OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Renewal Petition Staff Report

Latitude 37.8 High School

Decision Hearing: September 25, 2025

School Overview

Latitude 37.8 High School			
Charter Management Organization (CMO):	Education for Change	**Previous Renewal Year(s):**	No previous renewals
Year Opened:	2018	**Campus Address:**	1112 29th Ave, Oakland, CA 94601
OUSD Board District:	5	**Current Enrollment:** [1]	396
Current Grades Served:	9-12	**5-Year Projected Enrollment**	412, 419, 409, 400, 400

Staff Recommendation

Staff recommends approval of the renewal petition for Latitude 37.8 High School ("Latitude" or "Charter School") for 5 years, beginning July 1, 2026, until June 30, 2031, to serve students in Grades 9-12 and a projected annual enrollment as outlined in the table above.

Summary of Findings:

Strengths	Challenges
• Significant growth in ELA proficiency over charter term. • Significant growth in Math proficiency and DFS between 2020-21 and 2022-23. • Above average CORE growth in both Math and ELA. • High CCI rates, with Green status on Dashboard. • Unique school model that leverages extensive community partnerships. • Stable enrollment, strong finances and governance, and well supported by a highly effective CMO.	• Decline in Math proficiency and DFS in 2022-23 after several years of improvement. • Decline in A-G graduation rates, although still relatively high. • Decline in percentage of ELs making progress, with Red ELPI status last two years.

[1] As of August 14, 2025, per Latitude Staff

Criteria for Evaluation and Procedural Background

Criteria for Renewal

The Charter Schools Act of 1992 and subsequent amendments established the criteria by which charter renewal applications must be evaluated. In order to recommend the approval of a charter school renewal, Office of Charter Schools ("OCS") Staff must determine that the charter school has met the requirements set forth in Education Code ("Ed Code") Sections 47605, 47607, and 47607.2. Specifically, in order to be recommended for renewal, OCS Staff determines whether the charter school has met the following renewal criteria:

I. *Has the Charter School Presented a Sound Educational Program?*
II. *Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?*
III. *Is the Petition Reasonably Comprehensive?*
IV. *Is the School Serving All Students Who Wish to Attend?*

Renewal Tier Analysis

In addition to the criteria outlined above, Education Code outlines a three-tiered system of performance categories for most[2] charter schools seeking renewal. This system provides additional criteria and conditions for evaluating a charter school's renewal petition based on the performance category, or "Tier", in which the school is placed. Figure 1 below shows a summary of the criteria used by the California Department of Education ("CDE") to determine Latitude's Renewal Tier. A more detailed analysis of the Charter School's Renewal Tier, including analyses of each criterion and sub-criterion, can be found in Figures 2-3.

Figure 1: Latitude Renewal Tier Analysis

Criterion 1 *Performance level on all schoolwide indicators*	Criterion 2a *Schoolwide status on all academic indicators[3] vs. respective state average*	Criterion 2b *Status on all academic indicators for eligible student groups vs. respective state average*	Final Renewal Tier
☐ **High Tier** if all are Green or Blue ☐ **Low Tier** if all are Red or Orange ☒ **Evaluate Criterion 2** if none of the above	☐ **Not applicable** if Tier determined in Criterion 1 ☐ **High Tier** if (2a) all schoolwide academic indicators are same or *higher* than statewide average **and** (2b) majority of student groups scored *higher* than the respective group's state average ☐ **Low Tier** if (2a) all schoolwide academic indicators are same or *lower* than statewide average **and** (2b) majority of student groups scored *lower* than the respective group's state average ☒ **Middle Tier** if none of the above		**MIDDLE TIER**

***Sources**: California School Dashboard; CDE Charter School Performance Category Data File; CDE "Determining Charter School Performance Category" Flyer*

Criterion 1 Analysis

Criterion 1 is based on the performance colors received for **all** state indicators on the California School Dashboard ("Dashboard") for the two previous Dashboard years. Per Education Code, if all state indicators are Blue or Green, the Charter School is assigned to the High Tier. If all state indicators are Orange or Red, the Charter School is assigned to the Low Tier. In all other circumstances, an evaluation of Criterion 2 is necessary to determine the Charter School's Tier. As shown in Figure 2 below, Latitude did not fit the requirements for Low Tier or for High Tier in Criterion 1, thus, an evaluation of Criterion 2 is necessary.

[2] The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.
[3] "Academic indicators" refer to the ELA, Math, English Learner Progress, and College and Career Readiness Indicators on the California School Dashboard.

Figure 2: Criterion 1 Analysis – Schoolwide Results

Indicator	2023	2024
ELA	Yellow	Orange
Math	Yellow	Orange
EL Progress	Red	Red
College/Career	High	Green
Graduation Rate	Orange	Green
Suspension Rate	Orange	Orange
Chronic Absenteeism	N/A	N/A

***Source**: California School Dashboard*

Criterion 2 Analysis

Criterion 2 is based on the "Status" (or the current year data) for all **academic** indicators (ELA, Mathematics, EL Progress, and College/Career) with a performance color for the two previous Dashboard years. Performance determinations are then based on the overall status compared with the statewide averages for the previous two Dashboard years. Criterion 2 is broken into two sub-criteria – Criterion 2a evaluates the Charter School's schoolwide performance and Criterion 2b evaluates the Charter School's student group performance, specifically for student groups which scored below the statewide average[4]. Per Education Code, if (Criterion 2a) all **schoolwide** academic indicators are same or higher than the statewide average *and* (Criterion 2b) the majority of eligible student groups are higher than their group's respective statewide average, then the Charter School is placed in the High Tier. If (Criterion 2a) all **schoolwide** academic indicators are same or lower than the statewide average *and* (Criterion 2b) the majority of eligible student groups are lower than their respective statewide average, then the Charter School is placed in the Low Tier. In all other circumstances, the Charter School is placed in the Middle Tier. As shown in Figure 3, the Charter School did not meet the requirements for High Tier or for Low Tier under Criterion 2a. To complete an analysis of Criterion 2b, a school must have at least two student groups which received a color on the Dashboard for both years of data. Latitude did not have any qualifying student groups and thus did not meet the requirements for High Tier or for Low Tier under Criterion 2b. Thus, Latitude is placed in the Middle Tier[5].

Figure 3: Criterion 2a Analysis

Academic Indicator	2023			2024		
	School Status	State Status	Result	School Status	State Status	Result
ELA	-11.3	-13.6	Higher	-11.6	-13.2	Higher
Math	-80	-49.1	Lower	-103.4	-47.6	Lower
College / Career	58.2%	43.9%	Higher	66.7%	45.3%	Higher
EL Progress	35.2%	48.7%	Lower	27.6%	45.7%	Lower

***Source**: California School Dashboard*Additional Guidance for Middle Tier Schools

As noted previously, there are additional criteria and conditions for evaluating a Charter School's petition depending on the assigned Renewal Tier. Figure 5 below outlines the renewal conditions and additional evaluation guidance applicable to schools placed in the Middle Tier.

[4] For more information regarding which student groups are included in the analysis for Criterion 2b, please see the CDE's Performance Categories Flyer: https://www.cde.ca.gov/sp/ch/documents/categoryflyer.pdf

[5] Charter school performance categories for all California charter schools can be found here: https://www.cde.ca.gov/sp/ch/performcategorydf.asp

Figure 4: Renewal Tier Additional Guidance

MIDDLE TIER - Additional Guidance and Decision Criteria	
Term	May only be renewed for a 5-year term.
Additional Renewal Conditions	May be denied upon making written findings that: 1. *The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; AND* 2. *The closure is in the best interest of the pupils; AND* 3. *The decision provided greater weight to performance on measurements of academic performance (if applicable).* May also be denied with a written finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to a finding which demonstrates either: A. *Substantial fiscal or governance concerns; or* B. *The school is not serving all pupils who wish to attend, as documented by data provided by the CDE or by any substantiated complaints that the charter school has not complied with suspension, expulsion, or involuntary disenrollment procedures.* A chartering authority may only deny for either of the two reasons listed above only after it has provided **at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school.** The chartering authority may deny renewal only by making either of the following findings: A. *The corrective action proposed by the charter school has been unsuccessful; or* B. *The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.*
Verified Data[6] *(Optional)*	If the charter school chooses to submit, the authorizing entity shall also consider clear and convincing evidence[7], demonstrated by verified data, showing either: A. *The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or* B. *Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*

***Source**: Education Code §47607.2(b)*

Procedure

1. The OUSD review team conducted a site visit on April 28, 2025. This site visit involved classroom observations and focus group interviews with students, families, teachers, and school leadership.
2. The Charter School submitted a renewal petition to the District on July 1, 2025.
3. OCS Staff conducted an interview with 3 members of the Education for Change Governing Board on July 10, 2025, after all 10 members submitted a self-evaluation to assess strengths and gaps in the Governing Body.
4. The review team conducted a review of the school's documents, policies, financials, academic performance, and renewal petition to assist in developing the staff report.
5. The initial public hearing was held on August 27, 2025.
6. Staff findings were made public by the 15-day posting requirement, which was September 10, 2025.
7. The decision public hearing is being held on September 25, 2025.

[6] Ed Code §47607.2(c) defines verified data as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. The State Board of Education established criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose. For more information, please review the CDE's Verified Data website page: https://www.cde.ca.gov/sp/ch/verifdata.asp

[7] Pending renewal of Ed Code §47607.2(b)(5) beyond January 1, 2026

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I. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

For a charter school's renewal petition to be approved, it must present a sound educational program for its students. For schools in the Middle Tier, the District is required to consider the school's performance on California School Dashboard indicators, providing greater weight to performance on academic indicators. Although Education Code does not specifically reference similar criteria for schools meeting the Middle Tier criteria (outside of the Renewal Tier Analysis), the following is being included for context. To provide a comprehensive overview of the educational program, the evaluation below includes evidence from the California School Dashboard as well as results from the California Assessment of Student Performance Progress ("CAASPP") Smarter Balanced Assessment Consortium ("SBAC") assessments, graduation data, CORE growth data, ELPAC results, and a summary of the renewal site visit. As a high-level summary, Figure 5 below represents the academic indicator results from the California School Dashboard over the course of the charter term, details for which can be found in the subsequent sections.

Figure 5: California School Dashboard Academic Indicator Summary[8]

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Arts		No Color ⟷	No Color ⟷	No Color ⟷	Yellow ⟷ 30.10 pts	Orange ⟷ -0.40 pts
Math		No Color ⟷	No Color ⟷	No Color ⟷	Yellow ⟷ 44.60 pts	Orange ⟷ -23.30 pts
English Learner Progress	No Color ⟷	No Color ⟷	No Color ⟷	No Color ⟷	Red ⟷ -10.60 pp	Red ⟷ -7.60 pp
College/Career Readiness		No Color ⟷	No Color ⟷	No Color ⟷	No Color ⟷	Green ⟷ 8.50 pp

***Source**: California School Dashboard*

A. SBAC Performance Summary – English Language Arts

The below section represents a summary of the results from the ELA SBAC assessment at the Charter School including schoolwide average proficiency rates, average Distance from Standard ("DFS") results disaggregated by student group, and CORE growth results. Results for the California Alternate Assessments (CAAs) were not included as Latitude did not surpass the required threshold of tested students and, therefore, no data is available. While a more detailed analysis can be found in the subsequent sections, a summary of these data is below:

- **Schoolwide Trends:** *From 2022-23 to 2023-24, Latitude made gains in proficiency, remained relatively steady in average DFS, and had above average CORE growth.*
- **Student Group Trends:** *From 2021-22 to 2023-24, all student groups showed net improvements in average DFS with the exception of the English Learner student group.*

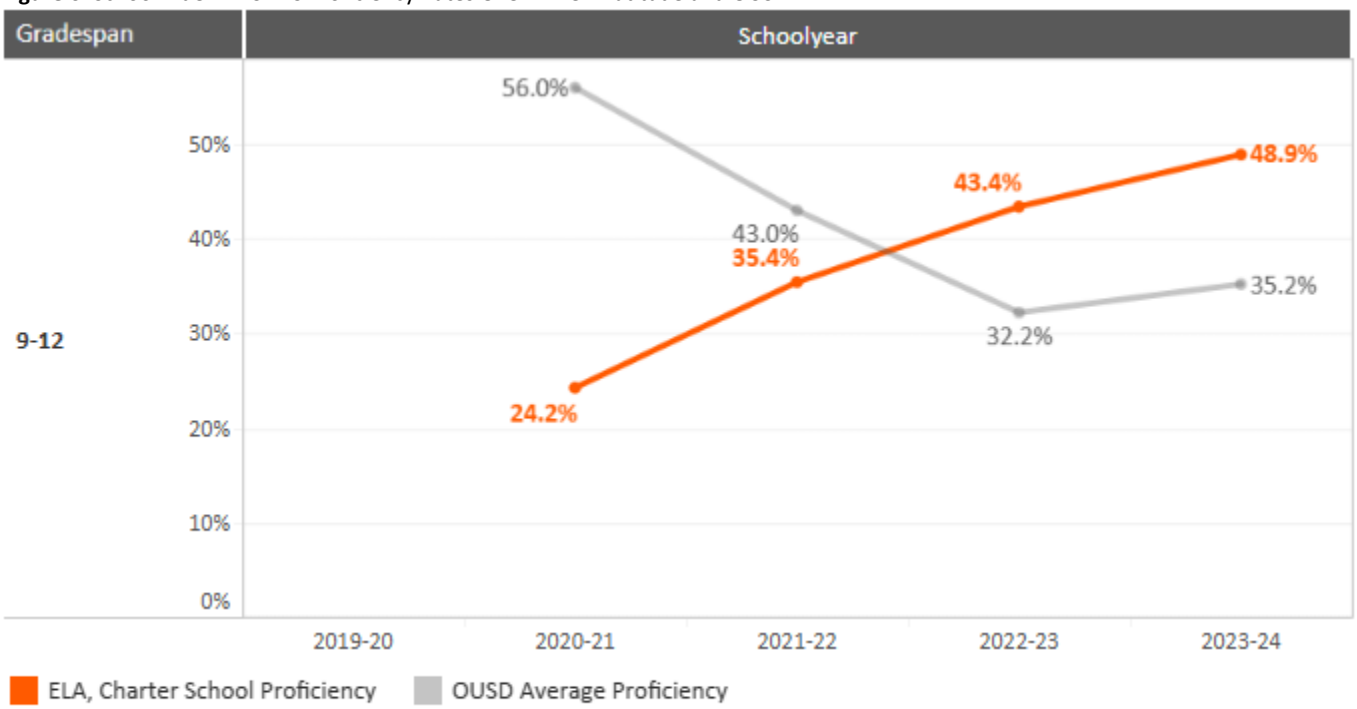
[8]The 2018-19 column has been intentionally left blank, as Latitude did not receive an English Language Arts, Math, and College/Career Indicator on the 2019 California School Dashboard.

Average Proficiency Rates

To supplement the information provided in the California School Dashboard, additional analyses of the results from the ELA SBAC assessment are provided in this and subsequent sections. Below, Figure 6 represents the Charter School's average proficiency rates on the ELA SBAC over the course of the charter term, or the percentage of students who have met or exceeded the "Standard" threshold for this exam. The figure additionally includes average proficiency rates for the corresponding grade span at OUSD for further context. As shown below:

- *Latitude's ELA proficiency rate showed strong and consistent growth over four years, rising more than 24 percentage points.*
- *In 2023-24, Latitude's proficiency rate increased 5 percentage points and was approximately 14 percentage points above the District proficiency rate.*

Figure 6: Schoolwide ELA SBAC Proficiency Rates Over Time – Latitude and OUSD*



***Source**: CAASPP Research Files*
**Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.*

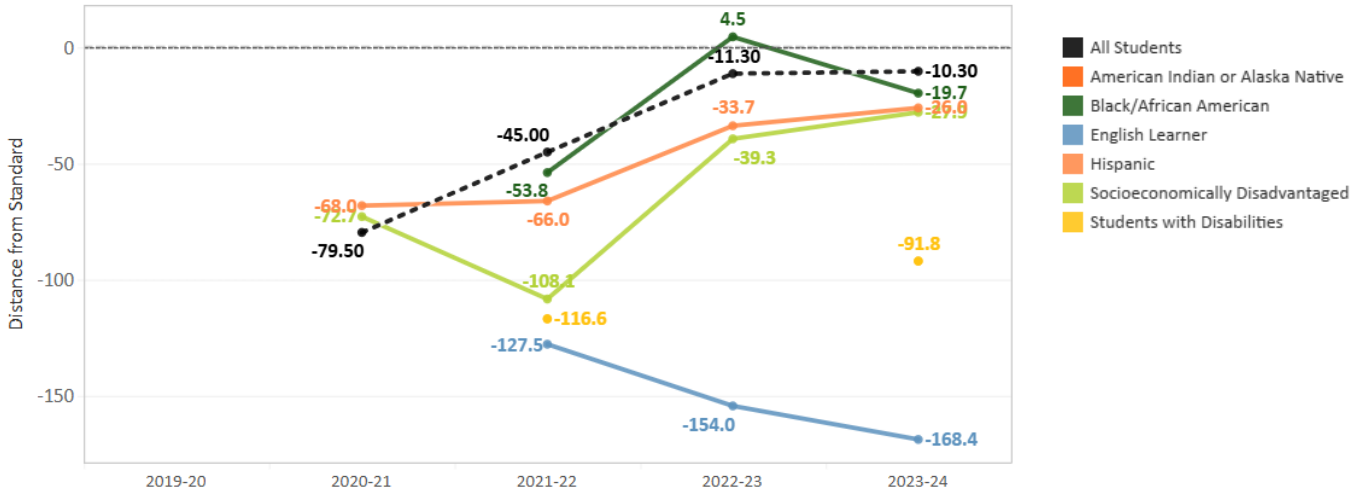
Distance from Standard (DFS) and Student Group Results

Figures 7 and 8 below represent the Charter School's average Distance from Standard ("DFS") on the ELA SBAC assessment over the course of the charter term[9]. While average proficiency rates illustrate the percentage of students scoring at or above the "Standard Met" threshold on the SBAC assessment, average DFS measures how far, on average, student results deviate from the "Standard Met" threshold, providing a more granular analysis. As shown in Figure 7 below:

- *From 2021-22 to 2023-24, all student groups had a net increase in average DFS with the exception of the English Learner student group which has decreased steadily each year.*

[9] In order to disaggregate DFS results by both student group and grade level, data was sourced directly from CAASPP rather than from the California School Dashboard. Because different business rules are applied during the calculation process between the two entities, the results seen in this section may differ slightly from the Dashboard. For more information, see the Dashboard Technical Guide here: https://www.cde.ca.gov/ta/ac/cm/dashboardguide.asp

Figure 7: Latitude ELA DFS Over Time*

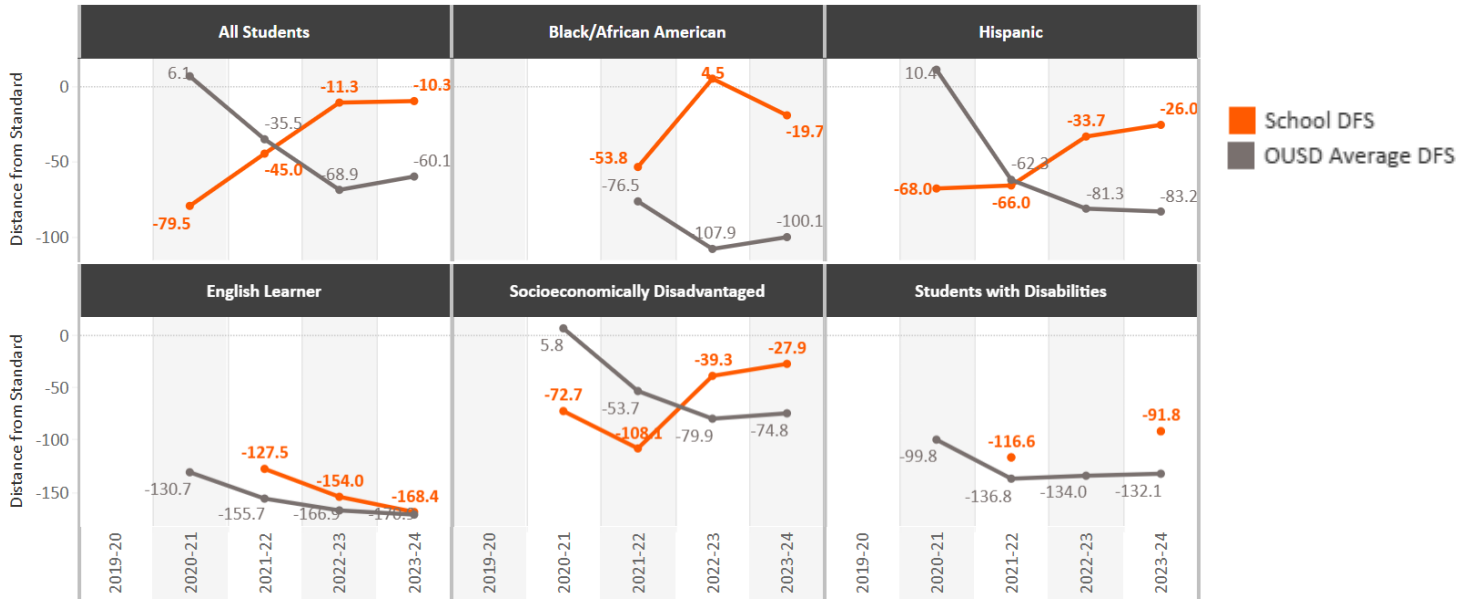


***Source**: CAASPP Research Files*
**Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.*

Figure 8 below again shows the average DFS, both schoolwide and for key student groups, over the course of the charter term, but also compares these results with the OUSD average for each corresponding group. Please note, despite the comparisons below, students within the same group may be quite different from one another (e.g. severity of disability for special education students, progress levels for English Learners). As shown below:

- *The Black/African American and Students with Disabilities student groups at Latitude performed above the District average for all years of available data.*
- *The Hispanic and Socioeconomically Disadvantaged student groups at Latitude performed slightly below the District average in 2021-22 but were well above the District average in 2023-24 at 57 points above and 47 points above, respectively.*
- *While average DFS for the English Learner student subgroup decreased consistently, it remained above the District average for all years of available data.*

Figure 8: ELA DFS Over Time for Latitude and OUSD (Grade 11 Only)*



***Source**: CAASPP Research Files*
**Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.*

CORE Growth

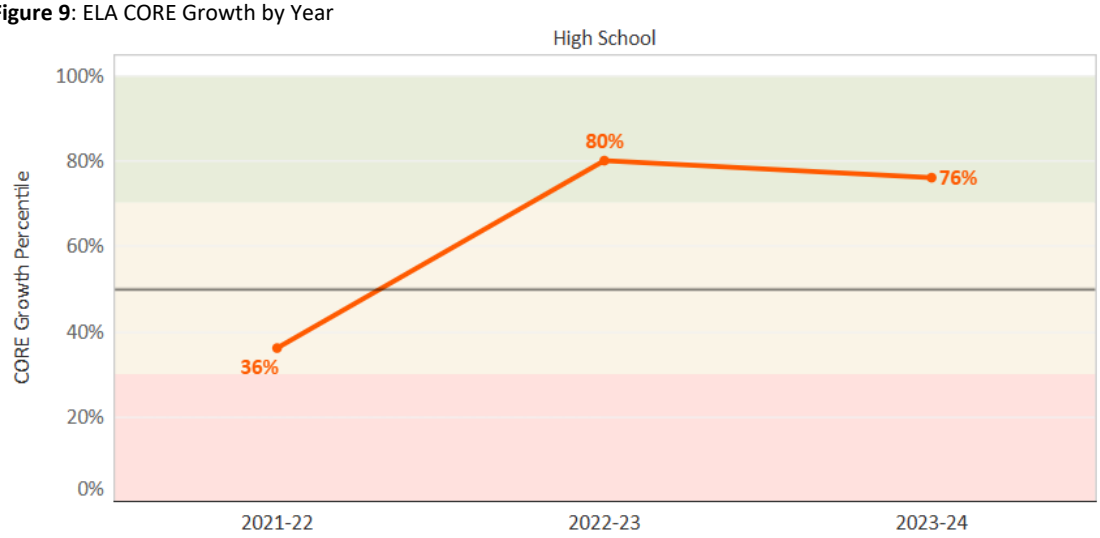
Figure 9 below represents the Charter School's most recent CORE Growth results. The CORE Growth metric measures the year-over-year growth of students on the SBAC exams, compared to similar students across the state based on prior test score history and several demographic factors. The growth percentile indicates the percentage of similar students that students at the school outperformed (i.e. 50th percentile indicates average growth). CORE categorizes growth percentile rankings as follows:

- "Below Average" or "Low" growth: 30% or below
- "Average" or "Medium" growth: above 30% and less than or equal to 70%
- "Above Average" or "High" growth: above 70%

According to CORE and the figure below:

- *Students at Latitude had above average growth in ELA compared with similar students, with growth estimated to be in the 76th percentile.*

Figure 9: ELA CORE Growth by Year



***Source**: CORE360 Dashboard*

B. SBAC Performance Summary – Mathematics

The below section represents a summary of the results from the Math SBAC assessment at the Charter School including schoolwide average proficiency rates, average Distance from Standard ("DFS") results disaggregated by student group, and CORE growth results. Results for the California Alternate Assessments (CAAs) were not included as Latitude did not surpass the required threshold of tested students and, therefore, no data is available. While a more detailed analysis can be found below, a summary of these data is below:

- **Schoolwide Trends:** *Math proficiency and DFS showed strong growth through 2022-23, followed by a decline in 2023-24, while remaining above the District average.*
- **Student Group Trends:** *While average DFS for all student groups increased in 2022-23, average DFS for all student groups but the Black/African American student group decreased in 2023-24. However, average DFS for all student groups exceeded their respective District student group average in 2023-24, with the exception of the English Learner student group.*

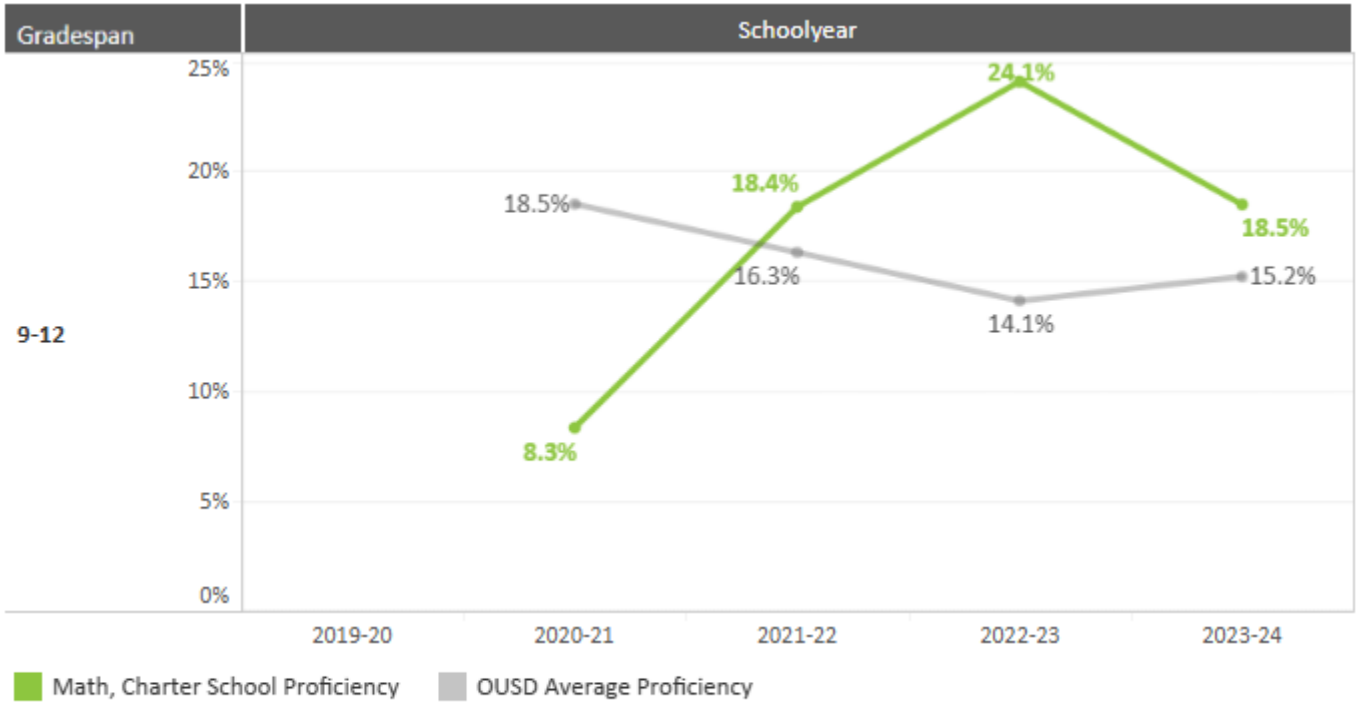
Average Proficiency Rates

To supplement the information provided in the California School Dashboard, additional analyses of the results from the Math SBAC assessment are provided in this and subsequent sections. Below, Figure 10 represents the Charter School's

average proficiency rates on the Math SBAC over the course of the charter term, or the percentage of students who have met or exceeded the "Standard" threshold for this exam. The figure additionally includes average proficiency rates for the corresponding grade spans at OUSD for further context. As shown below:

- *Latitude's proficiency rate increased steadily from 2020-21 to 2022-23, then declined by about 6 percentage points in 2023-24. Despite this decline, the school remained 3 percentage points above the District average.*

Figure 10: Schoolwide Math SBAC Proficiency Rates Over Time – Latitude and OUSD*



***Source**: CAASPP Research Files*
**Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.*

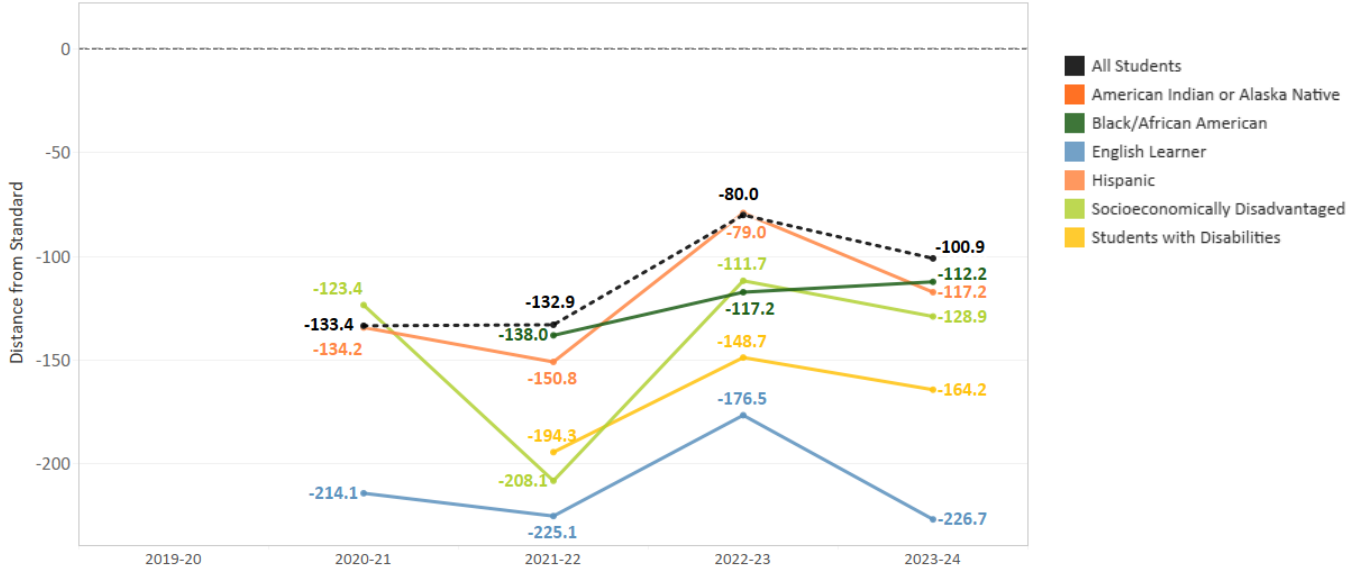
Distance from Standard (DFS) and Student Group Results

Figures 11 and 12 below represent the Charter School's average Distance from Standard ("DFS") on the Math SBAC assessment over the course of the charter term[10]. While average proficiency rates illustrate the percentage of students scoring at or above the "Standard Met" threshold on the SBAC assessment, average DFS measures how far, on average, student results deviate from the "Standard Met" threshold, providing a more granular analysis. As shown in Figure 11 below:

- *Between 2021-22 and 2022-23, DFS scores increased both schoolwide and across all key student groups, with Socioeconomically Disadvantaged students showing the largest gain of 96 points.*
- *In 2023-24, DFS scores decreased schoolwide and across all key student groups, with the exception of Black/African American students.*

[10] In order to disaggregate DFS results by both student group and grade level, data was sourced directly from CAASPP rather than from the California School Dashboard. Because different business rules are applied during the calculation process between the two entities, the results seen in this section may differ slightly from the Dashboard. For more information, see the Dashboard Technical Guide here: https://www.cde.ca.gov/ta/ac/cm/dashboardguide.asp

Figure 11: Latitude Math DFS Over Time*

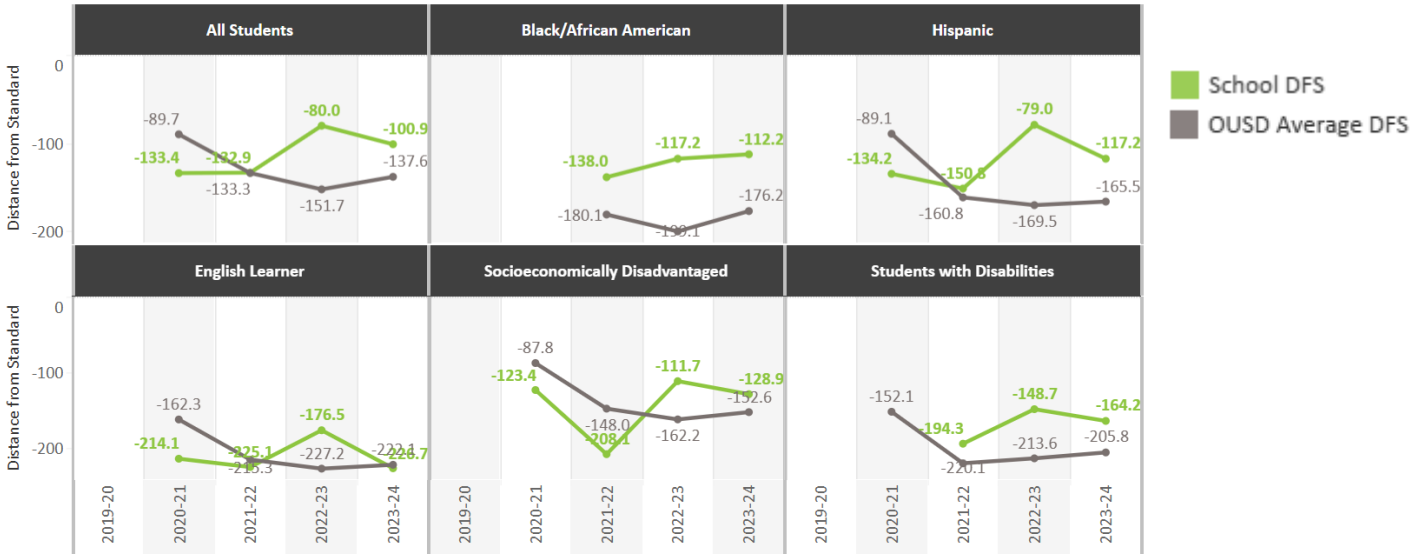


***Source**: CAASPP Research Files*
**Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.*

Figure 12 again shows the average DFS, both schoolwide and for key student groups, over the course of the charter term, but also compares these results with the OUSD average for each corresponding group. Please note, despite the comparisons below, students within the same group may be quite different from one another (e.g. severity of disability for special education students, progress levels for English Learners). As shown below:

- *The Black/African American, Hispanic, and Students with Disabilities student groups at Latitude performed above the District average consistently from 2021-22 to 2023-24.*
- *The Socioeconomically Disadvantaged student group at Latitude performed below the District average in 2021-22 but was above the District average in 2022-23 and 2023-24.*
- *While average DFS for the Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student groups at Latitude declined in 2023-24, each group still exceeded their respective District student group average. The English Learner student group at Latitude, however, declined in 2023-24 and was below the respective District student group average.*

Figure 12: Math DFS Over Time for Latitude and OUSD (Grade 11 Only)*



***Source**: CAASPP Research Files*
**Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.*

CORE Growth

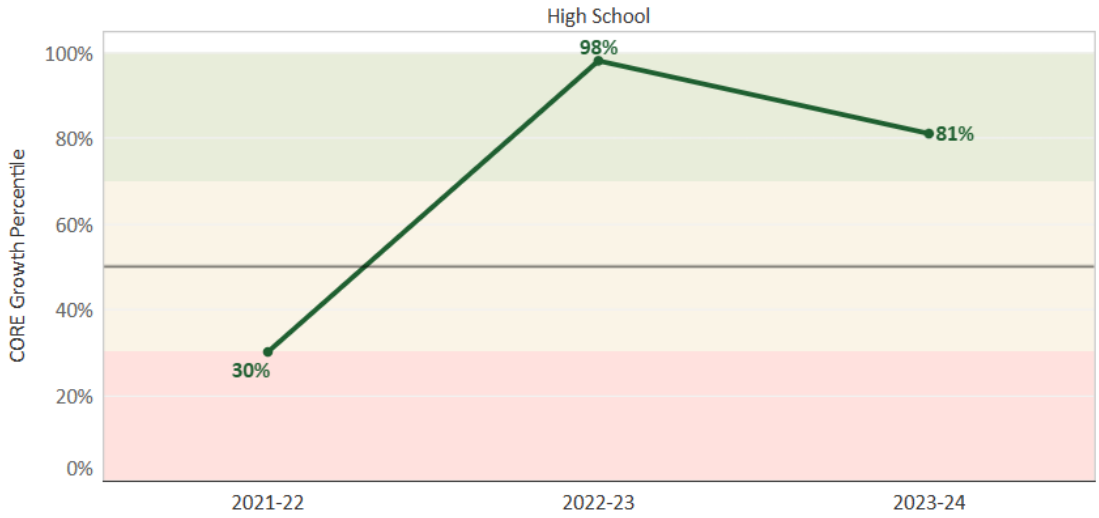
Figure 13 represents the Charter School's most recent CORE Growth results. The CORE Growth metric measures the year-over-year growth of students on the SBAC exams, compared to similar students across the state based on prior test score history and several demographic factors. The growth percentile indicates the percentage of similar students that students at the school outperformed (i.e. 50th percentile indicates average growth). CORE categorizes growth percentile rankings as follows:

- "Below Average" or "Low" growth: 30% or below
- "Average" or "Medium" growth: above 30% and less than or equal to 70%
- "Above Average" or "High" growth: above 70%

According to CORE and the figure below:

- *Students at Latitude had above average growth in Math compared with similar students, with growth estimated to be in the 81st percentile.*

Figure 13: 2024 Math CORE Growth by Grade Span and Grade



***Source**: CORE360 Dashboard*

C. College and Career Readiness Measures

The below section represents a summary of the results from various college and career readiness measures, including results from the California School Dashboard College/Career Indicator ("CCI") and graduation metrics.

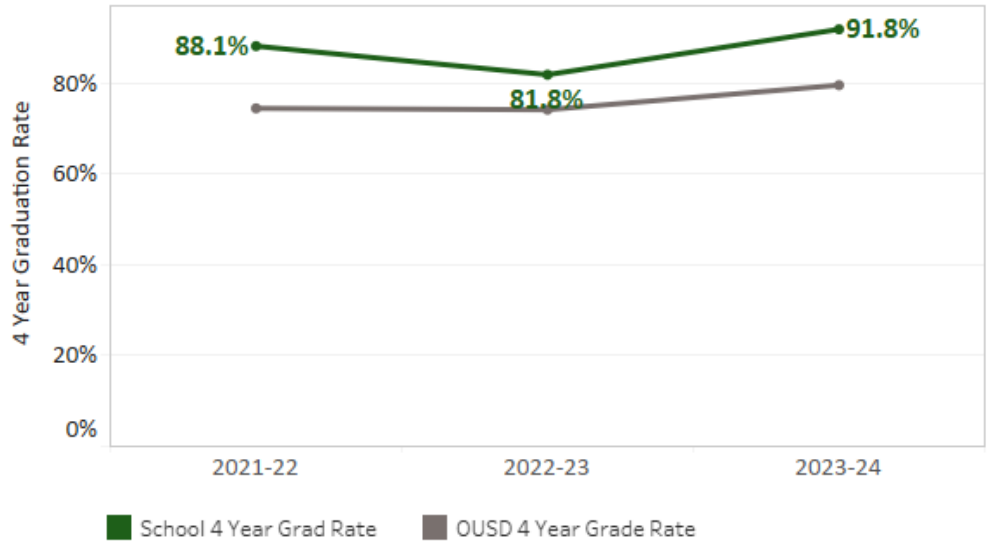
Graduation Metrics

The figures below compare the four-year cohort graduation [11]and A-G graduation rates[12] between OUSD and Latitude. As shown below:

- *Latitude's four-year cohort graduation rate and A-G graduation rate have been higher than the corresponding OUSD rates for all years of the charter term. However, while the graduation rate increased, the A-G rate decreased significantly from 84.4% in 2022-23 to 73.3% in 2023-24.*
- *In 2023-24, Latitude's four-year cohort graduation and A-G graduation rates were higher than the respective OUSD rate for all student groups.*

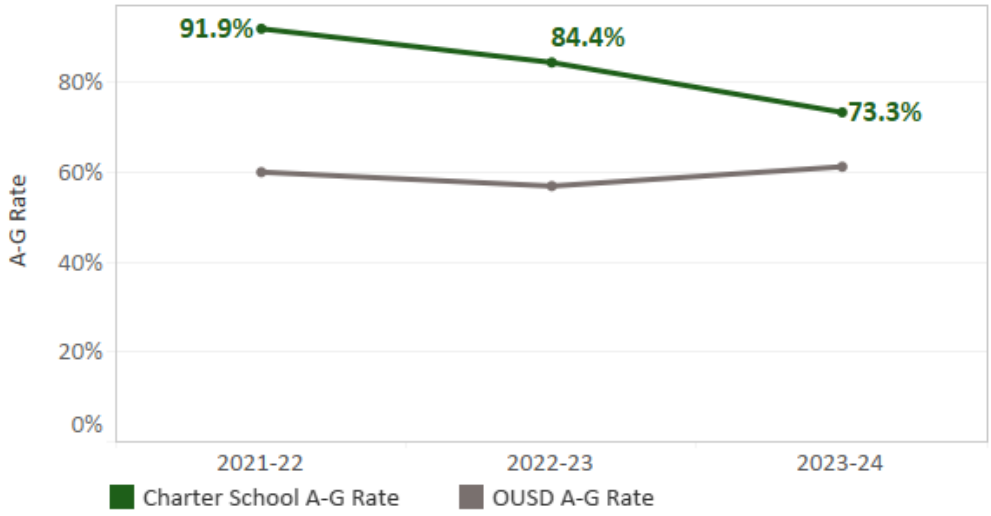
[11] The four-year cohort graduation rate is the number of students who graduate from high school in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.
[12] The A-G graduation rate refers to the percentage of high school graduates who successfully complete the A-G course sequence with a grade of "C" or better, making them eligible to apply to the University of California (UC) or California State University (CSU) systems.

Figure 14: Four-Year Graduation Rate – Charter School and OUSD



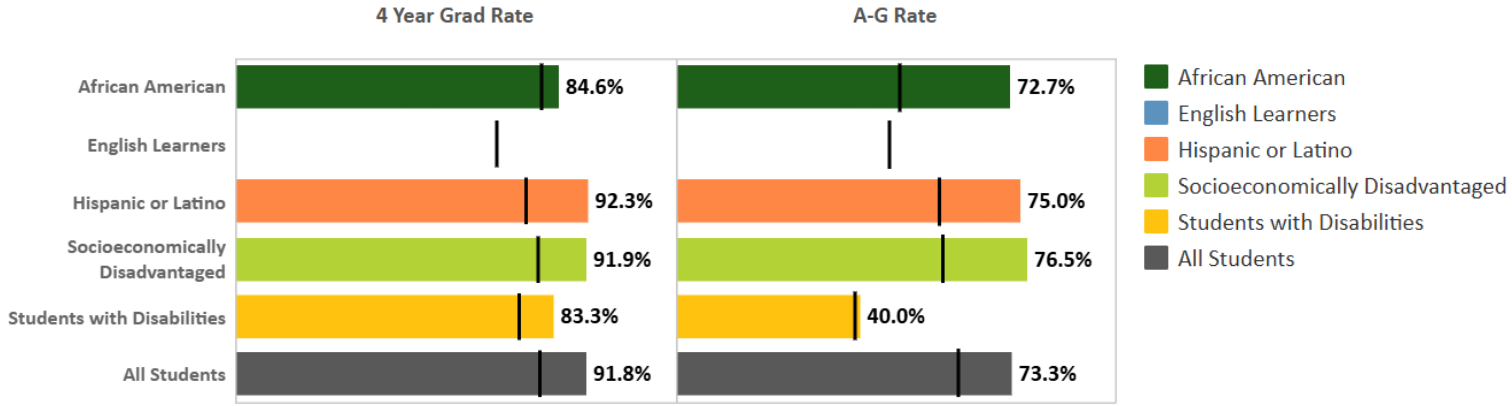
Source: *CDE Downloadable Data Files*

Figure 15: Four-Year A-G Graduation Rate – Charter School and OUSD



Source: *CDE Downloadable Data Files*

Figure 16: 2023-24 Four-Year Graduation Rate and Four-Year A-G Rate – Charter School and OUSD



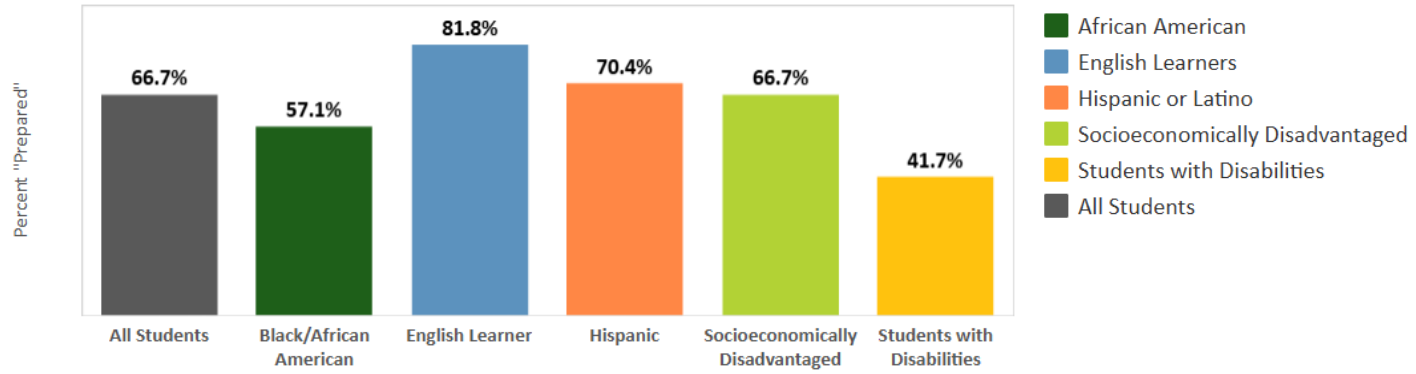
Source: *CDE Downloadable Data Files*

CCI Indicator Summary

The figure below represents the percentage of students in various student groups who were considered "Prepared"[13] on the CCI Indicator in the 2023-24 school year. As shown below:

- *Latitude's English Learner student group had the highest rate of "Prepared" on the CCI Indicator while the Students with Disabilities student group had the lowest rate.*

Figure 17: 2023-24 CCI Indicator "Prepared" Rate by Student Group



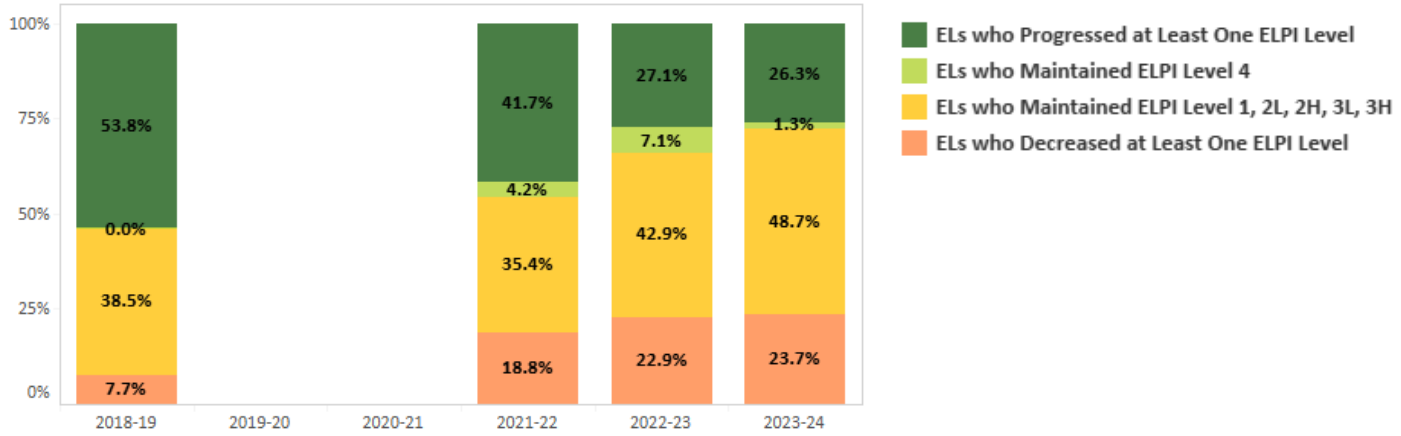
***Source**: CDE Downloadable Data Files*

D. English Learner Progress

In the past four years with available data, Latitude tested 13, 48, 70, and 76 students on the Summative English Language Proficiency Assessment (ELPAC), respectively. The figure below shows the percentage of these students who progressed at least one English Learner Progress Indicator (ELPI) level, maintained ELPI level 4, maintained lower ELPI levels, and decreased at least one ELPI level. As shown below:

- *The percentage of English Learner students making progress towards proficiency has declined significantly over the charter term, with approximately 26.3% of English Learner students at Latitude making progress in 2023-24.*

Figure 18: Summative ELPAC Results



***Source**: California School Dashboard*

[13] For more information on how graduates can meet the CCI "Prepared" Criteria, please see https://www.cde.ca.gov/ta/ac/cm/documents/ccicollege.pdf

E. Differentiated Assistance Eligibility

Differentiated Assistance ("DA") is a system of targeted technical assistance to support school districts and charter schools improve student outcomes and address equity gaps. Eligibility for DA[14] is based on student group results on the California School Dashboard. Prior to the 2023-24 school year, charter schools were not eligible to be identified for DA. Charter schools became eligible for DA beginning with the 2023 California School Dashboard results.

Based on the results of the 2023 and 2024 California School Dashboards, Latitude **was not** identified for Differentiated Assistance.

F. Renewal Site Visit Summary

School Quality Review Rubric Report

Charter school renewal site visits are guided by the District's School Quality Review (SQR) process. The process is based on a rubric[15] which describes three key domains (Mission and Vision, Quality Program Implementation, and Collective Leadership and Professional Learning) which are further broken into three threads (Instruction, Culture, and Systems and Structures). In order to gather evidence for each of these domains, the OUSD Review Team conducted classroom observations, document reviews, an interview with Charter School leadership, and focus groups with students, families, and teachers. Following the renewal site visit, the OUSD Review Team rated each domain and sub-domain collaboratively using the SQR Rubric Ratings range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

Figure 19: Renewal Site Visit Summary

Latitude Renewal Site Visit, April 28, 2025			
OUSD Review Team: Kelly Krag Arnold (OCS Director), Guadalupe Nuño (OCS Community Liaison), Marwa Doost (OCS Compliance Specialist), Kristy Lu (OCS Analytics Specialist), Tim Morris (OCS Policy Specialist), , Kate Sugarman (OUSD Deputy Network Superintendent), Dana Rosenburg (OUSD Director of Continuous School Improvement), Jason Yamashiro (Academic Consultant)			
SQR Domains and Threads	**Domain 1: Mission and Vision**	**Domain 2: Quality Program Implementation**	**Domain 3: Collective Leadership and Professional Learning**
Thread A: Instruction	**3.6**	**3.8**	**4.0**
Thread B: Culture	**3.9**	**3.6**	**3.8**
Thread C: Systems and Structures	**3.9**	**3.6**	**3.8**

Within each Domain and Thread in the SQR Rubric, there are multiple "sub-domains". The following represent the three highest rated and the three lowest rated sub-domains for Latitude.

[14] Detailed criteria for differentiated assistance can be found at https://www.cde.ca.gov/ta/ac/cm/leaproposedcrit.asp.

[15] The School Quality Review Rubric can be found here: https://www.ousd.org/officeofcharterschools/for-charter-school-staff/charter-petitions#renewal

Figure 20: Highest and Lowest Rated SQR Sub-Domains

Highest Rated Sub-Domains		
Score	**Sub-Domain**	**Description of Sub-Domain**
4.0	**1C.1 School Mission**	The school mission explains how the school will work together to implement best practices to achieve the vision. The mission actively lives in the school, and drives the work of the school staff and community in service of the school vision.
4.0	**3B.1 Collaborative Professional Culture**	The school has a professional culture in which educators have authentic opportunities for collaboration and are able to leverage each other's knowledge and skills in service of the school's vision, mission, priorities and goals. Adults have interdependent, trusting relationships, and address conflict productively in the service of student learning and well-being. The school prioritizes the mental health and wellness of educators on campus.
4.0	**3C.5 Partnerships with Community Based Organizations**	School utilizes the community schools model to build meaningful partnerships with community based organizations that support and honor youth and community and expand access to family supports, enrichment, and health services.

Lowest Rated Sub-Domains		
Score	**Sub-Domain**	**Description of Sub-Domain**
3.2	**2C.2 Safety**	The school has a comprehensive safety plan that is focused on building and implementing systems and structures to ensure a physically safe campus. The plan includes an articulated crisis plan to respond to immediate and acute emergencies. All members of the school community know what to do in case of emergency and report feeling safe on the campus.
3.2	**1A.3: Ambitious Student Learning Goals**	The school has an ambitious set of long and short term student outcomes for cognitive and social-emotional growth and achievement. These outcomes can be measured using available standards-aligned state and local assessments and/or other relevant measures of student success.
3.3	**2B.2 Social Emotional Learning and Restorative Practices**	School staff utilize Social Emotional Learning (SEL) practices and Restorative Practices to cultivate a joyful environment and caring relationships with students, families and each other. The school has an approach to social emotional learning that helps students acquire the attitudes, competencies, values, and social skills they need to facilitate academic learning. Staff consistently demonstrate equitable, culturally relevant and responsive practices that respect diversity, integrate trauma-informed and Restorative Practices, and utilize Transformative SEL practices.

Renewal Site Visit Strengths and Areas for Improvement

The OUSD Review Team noted the following strengths and areas for improvement based on the evidence collected throughout the site visit.

Strengths:

1. **Mission and Vision**: Leadership has provided the communication, structure, and support to build an understanding and commitment to the mission and vision that is alive in the school and known by staff, students, and parents.
2. **Collaboration/Learning Structures**: Latitude's commitment to collaborative learning structures for both students and staff is clearly having a positive impact on the student learning and school climate. Observations demonstrated a consistent commitment to collaborative group work that required verbal interaction and accountability from students and teachers spoke about the levels of support and collaboration built into their schedules.
3. **Community Partnerships**: The internship program for students at Latitude requires community partnerships that are both wide and deep. The quality and number of partnerships is impressive, as is the way Latitude works

creatively with partners to find new and powerful ways for students to interact with the world outside of school both within and beyond the internship program.

Areas for Improvement

1. **Rigor**: As Latitude continues to grow, leadership is encouraged to build opportunities for more challenging courses, and more stretch opportunities within courses, to meet the needs of students operating at the highest academic levels.
2. **Facility**: While it is important and admirable to center schools within the community they serve, there is a strong desire from Latitude constituents for the facility to contain more traditional high school elements (like a gym), as well as ongoing safety concerns right outside the facility. Leadership is to be commended for efforts made to both improve the facility and work with the city on the area around the facility, but it remains a challenge.

G. Additional Verified Data Provided by the School[16]

Verified Data Background

For schools in the Middle Renewal Tier, if submitted, Education Code requires that the District consider clear and convincing evidence, demonstrated by verified data, showing either of the following:

- The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or
- Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

The California State Board of Education ("SBE") adopted a list[17] of academic progress indicators and post-secondary indicators that met the established criteria outlined in Education Code Section 47607.2 and that may be used in the renewal process. Assessments or data sources that are not on this list may not be used as verified data. To be eligible for inclusion as verified data, a data source must include the results of at least 95 percent of eligible students.

The Charter School did not provide the District with additional verified data, as defined above, and thus none will be considered here for the purpose of renewal.

II. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

In order for a charter school's renewal petition to be approved, it must be demonstrably likely to successfully implement the program set forth in the petition.[18] Evidence considered for this criterion include an analysis of the Charter School's operations, financial condition, enrollment, enrollment demographics, compliance with regulatory elements (Notices of Concern), board health and effectiveness, and staffing and credentialing.

A. Enrollment

[16] Pending renewal of Ed Code §47607.2(b)(5) beyond January 1, 2026

[17] A full list of the adopted academic progress and postsecondary indicators can be found here: https://www.cde.ca.gov/sp/ch/verifdataacadprogress.asp

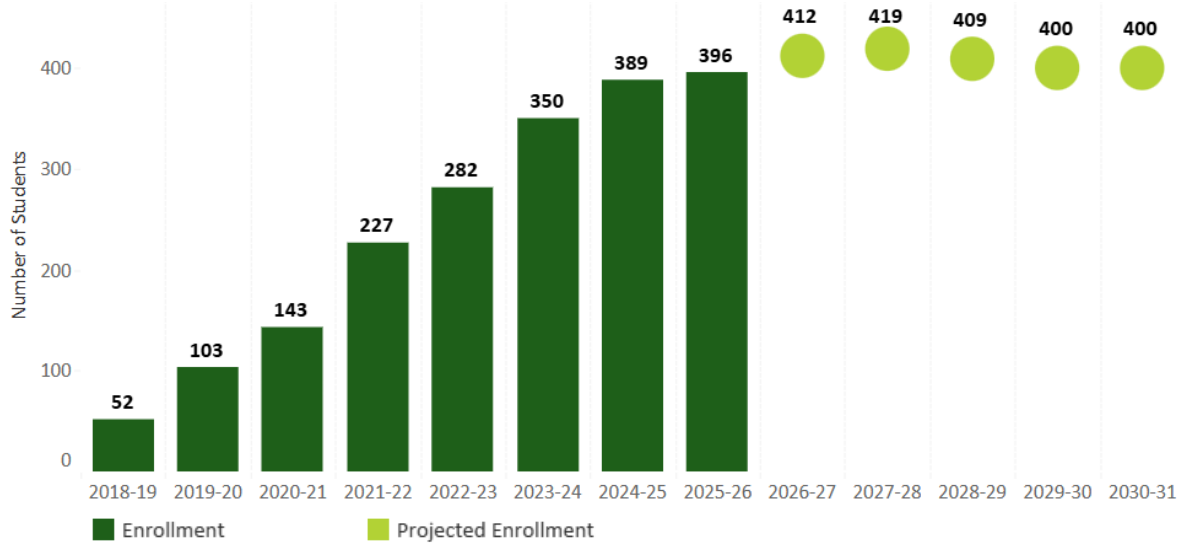
[18] EC §47605(c)(2)

Total Enrollment by Year – Actual and Projected

The figure below includes the total enrollment of the Charter School over the course of the term, the 2025-26 enrollment as of August 14, 2025, and the projected enrollment included in the Multi-Year Projection ("MYP"). As shown below:

- *Latitude's total enrollment has been increasing from the start of the charter term as a result of phasing in new grade levels and additional sections of students.*
- *Latitude has completed their phase-in period and is projecting a stable enrollment for the next 5 school years.*

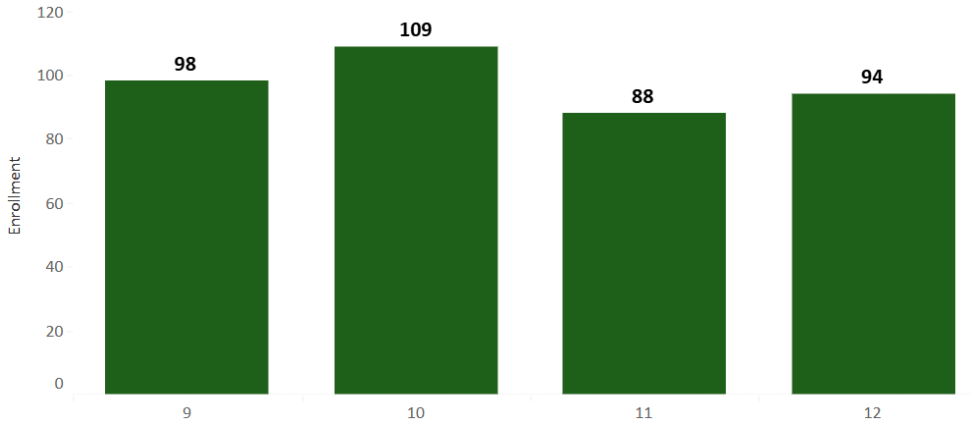
Figure 21: Total Enrollment Over Time, Actual and Projected



***Source**: CDE Downloadable School Enrollment Data Files; August Enrollment Submission to OCS, MYP*

Enrollment by Grade Level

Figure 22: 2024-25 Enrollment by Grade Level



***Source**: CDE Downloadable School Enrollment Data Files*

B. Financial Condition

Summary

The Charter School's financial condition is good based on its fiscal health indicators, audit results, and multi-year budget projections. While the CMO did have audit findings earlier in the charter term, they have remediated these findings while also strengthening Latitude's overall fiscal health. Further, the Charter School's forecast realistically considers the school's historical and present enrollment trends.

Fiscal Health

The figure below summarizes key fiscal indicators throughout the current charter term. As shown below:

- *The Charter School effectively managed its resources, with a $1.3 million increase in the fund balance over the charter term.*
- *Although the debt ratio increased from 0.11 to 0.57, this level indicates the school retains the ability to borrow additional funds if needed.*
- *The varying cash reserve levels appear to reflect the CMO moving funds from the school level to the organizational level for centralized financial management. Although the school's individual reserves fell below the 5% threshold in most years of the charter term, the CMO's combined reserves exceeded 5% in the majority of years (see Appendix C).*[19]

Figure 23: Fiscal Health Summary

Financial Indicator	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25 2nd Interim
Annual Surplus or (Deficit) *Indicates whether the school spent more or less than it received in revenue during the year. Deficits are shown in parentheses.*	1,193,374	955,426	281,877	451,177	(832,163)	377,118	30,907
Ending Fund Balance *Typically represents unrestricted funds, although in some cases, restricted funds that were not fully spent in previous years may be included.*	996,303	1,966,785	2,248,662	2,699,839	1,867,676	2,244,794	2,275,701
Debt Ratio *A ratio less than 1 indicates the school has lower debts than assets, representing a lower level of financial risk.*	0.11	0.12	0.68	0.82	0.68	0.57	Unavailable
Budgetary Reserve *Given the school's ADA, FCMAT[20] prescribes a minimum 4% reserve (calculated as Unrestricted Net Assets / Total Expenditures) as a set aside to prepare for potential liabilities. Reserve rates below this rate indicates poor financial condition.*	57%	59%	61%	54%	26%	27%	23%
Cash Reserve *FCMAT recommends 5%+ cash reserve of the total of all budgeted expenditures (calculated as Unrestricted Cash / Total Expenditures). Below 5% is indicative of a poor financial condition.*	4%	27%	1%	0%	0%	0%	16%

***Source**: 2018-19 through 2023-24 Annual Audit Reports and 2024-25 2nd Interim Budget Report submitted with Renewal Petition.*

Annual Financial Audit Reports

Education Code requires charter schools to submit annual audits by December 15 of each year.[21] As shown below:

- *The Charter School's CMO received unmodified audit opinions throughout the charter term.*

[19] *See Appendix C for a summary of the charter management organization's key fiscal indicators.*

[20] *Financial Crisis and Management Assistance Team*

[21] *Education Code 47605(m), 41020(h)*

- *No material weaknesses or significant deficiencies were identified in the last three audit reports for the CMO. During the charter term, no statutory compliance findings specific to Latitude were identified in any the audit reports.*
- *The most recent two audit reports were submitted by December 15th.*

Figure 24: Annual Financial Audit Reports Summary

Indicator		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Timely Audit Submission *State law requires annual audits to be submitted by December 15.*		No	No	No	No	Yes	Yes
Audit Opinion *"Unmodified" indicates the financial statements fairly represent the school's financial position in accordance with accounting standards. "Modified, qualified" opinion indicates a material issue or insufficient evidence in a specific area of the financial statements, while the remainder are considered reliable.*		Un-modified	Un-modified	Un-modified	Un-modified	Un-modified	Un-modified
Material Weakness(es) *A material weakness is a deficiency in internal controls that creates a reasonable possibility that a material error in the financial statements could occur and go uncorrected.*	***Number of Findings***	-	-	1	-	-	-
	Initial Year of Finding(s)	-	-	2020-21	-	-	-
Significant Deficiency *A significant deficiency is a flaw in internal controls that is less severe than a material weakness, but still merits attention.*	***Number of Findings***	1	1	-	-	-	-
	Initial Year of Finding(s)	2018-19	2019-20	-	-	-	-
Statutory Compliance *Statutory compliance is adherence to specific state and federal laws and regulations that govern operations, funding, and program requirements within the scope of the audit.*	***Number of Findings***	-	-	-	-	-	-
	Initial Year of Finding(s)	-	-	-	-	-	-

***Source**: 2018-19 through 2023-24 Annual Audit Reports*

Attendance and Enrollment in Multi-Year Budget Projections

The enrollment and attendance rate assumptions underlying the Charter School's Multi-Year Budget Projections ("MYP") included with the renewal petition, as shown in the figure below, appear realistic and are aligned to the projected enrollment listed in Element 1 of the charter petition. As shown below:

- *The Charter School's enrollment projections have tracked closely with actual enrollment, with Latitude projecting and experiencing growth during the phase-in period, then shifting to stable enrollment projections.*
- *Projected attendance rates are generally consistent with the Charter School's historical patterns.*

Figure 25: MYP Summary: Projected Enrollment and Attendance Rates

	2025-26	2026-27	2027-28	2028-29
Projected Enrollment	412	419	409	400
Projected Attendance Rate	91.6%	92.7%	93.9%	95.0%

***Source**: Multiyear Budget Projections submitted with renewal petition*

C. Enrollment Demographics

Per California Education Code Section 47605(c)(5)(G), a charter school must include in the renewal petition a reasonably comprehensive description of "*the means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted*". This description is included on page 247 of the charter petition. The current section includes a summary of the school's enrollment demographic data for further context.

As of the 2025-26 school year, Latitude does participate in an Oakland-wide common charter enrollment system, Oakland Enrolls. OCS strongly encourages all OUSD-authorized charter schools to coordinate participation in an Oakland-wide common charter enrollment application system. OCS believes that a unified charter enrollment approach supports educational equity by reducing barriers that can disproportionately affect families whose primary language is not English, have limited technology access, or lack the time and resources to navigate many application processes with different deadlines, websites, and requirements.

Enrollment Demographics Comparison

Enrollment demographics for the 2024-25 school year are included in the table below. Although Education Code specifies that a charter school should aspire to achieve a demographic balance which is reflective of the *entire* District, the average enrollment demographics of the District schools which serve a similar grade span and are located in the High School Attendance Area (HSAA) in which the majority of the Charter School's students reside, Fremont, is included for reference.

Figure 26: 2024-25 Enrollment Demographics

Student Group Type	Student Group	Charter School	OUSD schools in Comparison HSAA[22]	OUSD
Race/ Ethnicity	Hispanic/Latino	71.2%	81.1%	48.3%
	Black/African American	13.1%	10.7%	19.2%
	Asian	3.9%	2.9%	9.5%
	White	7.7%	1.6%	11.6%
	Two or More Races	3.6%	1.1%	6.8%
	Other Race/Ethnicity	0.5%	1.5%	1.9%
	Not Reported	0.0%	1.1%	2.9%
Other Student Groups	Socioeconomically Disadvantaged	73.3%	98.9%	81.5%
	Homeless Youth	1.0%	13.0%	6.6%
	Foster Youth	0.8%	0.5%	0.4%
	English Learners	25.7%	46.8%	32.2% (9-12 only: 29.1%)
	Special Education	21.6%	14.9%	17.2% (9-12 only: 18.0%)

***Source**: Ethnicity/English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report*

[22] Includes 2 OUSD-operated schools serving students in Grades 9-12 located in the Fremont HSAA. Specifically, Life Academy and Fremont High School.

English Learner Enrollment

As shown previously, during the 2024-25 school year, 25.7% of Latitude's total enrollment were English Learners. The following tables are included to further disaggregate this data to give a fuller context of the English Learners served at Latitude and their level of need. As a note, this data does not provide any indication as to how well the Charter School is serving these students. The English Learner Progress Indicator on the California School Dashboard is a more appropriate metric for evaluating the strength of the English Learner program. As shown below:

- *The Charter School has a larger percentage of English Learner students who were placed in a higher ELPAC level compared with OUSD in the same grade span.*
- *The Charter School has a smaller proportion of students who have been English Learners between 0-3 years compared to OUSD, which may suggest fewer recent newcomer students. The Charter School does have a larger percentage of English Learners classified as Long-Term English Learners than OUSD.*

Figure 27: 2023-24 ELPAC Levels – Charter School vs. OUSD (Grades 9-12 only)

ELPAC Level	Charter School	OUSD (Grades 9-12 Only)
Level 4 – Well Developed	6.0%	5.7%
Level 3 – Moderately Developed	34.5%	17.7%
Level 2 – Somewhat Developed	28.6%	19.6%
Level 1 – Minimally Developed	31.0%	56.9%

***Source**: 2023-24 Summative ELPAC Results*

Figure 28: 2024-25 Enrollment by English Language Acquisition Status and Grade

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English (RFEP)	To Be Determined (TBD)
9	40.2%	1.0%	25.8%	33.0%	0.0%
10	33.3%	0.9%	25.0%	40.7%	0.0%
11	35.2%	3.4%	34.1%	27.3%	0.0%
12	36.2%	2.1%	19.1%	42.6%	0.0%

***Source**: CDE Downloadable Data Files*

Figure 29: 2024-25 English Learner Breakdown by Grade Span and Category

	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL
Charter School	25.0%	7.0%	49.0%	19.0%
OUSD (9-12 Only)	44.1%	6.7%	40.8%	8.5%

***Source**: CDE Downloadable Data Files*

Special Education Enrollment

As shown previously, during the 2024-25 school year, 21.6% of Latitude's total enrollment were Students with Disabilities. The following figures are included to further disaggregate this data to give a fuller context of the Students with Disabilities served at Latitude and their level of need. As shown below:

- *Over the course of the charter term, the majority of Students with Disabilities at Latitude had a specific learning disability as the primary disability, including 50% in the 2024-25 school year.*

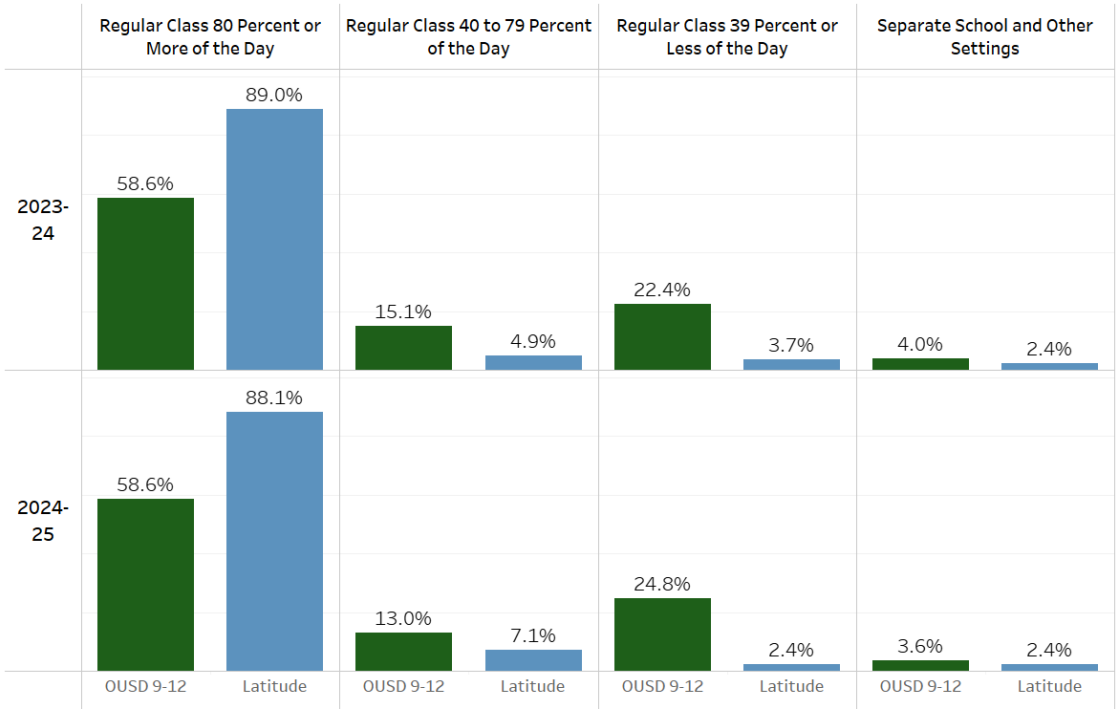
- *Approximately 90% of Students with Disabilities at Latitude were in a regular classroom setting for 80 percent or more of the school day in both 2023-24 and 2024-25. These percentages were significantly higher than the District average, at 58.6% for both years.*
- *Approximately 90% of Students with Disabilities at Latitude are receiving fewer than 450 service minutes weekly.*

Figure 30: Special Education Enrollment by Disability Type

Disability Type	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Autism	0%	9%	10%	11%	7%	10%	12%
Deaf-Blindness	0%	0%	0%	0%	0%	0%	0%
Deafness/Hearing Impairment	0%	0%	0%	0%	0%	0%	0%
Emotional Disturbance	0%	4%	3%	11%	4%	6%	4%
Established Medical Disability	0%	0%	0%	0%	0%	0%	0%
Hard of Hearing	11%	4%	3%	2%	0%	0%	0%
Intellectual Disability	0%	4%	0%	0%	3%	1%	2%
Multiple Disabilities	0%	0%	0%	0%	0%	0%	0%
Orthopedic Impairment	0%	0%	0%	0%	0%	0%	0%
Other Health Impairment	22%	26%	33%	24%	32%	32%	31%
Specific Learning Disability	56%	48%	50%	51%	52%	50%	50%
Speech or Language Impairment	11%	4%	0%	0%	1%	1%	1%
Traumatic Brain Injury	0%	0%	0%	0%	0%	0%	0%
Visual Impairment	0%	0%	0%	0%	0%	0%	0%

***Source**: CALPADS End-of-Year SELPA 16.12 Report - Students with Disabilities – Education Plan by Primary Disability (EOY 4)*

Figure 31: Special Education Enrollment by Program Setting



***Source**: CDE Downloadable Data Files*

Figure 32: Special Education by Placement and Weekly Service Minutes

	2023-24	2024-25
Percentage of students with IEPs receiving fewer than 450[23] service minutes weekly	89.0%	88.1%
Percentage of students with IEPs receiving more than 450 service minutes weekly	8.5%	9.5%
Percentage of students with IEPs in nonpublic school (NPS) placement	2.4%	2.4%

***Source**: Charter School Performance Report*

D. Notices of Concern and/or Notices to Cure and Correct

If credible evidence suggests that a charter school authorized by the District has violated state or federal law or the terms of its charter petition, the Office of Charter Schools will send the school, charter school board, or charter management organization a Notice of Concern regarding the issue, which includes remedies the charter school must implement to rectify the issue and resolve the Notice of Concern.[24] Because Latitude is currently authorized by the SBE, the District has not issued any Notices of Concern directly to the school during this charter term. Figure 33 below therefore displays only the Notices of Concern issued to Education for Change, the school's CMO, over the course of the charter term. To ensure a comprehensive review, Staff requested records from the SBE regarding any notices issued to Latitude during its current charter term. Staff reviewed all materials received from the SBE and determined there are no unresolved compliance concerns.

Figure 33: Notices of Concern and/or Notices to Cure and Correct

School Year	Notices of Concern	Area(s) of Concern	Remedy
2018-19	1	Brown Act Violation Agenda Accessibility	Acknowledged error – ensured all voting items were invalidated
2019-20			
2020-21			
2021-22			
2022-23			
2023-24			
2024-25			

***Source**: OUSD Office of Charter Schools Notice of Concern documentation*

E. Board Health and Effectiveness

A charter school governing board's decisions have a significant impact on the health and viability of its schools, as well as the quality of education students receive. Governing boards are responsible for decisions on the operations, vision, and policies of the charter school. Most importantly, governing boards are also responsible for ensuring that the charter school and its charter management organization (if applicable) is serving the best interest of students. The below table provides an overview of the Education for Change Governing Board and its composition.

[23] The 450 minute threshold was chosen as a conservative estimate of the point at which a student may be considered to have moderate needs.

[24] If, after sending a Notice of Concern, the Office of Charter Schools determines based on the school's response that the violation listed in the notice did not occur, the notice may be rescinded.

Figure 34: Charter School Governing Board Overview and Composition

Education for Change Governing Board Overview			
Schools Overseen	6	**Total Enrollment of all Schools Overseen**	2,690 students
Required Minimum # of Members	5	**Current # of Members (as of July 1, 2025)**	10
Regular Meeting Frequency	Monthly	**Brown Act Committees**	Executive, Student Outcomes, Finance
Virtual Meeting Access	Yes	**Minutes and Board Packet Posted Publicly**	Yes
Education for Change Governing Board Composition			
Name, Role	**Time on Board**	**Name, Role**	**Time on Board**
Eva Lum Camp, Board Chair	12 years	Christopher Jay Campbell, Board Member	1 years
Nick Driver, Board Member	14 years	Damon Grant, Board Member	5 years
Erika Cisneros, Board Member	3 years	Mike Barr, Board Member	11 years
Lauren Weston, Board Member	9 years	Sonia Urzua, Board Member	2 years
Stephisha Ycoy-Walton, Parent Board Member	2 years	Niloy Gangopadhyay, Board Member	2 years

***Source**: Charter School Board Self-Evaluations submitted to OUSD, CDE Dataquest*

As part of the renewal process, Staff evaluates the governing board's overall health and effectiveness using the Charter School's performance report, a governing board interview, governing board audits, a board self-evaluation tool, the governing board's meeting agendas, minutes, and related documentation, and Element 4 of the charter renewal petition (along with any supporting documentation). These components are used as evidence in order to evaluate the Charter School governing board on the "Board Effectiveness Core Competencies" found below. The scale used for rating is aligned with the SQR Rubric Ratings, where the scores range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

Figure 35: Board Core Competency Ratings

Core Competency	Description	Score
Board Composition	Board members possess a diversity of backgrounds and an array of appropriate and relevant skills with which to oversee the school/CMO.	4.0
Mission Alignment	Board members have a shared understanding of and commitment to the school's mission and vision.	4.0
School Familiarity	Board members are knowledgeable about the school's operations, successes, and challenges.	3.7
Role Familiarity	Board members demonstrate an understanding of their role in providing oversight to the charter school.	4.0
Community Engagement	Board members actively engage with school staff, families, and community members in order to govern effectively.	3.7
Accessibility	All governing board meetings are accessible to the community and the decision-making process is clear and transparent.	4.0
Compliance	The board complies with (and has systems in place to ensure compliance with) its own board policies and bylaws as well as with applicable state and federal laws regarding governance. The board is free of real or perceived conflicts of interest.	4.0
Effectiveness	The governing board is an effective decision-making body which is active and meets its governance obligations.	4.0

***Source**: Staff evaluation of Charter School performance report, Charter School renewal petition, Charter School board member self-evaluations, Charter School board member interview, Charter School board observations*

F. Staffing and Teacher Credentialing

Education Code sections 47605(l)(1) and 47605.4 require all charter school teachers to hold the credential required for their assignment. Pursuant to Education Code Section 44258.9, all charter schools must participate in annual teacher assignment monitoring through the California Statewide Assignment Accountability System ("CalSAAS"). The OUSD Office of Charter Schools acts as the "Monitoring Authority" for all charter schools authorized by OUSD, which requires the annual review of educator assignments. The figures below represent the CalSAAS results for educator assignments in the 2022-23 school year and for misassignments in the 2023-24 school year, the most recent years for which each data report is available. As shown below:

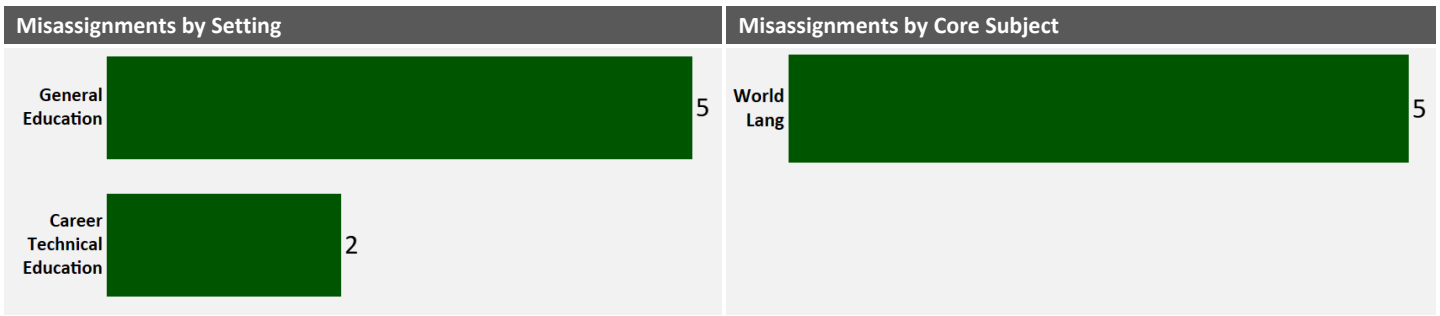
- *During the 2022-23 school year, the majority of assignments at Latitude were authorized by an educator holding a clear or preliminary credential or by a local assignment option. Only 8.2% of assignments were considered "Ineffective", or were authorized by an emergency credential, variable term waiver, or substitute permit.*
- *During the 2023-24 school year, there were only 7 total misassignments at Latitude out of 173 total assignments.*

Figure 36: 2022-23 Educator Credentials by Type

	Charter School	OUSD (9-12 Only)
Clear *Authorized by clear or preliminary credential or by local assignment option*	66.2%	59.8%
Intern *Authorized by intern credential*	0.0%	3.3%
Out-of-Field *Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option*	17.7%	2.3%
Ineffective *No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits*	8.2%	33.1%
Incomplete *Missing or incorrect information was reported to CALPADS about the assignment*	7.9%	1.4%

***Source**: CDE Teaching Assignment Monitoring Outcomes by FTE Report*

Figure 37: 2023-24 California Statewide Assignment Accountability System ("CalSAAS") Results



***Source**: 2023-24 CalSAAS Monitoring Audit Report*

In addition to the CalSAAS results, the Charter School submitted information regarding educator retention as part of its Renewal Performance Report. As shown below:

- *The Charter School has retained the majority of its educators every year of the charter term.*
- *The Charter School has had minimal early separations throughout the charter term.*

Figure 38: Educator Retention Over Time (Self-Reported)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Percent of Educators Retained from Prior Year	67%	75%	75%	75%	68%	63%	77%
Early Separations	0/12	0/16	1/20	0/25	0/30	2/30	-

***Source**: Charter School Renewal Performance Report*

III. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

In order for a charter school's renewal petition to be approved, the petition must include all of the following, which are described in detail in this section:

- Reasonably comprehensive descriptions of all 15 required elements
- All other information required by the Ed Code
- All OUSD-specific requirements

Evidence considered for this criterion includes a review of the corresponding sections of the charter petition, including changes made from the prior petition, as well as checks for any additional requirements enacted since the charter was last approved.

A. The Required Fifteen Elements

All charter petitions must include a "reasonably comprehensive" description of 15 required elements related to the school's operation. [25] The following table summarizes staff findings related to whether this standard was met for each element.

Figure 39: Petition Element Analysis

Element	Reasonably Comprehensive?	Additional Information
1. Description of the educational program of the school, including what it means to be an "educated person" in the 21st century and how learning best occurs.	Yes	
2. Measurable student outcomes	Yes	
3. Method by which student progress is to be measured	Yes	
4. Governance structure	No	EC 47604.2: No process for student board representation when petitioned
5. Qualifications to be met by individuals employed at the school	Yes	
6. Procedures for ensuring health and safety of students	Yes	
7. Means for achieving a balance of racial and ethnic, English learner, and special education students	Yes	
8. Admission policies and procedures	Yes	
9. Manner for conducting annual, independent financial audits and manner in which audit exceptions and deficiencies will be resolved	Yes	
10. Suspension and expulsion procedures	Yes	

[25] EC §47605(c)(5)

11. Manner for covering STRS, PERS, or Social Security	No	CCR 11967.5(f)(11): Missing staff assignment information in charge of ensuring retirement coverage
12. Attendance alternatives for students residing within the district	Yes	
13. Employee rights of return, if any	Yes	
14. Dispute resolution procedure for school-authorizer issues	Yes	
15. Procedures for school closure	Yes	

***Source**: Ed Code §47605(c)(5) subsection (A) thru (O) and staff analysis of the charter renewal petition*

B. Other Required Information

In addition to the required 15 elements, the Education Code also requires all charter petitions to include the following information.

Figure 40: Other Required Information

Required Information	Included in Petition?
An affirmation of each of the conditions described in EC §47605(h).	Yes
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 Government Code §3540 through 3540.2 (California's public school collective bargaining law).	Yes
Information regarding the proposed operation and potential effects of the charter school on the authorizer, including: ● The facilities to be used by the charter school, including specifically where the charter school intends to locate. ● The manner in which administrative services of the charter school are to be provided. ● Potential civil liability effects, of the charter school on the authorizer.	Yes
Financial statements that include the annual operating budget and 3-year cashflow and financial projections, backup and supporting documents and budget assumptions (i.e. anticipated revenues and expenditures, including special education, and projected average daily attendance).	Yes
If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.	Yes

***Source**: Ed Code §47605(c)(4), §47605(c)(6), and §47605(h); staff analysis of the charter renewal petition*

C. OUSD-Specified Requirements

Figure 41: OUSD-Specified Requirements

OUSD-Specified Requirement	Included in Petition?
District Required Language	Yes

***Source**: Staff analysis of the charter renewal petition*

IV. Renewal Criteria IV: Is the Charter School Serving All Students Who Wish to Attend?

In order for a charter school's renewal petition to be approved, the school must be serving all students who wish to attend.[26] By State law, evaluation of this criteria is limited to consideration of two sources of information (1) State-provided enrollment data and (2) any substantiated complaints related to noncompliance with suspension/expulsion requirements included in law and/or the charter school's procedures. Denial under this criterion may only occur if (1) there is sufficient evidence in the abovementioned information sources demonstrating that the charter school is not serving all students who wish to attend and (2) the school has been given a reasonable opportunity to cure the violation. Therefore, evidence considered for this criterion includes:

- State-provided enrollment data
- Substantiated complaints and notices of concern related to noncompliance with suspension/expulsion requirements

A. State-Provided Enrollment Data

State law mandates that, upon request, the State provide charter school authorizers with certain aggregate data, specified in the law, reflecting student enrollment patterns for authorized charter schools. The State does not provide any guidance regarding how this data should be interpreted. This data includes the following for each year of the charter term[27]:

- **Data Set 1 (Mid-Year Exits):** The percentage of students enrolled at any time between the beginning of the school year and the census day who were not enrolled at the end of the same school year, and the average State test results for these students from the prior school year, if available.
- **Data Set 2 (Year-to-Year Exits):** The percentage of students enrolled during the prior school year who were not enrolled as of the census day of the school year in question (excluding students who completed the highest grade served by the school), and the average State test results for these students from the prior year, if available.

The tables below summarize the data provided by the State. To avoid exposing potentially personally identifiable information, State test results are excluded for any group with fewer than 11 students. Additionally, it is important to note the data provided is limited in that it can only show correlation, *not causation*. Therefore, while an analysis is included below, the data, on its own, cannot definitively show whether or not the school is serving all students who wish to attend. With this limitation in mind, the analysis is below:

- **Data Set 1 (Mid-Year Exits)**: For the first set of data, the Charter School did not have a numerically significant number with State test results for any year of the charter term.
- **Data Set 2 (Year-to-Year Exits):** For the second set of data, the Charter School did not have a numerically significant number with State test results for any year of the charter term.

[26] EC §47607(e)

[27] At the time of this report, the State provided data for 2016-17 through 2019-20 and 2022-23 through 2023-24. Due to the impact of the COVID-19 pandemic, there was insufficient data available for the 2020-21 and 2021-22 school years.

Figure 42: Charter School Enrollment Data – Education Code Section 47607(d)(1)(B)

Data Set 1: Mid-Year Exits	2018-19	2019-20	2022-23	2023-24
Percent of students enrolled at the Charter School between start of the school year and census day who were not enrolled at the end of the school year	10.91% (6 of 55)	8.57% (9 of 105)	6.43% (20 of 311)	7.22% (27 of 374)
Number of these students with State test results from the prior year	0	0	0	ELA: 1 Math: 2
ELA: Difference between average DFS of unretained students and schoolwide average	*	*	*	*
Math: Difference between average DFS of unretained students and schoolwide average	*	*	*	*

***Source**: Aggregate enrollment-pattern data provided by the State*
* Data excluded due to an insufficient number of students with results for this group

Figure 43: Charter School Enrollment Data – Education Code Section 47607(d)(1)(C)

Data Set 2: Year-to-Year Exits	2018-19	2019-20	2022-23	2023-24
Percent of students enrolled at the Charter School during the prior school year who were not enrolled as of the census day for the specified year (excluding graduating students)	N/A	9.09% (5 of 55)	8.8% (22 of 250)	12.22% (38 of 311)
Number of these students with State test results from the prior year	0	0	ELA: 1 Math: 2	4
ELA: Difference between average DFS of unretained students and schoolwide average	*	*	*	*
Math: Difference between average DFS of unretained students and schoolwide average	*	*	*	*

***Source**: Aggregate enrollment-pattern data provided by the State*
* Data excluded due to an insufficient number of students with results for this group

B. Substantiated Complaints and Notices of Concern Related to Noncompliance with Suspension / Expulsion Requirements

Because Latitude is currently authorized by the SBE and not the District, the District does not track complaints related to noncompliance with suspension and/or expulsion requirements during this charter term, but received none related to Latitude's CMO, Education for Change. To ensure a comprehensive review, Staff requested records from SBE regarding any notices or complaints issued to the Charter School over the course of its charter term. Staff reviewed all materials received and found no concerns related to noncompliance with suspension and/or expulsion requirements.

V. Recommendation Summary

To determine if the Charter School has adequately met each renewal criteria, Staff considered evidence gathered from the school's petition and supporting documentation, the site visit, and the school's performance during its previous

charter term. The following section outlines the Charter School's identified strengths and challenges related to each renewal criteria, as well as a determination of whether the Charter School adequately met the criteria for purposes of renewal.

A. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

Strengths	Challenges
• ELA proficiency has shown a consistent upward trajectory over the charter term, with DFS increasing between 2021-22 and 2022-23 and remaining steady in 2023-24. • Math proficiency and DFS improved steadily between 2020-21 and 2022-23. • Graduation rates and A-G completion rates remained above the District average. • Fairly high A-G rates which remain above the OUSD average • CCI rates are relatively high, with a Green status on the Dashboard. • Renewal site visit findings indicate a strong, shared mission and vision, supported by a unique school model that leverages extensive community partnerships. • CORE growth shows above average growth in both Math and ELA in 2022-23 and 2023-24.	• Math proficiency and DFS declined in 2023-24 after multiple years of improvement. • A-G completion rates, while still above the OUSD average, have declined each of the past three years. • The percentage of English Learners making progress has decreased each year, with a Red status on ELPI on the Dashboard in the most recent two years.

Determination: Based on this analysis, Latitude has presented a sound educational program.

B. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

Strengths	Challenges
• Enrollment has stabilized after the Charter School's phase in period, with sustainable current enrollment and realistic projections. • Finances are strong, with a positive ending fund balance and reasonable enrollment and budget projections. • The Charter School serves a higher percentage of students with disabilities than the District average. • The governing board is diverse in membership and expertise, transparent, complaint and effective. • The Charter School has a high percentage of educators with a Clear credential and had minimal misassignments on the most recent CalSAAS audit.	• Special education enrollment is concentrated in specific learning disabilities, with limited representation across diverse disability categories and service settings compared to District.

Determination: Based on this analysis, Latitude is demonstrably likely to successfully implement the proposed educational program.

C. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

Strengths	Challenges
• Charter petition contains reasonably comprehensive descriptions of almost all of the required 15 elements. • OUSD-specific requirements are included in the petition.	

Determination: Based on this analysis, the petition for Latitude is reasonably comprehensive.

D. Renewal Criteria IV: Is the School Serving All Students Who Wish to Attend?

Strengths	Challenges
• No evidence in State-provided enrollment data that suggests the Charter School is failing to serve all students who wish to attend. • OUSD is not aware of any substantiated complaints or Notices of Concern related to noncompliance with suspension/expulsion requirements.	N/A

Determination: Based on this analysis, Latitude is serving all students who wish to attend.

E. Analysis of Other Public School Options if Renewal is Denied

When determining whether to recommend denial, OCS Staff consider other public-school options available to the Charter School's current students, and denial findings for a Middle Tier school must demonstrate, in part, that closure is in the best interest of students[28]. The following provides an overview of the attendance areas where Latitude students live, where students who have transferred from the school enroll in the subsequent year, and how nearby schools serving high school students perform relative to Latitude.

Latitude Students Attendance Areas

Students attending Latitude in 2024-25 lived in 6 different OUSD attendance areas. Additionally, 67 of its students reside outside of Oakland. The table below shows all elementary and middle school attendance areas where at least 5% Latitude of students lived.

Figure 44: 2024-25 Charter School Enrollment by Attendance Area and Grade Span

Attendance Area Grade Level	Attendance Area	Number of Latitude Students Living in Attendance Area (Percent of Total Enrollment)
High	Fremont	150 (39%)
	Castlemont/CCPA/Madison	70 (18%)
	Outside of Oakland	67 (17%)
	Oakland High	35 (9%)
	Skyline	34 (9%)

[28] Ed Code 47607.2(b)(6)

***Source**: OUSD Department of Research, Assessment, and Data Live/Go Dashboard*

Performance Comparison with Nearby Schools/Target Student Population Area

In order to evaluate the performance of Latitude relative to other public-school options available to the Charter School's current students, the following list of comparison schools was created to include (A) any schools serving similar grade spans within the High School Attendance Area(s) for which at least 5% of students currently live and (B) any schools serving similar grade spans within the High School Attendance Area (HSAA) for which the school is located. The Figure below summarizes 2023-24 State test outcomes (in terms of Distance from Standard (DFS)) and 2023-24 Four-Year Adjusted Cohort Graduation Rates for these schools, comparing outcomes to Latitude. The table also includes some demographic information from that same year for additional context. Although demographics can substantially impact schools' DFS outcomes, making school-to-school comparisons less useful, CORE growth controls for some of these differences by comparing individual student's performance relative to a set of similar students. As shown in Figure 45:

- ***ELA:** Latitude had a DFS which was greater than 15 of 21 comparison schools. Latitude had a higher CORE growth percentile than 6 out of 11 comparison schools.*
- ***Math:** Latitude had a DFS which was greater than 16 of 21 comparison schools. Latitude had a higher CORE growth percentile than 6 out of 10 comparison schools.*
- ***Graduation Rate:** Latitude had a higher graduation rate than 11 of 21 comparison schools.*

Figure 45: 2023-24 Performance Comparison of Nearby Schools

HSAA	School	Grade Span	% SED	% EL	% SWD	ELA DFS	ELA CORE Growth	Math DFS	Math CORE Growth	Grad Rate
FREMONT	***Latitude 37.8 High***	***9-12***	***66%***	***26%***	***23%***	***-10.3***	***76%***	***-100.9***	***81%***	***92%***
	ARISE High	9-12	88%	33%	17%	**-1.3**		**-105.1**		**90%**
	Fremont High	9-12	99%	54%	14%	**-135.8**	**23%**	**-224.3**	**25%**	**81%**
	LIFE Academy	6-12	98%	37%	22%	**11.6**	**98%**	**-84**	**100%**	**95%**
	Bay Area Technology	6-12	84%	26%	18%	**-43.1**		**-139.4**		**93%**
CASTLEMONT/CCPA/MADISON	**Alternatives in Action**	9-12	95%	54%	17%	**-89.1**		**-166**		**67%**
	Aspire GSP	6-12	95%	28%	16%	**-21.5**		**-151.6**		**99%**
	Aspire Lionel Wilson	6-12	87%	21%	16%	**28.2**		**-127.7**		**92%**
	Castlemont High	9-12	99%	47%	18%	**-156.3**	**25%**	**-163**	**100%**	**68%**
	Coliseum College Prep Academy	6-12	98%	43%	21%	**1.1**	**95%**	**-108.2**	**89%**	**92%**
	Independent Study, Sojourner Truth	K-12	98%	26%	22%	**-29.4**	**82%**	**-94**		**58%**
	Lighthouse Community Charter High	9-12	93%	29%	15%	**-43.1**	**78%**	**-150.7**	**41%**	**90%**
	Lodestar	K-12	90%	45%	13%	**-35.3**	**77%**	**-132.2**	**94%**	**89%**
	LPS Oakland R & D	9-12	71%	37%	15%	**-88.4**		**-192.8**		**94%**
	Madison Park Academy 6-12	6-12	100%	40%	16%	**-73.1**	**69%**	**-184.4**	**55%**	**89%**

	Oakland Unity High	9-12	98%	32%	16%	**50.3**		**-48.9**		**94%**
	Rudsdale Continuation High	9-12	99%	71%	9%	**-212.5**		**-284.3**		**66%**
OAKLAND HIGH	**Dewey Academy High**	9-12	100%	21%	15%					**51%**
	MetWest High	9-12	94%	19%	22%	**-83.9**	**47%**	**-180.6**	**61%**	**88%**
	Oakland High	9-12	91%	22%	15%	**-46.5**	**56%**	**-117.6**	**72%**	**86%**
	Opportunity Academy	10-12	68%	13%	19%	**-103.5**		**-187.5**		
SKYLINE	**East Bay Innovation Academy**	6-12	38%	10%	19%	**60.3**		**-12.5**		**97%**
	Skyline High	9-12	76%	14%	17%	**-16.8**	**40%**	**-87.6**	**54%**	**91%**

***Source**: English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report; OUSD Special Education/Distance From Standard/CORE Growth Percentile – OUSD Department of Research, Assessment, and Data*

F. Recommendation

Based on the analysis outlined therein, Staff recommends **approval** of the renewal petition for Latitude 37.8 High School for 5 years, beginning July 1, 2026, until June 30, 2031, to serve students in Grades 9-12. In particular, the analysis in this report finds that the charter school has sufficiently met the requirements and criteria established in the California Charter Schools Act, which governs charter school renewals.

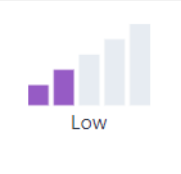
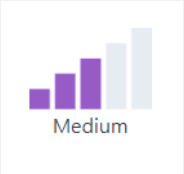
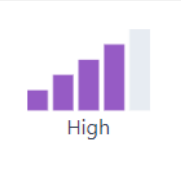
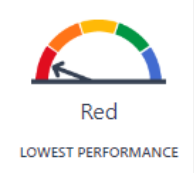
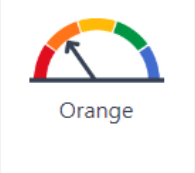
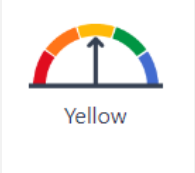
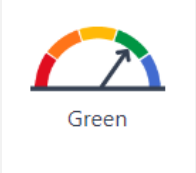
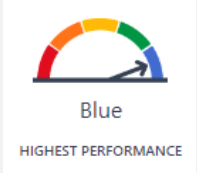
VI. Appendices

Appendix A. Additional California School Dashboard Analyses – including Local Indicators

Impact of COVID-19 Pandemic on California School Dashboard Indicators

Typically, the California School Dashboard displays colors for each indicator (see below) which are assigned based on two factors: the current year's data and the difference between the current year's data and the prior year's data, or "Change". Due to the impacts of the COVID-19 pandemic on statewide testing and accountability systems, there was insufficient data to calculate "Change" for the 2022 California School Dashboard, and thus the 2022 California School Dashboard displayed "Status levels" (Very High, High, Medium, Low, and Very Low) in place of colors. For purposes of the Renewal Tier Analysis and the School Performance Analysis, these Status Levels were used as proxies for color as shown below.

Figure 46: 2022 and 2023 California School Dashboard Indicator Levels

Year	Dashboard Indicator Levels				
2022					
2023					

***Source**: California School Dashboard*

The only exceptions to the categorization rules above are the Chronic Absenteeism and Suspension Indicators for which the 2022 scale is reversed such that "Very High" corresponds to the lowest performance, or the "Red" color. Additionally, there was insufficient data to assign a status level to the College and Career Readiness indicator for the 2022 California School Dashboard, so the indicator is not available for the 2022 California School Dashboard and is categorized using a status level, not a color, for the 2023 California School Dashboard. For more information about the California School Dashboard, please visit the CDE's support page at www.cde.ca.gov/ta/ac/cm/index.asp.

California School Dashboard Local Indicators

Charter schools are required to report annually on five State Board of Education (SBE)-approved local indicators aligned to State priority areas where other State data is not available. In order to meet each local indicator, the SBE requires charter schools to (1) annually measure their progress based on locally available data, (2) report the results at a public charter school board meeting, and (3) report the results to the public through the California School Dashboard. The school uses self-reflection tools included within the California School Dashboard to report its progress on the local indicators. If a charter school does not submit results to the California School Dashboard by the given deadline, including completing the self-reflection tool, the school's California School Dashboard will reflect *Not Met* for the indicator by default. Earning a performance level of *Not Met* for two or more years for a given local indicator may be a factor in being identified for differentiated assistance, provided by an outside agency (typically the county office of education) as required by State law.[29]

Figure 47: California School Dashboard Local Indicators

Local Indicator	2018	2019	2022	2023	2024
Basics: Teachers, Instructional Materials, Facilities	N/A	Met	Not Met	Met	Met
Implementation of Academic Standards	N/A	Met	Not Met	Met	Met
Parent and Family Engagement	N/A	Met	Not Met	Met	Met
Local Climate Survey	N/A	Met	Not Met	Met	Met
Access to a Broad Course of Study	N/A	Met	Not Met	Met	Met

***Source**: California School Dashboard*

2023-24 California School Dashboard Indicators Determined for "Informational Purposes Only"

The 2023-24 California School Dashboard included three additional Indicators which are to be used for "*informational purposes only".* While OCS Staff did not consider these indicators as part of the analysis to determine the renewal recommendation included in this report, the results have been included below for informational purposes only.

Figure 48: California School Dashboard Indicators – "Informational Purposes Only"

ELA Growth	Math Growth	Science
N/A	N/A	No Color ⟷
High Schools do not have growth data as the California Growth Model is limited to students who were administered assessments in grades 4 through 8.	*High Schools do not have growth data as the California Growth Model is limited to students who were administered assessments in grades 4 through 8.*	*Students at Latitude had an average DFS of 19 points below standard, a 6.7 point decrease from the prior year, on the California Science Test.*

***Source**: California School Dashboard*

Appendix B. Additional Program Implementation Information

Proposed Charter School Projected Student Enrollment and Grade Levels Served (as outlined in petition)

In its renewal petition (pg. 22), Latitude is proposing to serve a projected student enrollment at each grade level, and at all grade levels combined, in each of the years of the term of the Charter as follows:

[29] Detailed criteria for differentiated assistance can be found at https://www.cde.ca.gov/ta/ac/cm/leaproposedcrit.asp.

Figure 49: Projected Enrollment

Projected Student Enrollment for Each Year by Grade Level and Total Enrollment					
Grade Level	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
9	100	100	100	100	100
10	109	100	100	100	100
11	110	109	100	100	100
12	93	110	109	100	100
Total	412	419	409	400	400

***Source**: Latitude renewal petition*

Admissions Preferences

In the event of a public random drawing, the Latitude admissions preferences are as shown below:

Figure 50: Latitude Admissions Preferences

#	Admissions Preference
1	Siblings of students admitted to or attending the Charter School.
2	Children of employees of the Charter School or founding families (this priority will be capped at 10% of total enrollment).
3	Applicants residing within the boundaries of the Oakland Unified School District.
4	Applicants residing outside of Oakland.

***Source**: Latitude renewal petition*

Charter School Enrollment Demographics Over Time

Figure 51: Latitude Enrollment Demographics

Student Group Type	Student Group	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Ethnicity	**Hispanic/Latino**	73%	70%	62%	61%	67%	67%	71%
	Black/African American	17%	18%	20%	21%	15%	14%	13%
	Asian	0%	1%	3%	4%	4%	3%	4%
	White	4%	5%	6%	6%	6%	9%	8%
	Two or More Races	4%	3%	6%	7%	5%	5%	4%
	Other Race/Ethnicity	0%	3%	3%	1%	2%	1%	1%
	Not Reported	0%	0%	0%	0%	1%	1%	0%
Other Student Groups	**Socioeconomically Disadvantaged**	79%	77%	62%	56%	68%	66%	73%
	Homeless Youth	0%	0%	0%	0%	0%	1%	1%
	Foster Youth	0%	1%	1%	0%	0%	1%	1%
	English Learners	35%	35%	28%	26%	30%	26%	26%
	Special Education	17%	19%	18%	18%	22%	23%	22%

***Source**: ETHNICITY/SOCIOECONOMICALLY DISADVANTAGED/ENGLISH LEARNERS/SPECIAL EDUCATION – CDE Dataquest (School Enrollment by Subgroup Report)*

Stability Rate

The figure below shows the Charter School's stability rate as reported by the California Department of Education. For this metric, students are determined to have a "stable" enrollment during the academic year if the enrollment record is a minimum of 245 consecutive calendar days at the same school without a disqualifying exit.

Figure 52: Annual Student Stability Rate

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Stability Count	*Stability Rate*	*Stability Count*	*Stability Rate*	*Stability Count*	*Stability Rate*	*Stability Count*	*Stability Rate*	*Stability Count*	*Stability Rate*
Schoolwide	**99**	**95.2%**	**140**	**97.2%**	**215**	**86.0%**	**269**	**86.5%**	**329**	**88.2%**
African American	19	100%	28	96.6%	45	91.8%	43	91.5%	44	86.3%
Asian	*	*	*	*	9	81.8%	*	*	10	90.9%
Hispanic or Latino	68	93.2%	87	97.8%	131	85.6%	179	84.0%	225	88.9%
White	*	*	*	*	13	92.9%	16	84.2%	26	86.7%
Two or More Races	*	*	*	*	14	82.4%	14	93.3%	18	90.0%
English Learners	34	97.1%	39	95.1%	56	78.9%	81	82.7%	88	88.9%
SWD	23	100%	29	96.7%	41	91.1%	64	92.8%	79	88.8%
SED	77	95.1%	90	100%	144	85.7%	190	86.8%	252	89.7%

Source: *CDE DataQuest*
(*) Data has been suppressed to protect student privacy.

Charter School Educator Credentials

Figure 53: Educator Credentials by Type Over Time

	2021-22	2022-23
Clear *Authorized by clear or preliminary credential or by local assignment option*	53.5%	66.2%
Intern *Authorized by intern credential*	0.0%	0.0%
Out-of-Field *Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option*	15.1%	17.7%
Ineffective *No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits*	31.4%	8.2%
Incomplete *Missing or incorrect information was reported to CALPADS about the assignment*	0.0%	7.9%

Source: *CDE DataQuest*

2025-26 Charter School Educator Demographics

Figure 54: 2025-26 Educator Demographics

Race / Ethnicity	2025-26
Hispanic/Latino	30%
Black/African American	13%
Asian	20%
White	33%
Two or More Races	3%
Other Race/Ethnicity	0%

***Source**: Charter School Performance Report*

Charter School Complaints to OUSD

The OUSD Office of Charter Schools logs the complaints it receives for OUSD-authorized charter schools. However, unless the allegations identify a potential violation of their charter petition or of local, state, or federal law, the Office of Charter Schools typically refers the complainant to school leadership, who is ultimately responsible for addressing the complaint in compliance with its adopted complaint policy. Therefore, complaints included in the table below may not necessarily have been substantiated. Instead, the table is a record of what has been reported to the Office of Charter Schools staff. Additionally, some complainants may not know that they can submit complaints to the Office of Charter Schools. Therefore, the absence (or a low number) of complaints does not necessarily mean that other complaints were not reported directly to the school or charter management organization.

Because Latitude is currently authorized by the SBE, this data is unavailable for the Charter School itself. Figure X below therefore displays only complaints submitted about Education for Change, the school's CMO, over the course of the charter term. However, in order to ensure thorough due diligence and verify no unresolved issues exist, requested records from SBE regarding any complaints submitted about the Charter School over the course of its charter term. The SCE's response did not include any complaints regarding Latitude.

Figure 55: Latitude Complaints to OUSD

School Year	Complaints	Areas of Concern*
2018-19	1	Ombudsman Neutrality (CMO)
2019-20	1	SpEd/Disenrollment (CMO)
2020-21	1	Public Records/Brown Act (CMO)
2021-22	0	-
2022-23	0	-
2023-24	0	-
2024-25	0	-
2025-26	0	-

***Source**: OUSD Office of Charter Schools Complaint Records as of July 1, 2025*
**Any complaints marked with a * was substantiated by the Office of Charter Schools and led to the issuance of a Notice of Concern*

Charter School English Learners by Language

Figure 56: 2024-25 Language Group Data

Language	English Learners (EL)	Fluent English Proficient (FEP) Students	Percent of Total Enrollment that is EL and FEP
Spanish; Castilian	93	135	58.61%
Arabic	1	4	1.29%
Mandarin (Putonghua, Guoyu)	1	4	1.29%
Uncoded languages	1	2	0.77%
Vietnamese	1	1	0.51%
Mayan languages	1	1	0.51%
Mon-Khmer languages (Cambodian)	0	1	0.26%
Japanese	1	0	0.26%
Russian	1	0	0.26%

***Source**: CDE Dataquest*

Appendix C. Charter Management Organization's Key Fiscal Indicators

Financial Indicator	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Annual Surplus or (Deficit) *Indicates whether the school spent more or less than it received in revenue during the year. Deficits are shown in parentheses.*	1,917,270	6,709,438	3,644,542	9,054,481	2,487,581	13,089,823
Ending Fund Balance *Typically represents unrestricted funds, although in some cases, restricted funds that were not fully spent in previous years may be included.*	7,723,342	14,432,780	18,077,322	27,131,803	29,619,384	42,709,207
Debt Ratio *A ratio less than 1 indicates the school has lower debts than assets, representing a lower level of financial risk.*	0.33	0.62	0.61	0.48	0.60	0.56
Budgetary Reserve *Given the school's ADA, FCMAT[30] prescribes a minimum 4% reserve (calculated as Unrestricted Net Assets / Total Expenditures) as a set aside to prepare for potential liabilities. Reserve rates below this rate indicates poor financial condition.*	20%	36%	44%	57%	55%	70%
Cash Reserve *FCMAT recommends 5%+ cash reserve of the total of all budgeted expenditures (calculated as Unrestricted Cash / Total Expenditures). Below 5% is indicative of a poor financial condition.*	2%	35%	9%	2%	24%	30%

***Source**: 2018-19 through 2023-24 Annual Audit Reports*

[30] *Financial Crisis and Management Assistance Team*