

# Lincoln Community Day

## 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.

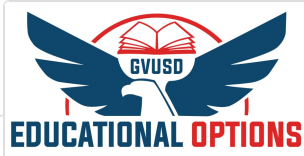
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, 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.



### Mr. Avo Atoian, Principal

Principal, Lincoln Community Day

#### About Our School

#### Contact

Lincoln Community Day  
12150 Road 36  
Madera, CA 93636-8410

Phone: 559-645-3580  
E-mail: [aatoian@gvUSD.org](mailto:aatoian@gvUSD.org)

## About This School

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

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Golden Valley Unified
<b>Phone Number</b>	(559) 645-3570
<b>Superintendent</b>	Andrew Alvarado
<b>E-mail Address</b>	<a href="mailto:aalvarado@gvusd.org">aalvarado@gvusd.org</a>
<b>Web Site</b>	<a href="http://www.gvusd.k12.ca.us">http://www.gvusd.k12.ca.us</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Lincoln Community Day
<b>Street</b>	12150 Road 36
<b>City, State, Zip</b>	Madera, Ca, 93636-8410
<b>Phone Number</b>	559-645-3580
<b>Principal</b>	Mr. Avo Atoian, Principal
<b>E-mail Address</b>	<a href="mailto:aatoian@gvusd.org">aatoian@gvusd.org</a>
<b>Web Site</b>	<a href="http://www.gvusd.k12.ca.us">http://www.gvusd.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	20755800110395

*Last updated: 1/10/2018*

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

Lincoln Community Day School serves thirteen to eighteen year old students in grades 7 through 12. It provides a small class size which does not exceed fourteen (14) students. The classroom is self contained with a six (6) hour school day.

#### School Vision

Educational Options Schools will provide a safe and inclusive setting where students can improve their academic achievement in order to graduate, explore future educational, career and technical interests, and meet behavioral expectations. Lincoln is determined to teach and model the value of being lifelong global citizens who respect diversity, take personal responsibility, contribute to the community, and believe that they can make a difference.

#### Mission Statement

The mission of Educational Options Schools is to provide high standards of instructional services utilizing multiple means of delivery to meet the academic, social, and behavioral needs of at-risk students. Educational Options Schools strives to support students to stay in school, progress toward the completion of high school, integrate back to comprehensive school sites, and have the technological knowledge and skills to become responsible, college and career ready, global citizens.

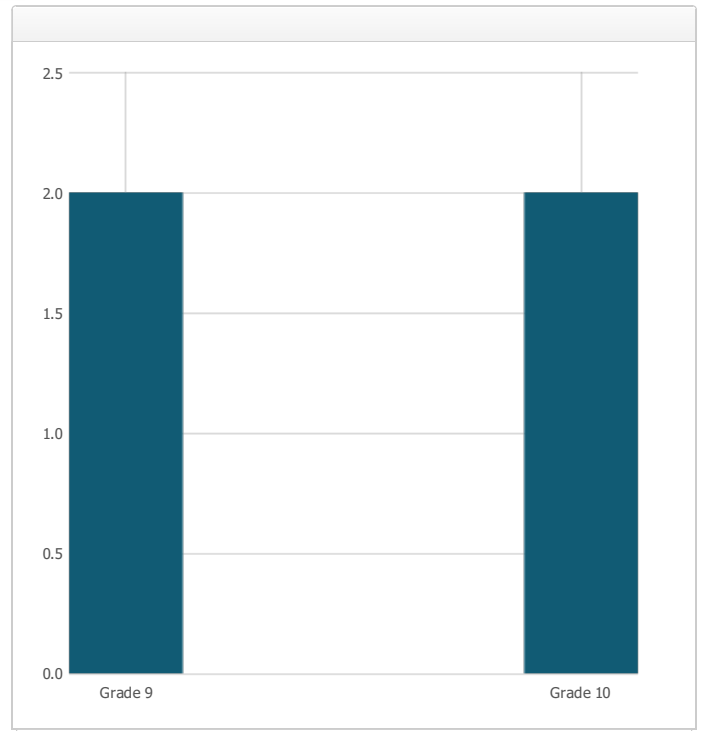
#### Beliefs

- All students can learn and achieve academically.
- All students can demonstrate positive character traits and become contributing members of society.
- Staff development and training ensure that Educational Options teachers recognize the essential components of an effective educational program.
- Education is a partnership between students, teachers, staff members, parents, and community members.

*Last updated: 1/10/2018*

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

Grade Level	Number of Students
Grade 9	2
Grade 10	2
<b>Total Enrollment</b>	<b>4</b>



*Last updated: 1/10/2018*

### 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	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	75.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	25.0 %
Two or More Races	0.0 %
Other	0.0 %
<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Socioeconomically Disadvantaged	75.0 %
English Learners	25.0 %
Students with Disabilities	0.0 %
Foster Youth	25.0 %

*Last updated: 1/10/2018*

## A. Conditions of Learning

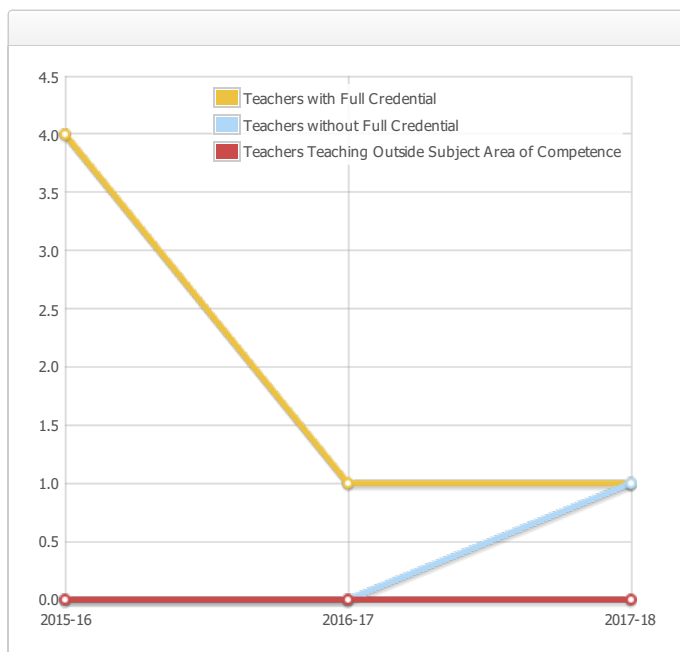
### State Priority: Basic

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

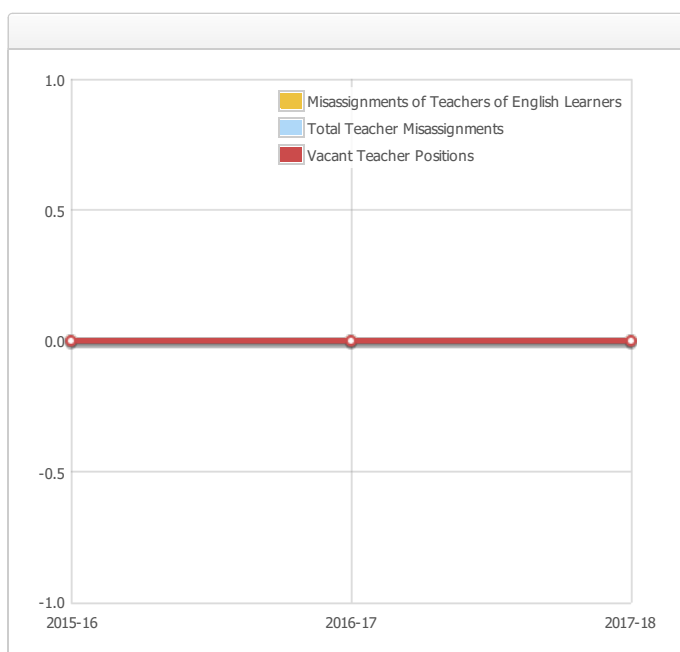
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	4	1	1	98
Without Full Credential	0	0	1	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/10/2018

#### 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: 1/10/2018

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

Year and month in which the data were collected: September 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p><b>Holt McDougal</b> Literature 9 - 2012 Literature 10 - 2012 Literature American (11) - 2012 Literature British (12) - 2012</p> <p><b>Bedford/St. Martin</b> Language of Composition - 2013 Literature of Composition - 2011</p>	Yes	0.0 %
Mathematics	<p><b>Pearson:</b> Math 1 Vol. 1 &amp; Vol. 2 (Consumable and Online) - 2014 Math 2 Vol. 1 &amp; Vol. 2 (Consumable and Online) - 2014 Math 3 Vol. 1 &amp; Vol. 2 (Consumable and Online) - 2014</p> <p><b>Cengage:</b> Business Math - 2006</p>	Yes	0.0 %
Science	<p><b>Holt McDougal:</b> Earth Science - 2003</p> <p><b>Glencoe:</b> Physics Principles and Problems - 2002 College Physics: A Strategic Approach - 2015</p> <p><b>Odyssey Ware:</b> Environmental Science - online</p>	Yes	0.0 %
History-Social Science	<p><b>Holt McDougal:</b> Modern World History, Patterns of Interaction: 2003 The Americans: Reconstruction. To the 21st Century: 2003</p> <p><b>Macmillan:</b> A History of Western Society (AP): 2006</p> <p><b>Glencoe:</b> Economics, Today and Tomorrow: 2003 US Government, Democracy in Action: 2003</p> <p><b>Pearson:</b> Government in America: People, Politics &amp; Policy: 2006 Out of Many: A History of the American People (AP): 2011</p>	Yes	0.0 %
Foreign Language	<p><b>Holt McDougal:</b> En Español 1; 2000 En Español 2; 2004 En Español 3; 2004</p>	Yes	0.0 %
Health	<p><b>Glencoe:</b> Health, A Guide to Wellness; 2003</p>	Yes	0.0 %
Visual and Performing Arts	<p>Required equipment, materials and textbooks are available for all Visual &amp; Performing Arts courses.</p> <p>No unadopted textbooks are being used.</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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



## School Facility Conditions and Planned Improvements

The Educational Options facility is 11 years old and still remains in great condition. The site received an exemplary inspection evaluation on June 15, 2017.

*Last updated: 1/10/2018*

## School Facility Good Repair Status

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

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	
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: June 2017

Overall Rating	Exemplary
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*Last updated: 1/10/2018*

## 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)			57%	59%	48%	48%
Mathematics (grades 3-8 and 11)			42%	45%	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: 1/10/2018*



**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: 1/10/2018*

**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: 1/10/2018*

**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)			66.0%	62.0%	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: 1/10/2018*

**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	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/10/2018*

**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	100.0%
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: 1/10/2018

## 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)

Parental and community involvement is a very important component of the Educational Options program. The students, teachers, and administration at Educational Options are very fortunate to have strong support from parents who serve in many ways. Parents serve on School Site Council to provide input on the instructional program and advice on the use of categorical funding. Volunteers are often available to support ongoing school activities.

For more information on how to get involved at Lincoln Community Day School, please contact Mr.. Avetik Atoian at 645-3580.

### State Priority: Pupil Engagement

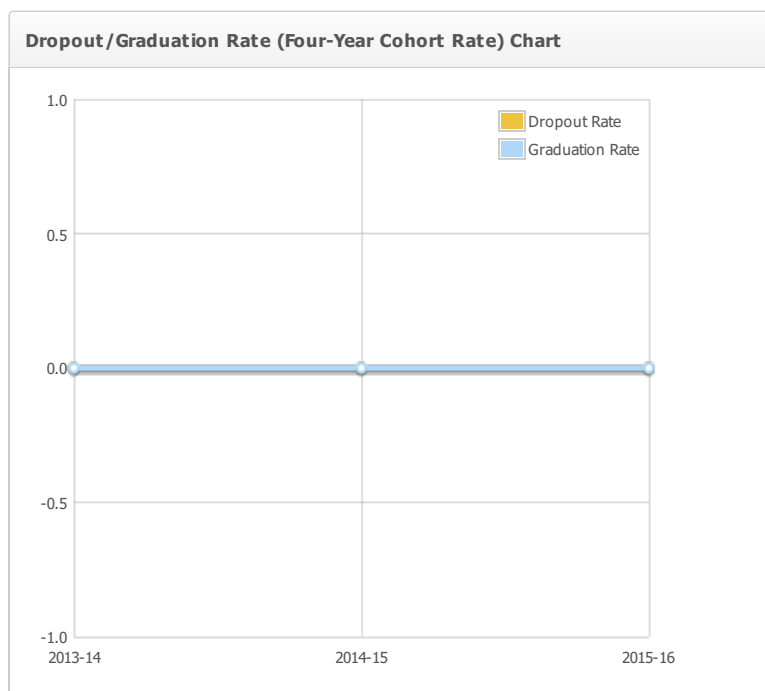
*Last updated: 1/10/2018*

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	0.0%	0.0%	0.0%	5.1%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	91.1%	93.8%	89.9%	81.0%	82.3%	83.8%



*Last updated: 1/10/2018*

**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	--	91.6%	87.1%
Black or African American	--	50.0%	79.2%
American Indian or Alaska Native	--	100.0%	80.2%
Asian	--	100.0%	94.4%
Filipino	--	100.0%	93.8%
Hispanic or Latino	--	86.5%	84.6%
Native Hawaiian or Pacific Islander	--	0.0%	86.6%
White	--	96.6%	91.0%
Two or More Races	--	0.0%	90.6%
Socioeconomically Disadvantaged	--	90.2%	85.5%
English Learners	--	50.0%	55.4%
Students with Disabilities	--	100.0%	63.9%
Foster Youth	--	--	--

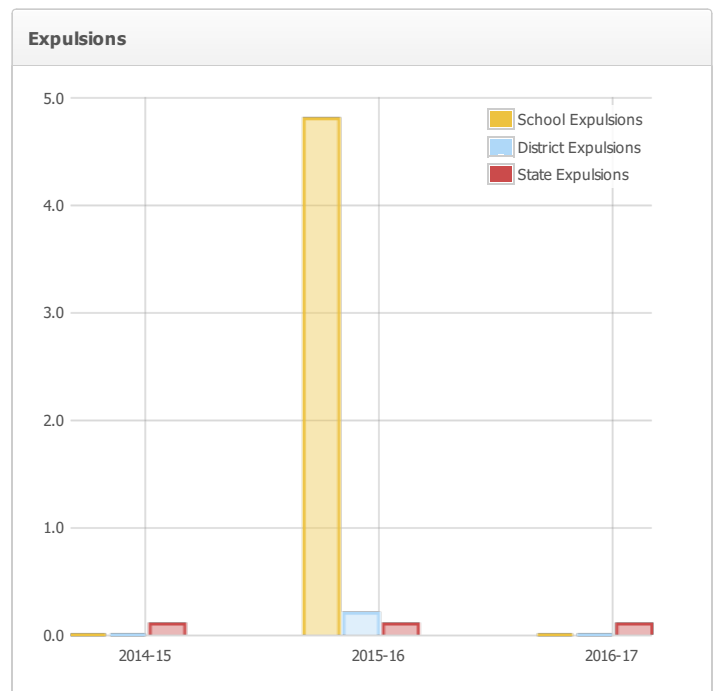
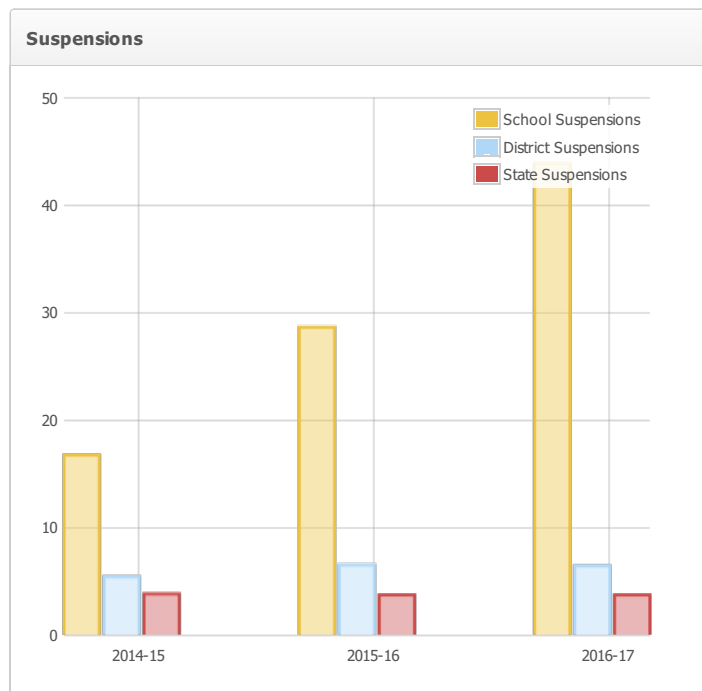
# State Priority: School Climate

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	16.7%	28.6%	43.8%	5.4%	6.5%	6.4%	3.8%	3.7%	3.7%
Expulsions	0.0%	4.8%	0.0%	0.0%	0.2%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/10/2018

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

Lincoln Community Day School & Educational Options has a Safe School Plan that is reviewed and updated annually. Plans are reviewed with staff annually often at the beginning of each School Year. Our School Site Council (SSC) approves our Safe School Plan. Emergency drills are conducted to prepare students and staff in the event of an emergency. We strive to maintain a safe, clean, respectful and orderly school campus that encourages positive attitudes in students and staff. A joint effort between students and staff help keep the campus clean and litter free. Site maintenance staff surveys their campus as the first order of business each day. They insure the campus is clean, any vandalism is corrected, and that the campus is presentable and representative of the priority Golden Valley Unified School Board sets on safety and appearance. Educational Options' comprehensive safety plan was reviewed and updated in September of 2017 by the school's faculty. The plan with any changes is approved by the Golden Valley Unified School District Board of Trustees annually.

Last updated: 1/10/2018

## 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	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	28.6%

*Last updated: 1/10/2018*



**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	1.0	3	0	0	2.0	4	0	0	4.0	1	0	0
Mathematics	1.0	3	0	0	2.0	3	0	0	2.0	2	0	0
Science	3.0	1	0	0	1.0	1	0	0	0.0	0	0	0
Social Science	1.0	5	0	0	2.0	2	0	0	4.0	1	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: 1/10/2018

**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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		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: 1/10/2018

**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	\$47734.5	\$47734.5	\$0.0	\$45177.0
District	N/A	N/A	\$7691.5	\$61727.0
Percent Difference – School Site and District	N/A	N/A	-200.0%	-31.0%
State	N/A	N/A	\$6574.0	\$69649.0
Percent Difference – School Site and State	N/A	N/A	-200.0%	-42.6%

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

Last updated: 1/10/2018

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

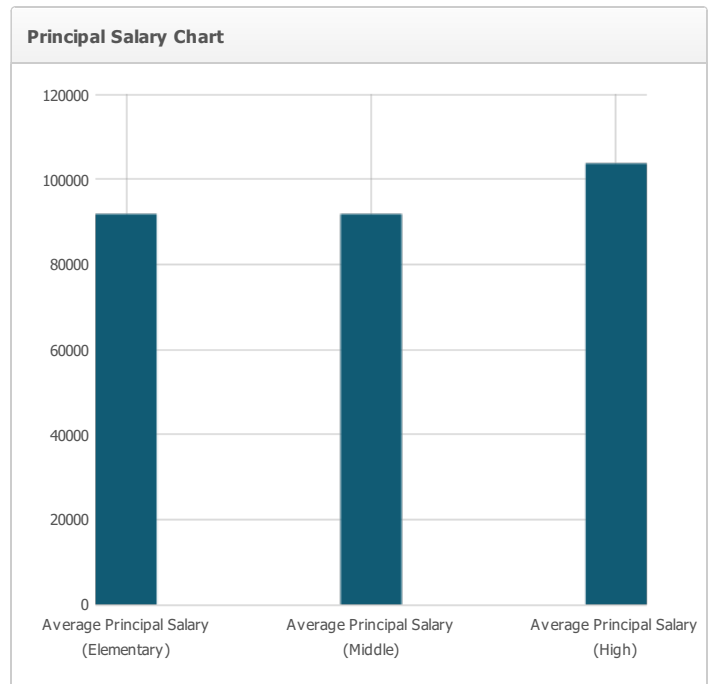
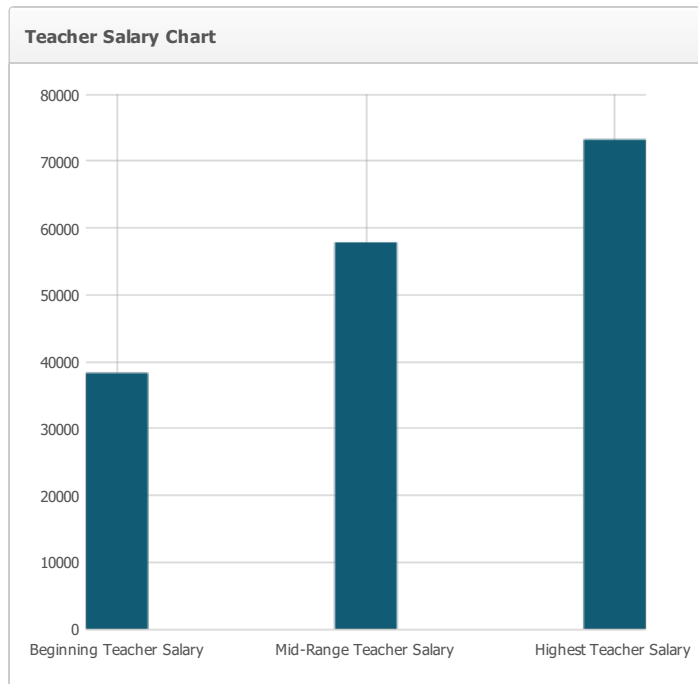
The district currently provides support to students through Title I, ELA, and EIA funds. After school tutoring and reading labs are the primary source of expenditures in these categories as well as salaries and professional development for teachers providing support for these students.

*Last updated: 1/11/2018*

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,299	\$44,144
Mid-Range Teacher Salary	\$57,838	\$69,119
Highest Teacher Salary	\$73,211	\$86,005
Average Principal Salary (Elementary)	\$91,808	\$106,785
Average Principal Salary (Middle)	\$91,808	\$111,569
Average Principal Salary (High)	\$103,712	\$121,395
Superintendent Salary	\$147,615	\$178,104
Percent of Budget for Teacher Salaries	34.0%	34.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



*Last updated: 1/10/2018*

**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: 1/10/2018*

**Professional Development**

Professional development at Lincoln Community Day School is focused on implementing the Common Core State Standards in ELA and Mathematics in line with the district. Explicit Direct Instruction and vertical as well as horizontal alignment with comprehensive school are a big focus of staff development. A large component of Professional development is also grounded in serving students that are challenging and unmotivated. Teachers and staff are also trained in State and Federal compliance laws and WASC accreditation components.

*Last updated: 1/10/2018*