

School Accountability Report Card Reported Using Data from the 2024–25 School Year

California Department of Education

For Lattice Educational Services

Address: 3273 Airway Dr, Suite A, Santa Rosa, CA, 95403

Phone: (707)571-1234 **Principal:** Mary Schirle **Grade Span:** K-12

School Contact Information (School Year 2025–26)

Entity	Contact Information
School Name	Lattice Educational Services
Street	3273 Airway Dr. Suite A
City, State, Zip	Santa Rosa, CA, 95403
Phone Number	(707)571-1234
Principal	Mary Schirle
Email Address	Mary.schirle@sesischools.com
Website	http://sesischools.com/locations/california/lattice-educational-services
Grade Span	K-12
County-District-School (CDS) Code	49709207089113

School Description and Mission Statement (School Year 2025–26)

*Lattice Educational Services is a nonpublic, special education school with one overarching goal in mind: to provide an educational program that will make a difference in the lives of children. We want people to realize that children who face academic and behavioral challenges **can** be successful. To achieve this goal, LES adheres to the following set of Core Values:*

- We build the confidence and competence of children facing learning, language, and social challenges through personalized, academic interventions.*
- We are committed to achieving success with each student even in the face of obstacles, challenges, and excuses.*
- We are committed to preparing youth to become responsible adults who are able to participate in their communities and lead self-fulfilling lives.*
- We never give up on a child.*

*To assist our students in finding success, and to expedite their transition back into the public-school system, LES utilizes standards-based curriculum and a unique rotational model that provides students with both direct and full-group instruction. LES also provides a myriad of related services including, but not limited to: individual and group therapy, speech therapy, occupational therapy, physical therapy, life skills training, and art therapy. LES also offers an adult transition program for students 18-22 years. The program focuses on IEP needs in the areas of: academics, job skills/training, community college exploration, social skill training, self-advocacy skills, safety skills, and more. Sierra School had their on-site review with the California Department of Education in 2023. LES's Mission Statement is: "Building **confidence and competence** through personalized academic interventions." Please visit our website at: www.sesischools.com*

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	2
Grade 3	2
Grade 4	1
Grade 5	2
Grade 6	3
Grade 7	3
Grade 8	3
Grade 9	4
Grade 10	4
Grade 11	5
Grade 12	8
Grade 12+	23
Total Enrollment	61

Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	19%
Male	80%
Non-Binary	0.01%
American Indian or Alaska Native	0
Asian	3%
Black or African American	5%
Filipino	0
Hispanic or Latino	12%
Native Hawaiian or Pacific Islander	0
Two or More Races	2%
White	34%
English Learners	3%
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	0
Students with Disabilities	100%

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 2023–24)

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)	3	37%	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	2	25%	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	N/A	N/A	N/A	N/A
Unknown/Incomplete/NA	0	0	N/A	N/A	N/A	N/A
Total Teaching Positions	5	67%	N/A	N/A	N/A	N/A

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.

Teacher Preparation and Placement (School Year 2024–25)

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)	0	0	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	7	100%	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	N/A	N/A	N/A	N/A
Unknown/Incomplete/NA	0	0	N/A	N/A	N/A	N/A
Total Teaching Positions	7	100%	N/A	N/A	N/A	N/A

Note: The data in this table is based on 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.

**Teachers Without Credentials and Misassignments
(considered “ineffective” under ESSA)**

Authorization/Assignment	2023-24 Number	2024-25 Number
Permits and Waivers	3	5
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	3	5

**Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA)**

Indicator	2023-24 Number	2024-25 Number
Credentialed Teachers Authorized on a Permit or Waiver	3	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

Class Assignments

Indicator	2022-23 Percent	2023-24 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>.

**Quality, Currency, Availability of Textbooks and Other Instructional Materials
(School Year 2024–25)**

Year and month in which the data were collected: 1/2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edmark Reading Program Level 1 and 2 Read Naturally New Practice Readers Collections/Houghton Mifflin Harcourt	0
Mathematics	Number and Math Attainments Early Numeracy Number Facts Master Program EnVision Math 2.0 Vol 1 and 2	0
Science	Early Science Instant Science Activity Library Science Specimens Sorting Center California Science/Macmillan McGraw-Hill	0
History-Social Science	Creating America/Beginning Through WW1/McDougal Littell News-2-You SymbolStix Prime	0
Foreign Language	Beginning Spanish Intermediate Spanish	0
Health	The Picture Exchange Communication System Attainment Survival Guide Personal Care: Women Attainment Survival Guide Personal Care: Men	0
Visual and Performing Arts	Spark Dance/School Specialty Unique Learning System SymbolStix Prime/N2Y	0
Science Laboratory Equipment (grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Lattice Educational Services takes pride in the cleanliness of our facilities, both inside and outside. Sierra School leases a facility from Redwood Building Company. The facility consists of one building including classrooms, administration offices, and therapy settings. We have two outdoor fenced playgrounds for student play. The

school grounds are maintained by a full-time groundskeeper/custodial crew. Building maintenance for cleanliness and sanitation occurs daily, and pest control is performed monthly.

School Facility Good Repair Status

Using the **most recently collected** 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:

System Inspected	Rate Good	Rate Fair	Rate Poor	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 repairs 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 repairs 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: 1/2026

Overall Rating

Exemplary	Good	Fair	Poor
	Good		

B. Pupil Outcomes

State Priority: Pupil Achievement

Career Technical Education (CTE) Programs (School Year 2024–25)

Lattice Educational Services offers a comprehensive career and life skills program and exposure designed to prepare students to enter the community and workplace after they exit high school. Through our hands-on, interactive approach, students are exposed to basic life and vocational skills that apply to real-world settings and these skills are directly in line with the students Individualized Education Plan (IEP). Students in the program will be responsible for creating their own portfolio, which will include such items as resumes, sample job applications, mock interview questions, industry tour information, community outing reflections, planning guides, and a library card. Many students will have the opportunity to participate in work experiences on campus and at various job sites in the community allowing them to explore in both non areas and areas of interest and develop new skill sets. Lattice's life skills program utilizes "experience-based learning" that stresses direct participation to increase motivation, acquisition, and retention of the skills being taught.

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	8
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

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

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 2024–25)
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: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2025–26)

Parents are always welcome at Lattice Educational Services. Lattice Educational Services puts an emphasis on open communication between home and school. Parent support is very important and we encourage daily, weekly, and monthly collaboration with families and our team. Opportunities for involvement include, but are not limited to: field trips, holiday celebrations, parent/teacher conferences, special events, and classroom/teacher support. Parents are encouraged to contact Mary Schirle and Shelby Bandula, School Directors, for details on how to volunteer their time, energy, and expertise.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 202–25
Graduation Rate	100%	100%	100%	N/A	N/A	N/A	N/A	N/A	N/A
Dropout Rate	0%	0%	0%	N/A	N/A	N/A	N/A	N/A	N/A

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	3	3	100%
Female	0	0	0
Male	3	3	100%
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	1	1	25%
White	2	2	50%
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	0	0	0
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	3	3	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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	61	61	3	6%
Female	11	11	0	0%
Male	50	50	3	6%
Non-Binary	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	1	1	0	0
Black or African American	4	4	1	33%
Filipino	0	0	0	0
Hispanic or Latino	8	8	1	33%
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	2	2	0	0
White	20	20	1	33%
English Learners	1	1	0	0
Foster Youth	0	0	0	0
Homeless	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	61	61	3	6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0	3%	3%	N/A	N/A	N/A	N/A	N/A	N/A
Expulsions	0	3%	3%	N/A	N/A	N/A	N/A	N/A	N/A

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2	0
Female	0	0
Male	2	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	1	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2	0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

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 8/14/25. Elements of this plan include: bloodbourne pathogen control, emergency action/disaster, hazard communication, and injury and illness prevention. Part of this safety plan include conducting monthly fire drills. This plan was last reviewed and updated in August 2025. Additionally, Lattice Educational Services maintains a Covid Health and Safety Plan. This plan was last reviewed and updated January 2025.

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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	8	1	N/A	N/A
1	8	1	N/A	N/A
2	8	1	N/A	N/A
3	8	1	N/A	N/A
4	10	1	N/A	N/A
5	10	1	N/A	N/A
6	10	1	N/A	N/A
Other**	0	1	N/A	N/A

*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 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	8	1	N/A	N/A
1	8	1	N/A	N/A
2	8	1	N/A	N/A
3	8	1	N/A	N/A
4	10	1	N/A	N/A
5	10	1	N/A	N/A
6	10	1	N/A	N/A
Other**	0	0	N/A	N/A

*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 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	8	1	N/A	N/A
1	8	1	N/A	N/A
2	8	1	N/A	N/A
3	8	1	N/A	N/A
4	10	1	N/A	N/A
5	10	1	N/A	N/A
6	10	1	N/A	N/A
Other**	0	0	N/A	N/A

*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 (Secondary)
(School Year 2022–23)

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

*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 2023–24)

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

*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 2024–25)

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

*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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	60%

*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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0
Other**	0

*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.

** “Other” category is for all other student support services staff positions not listed.

Types of Services Funded (Fiscal Year 2024–25)

use this space to provide specific information about the types of programs and services available at the school that support and assist students.

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 included on-site administrators, behavior specialists, a school psychologist, speech and language therapists, school nurse, 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 and Career Development services. Additionally, Lattice operates a WorkAbility program. This service gives student the opportunity to perform paid work in the community and gain vocational skill in the process.

Advanced Placement (AP) Courses (School Year 24.25 School Year)

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.

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	3	7	7