

School Accountability Report Card

Reported Using Data from the 2018—19 School Year

California Department of Education

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/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 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.

Lynda Nichols, Senior Director

 Principal, Lloyd Hance Community

About Our School

Lake County, home to the largest natural freshwater lake in California, is an isolated, rural county located 110 miles northwest of Sacramento, nestled among the inner coastal mountain range. The county has a population of approximately 64,500 residents, of which approximately 9,400 are school age children.

In the past six years a number of natural disasters have impacted Lake County and its residents. In late summer of 2018 the largest fire in California history ravaged Lake County. Since 2013, multiple devastating wildfires and flooding have displaced students and school staff alike.

To support our Lake County students, the Lake County Office of Education operates Lloyd P. Hance Community School, providing an alternative learning environment for middle and high school students (7th – 12th grade) who are experiencing difficulties in a traditional school setting or who have been expelled from school, placed on probation by the court, or are otherwise referred by a school district, probation, or social service agency. The emphasis of the program is to reestablish the educational direction of students and to transition them back to their home district as quickly as possible.

Contact

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

Phone: 707-262-4158
Email: nichols@lakecoe.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Lake County Office of Education
Phone Number	(707) 262-4100
Superintendent	Brock Falkenberg
Email Address	bfalkenberg@lakecoe.org
Website	http://www.lakecoe.org

School Contact Information (School Year 2019—20)	
School Name	Lloyd Hance Community
Street	1510 Argonaut Rd.
City, State, Zip	Lakeport, Ca, 95453-9361
Phone Number	707-262-4158
Principal	Lynda Nichols, Senior Director
Email Address	lnichols@lakecoe.org
Website	http://www.lakecoe.org
County-District-School (CDS) Code	17101731730167

Last updated: 12/13/2019

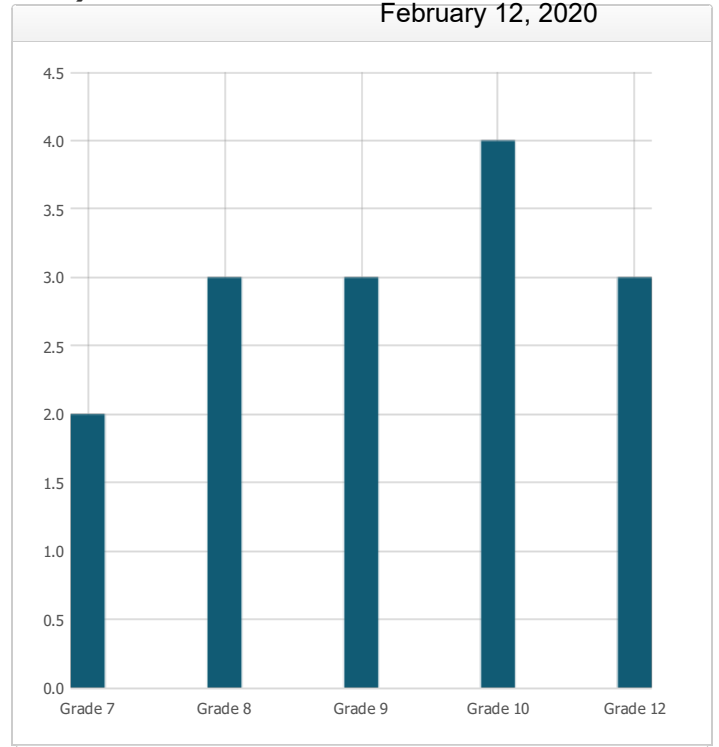
School Description and Mission Statement (School Year 2019—20)

Lloyd P. Hance Community School, provides an alternative learning environment for middle and high school students (7th – 12th grade) who are experiencing difficulties in a traditional school setting or who have been expelled from school, placed on probation by the court, or are otherwise referred by a school district, probation, or social service agency. The emphasis of the program is to reestablish the educational direction of students and to transition them back to their home district as quickly as possible.

Last updated: 12/13/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 7	2
Grade 8	3
Grade 9	3
Grade 10	4
Grade 12	3
Total Enrollment	15



Last updated: 12/13/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	8.30 %
Asian	%
Filipino	%
Hispanic or Latino	41.70 %
Native Hawaiian or Pacific Islander	%
White	41.70 %
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	91.70 %
English Learners	%
Students with Disabilities	%
Foster Youth	%
Homeless	%

A. Conditions of Learning

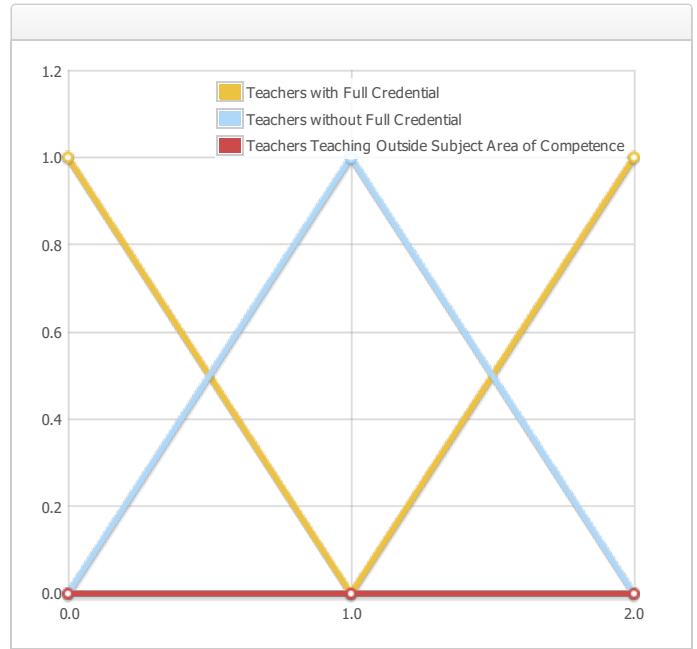
State Priority: Basic

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

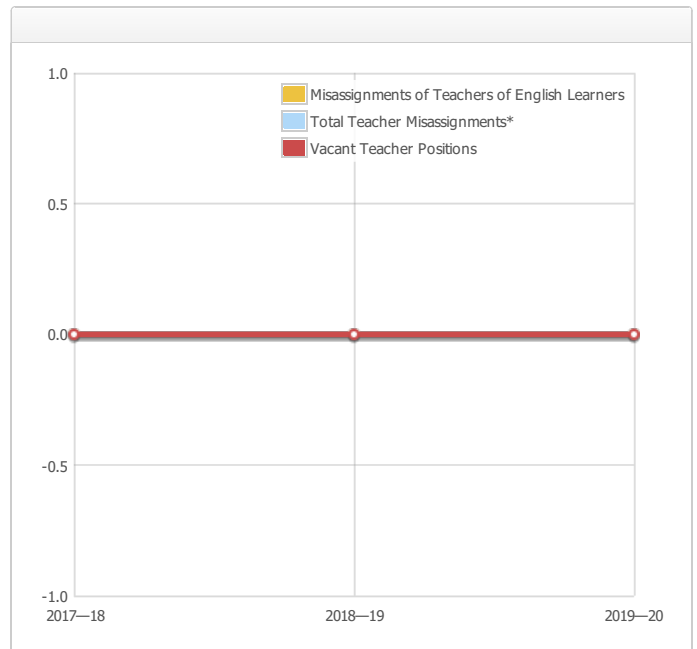
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	1	0	1	2
Without Full Credential	0	1	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/13/2019

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.

Last updated: 12/13/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019-20)

February 12, 2020

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	Online standard-based curriculum	No	0.00 %
Mathematics	Online standard-based curriculum	No	0.00 %
Science	Online standard-based curriculum	No	0.00 %
History-Social Science	Online standard-based curriculum	No	0.00 %
Foreign Language	Online standard-based curriculum	No	0.00 %
Health	Online standard-based curriculum	No	0.00 %
Visual and Performing Arts	Online standard-based curriculum	No	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: 12/13/2019

School Facility Conditions and Planned Improvements

Agenda Item 3.C
February 12, 2020

Hance Community School is in good repair.

Last updated: 2/6/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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Last updated: 2/6/2020

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 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	19	9	100%	0%	0%
Male	13	5	100%	0%	0%
Female	6	4	100%	0%	0%
Black or African American	0	--	--	--	--
American Indian or Alaska Native	7	2	100%	--	0%
Asian	0	--	--	--	--
Filipino	0	--	--	--	--
Hispanic or Latino	6	3	100%	0%	0%
Native Hawaiian or Pacific Islander	0	0	--	--	--
White	6	4	100%	0%	0%
Two or More Races	0	--	--	--	--
Socioeconomically Disadvantaged	19	9	100%	--	0%
English Learners	0	--	--	--	--
Students with Disabilities	1	0	--	--	--
Students Receiving Migrant Education Services	0	--	--	--	--
Foster Youth	0	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

Last updated: 1/13/2020

**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)	N/A	N/A	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.

Last updated: 1/13/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/13/2020

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	8.33%
2017—18 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 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 Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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

Last updated: 1/13/2020

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 school site

State Priority: Pupil Engagement

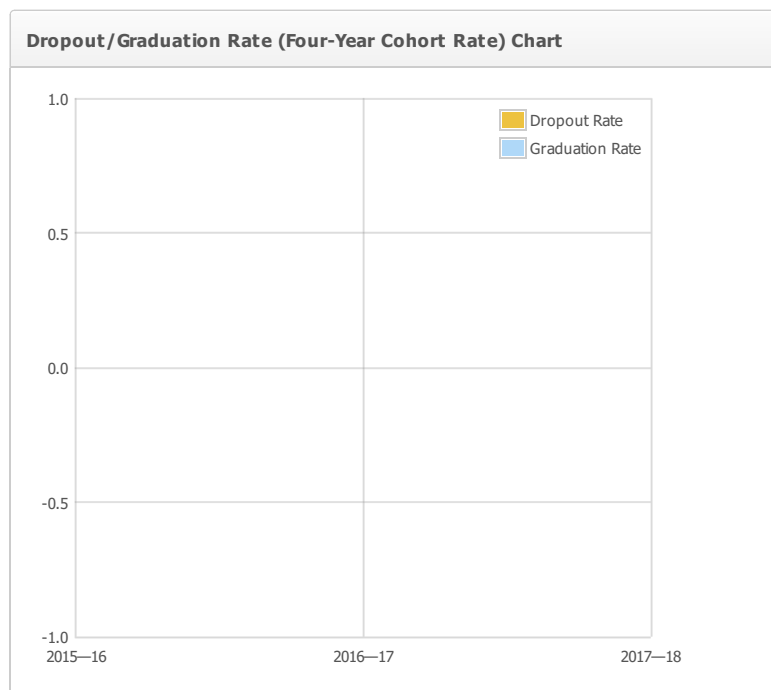
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	--	--	9.70%
Graduation Rate	--	--	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	--	--	--	--	9.10%	9.60%
Graduation Rate	--	--	--	--	82.70%	83.00%



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/>.

Last updated: 2/7/2020

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	6.30%	9.40%	28.00%	14.80%	25.70%	31.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/13/2020

School Safety Plan (School Year 2019—20)

As required the Safe School Plan is updated annually. The Safe School Plan was reviewed and approved by the Lake County Board of Education February 20, 2019.
(Agenda Item VI-B - Approval of Safe School Plans for Clearlake Creativity and Lloyd P Hance Schools)

Last updated: 1/13/2020

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.