

# Lloyd Hance Community

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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.

## Kate McClatchy, Senior Director Curriculum and Ins

 Principal, Lloyd Hance Community

### About Our School

Lloyd P. Hance Community School, located at 1510 Argonaut Road, Lakeport, provides an alternative learning environment for middle and high school students (grades 7-12) who are experiencing difficulties in a traditional school setting or who are exhibiting negative behavior patterns in school or in the community. The program serves students who have been expelled from school, identified as habitually truant by a Student Attendance Review Board, placed on probation by the court, or otherwise referred by a school district, probation, or social service agency. The emphasis of the program is to re-establish the educational direction of students and to transition them to a regular school setting or other learning environment that meets their needs. Counseling and other support services are provided by public and community agencies.

We are proud to provide an environment in tune with individual learning styles and sensitive to the need for individualized education so that all students have access to quality, standards-based curriculum. We are a tight-knit community that strives to support a warm accepting environment where all students can find academic success.

Lori LaBrie

Lead Teacher

### Principal's Comment

Welcome to Hance. We believe in the potential of all students and support every student to achieve at high levels during high school and beyond!

### Contact

*Lloyd Hance Community*  
1510 Argonaut Rd.  
Lakeport, CA 95453-9361

Phone: 707-263-5819  
E-mail: [clenners@lakecoe.org](mailto:clenners@lakecoe.org)



## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Lake County Office of Education
<b>Phone Number</b>	(707) 262-4100
<b>Superintendent</b>	Brock Falkenberg
<b>E-mail Address</b>	<a href="mailto:bfalkenberg@lakecoe.org">bfalkenberg@lakecoe.org</a>
<b>Web Site</b>	<a href="http://www.lake-coe.k12.ca.us">http://www.lake-coe.k12.ca.us</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Lloyd Hance Community
<b>Street</b>	1510 Argonaut Rd.
<b>City, State, Zip</b>	Lakeport, Ca, 95453-9361
<b>Phone Number</b>	707-263-5819
<b>Principal and Ins</b>	Kate McClatchy, Senior Director Curriculum and Ins
<b>E-mail Address</b>	<a href="mailto:clenners@lakecoe.org">clenners@lakecoe.org</a>
<b>Web Site</b>	<a href="http://www.lake-coe.k12.ca.us">http://www.lake-coe.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	17101731730167

*Last updated: 2/12/2018*

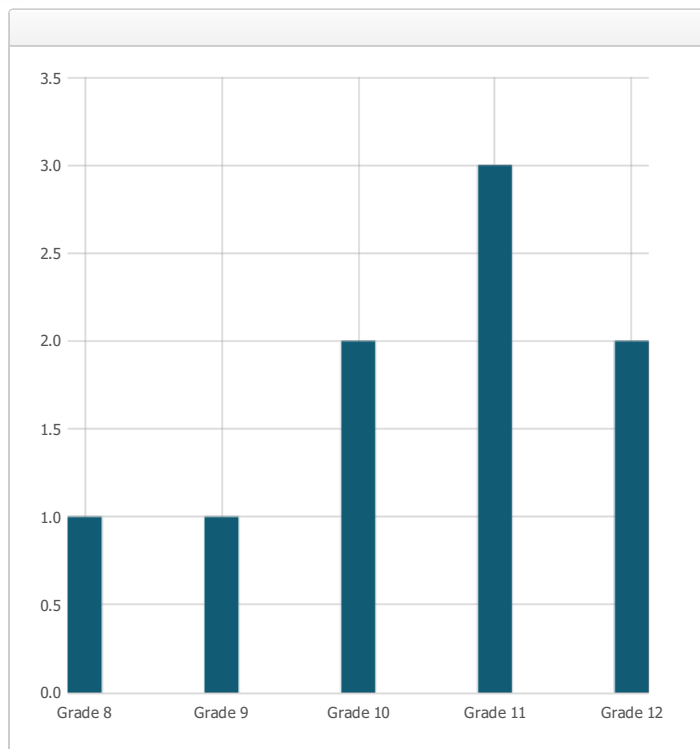
### School Description and Mission Statement (School Year 2017-18)

Hance Community School serves students in grades 8-12 who benefit from an alternative setting to earn a high school diploma. Students are enrolled through expulsion, probation referral or parent request. Students complete 200 credits of coursework leading to a completion of the program, including offerings in College and Career Readiness, online credit recovery, culinary arts, gardening and Strong Teens curriculum. All Hance students will graduate with a strong foundation in key academic and life skills in order to access College and Career opportunities beyond high school.

*Last updated: 2/12/2018*

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 8	1
Grade 9	1
Grade 10	2
Grade 11	3
Grade 12	2
<b>Total Enrollment</b>	<b>9</b>



*Last updated: 2/12/2018*

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	18.5 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	0.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	40.0 %
Two or More Races	5.9 %
Other	35.6 %
<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Socioeconomically Disadvantaged	94.1 %
English Learners	0.0 %
Students with Disabilities	0.9 %
Foster Youth	0.0 %

*Last updated: 2/12/2018*

## A. Conditions of Learning

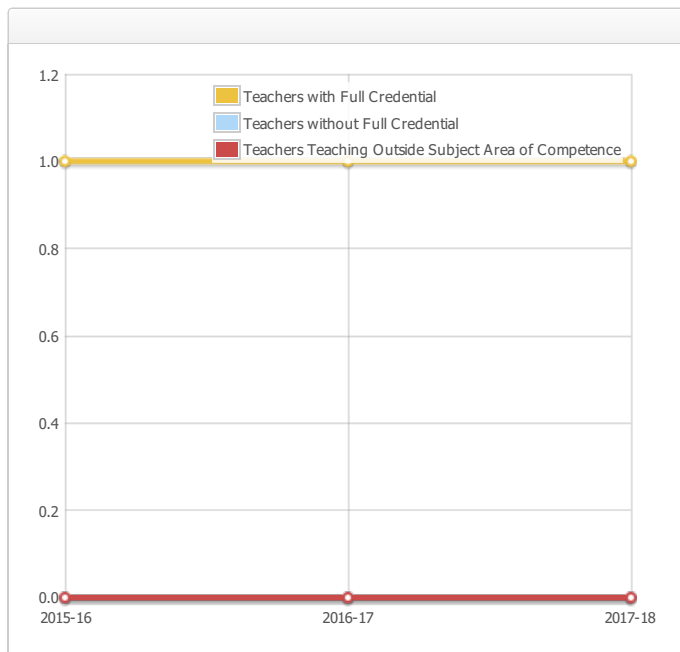
### State Priority: Basic

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 Credentials

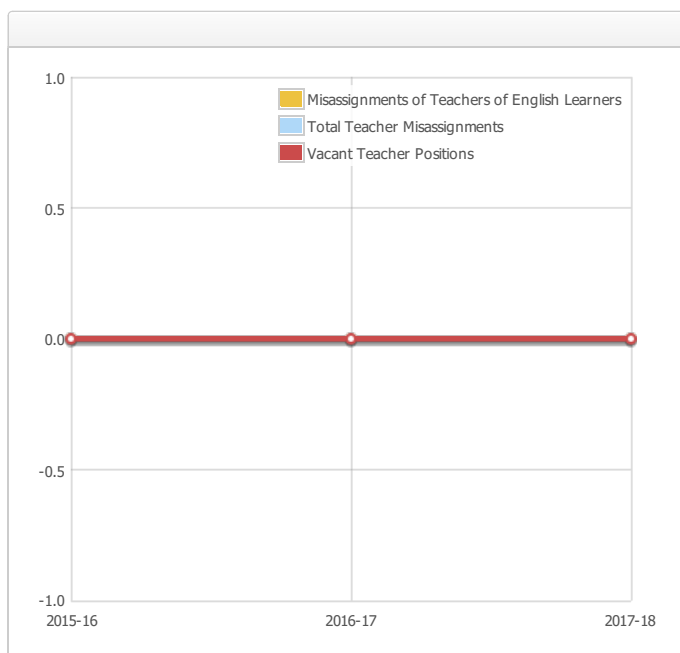
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	1	1	1	4
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/12/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Last updated: 2/12/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: February 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Houghton Mifflin A Legacy of Literacy MacDougal Littel Language of Literature Character-Based Literacy Write Ahead Student Handbook	No	0.0 %
Mathematics	MacMillan McGraw California Math (Turtle, Fox, Leopard) MacMillon McGraw California Math Course I (6-8)	No	0.0 %
Science	Harcourt California Science (Bear, Ram and Trilobite) Holt Reinhart Physical Science Holt Reinhard Life Science NGSS Science Lab Lending Library	No	0.0 %
History-Social Science	Harcourt Brace California: A Changing State Harcourt Brace Making a Nation MacDougal Littel Creating America AGS US Government, US History, World History	No	0.0 %
Foreign Language	N/A		0.0 %
Health	Strong Teens	No	0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/12/2018

## School Facility Conditions and Planned Improvements

Hance facilities meet exemplary standards on FIT.

*Last updated: 2/12/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	N/A
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	N/A
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

## Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Exemplary
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*Last updated: 2/12/2018*

## 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, 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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	0%	0%	0%	6%	48%	48%
Mathematics (grades 3-8 and 11)	0%	0%	5%	0%	36%	37%

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.

*Last updated: 2/12/2018*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	--
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	--	--	--	--
Foster Youth	--	--	--	--

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.

*Last updated: 2/12/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	--
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	--	--	--	--
Foster Youth	--	--	--	--

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: 2/12/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)		0.0%		0.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 2/12/2018*

**Career Technical Education Programs (School Year 2016-17)**

Hance students participate in 3 session College and Career Readiness workshops and a month long Career Exploration study, culminating in a student exhibition.

During second semester, students participate in a month long College Exploration project, culminating in a student exhibition.

Students participate in local job fairs, and visit a workplace and college annually.

Culinary Arts and Gardening are stand alone classes on Fridays.

Hance does not offer CTE coursework.

*Last updated: 2/12/2018*

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 2/12/2018*

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	0.0%	0.0%	0.0%

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.

Last updated: 2/12/2018

## 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 for the school district and each schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

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Parent Involvement opportunities include:

Individual Learning Plan (ILP) meetings

Quarterly Awards and Stakeholder input meetings

Quarterly School Site Council Meetings

Parents are always welcome at the school and may obtain further information about activities by contacting [ystark@lakecoe.us](mailto:ystark@lakecoe.us)

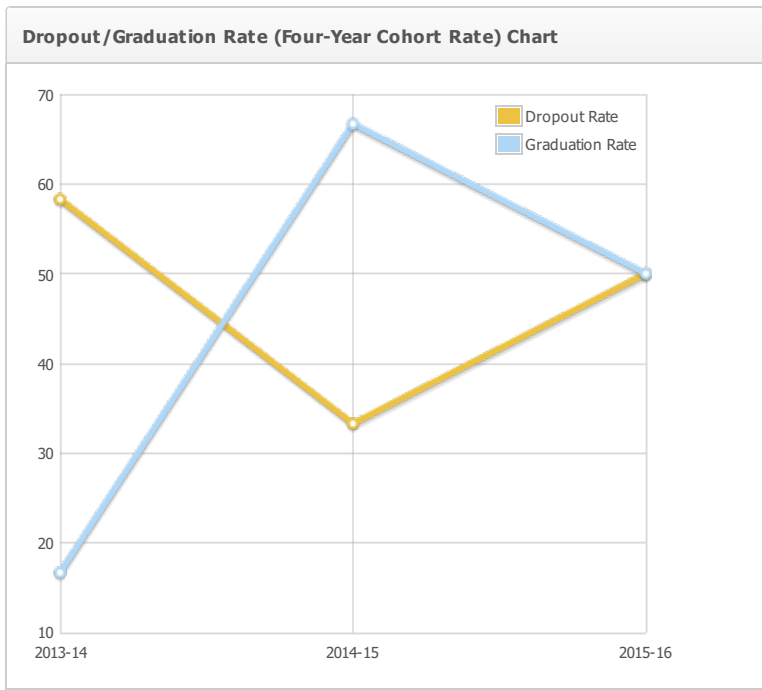
# State Priority: Pupil Engagement

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	58.3%	33.3%	50.0%	64.0%	50.0%	71.4%	11.5%	10.7%	9.7%
Graduation Rate	16.7%	66.7%	50.0%	12.0%	41.7%	28.6%	81.0%	82.3%	83.8%



Last updated: 2/12/2018

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	50.0%	33.3%	87.1%
Black or African American	0.0%	0.0%	79.2%
American Indian or Alaska Native	0.0%	0.0%	80.2%
Asian	0.0%	0.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	50.0%	50.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	0.0%	0.0%	91.0%
Two or More Races	0.0%	0.0%	90.6%
Socioeconomically Disadvantaged	50.0%	33.3%	85.5%
English Learners	0.0%	0.0%	55.4%
Students with Disabilities	0.0%	0.0%	63.9%
Foster Youth	0.0%	0.0%	68.2%

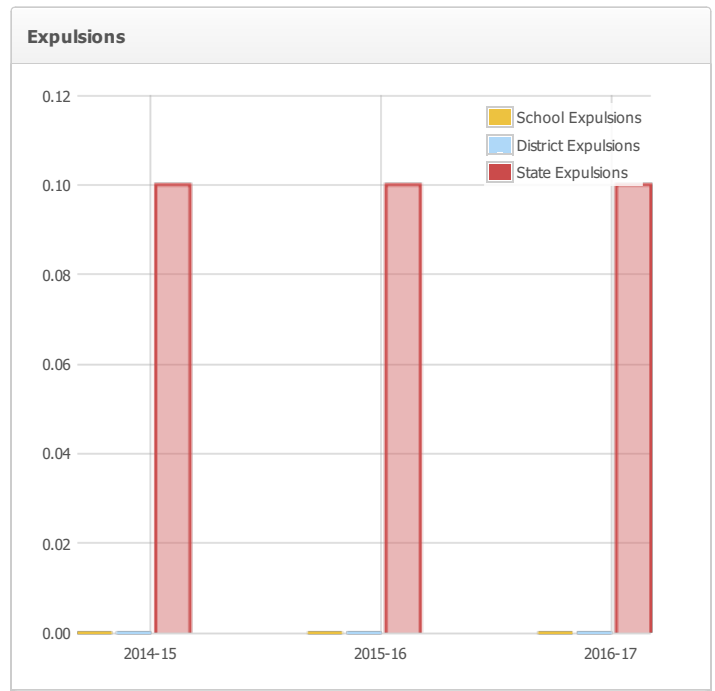
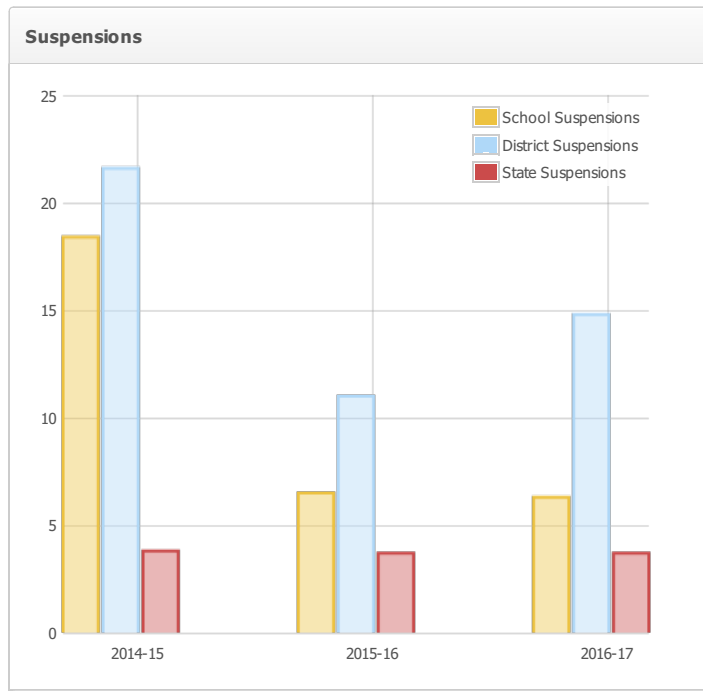
# State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	18.4%	6.5%	6.3%	21.6%	11.0%	14.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 2/12/2018

## School Safety Plan (School Year 2017-18)

The Hance Comprehensive Safety Plan was updated in October, 2017 through a stakeholder meeting at the school. The plan was further updated/ revised in January 2018 and received by site and district staff. The plan includes:

Communications systems on site

Drill schedule

Evacuation plans for each room

Last updated: 2/12/2018



## 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.

### Federal Intervention Program (School Year 2017-18)

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	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Last updated: 2/12/2018

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *				
		1-20	21-32		33+	1-20		21-32	33+	1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

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

Last updated: 2/12/2018

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	13.0	2	0	0	10.0	1	0	0	6.0	3	0	0
Mathematics	7.0	3	0	0	7.0	1	0	0	5.0	3	0	0
Science	11.0	2	0	0	4.0	2	0	0	7.0	2	0	0
Social Science	9.0	2	0	0	4.0	5	0	0	4.0	6	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: 2/12/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	N/A

Note: Cells with N/A values 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.

Last updated: 2/12/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	\$3880.6	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	43.8%	0.0%
State	N/A	N/A	\$6574.0	--
Percent Difference – School Site and State	N/A	N/A	6530.2%	--

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

Last updated: 2/12/2018

**Types of Services Funded (Fiscal Year 2016-17)**

Programs and services available at to support students include:

Individualized support with teacher and or Instructional Assistant

College and Career Readiness Curriculum and Field Trips

Weekly Strong Teens curriculum and individual weekly counseling sessions with Psychologist

Guided Science Labs and Educational Technology tutorials to complet projects

Health, Culinary Arts and Gardening with AmerCorps member

Reproductive Health Education with Planned Parenthood

*Last updated: 2/12/2018*

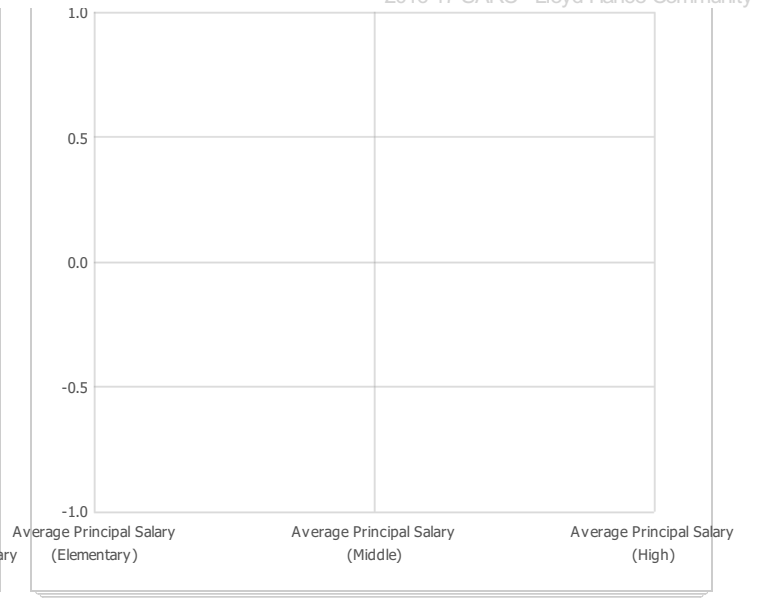
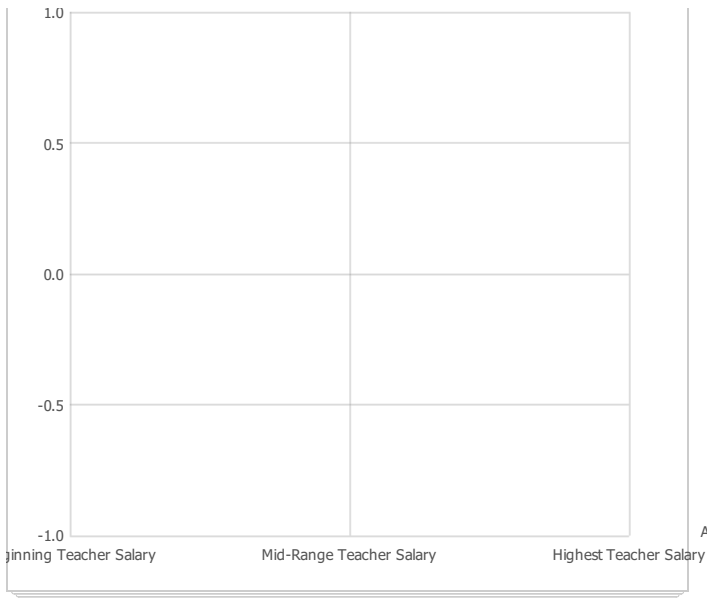
**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

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	0.0%	--
Percent of Budget for Administrative Salaries	0.0%	--

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

**Teacher Salary Chart**

**Principal Salary Chart**



*Last updated: 2/12/2018*

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In 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	0.0%

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

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

*Last updated: 2/12/2018*

**Professional Development**

Professional development opportunities are responsive to student need and staff request, and include:

LCOE workshops and coaching for Positive Behavior Interventions and Support (PBIS)

On site coaching for NGSS based Science labs and use of educational technology

Weekly planning and coaching for implementation of Common Core

On site College and Career Readiness workshops

*Last updated: 2/12/2018*