# School Accountability Report CardReported Using Data from the 2018–19 School Year

**California Department of Education**

*Lattice Educational Services*

**Address: 3273 Airway Drive, Suite A**

 **Santa Rosa, CA 95403** **Phone: 707-571-1234**

**Principal: Jennifer Ingels** **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, 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).

**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.

**Throughout this document the letters DPL refers to data provided by the LEA,
and the letters DPC refers to data provided by the CDE.**

## About This School

#### **District Contact Information (School Year 2019–20)**

| **Entity** | **Contact Information** |
| --- | --- |
| **District Name** | Santa Rosa City Schools |
| **Phone Number** | 707-528-5619 |
| **Superintendent**  | Sonya Randrup |
| **Email Address** | srandrup@srcs.k12.ca.us |
| **Website**  | [www.srcs.k12.ca.us](http://www.srcs.k12.ca.us) |

#### **School Contact Information (School Year 2019–20)**

| **Entity** | **Contact Information** |
| --- | --- |
| **School Name** | Lattice Educational Services |
| **Street** | 3273 Airway Drive, Suite A |
| **City, State, Zip** | Santa Rosa, CA 95403 |
| **Phone Number** | 707-571-1234 |
| **Principal** | Jennifer Ingels |
| **Email Address** | j.ingels@latticeeducation.com |
| **Website** | www.latticeeducation.com |
| **County-District-School (CDS) Code** | 49709207089113 |

#### **School Description and Mission Statement (School Year 2019–20)**

***Narrative provided by the LEA***

*Lattice Educational Services is a nonpublic school for students who require intensive educational services and who have a diagnosis of autism/PDD, behavioral challenges and/or developmental delays. Students benefit from the highly structured and individualized programs at Lattice. Classroom instruction teaches students to increase appropriate social interactions and achieve academically. A high staff-to-student ration ensures that students receive the individual attention and care necessary to foster growth and development. Lattice’s mission is to support all students in developing the communication, academic, vocational and life skills to support each student in developing the skills necessary to reach their maximum independence.*

#### **Student Enrollment by Grade Level (School Year 2018–19)**

| **Grade Level** | **Number of Students** |
| --- | --- |
| **Kindergarten** |  |
| **Grade 1** |  |
| **Grade 2** |  |
| **Grade 3** |  |
| **Grade 4** |  |
| **Grade 5** |  |
| **Grade 6** |  |
| **Grade 7** |  |
| **Grade 8** |  |
| **Ungraded Elementary** | 26 |
| **Grade 9** |  |
| **Grade 10** |  |
| **Grade 11** |  |
| **Grade 12** |  |
| **Ungraded Secondary** | 41 |
| **Total Enrollment** | 67 |

#### **Student Enrollment by Student Group (School Year 2018–19)**

| **Student Group** | **Percent ofTotal Enrollment** |
| --- | --- |
| **Black or African American**  | 3% |
| **American Indian or Alaska Native**  | 1% |
| **Asian**  | 4% |
| **Filipino**  | 0% |
| **Hispanic or Latino** | 34% |
| **Native Hawaiian or Pacific Islander**  | 0% |
| **White**  | 55% |
| **Two or More Races**  | 3% |
| **Socioeconomically Disadvantaged** | 20% |
| **English Learners** | 2% |
| **Students with Disabilities** | 100% |
| **Foster Youth** | 1% |
| **Homeless** | 0% |

## 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 Credentials**

| **Teachers** | **School2017–18** | **School2018–19** | **School2019–20** | **District2019–20** |
| --- | --- | --- | --- | --- |
| **With Full Credential** | 4 | 7 | 3 | n/a |
| **Without Full Credential** | 3 | 0 | 4 | n/a |
| **Teaching Outside Subject Area of Competence (with full credential)** | 0 | 0 | 0 | n/a |

#### **Teacher Misassignments and Vacant Teacher Positions**

| **Indicator** | **2017–18** | **2018–19** | **2019–20** |
| --- | --- | --- | --- |
| **Misassignments of Teachers of English Learners** | 0 | 0 | 0 |
| **Total Teacher Misassignments\*** | 0 | 0 | 0 |
| **Vacant Teacher Positions** | 0 | 0 | 0 |

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

#### **Quality, Currency, Availability of Textbooks and Other Instructional Materials**

**(School Year 2019–20)**

***Year and month in which the data were collected:*** *October 2019*

| **Subject** | **Textbooks and Other Instructional Materials/year of Adoption** | **From Most Recent Adoption?** | **Percent Students Lacking Own Assigned Copy** |
| --- | --- | --- | --- |
| **Reading/Language Arts** | 2017 | Yes | 0% |
| **Mathematics** | 2016 | Yes | 0% |
| **Science** | 2014 | Yes | 0% |
| **History-Social Science** | 2016 | Yes | 0% |
| **Foreign Language** | n/a | n/a | n/a |
| **Health** | n/a | n/a | n/a |
| **Visual and Performing Arts** | n/a | n/a | n/a |
| **Science Laboratory Equipment (grades 9-12)** | n/a | n/a | n/a |

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

#### **School Facility Conditions and Planned Improvements**

***Narrative provided by the LEA***

*Lattice is in good repair. Staff inspects the campus on a weekly basis. Repairs are addressed as they arise throughout the school year. Recent fire inspection cleared with no corrective actions.*

#### **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:*** *October 2019*

| **System Inspected** | **Rate Good** | **Rate Fair** | **Rate Poor** | **Repair Needed and Action Taken or Planned** |
| --- | --- | --- | --- | --- |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X |  |  | n/a |
| **Interior:** Interior Surfaces | X |  |  | n/a |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | X |  |  | n/a |
| **Electrical:** Electrical | X |  |  | n/a |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X |  |  | n/a |
| **Safety:** Fire Safety, Hazardous Materials | X |  |  | n/a |
| **Structural:** Structural Damage, Roofs | X |  |  | n/a |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X |  |  | n/a |

#### **Overall Facility Rate**

***Year and month of the most recent FIT report:*** *October 2019*

#### **Overall Rating**

| **Exemplary** | **Good** | **Fair** | **Poor** |
| --- | --- | --- | --- |
| X |  |  |  |

## 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, which 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); and
* 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**

**Percentage of Students Meeting or Exceeding the State Standard**

| **Subject** | **School 2017–18** | **School 2018–19** | **District 2017–18** | **District 2018–19** | **State 2017–18** | **State 2018–19** |
| --- | --- | --- | --- | --- | --- | --- |
| **English Language Arts/Literacy (grades 3-8 and 11)** | 0% | 0% | n/a | n/a | n/a | n/a |
| **Mathematics (grades 3-8 and 11)** | 0% | 0% | n/a | n/a | n/a | n/a |

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.

#### **CAASPP Test Results in ELA by Student Group**

**Grades Three through Eight and Grade Eleven (School Year 2018–19)**

| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- |
| **All Students** | 24 | 0 | 0% | 100% | 0% |
| **Male** | 18 | 0 | 0% | 100% | 0% |
| **Female** | 6 | 0 | 0% | 100% | 0% |
| **Black or African American**  | 2 | 0 | 0% | 100% | 0% |
| **American Indian or Alaska Native** | 1 | 0 | 0% | 100% | 0% |
| **Asian** | 1 | 0 | 0% | 100% | 0% |
| **Filipino** | 0 | 0 | 0% | 100% | 0% |
| **Hispanic or Latino** | 7 | 0 | 0% | 100% | 0% |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0% | 100% | 0% |
| **White** | 13 | 0 | 0% | 100% | 0% |
| **Two or More Races** | 0 | 0 | 0% | 100% | 0% |
| **Socioeconomically Disadvantaged** | 8 | 0 | 0% | 100% | 0% |
| **English Learners** | 0 | 0 | 0% | 100% | 0% |
| **Students with Disabilities**  | 24 | 0 | 0% | 100% | 0% |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0% | 100% | 0% |
| **Foster Youth** | 0 | 0 | 0% | 100% | 0% |
| **Homeless** | 0 | 0 | 0% | 100% | 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**

**Grades Three through Eight and Grade Eleven (School Year 2018–19)**

| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- |
| **All Students** | 24 | 0 | 0% | 100% | 0% |
| **Male** | 18 | 0 | 0% | 100% | 0% |
| **Female** | 6 | 0 | 0% | 100% | 0% |
| **Black or African American**  | 2 | 0 | 0% | 100% | 0% |
| **American Indian or Alaska Native** | 1 | 0 | 0% | 100% | 0% |
| **Asian** | 1 | 0 | 0% | 100% | 0% |
| **Filipino** | 0 | 0 | 0% | 100% | 0% |
| **Hispanic or Latino** | 7 | 0 | 0% | 100% | 0% |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0% | 100% | 0% |
| **White** | 13 | 0 | 0% | 100% | 0% |
| **Two or More Races** | 0 | 0 | 0% | 100% | 0% |
| **Socioeconomically Disadvantaged** | 8 | 0 | 0% | 100% | 0% |
| **English Learners** | 0 | 0 | 0% | 100% | 0% |
| **Students with Disabilities**  | 24 | 0 | 0% | 100% | 0% |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0% | 100% | 0% |
| **Foster Youth** | 0 | 0 | 0% | 100% | 0% |
| **Homeless** | 0 | 0 | 0% | 100% | 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.**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 2017–18** | **School 2018–19** | **District 2017–18** | **District 2018–19** | **State 2017–18** | **State 2018–19** |
| --- | --- | --- | --- | --- | --- | --- |
| **Science (grades 5, 8 and high school)** | 0% | 0% | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

#### **Career Technical Education (CTE) Programs (School Year 2018–19)**

***Narrative provided by the LEA***

* ***Lattice has a WorkAbility program, a grant-funded program which allows students ages 16 and up to participate in paid work activities off campus. Lattice has several work sites for the students to work at, allowing them an array of jobs and work environments in which to build skills and appropriate work behaviors. These work opportunities are built into the students’ academic program and plans. Students who are not ready to participate in off-site work opportunities remain on campus and take part in work opportunities that help prepare them to eventually work off-site.***
* ***The WorkAbility grant requires Lattice to regularly report employment outcomes, both quantitatively and qualitatively. This program is evaluated regularly and new work sites are sought out as well.***
* ***Nancy Alcott, Executive Director, oversees all aspects of the WorkAbility program.***

#### **Career Technical Education (CTE) Participation (School Year 2018–19)**

| **Measure** | **CTE Program Participation** |
| --- | --- |
| **Number of Pupils Participating in CTE** | 11 |
| **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% |

#### **Courses for University of California (UC) and/or California State University (CSU) Admission**

| **UC/CSU Course Measure** | **Percent** |
| --- | --- |
| **2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission** | 0% |
| **2017–18 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 2018–19)**

| **Grade Level** | **Percentage of Students Meeting Four of SixFitness Standards** | **Percentage of Students Meeting Five of SixFitness Standards** | **Percentage of Students Meeting Six of SixFitness Standards** |
| --- | --- | --- | --- |
| **5** | 0% | 0% | 0% |
| **7** | 0% | 0% | 0% |
| **9** | 0% | 0% | 0% |

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.

## **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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019–20)

***Narrative provided by the LEA***

***A strong partnership between parents and Lattice encourages open communication and mutual opportunities to assist students in reaching their educational and personal goals. Annual IEP meetings are conducted in a manner to maximize parent participation in the development of individual student programming. Daily home-school communication logs ensure parental partnership with the staff implementing a child’s educational program. Mutual respect and collaboration between and among staff, parents, students and the community are critical to the success of our students.***

### State Priority: Pupil Engagement

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

* High school dropout rates; and
* High school graduation rates

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

| **Indicator** | **School 2015–16** | **District 2015–16** | **State 2015–16** |
| --- | --- | --- | --- |
| **Dropout Rate** | n/a | n/a | n/a |
| **Graduation Rate** | n/a | n/a | n/a |

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

| **Indicator** | **School 2016–17** | **School 2017–18** | **District 2016–17** | **District 2017–18** | **State 2016–17** | **State 2017–18** |
| --- | --- | --- | --- | --- | --- | --- |
| **Dropout Rate** | n/a | n/a | n/a | n/a | n/a | n/a |
| **Graduation Rate** | n/a | n/a | n/a | n/a | n/a | n/a |

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### 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 2016–17** | **School 2017–18** | **School 2018–19** | **District 2016–17** | **District 2017–18** | **District 2018–19** | **State 2016–17** | **State 2017–18** | **State 2018–19** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Suspensions** | 0 | 0 | 0 | n/a | n/a | n/a | n/a | n/a | n/a |
| **Expulsions** | 1 | 0 | 0 | n/a | n/a | n/a | n/a | n/a | n/a |

#### **School Safety Plan (School Year 2019–20)**

***Narrative provided by the LEA***

***Safety training is completed annually and with new staff upon employment with Lattice Educational Services. Our school safety binder contains information regarding Bloodborne Pathogens, Emergency Action Plans, Hazard Communication and the Injury Illness and Prevention Program. The safety binder is centrally located for easy access at all times by staff. Fire/evacuation drills are performed monthly.***

## 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 2016–17)**

| **Grade Level** | **Average Class Size** | **Number of Classes\* 1-20** | **Number of Classes\* 21-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **K** | n/a | n/a | n/a | n/a |
| **1** | n/a | n/a | n/a | n/a |
| **2** | n/a | n/a | n/a | n/a |
| **3** | n/a | n/a | n/a | n/a |
| **4** | n/a | n/a | n/a | n/a |
| **5** | n/a | n/a | n/a | n/a |
| **6** | n/a | n/a | n/a | n/a |
| **Other\*\*** | 7 | 2 | 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 2017–18)**

| **Grade Level** | **Average Class Size** | **Number of Classes\* 1-20** | **Number of Classes\* 21-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **K** | n/a | n/a | n/a | n/a |
| **1** | n/a | n/a | n/a | n/a |
| **2** | n/a | n/a | n/a | n/a |
| **3** | n/a | n/a | n/a | n/a |
| **4** | n/a | n/a | n/a | n/a |
| **5** | n/a | n/a | n/a | n/a |
| **6** | n/a | n/a | n/a | n/a |
| **Other\*\*** | 8 | 2 | 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 2018–19)**

| **GradeLevel** | **Average Class Size** | **Number of Classes\* 1-20** | **Number of Classes\* 21-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **K** | n/a | n/a | n/a | n/a |
| **1** | n/a | n/a | n/a | n/a |
| **2** | n/a | n/a | n/a | n/a |
| **3** | n/a | n/a | n/a | n/a |
| **4** | n/a | n/a | n/a | n/a |
| **5** | n/a | n/a | n/a | n/a |
| **6** | n/a | n/a | n/a | n/a |
| **Other\*\*** | 8 | 2 | 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 (Secondary) (School Year 2016–17)**

| **Subject** | **AverageClassSize** | **Number of Classes\* 1-22** | **Number of Classes\* 23-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **English** | n/a | 0 | 0 | 0 |
| **Mathematics** | n/a | 0 | 0 | 0 |
| **Science** | n/a | 0 | 0 | 0 |
| **Social Science** | n/a | 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.

#### **Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)**

| **Subject** | **AverageClassSize** | **Number of Classes\* 1-22** | **Number of Classes\* 23-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **English** | n/a | 0 | 0 | 0 |
| **Mathematics** | n/a | 0 | 0 | 0 |
| **Science** | n/a | 0 | 0 | 0 |
| **Social Science** | n/a | 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.

#### **Average Class Size and Class Size Distribution (Secondary) (School Year 2018–19)**

| **Subject** | **AverageClassSize** | **Number of Classes\* 1-22** | **Number of Classes\* 23-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **English** | n/a | 0 | 0 | 0 |
| **Mathematics** | n/a | 0 | 0 | 0 |
| **Science** | n/a | 0 | 0 | 0 |
| **Social Science** | n/a | 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.

#### **Ratio of Academic Counselors to Pupils (School Year 2018–19)**

| **Title** | **Ratio** |
| --- | --- |
| **Academic Counselors\*** | N/A |

\*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 2018–19)**

| **Title** | **Number of FTE\*Assigned to School** |
| --- | --- |
| **Counselor (Academic, Social/Behavioral or Career Development)** | 1.4 |
| **Library Media Teacher (Librarian)** | 0 |
| **Library Media Services Staff (Paraprofessional)** | 0 |
| **Psychologist** | 11.0 |
| **Social Worker** | 0 |
| **Nurse** | 1.0 |
| **Speech/Language/Hearing Specialist** | 2.6 |
| **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.

#### **Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)**

| **Level** | **TotalExpendituresPer Pupil** | **ExpendituresPer Pupil(Restricted)** | **ExpendituresPer Pupil(Unrestricted)** | **AverageTeacherSalary** |
| --- | --- | --- | --- | --- |
| **School Site** | $46,548.63 | n/a | n/a | $48,880.34 |
| **District** | N/A | N/A | N/A | N/A |
| **Percent Difference – School Site and District** | N/A | N/A | N/A | N/A |
| **State** | N/A | N/A | N/A | N/A |
| **Percent Difference – School Site and State** | N/A | N/A | N/A | N/A |

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

#### **Types of Services Funded (Fiscal Year 2018–19)**

***Narrative provided by the LEA***

***Lattice Educational Services provides an array of supplementary services to its students. Specifically, it provides Speech and Language therapeutic services to nearly all students in order to help them with their communication needs. Additionally, Lattice provides Occupational Therapy and Health and Nursing Services. Lastly, it provides Behavioral Services to assist direct support staff with addressing and mitigating problematic student behaviors.***

#### **Teacher and Administrative Salaries (Fiscal Year 2017–18)**

| **Category** | **DistrictAmount** | **State AverageFor DistrictsIn Same Category** |
| --- | --- | --- |
| **Beginning Teacher Salary** | $49,980.00 | n/a |
| **Mid-Range Teacher Salary** | $54,631.20 | n/a |
| **Highest Teacher Salary** | $61,948.01 | n/a |
| **Average Principal Salary (Elementary)** | n/a | n/a |
| **Average Principal Salary (Middle)** | n/a | n/a |
| **Average Principal Salary (High)** | n/a | n/a |
| **Superintendent Salary** | n/a | n/a |
| **Percent of Budget for Teacher Salaries** | 13% | n/a |
| **Percent of Budget for Administrative Salaries** | 14% | n/a |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at [https://www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### **Advanced Placement (AP) Courses (School Year 2018–19)**

| **Subject** | **Number ofAP Courses Offered\*** | **Percent of StudentsIn AP Courses** |
| --- | --- | --- |
| **Computer Science** | 0 | N/A |
| **English** | 0 | N/A |
| **Fine and Performing Arts** | 0 | N/A |
| **Foreign Language**  | 0 | N/A |
| **Mathematics** | 0 | N/A |
| **Science** | 0 | N/A |
| **Social Science** | 0 | N/A |
| **All Courses** | 0 | N/A |

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

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

#### **Professional Development**

| **Measure** | **2017–18** | **2018–19** | **2019–20** |
| --- | --- | --- | --- |
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 3 | 3 | 2 |