other follow-up information will be required through the MOU process relating to a facility.

CONCLUSION

The Review Team found that the charter petition contained reasonably comprehensive descriptions of most of the required elements, that the proposed educational program is sound, and that the petitioners are demonstrably likely to successfully implement the proposed program, provided they secure funding as stated in the petition.

Should the Board decide to grant the charter, the Review Team recommends the concerns as stated throughout this report be addressed as conditions to be included in the required Memorandum of Understanding.

1. Facilities – A written verification as a pre-condition prior to opening, evidence that the facility is located in an area properly zoned for operation of a school and that has received a conditional use permit, and that has been cleared for student occupancy by all appropriate authorities, including ACOE.
2. Services for Students with Disabilities/Special Education Program – A confirmation letter regarding approved membership to the El Dorado SELPA prior to opening.

In addition to the standard pre-opening conditions, the following items shall be considered as clean up language/ clarifying items: (a) changes to the charter to reflect the appropriate authorizer's name- from OUSD to ACOE, and the OCS to CSO, (b) Admission Requirements and Suspension/Expulsion- clean up language in the Charter as described in AB-1360 pupil admissions, suspensions, and expulsions.

Appendix A



ALAMEDA COUNTY OFFICE OF EDUCATION

CHARTER SCHOOL PETITION REVIEW CHECKLIST

On Appeal

Renewal
Petition

Proposed Charter School Latitude 37.8 High School

Proposed Location Fruitvale Neighborhood; Citywide Enrollment

Grade levels to be served Year 1: 9th Gr. **Full Capacity:** 9 – 12th **Anticipated Enrollment Year 1:** 50 **Full Capacity:** 320

Petitioner Contact Information	Denial Information	Petition Review and Presentation Timelines (Office Use Only)		
		Petition Presented to ACOE (Maximum of 180 days from denial)	Public Hearing (30 days from receipt)	Decision by Board of Education (60 days from receipt, may be extended 30 days if agreed by petitioner(s) and ACOE)
Name	District Denying Petition:	Date	Date Due	Date Due
Hae-Sin Thomas, Lead Petitioner	OUSD	<u>11/20/17</u>	<u>12/20/17</u>	<u>1/19/18</u>
Phone		Date of Board Action:	Date Held	<input checked="" type="checkbox"/> 30 day extension to <u>2/18/18</u>
510.568.7936	11/8/17		<u>12/12/17</u>	Date of Board Decision <u>2/13/18</u>
Address				
333 Hegenberger Rd. #600 Oakland, CA 94601				
Email				
hthomas@efcps.net				

Section below is for Office Use ONLY

Area of Review	Department(s) Responsible	Name of Reviewer
A. Education Program	Education Services	Aseneth Rodriguez-Quaid
B. Measurable Student Outcomes	Education Services	Aseneth Rodriguez-Quaid
C. Student Progress Measurement	Education Services	Aseneth Rodriguez-Quaid
D. Government Structure	Human Resources & Credentialing	Teresa Kapellas
E. Employee Qualifications	Human Resources (reviewed by ALL)	Teresa Kapellas, Natalie Zaderey
F. Health and Safety	Human Resources & Ed. Services (reviewed by ALL)	Teresa Kapellas, Natalie Zaderey
G. Racial & Ethnic Balance	Education Services (reviewed by ALL)	Aseneth Rodriguez-Quaid, Natalie Zaderey
H. Admissions Requirements	Ed. Services/Human Resources (reviewed by ALL)	Aseneth Rodriguez-Quaid, Natalie Zaderey
I. Annual Financial Audits	Business Services	Teresa Kapellas, Natalie Zaderey
J. Suspension and Expulsion	Ed. Services (reviewed by ALL)	Aseneth Rodriguez-Quaid, Natalie Zaderey
K. Staff Retirement System	Human Resources & Business Services	Teresa Kapellas, Natalie Zaderey
L. Attendance Alternatives	Reviewed by ALL	Teresa Kapellas, Natalie Zaderey
M. Description of Employee Rights	Human Resources (reviewed by ALL)	Teresa Kapellas, Natalie Zaderey
N. Dispute Resolution Process	Business Services	Teresa Kapellas, Natalie Zaderey
O. Closure Procedures	Business Services	Teresa Kapellas, Natalie Zaderey
Supplemental Information		
Financial Plan	Business Services	Natalie Zaderey
Impact Statement	Reviewed by ALL	Teresa Kapellas, Natalie Zaderey
Facilities	Business Services	Teresa Kapellas, Natalie Zaderey
Special Education	Ed. Services & Sp. Education	Aseneth Rodriguez-Quaid

Instructions to Petitioner: This checklist is designed to guide the review of charter school petitions. Throughout the evaluation, the petition review team will rate the petitioner’s response as Exceeds, Meets, or Fails to Meet the criteria required for each specific area.

Please write the page number where the information for each Evaluation Criteria can be located in the “found on page” column of the matrix document. Include a copy of this completed document with your charter petitions.

Ed Code 47605 A | Education Program

Found on page:	Evaluation Criteria A-O	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	1. Targeted School Populations			
	◆ Age, grade levels and number of students		X	
	<input type="checkbox"/> Describe students whom the charter will attempt to educate		X	
	2. Attendance			
	◆ School year, academic calendar, number of school day and instructional minutes		X	
	◆ Attendance expectations and requirements		X	
	3. What it Means to be an Educated Person in The 21st Century			
	<input type="checkbox"/> Objective of enabling pupils to become self-motivated, competent, lifelong learners		X	
	◆ Clear list of general academic skills and qualities important for an educated person		X	
	◆ Clear list of general non-academic skills and qualities important for an educated person		X	
	4. Description of How Learning Best Occurs			
	◆ Persuasive instructional design		X	
	◆ Broad outline (not entire scope and sequence) of the curriculum content		X	
	◆ Description of instructional approaches and strategies		X	
	◆ Description of learning setting (e.g. traditional, home-based, distance learning, etc.)		X	
	◆ Proposed program strongly aligned to school's mission		X	
	◆ Affirmation that, or description of, how curriculum aligned to California Content Standards		X	
	◆ Outlines a plan or strategy to support students not meeting pupil outcomes		X	
	◆ Instructional design or strategies based upon successful practice or research		X	
	◆ Describes instructional strategies for special education, Insufficient English proficient students, etc.		X	
	5. Annual Goals and Actions			
	<input type="checkbox"/> Annual goals, and annual actions to achieve those goals, for all pupils and for each subgroup of pupils (anticipated racial/ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth) to be achieved in the state priority areas that apply for the grade levels served, or the nature of the program operated, by the charter school:		X	
	◆ Student achievement			
	◆ Student engagement			
	◆ Other student outcomes			
	◆ School climate			
	◆ Parental involvement			
	◆ Basic services (teacher credentials, instructional materials, facilities)			
	◆ Implementation of common core state standards			
	◆ Course access			

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

◆ Additional school priorities, goals specific annual actions			
6. Additional Requirements for Charter Schools Serving High School Student			
<input type="checkbox"/> How Charter School will inform parents about the transferability of courses to other public high schools		X	
<input type="checkbox"/> How Charter School will inform parents about the eligibility of courses to meet college entrance requirements		X	
Education Program – Comments			
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:	
		<p>Graduation requirements were not clear, for example charter did not include total units needed for graduating nor how many units each course is equivalent to. Page 79-80, included an A-G Course Map but did not include how many years total of each course, the 3 phases listed for Latitude cause a confusion, there needs to be an alignment with CDE graduation requirements.</p> <p>During the Capacity Interview, Petitioners clarified and provided evidence how the “integrated courses” will align with a-g requirements and be transferable to other schools should students transfer to another high school.</p>	

Ed Code 47605 B Measurable Student Outcomes				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<input type="checkbox"/> Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome, aligned with state priorities and goals in Educational Program		X	
	◆ How pupil outcomes will address state content and performance standards in core academics		X	
	◆ Outcomes align with common core state standards		X	
	◆ Outcomes and measures align with state priorities and goals identified in Educational Program		X	
	◆ Lists school-wide student performance goals students will achieve over a given period of time: Projected attendance levels, dropout percentage, graduation rate goals, etc.		X	
	◆ Describes academic achievement outcomes both Schoolwide and for all groups of pupils (anticipated racial/ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth)		X	
	◆ Clearly stated exit outcomes include acquisition of academic and non-academic skills, that are specific, measurable and rigorous		X	
	◆ Acknowledges that exit outcomes and performance goals may need to be modified over time		X	
	◆ Affirmation that "benchmark" skills and specific classroom-level skills will be developed		X	
	◆ Affirmation/description that exit outcomes will align to mission, curriculum and assessments		X	
	◆ Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the “A–G” requirements		X	
	◆ If high school, graduation requirements defined and WASC accreditation addressed		X	
Measurable Student Outcomes – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		
		Graduation requirements are not defined and not in the student handbook. This area was addressed-see comments above.		

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

Ed Code 47605 C | Student Progress Measurement

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<input type="checkbox"/> Assessments include multiple, valid and reliable measures using traditional/alternative tools		X	
	<input type="checkbox"/> Assessment tools include all required state and federal assessments		X	
	◆ At least one assessment method or tool listed for each of the exit outcomes		X	
	◆ Chosen assessments are appropriate for standards and skills they seek to measure		X	
	◆ Affirmation/description of how assessments align to mission, exit outcomes, and curriculum		X	
	◆ Describes minimal required performance level necessary to attain each standard		X	
	◆ Outlines plan for collecting, analyzing/utilizing and reporting student/school performance		X	
	◆ Consistent with the way information is reported on the School Accountability Report Card		X	
Student Progress Measurement – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

Ed Code 47605 D | Government Structure

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<input type="checkbox"/> Describes what role parents have in the governance and operation of the school	X		
	<input type="checkbox"/> Describes key features of governing structure (usually a board of directors) such as:	X		
	▪ Compliance with Brown Act, Public Records Act and Conflict of Interest Policy		X	
	▪ Size/composition of board, board committees and/or advisory councils	X		
	▪ Board's scope of authority/responsibility	X		
	▪ Method for selecting initial board members		N/A	
	▪ Board election/appointment and replacement	X		
	◆ Affirms future development of, or has set of, proposed bylaws, policies or similar documents		X	
	◆ Initial governing board members identified by name or the process to be used to select them			
	◆ Clear description of the legal status of the charter school		X	
	◆ Outlines other important legal or operational relationships between school and granting agency		X	
Government Structure – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		
EFC is an established CMO in the local community where it plans to serve and is very knowledgeable and experienced, having many of the petition requirements under this section already in place.		Note that petitioners did not change all District references, and must do a thorough review of its petition and make changes as appropriate, if they are approved. OCS needs to be changed to CSO. Need to add LCAP in their list of Board responsibilities (pg 169).		

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

Ed Code 47605 E | Employee Qualifications

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<input type="checkbox"/> Identifies all key staff positions with the school		X	
	<input type="checkbox"/> Describes specific key qualifications (knowledge, experience, education, certification)		X	
	<input type="checkbox"/> Defines core, college preparatory teachers & affirms they will hold appropriate Commission on Teacher Credentialing certificate, permit or other equivalent document as required by Law including ESSA.		X	
	<input checked="" type="checkbox"/> Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers, along with required qualifications.		X	

Employee Qualifications – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	<p>Regarding non-core prep teaching positions: Job descriptions are present, but position does not appear to disclose the qualifications of the non-certificated positions.</p> <p><i>Petitioners clarified this during the Capacity Interview. Some of the job descriptions listed are simply those from the CMO and not actually positions that will be hired by the school.</i></p>

Ed Code 47605 F | Health and Safety

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<input checked="" type="checkbox"/> Affirms that each employee will furnish the school with a criminal record summary		X	
	Outlines specific health and safety practices addressing such key areas as:			
	▪ Seismic safety (structural integrity and earthquake preparedness)		X	
	▪ Natural disasters and emergencies		X	
	▪ Immunizations, health screenings, administration of medications		X	
	▪ Tolerance for use of drugs and/or tobacco		X	
	▪ Staff training on emergency and first aid response		X	
	▪ References accompanied by a detailed set of health and safety related policies/ procedures or the date by which they will be adopted and submitted to the ACOE		X	

Health and Safety - Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- Strongly suggested to ensure that charter elements are reasonably comprehensive

Ed Code 47605 G | Racial & Ethnic Balance

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	◆ Lists specific practices/policies designed to attract a diverse applicant pool/enrollment		X	
	▪ Includes specific language access policy for attracting and achieving targeted racial and ethnic balance		X	
	☐ Practices and policies appear likely to achieve targeted racial and ethnic balance		X	

Racial & Ethnic Balance – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	Charter needs to clarify language on page 194, under Recruitment Strategies, sub section: Collateral Materials/ Leave Behinds. “All materials will be created with the end-reader kept in mind and will be assured to make no false claims.”

Ed Code 47605 H | Admission Requirements

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	☐ Mandatory assurances regarding non-discriminatory admission procedures		X	
	◆ Admission preferences which are required for conversion charter schools, if applicable		N/A	
	◆ Clearly describes admissions requirements, including any preferences			X
	◆ Proposed admissions and enrollment process and timeline, as well as procedures for public random drawings, if necessary		X	

Admission Requirements – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	<p>1. Charter does not comply with ED Code 47605 (2)(B), Preference are not within the law, charter gives priority to children of employees or Latitude founding families rather than applicants residing within the boundaries of the OUSD, in addition there is language regarding weighted lottery (page 198) that provide children of Latitude employees or founding families five additional entries in lottery and places students residing within the boundaries of OUSD who meet SES criteria (qualify for free or reduced lunch) are given one additional entry in the lottery.</p> <p>2. Page 7 of the charter mentions Latitude will provide “flexibility” to serve students who are over age (and does not provide the maximum age level), and charter does not mention the percentage of students of this demographic nor mentions a preference for these students in the admission requirements element.</p> <p><i>During the Capacity Interview, Petitioners clarified their admissions process. Note that they will need to revise the language in their petition to comply with the new AB 1630 law which went into effect January 2018.</i></p>

Legend:

- ☐ Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

Ed Code 47605 I | Annual Financial Audits

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
<input type="checkbox"/>	Procedure to select and retain independent auditor		X	
<input checked="" type="checkbox"/>	Qualifications of independent auditor		X	
<input type="checkbox"/>	Audit will employ generally accepted accounting procedures		X	
<input type="checkbox"/>	The manner in which the audit will be conducted		X	
<input checked="" type="checkbox"/>	Scope and timing of audit, as well as required distribution of completed audit		X	
<input type="checkbox"/>	Process for resolving audit exceptions and deficiencies to the satisfaction of the Alameda County Office of Education		X	

Annual Financial Audits – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

Ed Code 47605 J | Suspension and Expulsion

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
<input type="checkbox"/>	Detailed, step-by-step process by which student may be suspended or expelled		X	
<input checked="" type="checkbox"/>	Reference to a comprehensive set of student disciplinary policies		X	
<input checked="" type="checkbox"/>	Reference homework policy for students suspended less than 5 days		X	
<input type="checkbox"/>	Describe the expulsion appeal process			X
<input type="checkbox"/>	Outlines or describes strong understanding of relevant laws protecting constitutional rights of students, generally, and of disabled and other protected classes of students		X	
<input checked="" type="checkbox"/>	Policies balance students' rights to due process with responsibility to maintain a safe learning environment			X
<input checked="" type="checkbox"/>	Explains how ACOE may be involved in disciplinary matters			X

Suspension and Expulsion – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	<p>The expulsion appeal process is not clear and not mentioned. Charter does not mention ACOE.</p> <p>New Law AB420- Eliminates willful defiance or description of school activities as a reason to expel students. Charter does not include AB420, nor does it include ways that the school will work with the students so as not to suspend them. Part of this law prevents administrators from reasons to issue suspension to K-3 students this part of the law does not apply to Latitude.</p> <p>New Law AB1360 language is not included on pupil admissions, suspensions, and expulsions. <i>Petitioner will be required to make all appropriate changes in this area as a condition of approval.</i></p>

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- Strongly suggested to ensure that charter elements are reasonably comprehensive

Ed Code 47605 K | Staff Retirement System

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<input type="checkbox"/> Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must participate)		X	
Staff Retirement System – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		
		EFC employees belong to both CalPERS and CalPERS retirement systems.		

Ed Code 47605 L | Attendance Alternative

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<input type="checkbox"/> States that students may attend other schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence and/or description of other attendance alternatives		X	
Attendance Alternatives – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

Ed Code 47605 M | Description of Employee Rights

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<input type="checkbox"/> States that collective bargaining contracts of ACOE will be controlling		N/A	
	◆ Whether and how staff may resume employment within the district or ACOE, if applicable			
	◆ Sick/vacation leave (ability to carry it over to and from charter school, if applicable)			
	◆ Whether staff will continue to earn service credit (tenure) in district or ACOE while at charter school, if applicable			
Description of Employee Rights – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		
		EFC is the sole employee of record. This section is not applicable		

Ed Code 47605 N | Dispute Resolution Process

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
<input type="checkbox"/>	Adopts the Alameda County Office of Education process to settle disputes relating to the provisions of the charter			X
<input checked="" type="checkbox"/>	Outline of how the charter school will resolve internal complaints and disputes with teachers, other staff and parents.		X	
Dispute Resolution Process – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		
		This section was written specific to OUSD requirements. Petitioners will need to make appropriate changes to reflect ACOE as the authorizer, and that the language in the MOU will supersede any areas that conflict.		

Ed Code 47605 O Closure Procedures				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
<input type="checkbox"/>	Outlines a description of the process to be used if the charter school closes		X	
<input type="checkbox"/>	Process includes the identification of the school individual/position responsible for closure activities, a final audit of the charter school, specific plans for disposition of all net assets and liabilities, as well as for the maintenance and transfer of pupil records		X	
Closure Procedures – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		
		<p>Petition does not identify an individual or position responsible for closure activities. Petition should include at least the position who’s role it will be to ensure proper school closure, if necessary.</p> <p>During the Capacity Interview, the petitioner identified the Chief Operating Officer as the designated person to be responsible for school closure. This will be included as part of the MOU language.</p>		

Likelihood that the Petitions Will be Able to Successfully Implement the Program of the Proposed Charter				
Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard	
<input checked="" type="checkbox"/> The Petition includes a thorough description of the education, work experience, credentials, degrees and certifications of the individuals comprising, or proposed to comprise, the directors, administrators and managers of the proposed charter school.		X		
Likelihood that the Petition will be able to successfully implement the program of proposed charter – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

Legend:

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REQUIRED SUPPLEMENTAL INFORMATION

Financial Plan (For Initial Petitions Only)

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<input type="checkbox"/> Proposed first year operational budget			
	• Start-up costs			X
	• Cash flow for first three years			X
	• Financial projections for first three years		X	
	◆ Planning Assumptions			
	▪ Number/types of students			X
	▪ Number of staff			X
	▪ Facilities needs			X
	▪ Costs of all major items are identified and within reasonable market ranges			X
	▪ Revenue assumptions in line with state and federal funding guidelines			X
	▪ Revenue from “soft” sources less than 10% of ongoing operational costs			X
	▪ Timeline allows window for referenced grant applications to be submitted and funded			X

Financial Plan – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	<p>Number/types of students:</p> <ol style="list-style-type: none"> On page 7 of the Petition, it states that Latitude “will provide the flexibility to serve students who are over age”. Per CCR 5, Section 119600, the Charter will not be able to claim apportionment for those students that are over the age of 22, unless the Charter partners “with one or more of the programs specified in Education Code section 47612.1”. <p>During the Capacity Interview, petitioner’s governing board provided a verbal assurance that they would create a policy to reflect who they will serve, and include an age cap.</p> <p>Revenues:</p> <ol style="list-style-type: none"> We were not able to substantiate all other revenue sources aside from LCFF revenue sources. <ol style="list-style-type: none"> The Charter is anticipating an award of \$575,000 for the Public Charter School Grant Program (PCSGP). We are concerned that Local Revenues make up more than 10% of the total budgeted revenues for Years 0 through 3. For the Start-up Year, Local Revenues comprise of approximately 55% of total revenues. This is due to the Charter assuming that they will receive \$200,000 from New Schools Venture Fund and \$250,000 from Walton Foundation in their Start-Up Year. In addition, the Charter’s budget is dependent upon receipt of Measures N and G-1 funding distributed by OUSD in Years 1 through 3. <p>NOTE: If all these other revenue sources mentioned above do not</p>

Legend:

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	<p>materialize, the Charter will not be fiscally solvent.</p> <p>During the capacity interview, were informed by the Petitioner that they are not moving forward with bond funding as construction costs are cost prohibitive for them at this time. They further indicated that they are negotiating a 2 year lease from Unity Counsel. The charter must provide us with an updated budget.</p> <p>Other Items</p> <ol style="list-style-type: none"> 1. The Charter shall provide the following as clarification items to the Petition / conditions of approval: <ol style="list-style-type: none"> 1. Clarification regarding the change in assumptions for facilities: <ol style="list-style-type: none"> 1. How the construction of the facilities are no longer dependent on the \$5.5 million tax exempt bond 2. How the Charter is obtaining a rental lease instead and with whom. 2. CORRECT staffing assumptions for Years 0 through 3 that are reflected in their budget 3. How the Charter is not planning for Measures N and G-1 Local Revenues to materialize 4. Documentation corroborating / guaranteeing that the Charter will receive \$575,000 in Public Charter Schools Grant Program (PCSGP) funding. 5. Documentation corroborating / guaranteeing that the Charter will receive \$200,000 in Local Revenues from the New Schools Venture Fund in their Start-Up Year 2017-18. 6. Documentation corroborating / guaranteeing that the Charter will receive \$250,000 in Local Revenues from the Walton Foundation in their Start-Up Year 2017-18. 7. Contingency plans of the Charter in case the PCSGP and local revenue sources mentioned above do not materialize. 2. Per review of the Reconciliation of Annual Financial Report with Audited Financial Statements, on page 19 of Education for Change's 2016-17 Audit Report, all six charter schools that are currently managed by the organization have significant auditor-proposed adjustments to their fund balances. This raises the question of EFC's ability to fiscally manage their charter schools.
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Start-Up Costs (For Initial Petitions Only)

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<ul style="list-style-type: none"> ▪ Clearly identifies all major start-up costs 		X	
	<ul style="list-style-type: none"> <input type="checkbox"/> Staffing 		X	
	<ul style="list-style-type: none"> <input type="checkbox"/> Facilities 			X
	<ul style="list-style-type: none"> <input type="checkbox"/> Equipment and Supplies 		X	
	<ul style="list-style-type: none"> <input type="checkbox"/> Professional Services 		X	
	<ul style="list-style-type: none"> ▪ Assumptions in line with overall school design plan 		X	

Legend:

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- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

	▪ Identifies potential funding source		X	
	▪ Timeline allows for grant and fundraising		X	
Start-Up Costs – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		
		SEE NOTES ABOVE		

Annual Operating Budget (Most Current Board Adopted Budget with any Variances or Material Changes Noted)				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	▪ Annual revenues and expenditures clearly identified by source		X	
	▪ Revenue assumptions closely related to applicable state and federal funding formulas		X	
	▪ Expenditure assumptions reflect school design plan		X	
	▪ Expenditure assumptions reflect market costs		X	
	▪ “Soft” revenues not critical to solvency			X
	▪ Strong reserve or projected ending balance (the larger of 3% of expenditure or \$25,000)		X	
	▪ If first year is not in balance, identifies solvency in future years and sources of capital sufficient to cover deficits until the school year when the budget is projected to balance			X
	▪ Expenditure for sufficient insurance to name district as also insured/hold harmless agreement		X	
	▪ Expenditure sufficient for reasonably expected legal services		X	
	▪ Expenditure for Special Education excess costs consistent with current experience in the school district/county		X	
	▪ Expenditure for facilities – if specific facilities not secured, reasonable projected cost			X
Annual Operating Budget – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		
		SEE NOTES ABOVE. Soft revenue constitutes 50% of local revenue in first year. Also Facilities in budget was based on a 5.5m bond which is no longer materializing. A revised budget will need to be submitted if the charter school is approved.		

Cash Flow Analysis				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	▪ Monthly projection of revenue receipts in line with local/state/federal funding disbursements		X	
	▪ Expenditures projected by month and correspond with typical/reasonable schedules		X	
	▪ Show positive cash balance each month and/or identify sources of working capital		X	
Cash Flow Analysis – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

Legend:

- ❑ Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

Long-Term Plan				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<ul style="list-style-type: none"> ▪ Projects revenues and expenditures for at least two additional years 			X
	<ul style="list-style-type: none"> ▪ Revenue assumptions based on reasonable potential growth in local, state and federal revenues 		X	
	<ul style="list-style-type: none"> ▪ Revenue assumptions based on reasonable student growth projections 		X	
	<ul style="list-style-type: none"> ▪ Reasonable cost-of-living and inflation/funding reduction assumptions 		X	
	<ul style="list-style-type: none"> ▪ Annual fund balances are positive or sources of supplemental working capital are identified 		X	
Long-Term Plan - Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		
		SEE NOTES ABOVE		

Impact Statement				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<ul style="list-style-type: none"> ◆ Provides estimated numbers of students anticipated to enroll (Initial Petitions Only) 		X	
	<ul style="list-style-type: none"> ◆ Identifies whether charter will request to purchase support services from ACOE or district (Initial Petitions Only) 		X (NONE)	
	<ul style="list-style-type: none"> ◆ Describes suggested processes and policies between charter and ACOE including: <ul style="list-style-type: none"> ▪ Process, activities and associated fees for oversight of charter ▪ Regular, ongoing fiscal and programmatic performance monitoring and reporting as required by ACOE 		N/A	
	<ul style="list-style-type: none"> ◆ Description of support service needs and suggested payments for services to authorizer, if applicable. <ul style="list-style-type: none"> ▪ Clearly drafted contract(s)/agreement(s) or reference to contract(s) for services. ○ Identify whether a request will be made for use of ACOE or district-owned facilities ○ Reasonably detailed lease or occupation agreement for privately obtained facilities 		N/A	
	<ul style="list-style-type: none"> ◆ Proposed legal status of school is identified 			
	<ul style="list-style-type: none"> <input type="checkbox"/> Describes the manner in which administrative services of the charter school are to be provided 		X	
	<ul style="list-style-type: none"> ◆ Identify whether school intends to manage risk independently or will seek to secure coverage other public agency 			
	<ul style="list-style-type: none"> <input type="checkbox"/> Addresses potential civil liability effects, if any, upon the school and the ACOE 		X	
Impact Statement – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

Legend:

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Facilities				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<input type="checkbox"/> Describe the types and potential location of facilities needed to operate the size and scope of educational program proposed in the charter.		X	
	<input type="checkbox"/> In the event a specific facility has not been secured, provide evidence of the type and projected cost of the facilities that may be available in the location of the proposed charter school.			X
	<input type="checkbox"/> Are reasonable costs for the acquisition or leasing of facilities to house the charter school reflected in budget (taking into account the facilities the charter school may be allocated under the provisions of Education Code section 47614)		X	

Facilities – Comments	
If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	This issue was resolved after Capacity Interview. Petitioner will need to provide an updated budget along with confirmation of facility once they have secured.

Ed Code 47641 Special Education				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<input type="checkbox"/> Petition specifies the means by which the charter school will comply with the provisions of Education Code section 47641		X	
	<input type="checkbox"/> Has consulted with a SELPA agency concerning Special Ed. Services		X	
	<input type="checkbox"/> Has contacted the special education director in district/LEA providing services		X	
	▪ Discussed special education responsibilities of charter		X	
	▪ Discussed application of SELPA policies		X	
	<input type="checkbox"/> Describes how special education services will be provided consistent with SELPA Plan and/or policies and procedures		X	
	▪ Includes fiscal allocation plan		X	
	<input type="checkbox"/> Includes the process to be used to identify students who qualify for special education programs and services, including		X	
	▪ Referral		X	
	▪ Assessment		X	
	▪ Instruction		X	
	▪ Due Process		X	
	▪ Agreements describing allocation of actual and excess costs		X	
	▪ Charter fiscally responsible for fair share of any encroachment on general funds		X	
	<input type="checkbox"/> The school's understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities		X	

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
If charter is LEA within SELPA				
	<ul style="list-style-type: none"> Notifies SELPA Director of intent prior to February 1st of the preceding school year 		N/A	
	<ul style="list-style-type: none"> Provides current operating budget in accordance with Ed Code 42130 and 42131 		N/A	
	<ul style="list-style-type: none"> Responsible for any legal fees relating to application and assurances process 		N/A	
	<ul style="list-style-type: none"> Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of SELPA" 		N/A	
	<ul style="list-style-type: none"> Assurance Statement that Charter is fiscally responsible for fair share of any encroachment on general funds 		N/A	
Petition includes the following assurances:				
	<ul style="list-style-type: none"> The charter will comply with all provisions of IDEA 		X	
	No student will be denied admission based on disability or lack of available services		X	
	<ul style="list-style-type: none"> Will implement a Student Study Team process 		Same as IEP Team mentioned in Charter	
	<ul style="list-style-type: none"> Any student potentially in need of Section 504 services will be the responsibility of the charter school 		X	
Overview of how special education funding and services will be provided by:				
	<input type="checkbox"/> Petition/MOU describes the process for notifying district of residence and authorizing school district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school			
	<ul style="list-style-type: none"> Charter School 		This Language may need to be in MOU	
	<ul style="list-style-type: none"> Alameda County Office of Education 			
	<ul style="list-style-type: none"> SELPA 			
	<input type="checkbox"/> Petition/MOU describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school		This Language may need to be in MOU	
Special Education – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

INDEPENDENT STUDY | Requirements in this section apply to petitions proposing to utilize a non-classroom based instructional strategy in the charter school.

Ed Code 47612.5, 51745 and 51747 Independent Study				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<input type="checkbox"/> The petition verifies that the K-12 public school guidelines for independent study will be evident in the annual audit. 47612.5(b) Notwithstanding any other provision of law and except to the extent inconsistent with this section and Section 47634.2, a charter school that provides independent study shall comply with Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 and implementing regulations adopted there-under.			

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

<p><input type="checkbox"/> The petition states that it will meet the requirement related to the ratio of ADA to FTE certificated employees as prescribed under education code 51745.6(a). The ratio of average daily attendance for independent study pupils 18 years of age or less to school district full-time equivalent certificated employees responsible for independent study, calculated as specified by the State Department of Education, shall not exceed the equivalent ratio of pupils to full-time certificated employees for all other education programs operated by the school district. The ratio of average daily attendance for independent study pupils 18 years of age or less to county office of education fulltime equivalent employees responsible for independent study, to be calculated in a manner prescribed by the State Department of Education, shall not exceed the equivalent ratio of pupils to full-time certificated employees for all other educational programs operated by the high school or unified school district with the largest daily attendance of pupils in that county.</p>			
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The petition includes Written Policies required for eligibility to receive apportionments for Independent Study per E.C. 51747:

<p><input type="checkbox"/> The maximum length of time, by grade level and type of program that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work.</p>			
<p><input type="checkbox"/> The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study, or whether he or she should return to the regular school program.</p>			
<p><input type="checkbox"/> The requirement that a current written agreement for each pupil will be maintained in file, at a minimum, the following areas:</p>			
<p><input type="checkbox"/> The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.</p>			
<p><input type="checkbox"/> The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.</p>			
<p><input type="checkbox"/> The specific resources, including materials and personnel that will be made available to the pupil.</p>			

Ed Code 47612.5, 51745 and 51747 | Independent Study | *Continues*

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<p><input type="checkbox"/> A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.</p>			
	<p><input type="checkbox"/> The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one semester, or one-half year for a school on a year-round calendar.</p>			
	<p><input type="checkbox"/> A statement of the number of course credits, or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.</p>			
	<p><input type="checkbox"/> The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.</p>			
	<p><input type="checkbox"/> Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil.</p>			
	<p><input type="checkbox"/> Petition acknowledges that independent study will be supervised by an appropriately credentialed teacher per 51747.5(a)</p>			

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

	<input type="checkbox"/> Petition acknowledges that school may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certified teacher per 51747.5(b).			
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Independent Study – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

Document to be used as Working Draft Only

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

Appendix B



APPENDIX B

**Summary of Issues in Renewal Proceeding:
 OUSD Findings, Latitude 37.8 Response and ACOE Staff Findings**

OUSD Board Major Findings (Resolution No. 1718-0032)	Charter's Response to OUSD Board Findings (excerpts)	ACOE Staff Findings
<p>1.Lack of reasonably comprehensive Description of the following components of the educational program:</p>	<p>Latitude disagrees strongly with this assertion and believes that it reflects a lack of understanding of our intended model and national best practices in providing Extended Learning Opportunities. Further, the original OUSD staff report determined that Latitude successfully provided a comprehensive description of these components of its educational program and gave the Latitude petition a positive assessment on all of these elements including as an innovative school model.</p>	<p>The ACOE team found that most areas concerning <u>EC 47605(b)(5)(A) Educational Program</u>, met the required standard. However there are additional requirements for charter schools serving high school students. Latitude has provided guidelines and frameworks for the educational program. Since the mythology for Latitude is a unique blend of project base learning and integrated curriculum, Latitude will be utilizing a slow growth model based on various methodologies that they have vetted, and are aligned with the A-G requirements per CDE and other research based resources such as Big Picture Learning and Building 21. The Director of Instruction for Latitude will also serve as a first-year teacher and will be developing the curriculum for each year as the school prepares to open the next grade level and has provided the Charter Review Team with an understanding and clarification utilizing A-G Requirements, Common Core Standards and integrating the frameworks that Latitude has provided as basis of curriculum. As long as the school continues within its proposed timeline they will be able to accomplish creating the curriculum in this way and will provide checkpoint status during the academic year and/or assurances in an MOU if Latitude is approved.</p>

OUSD Board Major Findings (Resolution No. 1718-0032)	Charter’s Response to OUSD Board Findings (excerpts)	ACOE Staff Findings
<p>1.a. Lack of clear expectations and specific commitment from partner organizations to provide internship, and partnership opportunities to charter school in regards to participation requirements, capacity and supervision needed for successful internship placements. The Petition also lacks a reasonably comprehensive description of the specific written commitments from the partner organizations that they will be able to provide the networking opportunities described in the Petition.</p>	<p>To date, Latitude has developed an extensive and diverse list of organizations and businesses to partner with for learning opportunities for our students as referenced in the petition and the prior narrative response. Additionally, the founding leadership team of Latitude has a successful track record in implementing this type of model. Through their work together at High Tech High Chula Vista, they provided students with more than 1000 different internship opportunities.</p> <p>Latitude is continuing to develop this network and, as indicated in the petition and budget, will add staffing as the school grows to lead this work. Given the Latitude design principles of ‘personalization’ and ‘relevance’, it would be inappropriate for Latitude to pre-determine the specific internship opportunities for students. As described in the petition and appendices, Latitude students will be involved in the development of this network through their exploration of their interests in order to authentically meet their needs.</p>	<p>The ACOE team found the description in the petition to meet the required standard.</p> <p>During the Capacity interview, Latitude clarified that they have 10 commitments from organizations for the first year of operation in which 9th grade students will go to visit, and they have committed that they will continue to work with the community to increase and enhance the partnership commitments.</p>
<p>1.b. The petition lacks a reasonably comprehensive description of which components of the Common Core State Standards the students’ Extended Learning Opportunities experience would align to.</p>	<p>Each ELO will require a culminating project to document their work and learning. In collaboration with the student’s advisor and mentor, the students will identify the relevant Latitude Competencies that will be demonstrated as part of their progressions towards graduation.</p> <p>These Competencies, as referenced in the petition, align with the Common Core, Next Generation Science, Social Emotional Learning and ELD standards. Additionally, as described in the Instructional Design portion of the Latitude petition, the Extended Learning Opportunities are only one means by which students will be able to demonstrate mastery of Common Core State Standards. The Studio and Workshop portions of</p>	<p>The ACOE team found the description in the petition to meet the required standard.</p> <p>It is clear the educational methodology for Latitude is Project Based Learning with a goal of “integrated and interdisciplinary curriculum (page 37).” Latitude includes a sample of Guiding Questions/Descriptors and Statements for ELA, Health and Math. In addition, Latitude includes various frameworks. In Appendix 15, they include Making Mastery Work which is a competency-based learning /competency education courses. Latitude has also included a Curriculum Development Timeline on page 70-78, which includes a map for designing curriculum alignment, etc.</p>

OUSD Board Major Findings (Resolution No. 1718-0032)	Charter’s Response to OUSD Board Findings (excerpts)	ACOE Staff Findings
	our instructional program will be the primary vehicles to ensure all students demonstrate mastery of these important standards, and the ELOs will provide additional opportunities for students to apply their knowledge to individual interests and passions.	
1.c The Petition lacks a reasonably comprehensive description of any supplemental/ replacement curriculum that would be utilized in the event that the Charter School is unable to procure the level of partnerships, or provide the level of real-world internship opportunities, necessary to support the program.	In its original analysis, the OUSD Office of Charter Schools staff report described Latitude’s founding team as possessing “an abundance of experience and capacity to implement the proposed education program.” Additionally, to support a high quality implementation of this model, Latitude is partnered with Big Picture Learning, a national network of high schools whose model is centered around these types of Extended Learning Opportunity programs and has achieved strong college and career outcomes. They are providing technical assistance in the development of our program and access to their new technology platform, ImBlaze, to support a strong, personalized learning experience for each student.	The ACOE team found the description in the petition to meet the required standard. Latitude includes various frameworks and (A11 Foundation for Young Adult Success, A13 Big Picture Learning, A 14 Framework for High Quality Project Based Learning, A15 Making Mastery Work), all designed to implement as foundational frameworks in creating an “integrated and interdisciplinary curriculum” and in building a unique learning experience for students. These frameworks offer various project based learning opportunities for students to apply their learning by creating displays, performance, or construction that achieves project goals. In addition, these frameworks include various processes (such as sustained inquiry, project management, research –validated instruction).
2. Lack of a reasonably comprehensive description of what it defines as the targeted student population/targeted demographic profile. “It is not clear from the overall petition whether the charter school’s objective to be “diverse by design” includes enrolling a percentage of Asian-American students falling below their demographic representation in the City of Oakland.” (17%)	Latitude did not provide specific race or ethnicity projections in its petition as it desires to serve a student body that is reflective of the overall demographic of the city of Oakland. Since the demographics of the city are evolving, it would be inappropriate, and potentially illegal, to fix specific target percentages for student enrollment. Latitude indicates in its petition the current city demographics and articulates the engagement, recruitment, and admissions strategies it will utilize to attempt to reflect the current overall city population. The original staff report from OUSD determined that Latitude did in fact provide a comprehensive description of our targeted student population.	The ACOE team found the description in the petition concerning <u>EC 47605(b)(5)(G) Racial and Ethnic Balance</u> , to meet the required standard. However, the petitioner should clarify the petition language on page 194, under Recruitment Strategies, sub section: Collateral Materials/ Leave Behinds. “All materials will be created with the end-reader kept in mind and will be assured to make no false claims.”

<p style="text-align: center;">OUSD Board Major Findings (Resolution No. 1718-0032)</p>	<p style="text-align: center;">Charter’s Response to OUSD Board Findings (excerpts)</p>	<p style="text-align: center;">ACOE Staff Findings</p>
<p>3. Education of Special Education Students. “The petition does not contain a reasonably comprehensive description of how the Charter School would successfully educate special education students as set forth in the Petition.”</p>	<p>The original findings put forward by staff at the December 13th OUSD board meeting did NOT reference concerns specific to serving Special Education students. The original charter petition review conducted by the OUSD Charter Office did not express any concerns with EFC’s ability to serve Special Education students. In fact, it identified in it’s summary this as an area of strength.</p> <p>We believe that our commitment to serving any and every student who enrolls at EFC, of not expelling or pushing out any children, and partnering with external agencies to go the distance for our children and families is our hallmark and our strength. Approximately 9% of EFC’s current student population receives Special Education services. We have a robust autism inclusion program at one of our sites and an ED inclusion program at another EFC school site. EFC 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.</p>	<p>The ACOE team found the description in the petition concerning <u>EC 47641 Special Education</u>, to meet the required standard. References to special education processes and services are found throughout the petition document. Further, Pg. 104 of the petition provides an assurance that they will become an independent Local Educational Agency for purposes of Special Education, and that EFC’s six schools are currently part of the El Dorado County Office of Education’s Charter SELPA.</p>
<p>4. Lack of a reasonably comprehensive description of conflict of interest policy that will ensure compliance with the applicable laws. “The petition does not contain reasonably comprehensive description of a Conflict of Interest Policy that would ensure compliance with the provisions of Government Code section 1090’s prohibition against the entry of contracts in which a Board member has a financial interest.”</p>	<p>This finding is inaccurate and inconsistent with prior practice and assessment. Additionally, the OUSD Board has approved on numerous occasions these same conflict of interest statements without any expressed concerns. In fact, as recently as last spring (spring of 2017), the same board approved the charter renewals for Learning Without Limits and ASCEND with these same Conflict of Interest policies. The Education for Change Board of Directors statements reflect current state law, and in the event state law changes, EFC will amend its language to be in compliance with all local, state, and federal regulations. Thus, the original staff report determined that Latitude did provide a reasonably</p>	<p>The ACOE team found the description in the petition concerning <u>EC 47605(b)(5)(D) Governance Structure</u>, to meet the required standard Pg. 158 of the petition provides a description of how they will meet the Conflict of Interest Policies already in place within Education For Change’s non-profit.</p>

OUSD Board Major Findings (Resolution No. 1718-0032)	Charter's Response to OUSD Board Findings (excerpts)	ACOE Staff Findings
	comprehensive description of its Conflict of Interest policy.	
<p>In addition to the absence of a reasonably comprehensive description of the specific written commitments from the partner organizations, there is concern that the Charter School is unable to implement the proposed experiential project-based learning and ELO experience that are already part of the established architecture academy, media academy, and public service academy pathways available at Fremont High School. (See, Exhibit A.)</p>		<p>ACOE staff conducted an analysis of three OUSD schools located near the proposed site of Latitude 37.8 Charter School that were mentioned to have already existing innovative programs. These schools include Fremont High School, Life Academy, and MetWest. The analysis is attached to this Appendix.</p>

Appendix C

APPENDIX C

SPECIALIZED PROGRAMS AT THREE OUSD SCHOOLS AND ONE ACOE AUTHORIZED CHARTER SCHOOL OPERATING NEAR THE PROPOSED LATITUDE 37.8 CHARTER SCHOOL

This appendix includes information regarding four schools that are currently providing specialized educational programs in the general geographic area where Latitude 37.8 is proposed to be located. The OUSD schools are Fremont High School, Life Academy and MetWest High School. Also included is information for Envision Academy, a charter school authorized by the Alameda County board of Education. The three tables provide information about each school's educational program and unique aspects as well as demographic data and academic achievement data. Data for each school was taken from each school's website and the online site Ed-Data.

School	# of students	% F/RM	Instructional setting	Structure	Internships
Fremont High School	764	92%	9-12 Comprehensive HS	Traditional; but with four academies; 9th grade, Architecture, Law and Public Service and Media	Yes, through the Mandela Law and Public Service Academy
Life Academy	471	92%	6-12 Small school	*Personalized college counseling, advisors/ mentors & academic mentoring *On-site College & Career Information Center (CCIC) *Internships for all 11th- and 12th-grade students aimed at preparing students for a health/science career	All 11th & 12th gr. Students have health/science related internships
Met West High School	171	78%	9-12 Small HS	Structured following Big Picture Schools concepts	Two days per wk. at intern site
Envision Academy	403	75%	9-12 Small HS	Arts and Technology focus integrated into PBL curriculum w/public exhibitions. Graduation requirements include completing a-g requirements, applying for at least one 4 year university and Portfolio & Defense Exhibitions.	Yes for 11th and 12th grade students
Latitude 37.8	50 year 1 360 by yr. six	proposes using geographic and SES weighting	9-12 Small HS	Structured following Big Picture Schools concepts and Project Based Learning Model from High Tech High	Proposes internships for all grades with % of time involved w/internship growing each year

CURRENT STUDENT ENROLLMENT

	Asian	Black	Hispanic	Pacific Islander	White	FRL
Fremont High School	4%	22%	64%	4%	2%	92%
Life Academy	6%	7%	83%	0%	0.4%	92%
MetWest High School	6%	25%	58%	0%	6%	77%
Envision Academy	2%	37%	53%	1%	5%	75%
OUSD	14%	27%	41%	1%	11%	73%

2016-17 STUDENT PERFORMANCE

	CAASP ELA/Literacy Exceeds or Met Standard	CAASP MATH Exceeds or Met Standard	SAT SCORES		
			Math	Reading	Writing
Fremont High School	15.5%	2.8%	351	366	363
Life Academy	33.4%	10.9%	406	391	403
MetWest High School	41.3%	10.9%	388	399	386
Envision Academy	22.9%	18.8%	376	391	386
OUSD High School Avg	31.80%	25.60%	443	436	436

FREMONT High School

4610 Foothill Boulevard, Oakland CA 94601

Fremont High School is a comprehensive high school serving approximately 764 students. Fremont High School has four academies/smaller learning communities: (1) the 9th Grade House.

(2-3) Architecture Academy, the Mandela Law & Public Service Academy Course Sequence

- 10th grade History of World Law and Justice
- 11th grade Development of American Law and Justice
- 12th grade Social Justice and Advocacy

(4) Media Academy Course Sequence

- 10th grade Multi Media
- 11th grade Art of Digital Filmmaking, Motion Graphics *Dual Enrollment Course, Graphic Communications (Year Book and Magazine)
- 12th grade Advanced Filmmaking (360 Film and Virtual Reality), Graphic Communications (Year Book and Magazine)

LIFE ACADEMY OF HEALTH AND BIOSCIENCE

2101 35th Ave, Oakland 94601

Life Academy of Health and Bioscience is a small public high school in Oakland, California. They serve students of diverse backgrounds in grades 6 through 12. Life Academy provides its students with a rigorous academic experience focused on Health and BioScience. They provide authentic learning experiences through project-based learning, field trips, and extensive internship programs focused on health and science.

Life Academy Difference:

- Personalized college counseling and academic mentoring
- On-site College and Career Information Center (CCIC)
- Internships for all 11th- and 12th- grade students aimed at preparing students for a health/science career
- Personal advisors to mentor students throughout their time at Life
- Alternative Assessment: new ways of showing 'mastery'

METWEST

314 East 10th Street, Oakland 94606

MetWest High School is a small Oakland public high school currently serving one hundred thirty students. In conjunction with their advisors, each student designs an individualized learning plan focused on their interests and passions. The core of each learning plan is an internship that will give students a deep sense of how their interests play out in the adult world, and provides an authentic environment and audience for their work. MetWest is a member of the Big Picture Schools network based in Providence, RI. Students spend 4 – 6 of their school-day hours on Tuesdays and Thursdays at their internship sites. Typically, internships last between 3 and 9 months.

ENVISION ACADEMY

1515 Webster Street, Oakland 94612

Envision Academy of Arts and Technology (EA) is a charter high school serving 411 students in Oakland authorized by the Alameda County Board of Education. It is dedicated to transforming students' lives by preparing them for success in college and in life. Envision Academy offers students a rigorous academic experience and a diverse, compassionate community in which to grow. Students are inspired and empowered to be leaders in their high school education and their communities.

- A rigorous performance assessment system
- Real-world experience in workplaces
- Development of 21st Century Leadership Skills
- Project-based learning
- Integration of arts and technology into core subjects

Portfolio Defense: Since 2002, Envision has been transforming the lives of students through its nationally recognized Portfolio Defense model, which helps students gain the most important things they need to succeed in college and career: academic content, leadership skills, and deeper learning competencies such as reflection and growth mindset.

37.8 LATITUDE HIGH SCHOOL

Latitude High School (LHS) proposes to open in the academic school year 2018-2019 with 9th grade only and with an enrollment of 50 students. Latitude plans to add a grade per year and increase the size of the incoming cohort in the third year of operation to a target of 90 students per cohort. The enrollment goal is to serve 360 students in grades 9-12 once fully enrolled. Latitude would operate in a ‘hub’ model in which Latitude would utilize a facility in the city that would provide students proximity to partnerships that would support participation in a project base model learning environment within the city. The unique teaching methodology of Latitude would implement a curriculum design of Project Base Learning (PBL), with the goal to create an “integrated and inter-disciplinary curriculum.” Latitude would include four key structures (1) Studios, (2) Workshops, (3) Advisory and (4) Extended Learning Opportunities (ELO) Internship and Service Learning off campus. Latitude In addition, Latitude would implement a gradual release model with the following phases:

- Phase 1: is structured around Math and Humanities Workshop as well as Humanities and Science and Design Studios (and SEL – Social Emotional Learning) for success and self-directed learning
- Phase 2: student’s educational plan becomes more personalized- off campus extended learning opportunities
- Phase 3: Graduation Phase – demonstration of their school achievement and implementing a plan to prepare postsecondary life



ALAMEDA COUNTY OFFICE OF EDUCATION

L. Karen Monroe, Superintendent
313 West Winton Ave. Hayward, CA 94544
(510) 887-0152 www.acoe.org

Memorandum No. - 5.

Meeting Date: 2/13/2018

TO: Alameda County Board of Education
FROM: Ken Berrick, Board President
RE: Board Committee Updates

Background :

Policy and Legislation Committee Report

- Board Policy and Legislation Committee Chair will report out from the February 9, 2018 meeting.
- The Board will review and consider taking action on the following Board Policies for FIRST

READING:

- BP 1312.3 Uniform Complaint Procedures
- BP 3513.3 Tobacco Free Schools
- BP 5111 Admissions
- BB 9012 Board Member Electronic Communications

Action Requested:

INFORMATION/ ACTION