



2025-26 Charter Renewal Performance Report

Open Response Questions

BACKGROUND

According to Board Policy 0420.4 - Philosophy, Goals and Objective; Charter Schools:

...Any charter granted by the Board shall contain adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, public governance systems, and multiple measures for evaluating the educational program... Filings that request charter renewal must include, but not be limited to, a reporting of: fiscal accountability systems, public governance systems, multiple measures for evaluating the educational program, and student performance data.

Therefore, in keeping with this policy, the Office of Charter Schools (OCS) asks that charter schools requesting renewal prepare and submit a performance report that includes reporting of key data points and information that may not be available through other sources. The primary goals of this report are:

1. Highlight unique areas of success from the charter school's perspective beyond traditional academic measures
2. Provide guidance for OCS for further inquiry during the renewal site visit
3. Collect additional information related to OCS priority areas that may not be available elsewhere in the petition

INSTRUCTIONS

The Performance Report includes two components: the open-response questions and the data request. *This document includes the open-response questions only.* For the open-response questions, please provide comprehensive, yet concise, responses to the questions on the following pages. If there are sections where you feel you are not in a position to respond, please elicit responses from more appropriate parties (e.g. governing board president).

Both components of the Performance Report: the open-response questions and the data request, must be submitted to OCS staff via Epicenter **either at the time of renewal submission or two weeks prior to the renewal site visit, whichever is earlier.** The open-response component should be submitted as a pdf file while the data request component should be submitted as an Excel file.

Note on Verified Data: For the 2025-26 Renewal Cycle, schools submitting Verified Data will need to submit specific data reports depending on the Verified Data source. Schools will include a narrative to this data as part of the open questions component of the Performance Report (See Question 12 below). The specific data reports should be submitted separately via Epicenter. **Please note: The Verified Data provisions of Education Code 47607.2 sunsets on June 30, 2025 for low tier schools and January 1, 2026 for all charters.**



2025-26 Charter Renewal Performance Report

Open Response Questions

1: INSTRUCTION

Describe any unique schoolwide instructional practices that have positively impacted student outcomes.

Latitude High School has implemented several unique schoolwide instructional practices that have positively impacted student outcomes.

Community-Connected Project-Based Learning

A cornerstone of Latitude High School's instructional model is its emphasis on real-world, community-connected project-based learning. These projects are intentionally designed to deepen engagement and learning by incorporating authentic audiences, professional-quality products, and relevant community impact. For example, students in the computer science program have created educational games for elementary students at Achieve Academy and prototyped Arduino-based devices for the visually impaired—projects that include empathy interviews, design thinking protocols, prototyping cycles, and formal presentations to professionals, including engineers and investors. In digital media, students reimagine scenes from classic films to better reflect diversity and inclusion, working directly with filmmakers to revise and present their work. These authentic, public-facing learning experiences foster deeper mastery of academic and professional skills while cultivating student agency and purpose.

Integration of XQ Competencies Across the Curriculum

Latitude is the only Bay Area school to fully embed the XQ Competency Framework throughout the curriculum. Teachers explicitly focus on building students' proficiency in areas such as reasoning, collaboration, self-direction, and project management. Daily classroom routines are designed to support the development of these competencies, which are critical not only for academic success but also for college, career, and civic life. Students regularly engage in critical dialogue, interdisciplinary research, and collaborative project work that mirrors professional settings. These embedded competencies ensure that students are not only mastering content but also building durable, transferable skills that improve both academic and long-term outcomes.

Career Exploration and Real-World Learning Structures

Career-connected learning is another defining element of Latitude's instructional approach. Beginning in ninth grade, students participate in structured career exposure activities, including informational interviews and networking events. In 10th and 11th grade, students take part in immersive month-long internships that align with their interests and academic goals. Seniors may choose to deepen these real-world experiences through extended internships or dual enrollment college courses, supported by partnerships with local institutions such as Laney College. These experiences are integrated into the advisory program and culminate in student exhibitions and digital portfolios that reflect college and career readiness. This coherent sequence of real-world learning ensures that students graduate with a clear sense of purpose and the skills, networks, and experiences to succeed.

Multi-Grade Advisory and Personalized Support Structures

Latitude's multi-grade advisory model is another unique and impactful feature of the school's design. Students remain with the same advisor and peer cohort across multiple years, fostering deep relationships, mentorship, and a strong sense of belonging. Advisory serves as the home base for students' academic planning, personal development, and postsecondary goal setting. This structure supports social-emotional well-being, cultivates leadership across grade levels, and reinforces personalized guidance throughout high school. Advisors play a key role in coordinating Extended Learning Opportunities (ELOs), supporting students through college applications, and ensuring that every student is seen, known, and supported.



2: AREAS OF SUCCESS

Describe any unique areas of success beyond traditional academic measures.

Latitude High School demonstrates unique areas of success beyond traditional academic measures in several impactful ways:

Extensive Internship Opportunities

Latitude places approximately 200 students into internships annually, positioning the school as a leader in experiential education in Northern California. These immersive, real-world experiences provide students with critical exposure to diverse career fields, helping them build practical skills and professional networks. The internship program directly contributes to students developing a clear sense of purpose and direction, significantly influencing their college and career choices.

Exceptional College Preparation and Acceptance Rates

Latitude achieves exceptionally high A-G course completion and college acceptance rates, particularly notable among Black and Latinx students. The school maintains nearly universal college application rates among its seniors, reinforced by structured support in 12th-grade English classes focused on personal statement writing. Latitude celebrates this effort by publishing students' personal statements in an annual anthology, highlighting student achievement and fostering a strong college-going culture.

Robust Teacher Retention and Collaboration

Latitude maintains strong teacher retention rates, consistently between 71% and 88%, notably high during the challenging COVID-19 years. This success is attributed to the school's commitment to fostering an adult learning community and providing substantial collaborative opportunities. Teachers begin each school day with dedicated time for collaboration and professional development, supplemented by two daily preparation periods, one explicitly designated for collaborative planning, mentoring, and departmental teamwork. Latitude utilizes cycles of inquiry and structured protocols, creating a supportive and professional growth-oriented environment for educators.

Clarity of Purpose and Long-term Career Impact

Anecdotal evidence from Latitude graduates underscores the significant impact of internship experiences on their college choices and career trajectories. For instance, students have reported internships clarifying their academic and professional interests, directly informing their college majors. Examples include graduates who have pursued fields such as aeronautics engineering, art and architecture, and business, each choice influenced by immersive internships undertaken during their high school years. These experiences equip students not only with career direction but also with the persistence and resilience required to succeed in higher education and professional endeavors.

3: DIVERSITY OF STUDENT ENROLLMENT

What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (*e.g. racial/ethnic balance, representation of English Learners (including newcomers), students with disabilities, or of homeless status*)?

Latitude High School was intentionally designed as a "diverse by design" school and has implemented a range of strategic outreach and enrollment practices to ensure broad representation across race, ethnicity, language, ability, and socioeconomic background. As a result, the current student body includes 61% bilingual students and 22% students with disabilities. It reflects meaningful representation of English Learners (including newcomers), students experiencing homelessness, and other historically underserved groups.



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Targeted recruitment strategies include direct outreach to 8th-grade classrooms across Oakland, Alameda, Berkeley, and surrounding communities, particularly focusing on middle schools serving high numbers of English Learners and students from low-income households. The school also utilizes targeted advertising via mailers and online platforms such as 510 Families, as well as through localized media and culturally relevant channels—for example, featuring on Mayan Voices' Radio B'alam to reach Indigenous language-speaking families.

Latitude partners with organizations like Seneca Family of Agencies to elevate its visibility among families seeking inclusive and supportive environments for neurodiverse learners. These partnerships help communicate Latitude's commitment to robust special education and mental health services, contributing to high enrollment of students with IEPs and 504 plans.

The school's internal systems—such as bilingual enrollment staff, translated communications, and family-centered application support—also play a role in ensuring access for all prospective families.

Where have you seen success and how do you plan to modify these practices for student groups who are underrepresented at your school? *(While we encourage you to reflect on recruitment practices in this section, we also recommend reflecting on practices at your school site which may impact the school's enrollment of student groups (i.e. family affinity groups, staffing, etc.)*

Latitude has seen particular success in enrolling and retaining students with disabilities, multilingual learners, and families seeking more personalized, inclusive learning environments. One key driver of this success is the school's intentional approach to family engagement, which plays a central role not just in retention but also in recruitment. Through inclusive structures like the Family Unity Coalition—a PTA-style group that prioritizes equity and shared leadership—current families often become ambassadors who refer new students and help build trust in the broader community. Additionally, consistent communication practices such as weekly principal newsletters and monthly family town halls provide transparency, foster community, and ensure that families feel heard and valued. This welcoming environment increases the likelihood that families will recommend Latitude to others, particularly within networks serving English Learners and students with disabilities, thereby supporting a sustained and diverse enrollment pipeline.

Additionally, student voice and feedback have directly informed programmatic decisions that enhance both student engagement and the school's appeal to prospective families. For example, feedback gathered through the EFC Belonging Survey highlighted student interest in more diverse elective offerings. In response, Latitude expanded its elective program to include more artistic, movement-based, and affinity-group-centered courses. These changes not only improved the school experience for current students but also became a key recruitment talking point, showcasing the school's responsiveness to student needs. Prospective students and families—especially those seeking culturally responsive and student-driven environments—often cite these offerings as a reason for choosing Latitude.

To continue improving, Latitude is examining underrepresentation among specific student groups—particularly newcomers and recently arrived immigrant students—and is working to refine both outreach and on-campus supports to ensure they feel welcomed and well-served. This includes increasing translated materials, expanding newcomer-specific advising structures, and improving access to designated ELD instruction.

Latitude also plans to deepen partnerships with community-based organizations that serve unhoused youth and foster care networks and more explicitly communicate its trauma-informed and flexible instructional approaches to these families. These refinements are part of a continuous improvement cycle designed to ensure all student groups have access to and thrive within the Latitude model.

4: STUDENT ENGAGEMENT

Are there opportunities for all students to be involved in decision-making and the governance of the school?



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Yes. Latitude High School offers multiple, intentional opportunities for students to participate in school decision-making and governance. A key structure is the student government elective, which provides students with a formal leadership role to represent their peers and collaborate directly with school leadership. Through this elective, students engage in authentic governance activities, developing advocacy and organizational skills. Additionally, all students are invited to contribute their perspectives through regular feedback mechanisms, including the annual SCAI and Belonging Surveys, which collect broad input on school culture, academics, and student needs. These structures ensure that student voice is both heard and acted upon in shaping the direction of the school.

What is an example of a change you have made to the school based on student feedback?

One significant example of a change driven by student feedback is the expansion of elective offerings. Survey results and informal feedback revealed that students wanted more choice and opportunities in creative, movement-based, and identity-affirming activities. In response, Latitude redesigned its schedule to support a broader elective block and introduced new courses in arts, physical movement, and affinity-group collaboration. Some of these electives have even been initiated and led by students themselves. This change not only reflects Latitude's responsiveness to student voice but also strengthens engagement, belonging, and leadership across the student body.

5: FAMILY ENGAGEMENT

How do families voice concerns?

Families at Latitude High School have multiple accessible and structured avenues to voice concerns. Many communicate directly with school leadership through text or email, which allows for immediate and personal engagement. In addition, families can raise issues through organized forums such as the Family Unity Coalition, which provides a collective space for discussing concerns and advocating for change. Formal feedback tools like the SCAI Survey are also used to gather family perspectives on school climate, operations, and areas for improvement, ensuring that concerns are systematically captured and addressed. If families feel their concerns are not adequately resolved at the school level, they also have the option to escalate their concerns to the Chief of Schools at Education for Change, reinforcing an additional layer of accountability and responsiveness.

What opportunities exist for all families to be involved in decision-making and the governance of the school?

Latitude offers inclusive opportunities for family involvement in school decision-making through its Family Unity Coalition, which functions like a PTA but is intentionally designed with a flatter structure to encourage participation from families of all backgrounds. This coalition meets regularly and provides a forum for collaboration, dialogue, and shared leadership. Additionally, monthly family town halls are held to engage families in school updates, initiatives, and collective problem-solving. These forums ensure that all families—not just a select few—can play an active role in shaping the school's priorities and practices.

What is an example of a change you have made to the school based on family feedback?

Latitude has implemented several significant changes in response to family feedback. One major example involved neighborhood safety. Families voiced concerns about the conditions surrounding the school, particularly in the wake of the pandemic. In response, Latitude partnered with families to advocate for and implement local improvements, including community clean-up efforts and coordinated pressure on city officials to enhance safety infrastructure. Another notable change was the expansion of student mental health support. Families emphasized the need for greater attention to student wellness. In response, Latitude invested in additional staffing, now employing four full-time mental health clinicians and a wellness coach, directly reflecting family priorities and deepening the school's commitment to holistic student support.

6: TEACHER ENGAGEMENT

What opportunities exist for teachers to be involved in decision-making and the governance of the school?



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Latitude High School maintains a strong culture of shared leadership, offering teachers multiple meaningful avenues to participate in decision-making and governance. One of the core structures supporting teacher involvement is the use of Teacher Action Groups, which serve as collaborative teams that take on pressing school-wide challenges, such as student engagement, instructional coherence, or schedule redesign. These groups are composed of teachers from across grade levels and content areas and are empowered to research, pilot, and recommend changes to school policies and practices. Their work often informs key leadership decisions and site planning priorities.

Additionally, the school employs inclusive governance protocols such as the “gradient of agreement” model. This approach goes beyond binary voting by allowing teachers to express varying degrees of agreement or hesitation, promoting thoughtful discourse and fostering a culture where dissent and refinement are welcomed parts of the decision-making process. These structures are built into the school’s calendar through regular staff meetings, professional development days, and planning retreats, ensuring that teachers consistently shape the school’s direction—not only in instruction but also in operations, culture, and student support.

This commitment to distributed leadership has created a staff culture where teachers are valued as professionals and system designers, contributing not only to their own classrooms but also to the broader success and sustainability of the school.

What is an example of a change you have made to the school based on teacher feedback?

A significant example of teacher-driven change at Latitude is the redesign of the elective schedule and fourth-block advisory structure. Through participation in Teacher Action Groups and all-staff planning sessions, teachers raised concerns about limitations in student choice and engagement during the final instructional block of the day. They collectively proposed a more dynamic and flexible structure that would allow for an expanded suite of elective options aligned with student interests and identities—including courses centered on the arts, movement, affinity groups, and collaborative project-based learning.

Teachers worked together to co-develop a new elective framework, informed by both their own instructional goals and student feedback. This collaborative process resulted in a redesigned master schedule that increased student ownership, expanded enrichment opportunities, and created additional entry points for social-emotional development. In some cases, teachers co-designed or co-facilitated electives with students, further demonstrating Latitude’s commitment to shared leadership and learner-centered design.

This change not only responded to a staff-identified challenge but also led to measurable improvements in student engagement, particularly among students who previously reported limited connection to traditional academic offerings. It illustrates how Latitude’s governance structures translate teacher insight into concrete, schoolwide improvement.

7: PERFORMANCE OF KEY STUDENT GROUPS

How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement?

English Learners (Including Long-Term English Learners and Newcomers)

Latitude High School serves a diverse population of English Learners (ELs), including newcomers and long-term ELs, and has made substantial investments to improve outcomes for these students. In response to performance data indicating inconsistent reclassification rates and limited progress toward English proficiency, the school restructured both its Designated and Integrated ELD programs under the leadership of a full-time Dean of Instruction for ELD.

In Designated ELD, the school has adopted a rigorous, research-based curriculum, created differentiated class structures for newcomers, and embedded regular progress monitoring using ELPAC data and classroom assessments. The Dean of Instruction also facilitates ongoing professional development and coaching for all ELD instructors, ensuring that language instruction is aligned to both state standards and students’ individual language levels.



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Integrated ELD practices have also significantly improved through schoolwide teacher inquiry cycles, during which general education teachers analyze EL student work, identify the language demands of their lessons, and develop scaffolds such as sentence frames, structured academic talk protocols, and language objectives. These inquiry cycles are a central feature of professional learning at Latitude and are supported by instructional coaching and co-planning.

Additionally, advisory-based social-emotional support groups tailored for ELs—especially newcomers—help build confidence, community, and a sense of belonging, which are essential for academic risk-taking and engagement in English.

What's working well: Instructional coherence has improved, teachers demonstrate higher confidence in supporting ELs, and students have more consistent access to linguistically appropriate instruction across content areas.

What needs improvement: Reclassification rates remain a challenge, particularly for long-term English Learners. Further investment is needed in formative assessment systems, integrated coaching, and building family partnerships around language development.

Students with disabilities (Including students with moderate-severe disabilities)

Latitude has made meaningful progress in serving students with disabilities, including those requiring moderate to extensive support. The school recently launched a dedicated Special Day Class (SDC) that integrates foundational academic instruction with project-based learning and life skills development. Students in the SDC engage in inclusive, real-world experiences, such as running school-based enterprises that integrate academic content, social-emotional learning, and vocational preparation.

Beyond the SDC, the school has prioritized inclusive practices through co-teaching models, professional development in universal design for learning (UDL), and structured collaboration between general and special education staff. The SPED team includes credentialed education specialists, related service providers, and paraprofessionals who co-plan and co-deliver instruction. IEP goals are tracked with fidelity, and regular data cycles inform individualized interventions and accommodations.

What's working well: The introduction of the SDC has expanded access to meaningful, personalized learning experiences for students with more intensive needs. The school's investment in staff capacity and inclusive practices has resulted in stronger coordination and more purposeful support for students with IEPs in general education settings.

What needs improvement: While inclusion is improving, there is still inconsistency in the use of accommodations and modifications across content classrooms. The school is focused on refining co-teaching structures, deepening data use for IEP progress monitoring, and ensuring every general education teacher feels equipped to support diverse learners.

Students in need of remediation

Latitude addresses academic remediation through a combination of tiered supports, personalized academic interventions, and advisory-driven accountability structures. The school offers daily after-school office hours with content teachers, organized on a rotating schedule so students have consistent access to support across all subjects. These sessions provide reteaching, targeted skill development, and guided practice in a small group or one-on-one setting.

In addition, student-led conferences (SLCs) serve as a cornerstone of the school's intervention system. During these conferences, advisors, students, and families collaboratively review academic data, identify gaps, and co-develop improvement plans. Advisors continue to check in with students weekly on progress toward goals, and intervention plans are updated quarterly.

What's working well: The flexibility and consistency of office hours, combined with the personalized nature of SLCs, have improved student follow-through and created a culture where academic help is normalized and expected.



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What needs improvement: The school is working to strengthen early warning systems and increase the use of diagnostic and progress monitoring tools (e.g., MAP, IXL, and formative tasks) to proactively identify and support struggling students before failures occur.

Advanced students performing above grade level

Latitude provides multiple pathways for students performing above grade level to access deeper academic and career-aligned challenges. The school's commitment to embedded honors coursework, dual enrollment, and real-world internships creates a continuum of enrichment opportunities that build academic depth and leadership skills.

- **Embedded Honors:** Students in 10th–12th grade can earn honors credit by completing advanced deliverables, such as literary analyses, independent research, and advanced STEM projects, within the core curriculum.
- **Dual Enrollment:** Students enroll in college courses through partnerships with Laney College and other local institutions, taking classes in English, math, science, social justice, and digital media. Latitude covers costs for tuition, books, and transportation, removing barriers to access.
- **Internships:** Advanced students engage in internships aligned with their postsecondary interests. These experiences involve complex problem-solving, collaboration with industry professionals, and reflection components documented in student portfolios.

What's working well: Advanced students have clear, scaffolded opportunities for deepening their learning. Dual enrollment and internships are well-utilized and reflect the school's emphasis on authentic, career-connected experiences.

What needs improvement: There is an opportunity to formalize identification of advanced learners through performance benchmarks and teacher recommendations, and to expand access to early enrichment in 9th grade.

Any other student groups you are paying particular attention to

Latitude is deeply committed to inclusive practices that support neurodiverse students and those who may not fit within traditional educational labels. The school's professional learning theme—"All Minds on Fire"—reflects its commitment to cultivating cognitive independence in every student. Teachers receive ongoing training in universal design for learning (UDL), differentiated instruction, and trauma-informed practices.

Students engage with a competency-based curriculum that allows for flexible pacing and multiple modalities of demonstrating mastery. This structure benefits neurodiverse learners who thrive with alternative pathways, extended time, or performance-based assessments over standardized testing.

What's working well: The school's mindset and infrastructure support a broad range of learner needs without requiring labeling or segregation. Students are empowered to reflect on how they learn best and to advocate for those conditions in classrooms.

What needs improvement: Continued investment is needed in building staff fluency in executive function supports and using assistive technology to better serve students with ADHD, dyslexia, and processing challenges.

8: GOVERNANCE

Beyond board meetings, how does the governing board interact with students, parents, and/or teachers?



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Beyond formal board meetings, the governing board of Education for Change (EFC)—which oversees Latitude High School—maintains active and meaningful engagement with students, families, and educators. A key mechanism for family involvement is the inclusion of two family representatives from Latitude, elected annually by the school's Family Leadership Council, to serve on the EFC board. This structure ensures that family perspectives are not only heard but also directly influence decision-making at the governance level. Many of these representatives continue to serve in ongoing roles, contributing to a board where nearly 50% of members are current or former parents/caregivers.

Board members also attend key school events such as student exhibitions, academic showcases, and performances, allowing them to engage with students and staff in authentic settings. These interactions offer board members a valuable window into the lived experiences of the school community and help inform their understanding of school progress and challenges. Additionally, some board members periodically attend Family Leadership Council meetings, further strengthening relationships and communication between the board and the broader parent community.

Does the governing board evaluate the school leader? If so, how?

Yes. The governing board of EFC participates in a structured process for evaluating school leadership to ensure alignment with organizational goals and responsiveness to stakeholder needs. The Superintendent is directly evaluated by the board each year, based on measurable outcomes such as Key Performance Indicators (KPIs), progress toward strategic goals, and feedback from families, staff, and other stakeholders.

At the school level, the Latitude principal is evaluated by the Chief of Schools, who in turn reports to the Superintendent. This evaluation process incorporates several inputs: quantitative KPI performance, structured feedback from staff and families, and performance benchmarks outlined in a comprehensive school leader evaluation rubric. This multilayered evaluation structure promotes transparency, ensures accountability, and aligns school leadership performance with EFC's broader mission and values.

Provide an example of a recent issue or policy that the board is working on.

A recent focus of the EFC governing board has been the development and oversight of a long-term strategic plan. Two years ago, the board partnered with an external consulting firm to conduct a system-wide diagnostic of strengths and areas for growth across EFC schools, including Latitude. This deep review informed the creation of the EFC 2023–2028 Strategic Plan, which outlines priorities in instructional improvement, equitable access, organizational health, and family engagement.

Currently, the board is actively monitoring the implementation of this strategic plan, ensuring that progress remains on track and aligned to its intended impact. This includes regular updates on milestone achievements, the allocation of resources toward strategic priorities, and continued engagement with school communities to inform adjustments. The board's role in this process underscores its commitment to continuous improvement and long-term sustainability.

9: INNOVATION

What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting?

Latitude High School implements several innovative practices uniquely suited to its charter school model, presenting challenges for replication within traditional district school settings.

Extensive Dedicated Collaboration Time

Latitude emphasizes significant collaborative planning time for teachers, essential for the success of its project-based learning (PBL) approach. The school proactively coordinates with its union to secure substantial, dedicated periods for teacher collaboration, ensuring high-quality, interdisciplinary projects. This aligns with Ron Berger's principle of Craftsmanship, where



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teachers refine and revise projects to ensure students produce high-quality, meaningful work. Such extensive collaboration time is often difficult to implement in district schools due to scheduling constraints and contractual agreements.

Permeability and Community Integration

Latitude leverages longer instructional blocks to facilitate seamless integration between the school and the surrounding community. This permeability allows students to engage with professionals, conduct fieldwork, and co-create solutions to real-world problems, reinforcing Authenticity in their learning. For example, students in the Lake Merritt Design Your Own Experiments Project worked with USGS scientists to analyze water quality data and propose strategies to prevent future fish die-offs. In district schools, rigid scheduling often makes such frequent, authentic community-based learning challenging to implement.

Non-Tracked, Diverse Learning Environments

Latitude intentionally designs heterogeneous classrooms, integrating students across ability levels and backgrounds without tracking. This approach fosters equity, deeper collaboration, and more inclusive project-based learning experiences. Teachers develop projects that ensure all students, regardless of proficiency level, can contribute meaningfully, aligning with Complexity—pushing students to engage in rigorous, multidisciplinary thinking. In contrast, many district schools have entrenched academic tracking systems that limit opportunities for diverse, collaborative learning.

Project-Based Learning with a Focus on Craftsmanship

Latitude's projects require multiple rounds of revision and student ownership over their work, key elements of Ron Berger's model of high-quality project-based learning. For example, in the Self-Driving Car Project, 9th-grade students:

- Designed autonomous vehicles from scratch, learning laser cutting, circuitry, and coding.
- Conducted user research with assisted living residents to ensure accessibility.
- Created professional-quality prototypes, incorporating feedback from experts.

This iterative, real-world approach ensures students refine their work toward professional standards, which is difficult to replicate in traditional school settings where the curriculum is often rigid and assessment-driven rather than project-based and iterative.

10: FACILITIES

Does the school's current lease(s) extend through the end of the requested charter term? If not, please describe your plans for a facility solution.

Yes, Latitude High School's current lease extends through the end of the requested charter term. The school has secured a facility agreement that ensures uninterrupted occupancy through June 30, 2031, aligning fully with the term of this renewal petition. This lease provides long-term stability and supports the continued implementation of Latitude's instructional program without disruption.

Do you anticipate applying for District facilities through Prop 39 during the upcoming charter term?

Latitude High School does not anticipate applying for District facilities through Prop 39 during the upcoming charter term.



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11: PROPOSED MATERIAL REVISIONS / SUBSTANTIAL CHANGES

Note: Material revision requests typically will need to be submitted separately from the renewal petition. Prior to submitting the renewal petition, petitioners should consult with OCS staff regarding any substantial proposed changes to the petition to determine whether these changes constitute a material revision necessitating a separate submission. Please respond to the following:

If applicable: Describe any material revisions and/or substantial changes you are proposing for this renewal period, particularly in any of the following areas:

- Substantial changes to the educational program
- Changes in grade levels to be served
- Changes to lottery preferences or admission procedures
- Changes to the governance structure
- Adding or changing school location (with the exception of moving into a District-owned facility)
- Entering into or revising a contract with a Charter Management Organization

The Office of Charter Schools (OCS) staff may reach out to request additional information related to any proposed material revisions/substantial changes. Please see the OCS Material Revision Handbook for more detailed information.

N/A

12: VERIFIED DATA

For data that the school considers to be meeting the Ed Code definition of “verified data”, please include a summary of the results from your school’s verified data.

N/A

Enrollment (for Fall 2025 of current charter term)

(if submitting prior to Fall, please include either enrollment as of first day of school or the latest certified enrollment data)

Student Group	Number Enrolled	Percent of Total
Total Enrollment	387	100%
Asian	15	3.9%
Black or African American	50	12.9%
Filipino	2	0.5%
Hispanic or Latino	274	70.8%
Native American or Alaskan	0	0.0%
Native Hawaiian or Pacific	0	0.0%
White	30	7.8%
Two or More Races	15	3.9%
Race Not Reported	1	0.3%
Male	193	49.9%
Female	186	48.1%
Homeless Students	3	0.8%
Foster Youth	3	0.8%
FRPM-Eligible/Economically	291	75.2%
English Learners	100	25.8%
Special Education/Students with	86	22.2%

**Graduation Information (High Schools only) -
For Spring 2025 of current charter term**

*If official data is not yet available for Spring 2025, please
provide preliminary/unofficial numbers.*

**5 Year Cohort Graduation
Rate**

97.9%

Cohort Dropout Rate

0.0%

Post-Graduation Plans (High Schools only, if available)

Data should be from 3-6 months after graduation for each year.

	Graduating Class						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
% attending 4-year college	N/A	N/A	N/A	54%	41%	57%	TBD
% attending 2-year college	N/A	N/A	N/A	41%	44%	28%	TBD
% attending vocational/ technical training	N/A	N/A	N/A	0%	2%	2%	TBD
% joined military	N/A	N/A	N/A	0%	0%	0%	TBD
% working exclusively	N/A	N/A	N/A	5%	12%	13%	TBD

Teacher Recruitment/Retention (for each year of current charter term)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Total # of classroom teachers on Census Day <i>(If submitting prior to Census Day, please include total as of first day of school or the latest certified enrollment data)</i>	3	12	16	20	25	30	30	
# of vacant classroom teaching positions on Census Day <i>(If submitting prior to Census Day, please include total as of first day of school or the latest certified enrollment data)</i>	0	0	0	0	0	0	0	
# of new classroom teacher hires after Census Day	0	0	0	0	0	0	0	
# of classroom teachers retained from prior year	0	2	9	12	15	17	19	23
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	0	0	0	1	0	0	2	

Teacher Ethnicity (for Fall 2025 of current charter term)

Ethnicity	Number of Teachers
Asian	6
Black or African	4
Hispanic or Latino	9
White	10
Two or more	1
Other Ethnicity or Missing	0
Total Classroom Teachers	30

Demand/Waitlist Information (only for incoming grade levels: TK,K, 6, 9)

Year of Current	Date of lottery	Grade Level	# of	# of	# of Students
<i>Example</i>	<i>4/1/2018</i>	<i>TK</i>	<i>75</i>	<i>40</i>	<i>25</i>
		<i>K</i>	<i>180</i>	<i>100</i>	<i>30</i>
		<i>6</i>	<i>115</i>	<i>100</i>	<i>5</i>
		<i>9</i>	<i>90</i>	<i>100</i>	<i>0</i>
2018-19	7/13/2018	TK			
		K			
		6			
		9	243	50	21
2019-20	3/13/2019	TK			
		K			
		6			
		9	246	50	0
2020-21	3/8/2020	TK			
		K			
		6			
		9	186	50	0
2021-22	3/8/2021	TK			
		K			
		6			
		9	199	100	0
2022-23	2/28/2022	TK			
		K			
		6			
		9	253	100	0
2023-24	2/27/2023	TK			
		K			
		6			
		9	230	100	0
2024-25	2/28/2024	TK			
		K			
		6			
		9	231	100	0
2025-26	02/28/2025	TK			
		K			
		6			
		9	189	100	TBD

Special Education		
	2023-24	2024-25
# of students with IEPs receiving < 450 service minutes weekly	73	74
# of students with IEPs receiving > 450 service minutes weekly	9	10
# of students with IEPs in NPS placement	2	2
Total SWD enrolled	82	84

Instructions: For the table below, please align data with the EOY SELPA 16.6 Report - Students with Disabilities - Student Services - Student List. If you need assistance, please contact the Office of Charter Schools. Please note, OCS may request additional information regarding this data.

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Total Unduplicated Count	9	23	30	45	69	82	84
Intellectual Disability (ID) 210	0	1	0	0	2	1	2
Hard of Hearing (HH) 220	1	1	1	1	0	0	0
Deafness (DEAF)/Hearing impairment (HI) 230	0	0	0	0	0	0	0
Speech or language impairment (SLI) 240	1	1	0	0	1	1	1
Visual impairment (VI) 250	0	0	0	0	0	0	0
Emotional Disturbance (ED) 260	0	1	1	5	3	5	3
Orthopedic impairment (OI) 270	0	0	0	0	0	0	0
Other health impairment (OHI) 280	2	6	10	11	22	26	26
Established medical disability (EMD) 281	0	0	0	0	0	0	0
Specific learning disability (SLD) 290	5	11	15	23	36	41	42
Deaf-Blindness (DB) 300	0	0	0	0	0	0	0
Multiple disabilities (MD) 310	0	0	0	0	0	0	0
Autism (AUT) 320	0	2	3	5	5	8	10
Traumatic brain injury (TBI) 330	0	0	0	0	0	0	0