

**Lloyd P. Hance Community School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Lloyd P. Hance Community School
Street	1152 South Main Street
City, State, Zip	Lakeport, CA 95453
Phone Number	(707) 263-5819
Principal	Andrew Goodwin
E-mail Address	agoodwin@lakecoe.org
Web Site	www.lake-coe.k12.ca.us
CDS Code	17101731730167

District Contact Information	
District Name	Lake County Office of Education
Phone Number	(707) 262-4100
Superintendent	Wally Holbrook
E-mail Address	wholbrook@lake-coe.k12.ca.us
Web Site	www.lake-coe.k12.ca.us

School Description and Mission Statement (Most Recent Year)

The mission of LCOE Alternative Education Programs is to be responsive to the needs of “at-promise” youth by providing unique programs and services which will promote the development of personal, social, and academic skills necessary for success throughout life.

Lloyd P. Hance Community School creates avenues for student success by stressing positive attitudes, regular attendance, and academic achievement. The school enables students to continue their education when they have not been successful in the traditional school system. Students in grades seventh through twelfth are educationally served at Hance. High expectations are set to hold students accountable in achieving essential academic standards and rigorous graduation requirements. Lloyd P. Hance is one of two community schools under the direction of the Lake County Office of Education. Curriculum is focused on core subjects. The school supports character development on a daily basis through its diverse literature selections and character based English Language Arts curriculum. The school serves students that have been referred by probation, expelled by a school district, parent request, or referred by a School Attendance Review Board. Homeless students may also be eligible to enroll. Lloyd P. Hance Community School also houses the ASPIRE program for expecting and parenting teens.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	6
Grade 10	3
Grade 11	10
Grade 12	4
Ungraded Secondary	
Total Enrollment	29

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	17.2
Asian	0.0
Filipino	0.0
Hispanic or Latino	31.0
Native Hawaiian or Pacific Islander	0.0
White	48.3
Two or More Races	3.4
Socioeconomically Disadvantaged	96.6
English Learners	0.0
Students with Disabilities	17.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	2	2	3	6
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	66.67	33.33
High-Poverty Schools in District	66.67	33.33
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 08/2011

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	AGS, 9-12 2002 Houghton Mifflin, 9-12 2004 Grade 4 Traditions, Houghton Mifflin, 2003 Grade 6 Triumphs, Houghton Mifflin 2003 Grade 7 Language of Literature-7 McDougal Littell Inc. 2002 Grade 8 Language of Literature-8 McDougal Littell Inc. 2002	Yes	0
Mathematics	Grade 4 California Math Turtle MacMillan McGraw 2008 Grade 5 California Math Fox MacMillan McGraw 2008 Grade 6 California Math Leopard MacMillan McGraw 2008 Grade 6-8 California Math Course 1 MacMillan McGraw 2008 Grade 6-8 California Math Course 2 MacMillan McGraw 2008 Grade 8-12 California Math Algebra Readiness MacMillan McGraw 2008 Grade 8-12 California Math Pre-Algebra Prentice Hall 2001 Grade 8-12 California Math Algebra MacDougall Littell 2008	Yes	0
Science	Holt, Rinehart & Winton 2007 Grade 4 California Science Bear Harcourt School Publishers 2007 Grade 5 California Science Ram Harcourt School Publishers 2007 Grade 6 California Science Trilobite Harcourt School Publishers 2007 Grade 7 Physical Science, Ca Editions Satellite in Space Holt, Reinhart, Winston 2007 Grade 8 Life Science, Ca Edition Green Fly Head Holt, Reinhart, Winton 2007 9-12 Biology McDougal Littell 2008	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	AGS, 9-12 2005 Grade 4 California: A Changing State Reflections Harcourt Brace 2007 Grade 5 U.S.: Making a Nation Reflections Harcourt Brace 2007 Grade 6 Ancient Civilizations Reflections Harcourt Brace 2007 Grade 7 World History, Medieval & Modern Times MacDougal Littell 2006 Grade 8 Creating America MacDougal Littell 2006	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements (Most Recent Year)

Lloyd P. Hance Community School was constructed during the 2011-2012 school year, and is comprised of three classrooms, one multipurpose room, and one computer lab. One part time custodian maintains a high standard of cleanliness. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. District maintenance staff completes any repairs necessary to keep the school in good operating condition. Work orders are completed in a timely manner.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 8/11/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)		22			21		60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	25	7	10	8	10	10	54	56	55
Mathematics			8		6	7	49	50	50
History-Social Science				6	6	25	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide			
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

During the 2011-12 school year, all students at the Lloyd P. Hance Community School participated in Computer Applications and Career Awareness courses.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts		30			26	22	56	57	56
Mathematics		13		11	8	10	58	60	62

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	0	0		0	0	
All Students at the School	0	0		0		
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9			

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.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Lloyd P. Hance Community School provides opportunities for parental involvement. Parents are encouraged to volunteer in their child's classroom. They may seek an elected position on the School Site Council. Parents are invited to attend conferences with their child's teachers throughout the school year. Several days are set aside for parents to visit the school including: Back-to-School/Orientation day, Open House and special activity days, such as a Thanksgiving feast, canned food drive celebration, field trips, and weekly awards assemblies. For more information on how to become involved, contact Andrew Goodwin at (707)263-5819 extension 286.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	13.5	8.3	10.6	13.5	8.3	10.6	14.7	13.1	11.4
Graduation Rate	80.92	87.84	85.20	80.92	87.84	85.20	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	90.00	52.94	84.56
Black or African American	0.00	0.00	75.90
American Indian or Alaska Native	50.00	33.33	77.82
Asian	0.00	0.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	100.00	100.00	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	100.00	50.00	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	90.00	52.94	82.58
English Learners	200.00	200.00	53.68
Students with Disabilities	0.00	0.00	60.31

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	9.4	29.8	41.3	16.5	19.0	23.3	5.7	5.1	4.4
Expulsions	1.9	0.0	0.0	1.4	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern at the Lloyd P. Hance Community School. The school is always in compliance with all laws, rules and regulations pertaining to school safety. The School Site Safety Plan was last reviewed and updated on March 2011 by the School Site Council Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring students, and staff's safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before and after school, and during all breaks. There is a designated area where students are dropped off and picked up. All visitors must check in with the Lead Teacher when on campus.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met Graduation Rate (if applicable)		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18	2	0	0	5	7			14	2		
Mathematics	17	1	0	0	4	8			8	3		
Science	0	0	0	0	6	4			13	2		
Social Science	16	1	0	0	4	9			9	3		

Note: 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.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	30
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist	.5	---
Other	0	---

Note: Cells with "----" do not require data. 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	12,822	2,792	10,030	
District	---	---	7,376	
Percent Difference: School Site and District	---	---	35.98%	
State	---	---	\$4,690	
Percent Difference: School Site and State	---	---	83.86%	

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

- Resource Specialist
- Safe Schools Healthy Students Counselor
- Academic Counselor
- Juvenile Probation Officer Support
- Child Welfare and Attendance Officer
- Americorps Volunteer (Reading tutor)
- Verification Process for Special Settings (Teacher HQT for NCLB Training)

Teacher and Administrative Salaries (Fiscal Year 2012-13)

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 <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

During the 2013-14 school year the following professional development activities occurred:

- Common Core State Standards implementation
- Emergency preparedness in-service
- Aeries and ABI user training
- School wide behavior expectation and implementation workshops
- Annual mandated Staff Training: blood borne pathogens, sexual harassment, CPS reporting, and LCOE employee policies.