

Lattice Educational Services

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address: 3273 Airway Dr., Ste. A
Santa Rosa, CA , 95403-2080

Principal: Nancy Alcott

Phone:

Grade Span: K-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Nancy Alcott

📍 Principal, Lattice Educational Services

About Our School



Jennifer Ingels

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Contact

Lattice Educational Services

3273 Airway Dr., Ste. A

Santa Rosa, CA 95403-2080

Phone:

Email: j.olson@latticeeducation.com

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Santa Rosa City Schools
Phone Number	707-890-3800
Superintendent	Trunnell, Anna
Email Address	atrunnell@srcs.k12.ca.us
Website	www.srcschools.org

School Contact Information (School Year 2022–23)

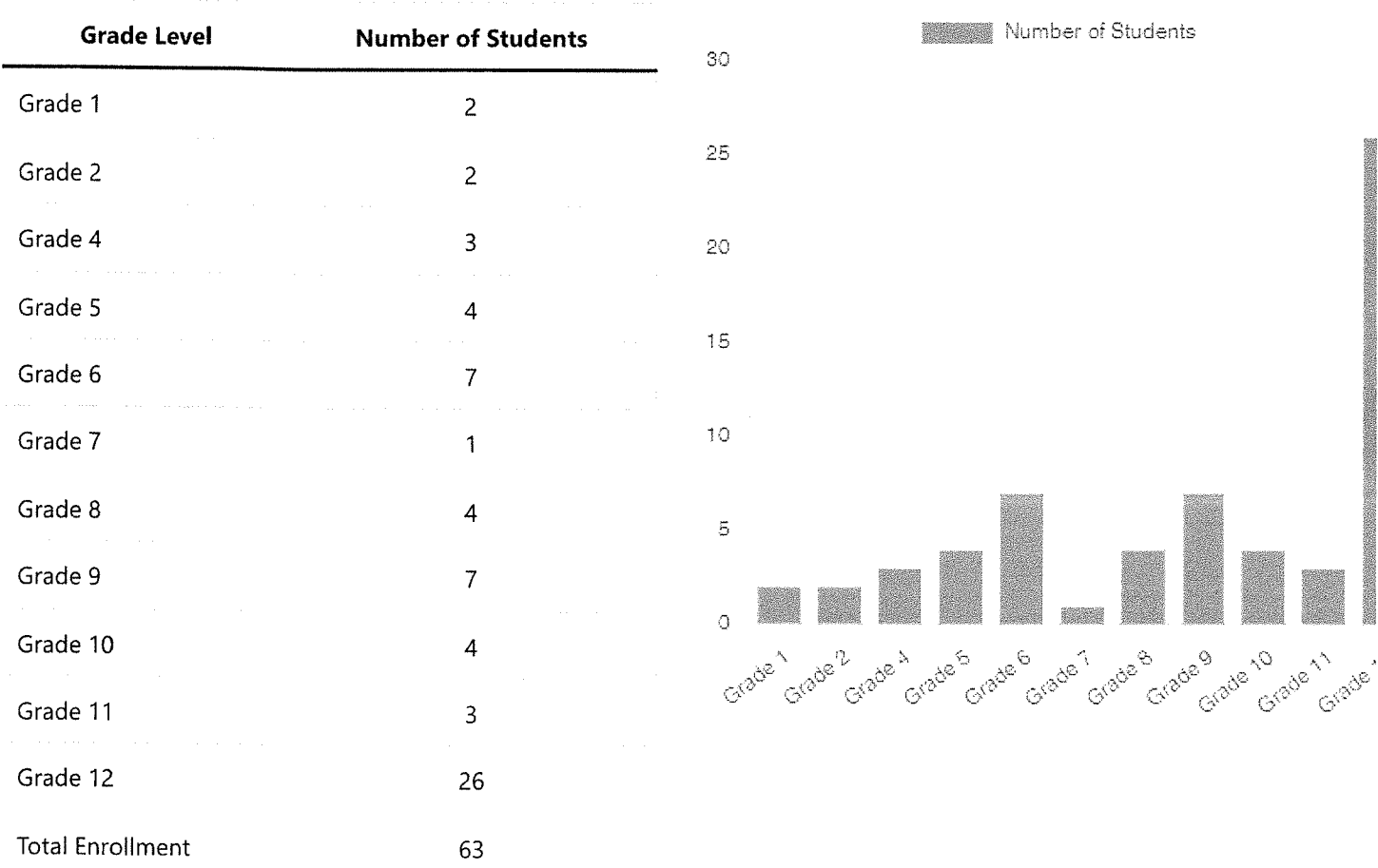
School Name	Lattice Educational Services
Street	3273 Airway Dr., Ste. A
City, State, Zip	Santa Rosa, CA , 95403-2080
Phone Number	
Principal	Nancy Alcott
Email Address	n.alcott@latticeeducation.com
Website	www.latticeeducation.com
County-District-School (CDS) Code	49709207089113

School Description and Mission Statement (School Year 2022–23)

Lattice Educational Services, located in Santa Rosa, offers a variety of educational and behavioral services to students, ages 5 to 22, with moderate to severe developmental disabilities. Among the services offered include a Special Day Class program along with other support services. All Services offered take place in a highly structured and individualized setting. Our goal is to promote growth in personal skills and social adjustment by targeting measuring student outcomes in areas of need.

Last updated: 1/13/23

Student Enrollment by Grade Level (School Year 2021–22)



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/13/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	26.00%	English Learners	3.00%
Male	37.00%	Foster Youth	1.00%
Non-Binary	0.00%	Homeless	0.00%
American Indian or Alaska Native	0.00%	Migrant	0.00%
Asian	3.00%	Socioeconomically Disadvantaged	15.00%
Black or African American	3.00%	Students with Disabilities	63.00%

Student Group	Percent of Total Enrollment
Filipino	1.00%
Hispanic or Latino	20.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.00%
White	34.00%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4	50	200	67		
Intern Credential Holders Properly Assigned	3	38	100	33		
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0		
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0		
Unknown	0	0	0	0		
Total Teaching Positions	7	88	300	100		

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/13/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6	75	150	50		
Intern Credential Holders Properly Assigned	0	0	150	50		

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0		
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0		
Unknown	0	0	0	0		
Total Teaching Positions	6	75		100		

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/13/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	1	2
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	1	2

Last updated: 1/13/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1	2
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

Last updated: 1/13/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 1/13/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: 1 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edmark Reading Program Level 1 and 2	Yes	0%
	Read Naturally		
	New Practice Readers		
	Collections/Houghton Mifflin Harcourt		
Mathematics	Numbers and Math	Yes	0%
	Attainment's Early Numeracy		
	Number Facts Master Program		
	EnVision Math 2.0 Volume 1 and 2		
Science	Early Science	Yes	0%
	Instant Science Activity Library		
	Science Specimens Sorting Center		
	California Science/Macmillan McGraw-Hill		
History-Social Science	Creating America/Beginning Through WW1/McDougal Littell	Yes	0%
	News-2-You		
	SymbolStix Prime		
Foreign Language	Beginning Spanish	Yes	0%
	Intermediate Spanish		
Health	The Picture Exchange Communication System	Yes	0%
	Attainment Survival Guide Personal Care: Women		
	Attainment Survival Guide Personal Care: Men		
Visual and Performing Arts	Spark Dance/School Specialty	Yes	0%
	Unique Learning System		
	SymbolStix Prime/N2Y		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/13/23

School Facility Conditions and Planned Improvements

Based on the most recently collected Facility Inspection Tool (FIT) date, the condition of the school facility is classified as good, with no areas of concern.

Last updated: 1/13/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed at this time.
Interior: Interior Surfaces	Good	No repairs needed at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No actions needed at this time.
Electrical: Electrical	Good	No repairs needed at this time.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No repairs needed at this time.
Safety: Fire Safety, Hazardous Materials	Good	No actions needed at this time.
Structural: Structural Damage, Roofs	Good	No repairs needed at this time.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No repairs needed at this time.

Overall Facility Rate

Year and month of the most recent FIT report: November 2022

Overall Rating	Good
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Last updated: 1/13/23

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A		N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	0%	N/A	58%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/13/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	22	100	NT	0
Female	8	8	100	NT	0
Male	14	14	100	NT	0
American Indian or Alaska Native	0	0	0	NT	0
Asian	2	2	100	NT	0
Black or African American	2	2	100	NT	0
Filipino	0	0	0	NT	0
Hispanic or Latino	7	7	100	NT	0
Native Hawaiian or Pacific Islander	0	0	0	NT	0
Two or More Races	0	0	0	NT	0
White	11	11	100	NT	0
English Learners	0	0	0	NT	0
Foster Youth	0	0	0	NT	0
Homeless	0	0	0	NT	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6	6	100	NT	0
Students Receiving Migrant Education Services	0	0	0	NT	0
Students with Disabilities	22	22	100	NT	0

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	22	100	0	0
Female	8	8	100	0	0
Male	14	14	100	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	2	2	100	0	0
Black or African American	2	2	100	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	7	7	100	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	11	100	0	0
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6	6	100	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100	0	0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not;

however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/23

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)					28.5	29.47

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	48	100	0	0
Female	20	20	100	0*	0
Male	28	28	100	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	5	5	100	0	0
Black or African American	4	4	100	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	18	100	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	2	2	100	0	0
White	19	19	100	0	0
English Learners	2	2	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	48	100	0	0

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/23

Career Technical Education (CTE) Programs (School Year 2021–22)

Lattice Educational Services has a WorkAbility I grant from the State of California. This grant enables Lattice to provide Career Technical Education Services to students 16-22 years of age. Specifically, these students perform work in the community at a number of businesses in order to gain vocational skills that will allow them to seek employment once they complete this program.

Lattice Educational Services provides on-site skills assessment to students to determine their readiness to participate in the WorkAbility I program. Based up on these assessments, staff work with students to improve their skills. Once they have demonstrated sufficient improvement in this area, they are assigned to worksites in the community to perform various tasks under the supervision of trained staff.

The primary representative for Lattice's CTE program is Nancy Alcott. She has worked in the Special Education Field for over 40 years and has administered the WorkAbility I program for over 25 years.

Last updated: 1/13/23

Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	6
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/13/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/13/23

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%
9	100%	100%	100%	100%	100%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/23

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

Parents are encouraged to participate in various activities as follows. Annually, Lattice puts on an open house event in which parents are invited to take a tour of the school and classrooms and speak with their child's teacher about the activities their child is participating in. Additionally, parents are encouraged to volunteer and observe in their child's classroom throughout the year. Additionally, teachers and other staff regularly have contact with parents regarding their child's progress. Finally, all students have an Individual Educational Program meeting in which the parents are encouraged to attend and provide feedback about the services their child is receiving.

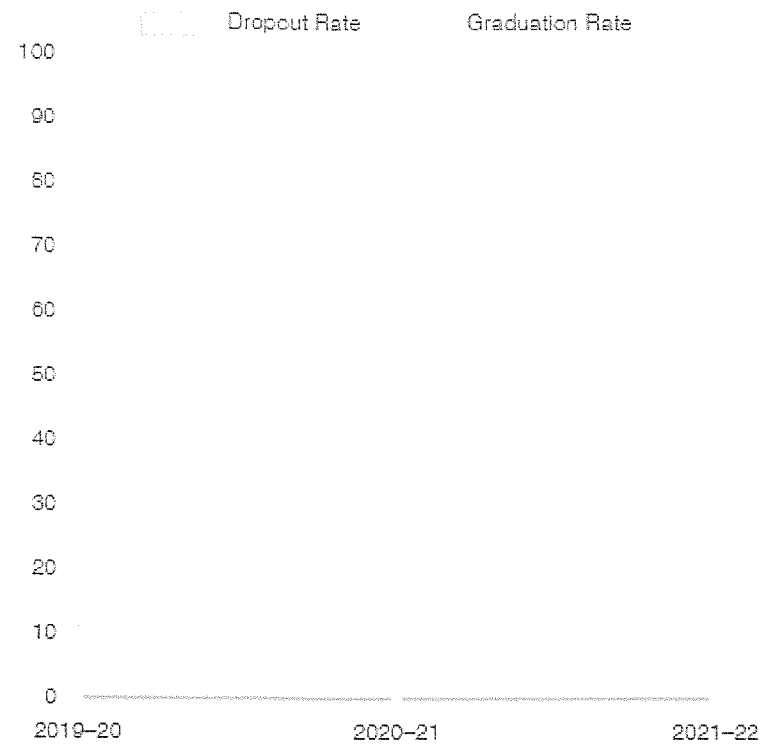
State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	0.00%	0.00%	0.00%	5.00%	8.00%	10.00%	8.9%	9.4%	7.8%
Graduation Rate	100.00%	100.00%	100.00%	87.00%	89.00%	92.00%	84.2%	83.6%	87.0%



Last updated: 1/13/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	16	16	100
Female	6	6	100
Male	10	10	100
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	2	2	100
Black or African American	2	2	100
Filipino	0	0	0
Hispanic or Latino	5	5	100
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	1	1	100
White	6	6	100
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	4	4	100
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	16	16	100

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated: 1/13/23

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	63	63	6	10
Female	25	25	2	8
Male	38	38	4	11
American Indian or Alaska Native	0	0	0	0
Asian	4	4	0	0
Black or African American	4	4	1	25
Filipino	1	1	0	0
Hispanic or Latino	22	22	3	14
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	2	2	0	0
White	30	30	2	7
English Learners	3	3	0	0
Foster Youth	1	1	0	0
Homeless	0	0	0	0
Socioeconomically Disadvantaged	15	15	3	20
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	63	63	6	10

Last updated: 1/13/23

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	4.00%	0.00%
Expulsions	0.00%	2.00%	0.00%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.00%	5.00%	4.00%	0.00%	0.00%
Expulsions	0.00%	0.00%	2.00%	2.00%	0.00%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/13/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Last updated: 1/13/23

School Safety Plan (School Year 2022–23)

Lattice Educational Services has a fully developed safety plan. This plan is reviewed with all staff upon hire and annually thereafter. The date of the last staff review was 8/8/22. Elements of this plan include: bloodborne pathogen control, emergency action/disaster, hazard communication, and injury and illness prevention. Part of this safety plan includes conducting monthly fire drills. This plan was last reviewed and updated in August 2022. Additionally, Lattice Educational Services maintains a Covid Health and Safety Plan. This plan is reviewed with all new staff upon hire and annually thereafter. The date of the last staff review was 8/8/22. This plan was last reviewed and updated in August 2022.

Last updated: 1/13/23

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	7.00	1	0	0
1	7.00	1	0	0
2	7.00	1	0	0
3	7.00	1	0	0
4	9.00	1	0	0
5	9.00	1	0	0
6	9.00	1	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	7.00	1	0	0
1	7.00	1	0	0
2	7.00	1	0	0
3	7.00	1	0	0
4	10.00	1	0	0
5	10.00	1	0	0
6	10.00	1	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

** "Other" category is for multi-grade level classes.

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/13/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	63

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/13/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	3.80
Resource Specialist (non-teaching)	0.00
Other	0.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/13/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$50571.00	\$50571.00	\$50571.00	\$58764.00
District	N/A	N/A	\$45980.00	\$60200.00
Percent Difference – School Site and District	N/A	N/A	9.00%	2.00%
State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	9.00%	2.00%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2021–22)

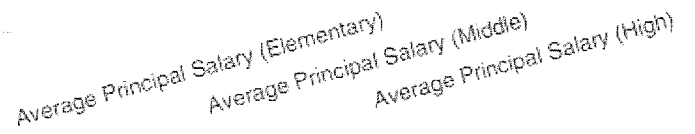
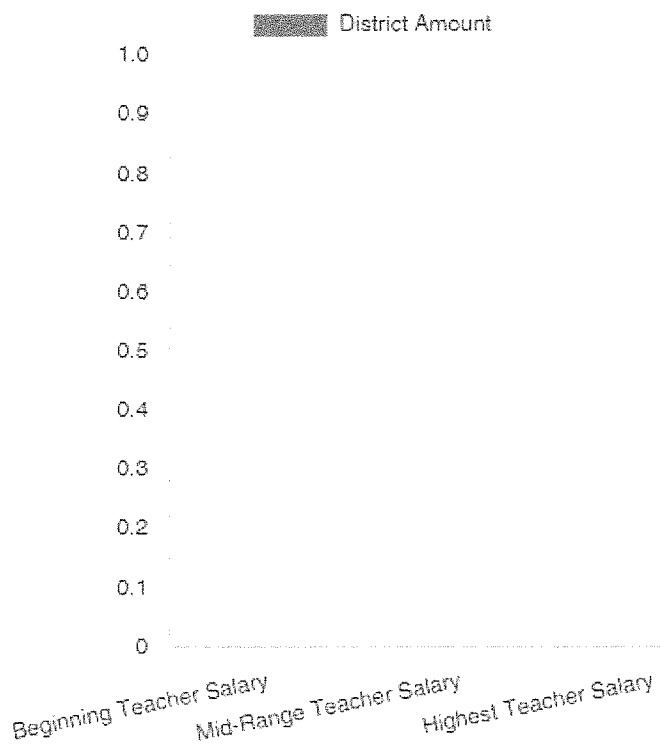
To meet the intensive needs of its students, Lattice Educational Services offers a variety of services to supplement its Special Day Class program instruction. Support staff include on-site administrators, behavior specialists, a school psychologist, speech and language therapists, school nurse consultants, and occupational therapists. This team of professionals works in partnership with Lattice's classroom personnel to ensure that each student is fully supported in the educational process. Lattice also provides Vocational Education and Career Development services. Additionally, Lattice operates a WorkAbility program. This service gives students the opportunity to perform paid work in the community and gain vocational skills in the process.

Last updated: 1/13/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated:

Advanced Placement (AP) Courses (School Year 2021–22)**Percent of Students in AP Courses** 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

*Last updated: 1/13/23***Professional Development**

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/13/23

