Lincoln Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Lincoln Elementary School
Street	850 North Eaton Avenue
City, State, Zip	Dinuba, CA 93618
Phone Number	(559) 595-7260
Principal	Melissa Vega
Email Address	mvega@dinuba.k12.ca.us
School Website	https://www.dinuba.k12.ca.us/Lincoln
County-District-School (CDS) Code	54-75531-6053987

2023-24 District Contact Information

District Name	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Joe Hernandez, Ed.D.
Email Address	jhernandez@dinuba.k12.ca.us
District Website	dinuba.k12.ca.us

2023-24 School Description and Mission Statement

Lincoln Elementary School is a Transitional Kindergarten through Sixth Grade elementary school where staff and families believe that students are destined for greatness. Our goal is to work together to inspire and educate students so that they can reach their maximum potential academically, socially, and intellectually. At Lincoln Elementary School we know that despite obstacles students face in their homes and in the community, they can and should attend school in a safe and supportive learning environment and receive instruction that prepares them to leave each grade on or above grade level in reading, writing, and math. To achieve this, teachers collaborate weekly in grade-level teams to plan standards-based lessons and units, reflect on teaching practices and strategies, and to analyze student work and data. Students who are struggling academically have access to tiered supports and interventions to close achievement gaps. English Learners receive English Language Development instruction as well as embedded language supports within their school day. Social-emotional needs are addressed and supported through daily Positivity Project lessons in the classrooms and behavioral needs of students are met and supported through Positive Behavior Intervention and Support framework. With a whole-child approach to education, we can help position students for success in college or careers and help to break the cycle of poverty we see generationally in Dinuba.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	77
Grade 2	89
Grade 3	78
Grade 4	89
Grade 5	93
Grade 6	87
Total Enrollment	607

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6%
Male	49.4%
American Indian or Alaska Native	0.3%
Asian	1.3%
Black or African American	0.5%
Filipino	0.5%
Hispanic or Latino	91.3%
White	6.1%
English Learners	29.5%
Foster Youth	0.2%
Homeless	0.3%
Migrant	3.6%
Socioeconomically Disadvantaged	78.1%
Students with Disabilities	4.3%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	100.00	235.30	86.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.00	4.04	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.90	2.54	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.80	3.24	12115.80	4.41
Unknown	0.00	0.00	10.20	3.76	18854.30	6.86
Total Teaching Positions	22.00	100.00	272.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	95.45	225.00	80.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	13.10	4.71	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.10	1.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.10	5.08	11953.10	4.28
Unknown	1.00	4.55	21.50	7.76	15831.90	5.67
Total Teaching Positions	22.00	100.00	277.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted text books are aligned with state standards for each content area. There are sufficient copies of all text books for each child to have an individual copy of the text.

Year and month in which the data were collected	8/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	All in good condition. HMH: Into Reading is the adopted English Language Arts Curriculum. Adopted in 2023.	Yes	0
Mathematics	All in good condition. Illustrative Math is the adopted Mathematics Curriculum. Adopted in 2021.	Yes	0
Science	All in good condition. Twig Science is the adopted Science Curriculum. Adopted in 2019.	Yes	0
History-Social Science	All in good condition. History Social Science - Studies Weekly is the adopted Social Science Curriculum for K-6. Adopted in 2020.	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Overall, our facility is in fair condition, given that it dates from the 1950s. The grounds and buildings are cleaned and maintained regularly. We have modified existing buildings to make them more useful for today's needs. Classroom roofs were replaced during the 2006-2007 school year and a fence at the front of the school was reinstalled a few years ago allowing the school to be more secure in the event of an emergency. Additional improvements that have taken place over the past few years include the remodeling of some student restrooms, installing tack board on classroom walls, and repairing and maintaining the blacktop areas on the playgrounds, exterior paint in 2019, and new swing sets on the playground. During the summer of 2019, fencing was also installed in the interior of the school separating the playground from the classrooms. During the summer of 2021 the interior of the office was painted and in 2022 an outdoor shade structure was installed for outdoor eating and learning. The most recent updates have been to the playground with a new play structure on the intermediate playground, updates to the play structures on the kindergarten and primary playgrounds including shade over the play areas, and a cement pad poured on the kindergarten playground for tricycle riding.

Year and month of the most recent FIT report	11/14/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			17: daisy chained electrical cords, ceiling tiles have water stains CAFETERIA: a few tiles cracking, fire extinguisher expired
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			17: daisy chained electrical cords, ceiling tiles have water stains CAFETERIA: a few tiles cracking, fire extinguisher expired
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	41	38	46	44	47	46
Mathematics (grades 3-8 and 11)	26	28	25	27	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	341	337	98.83	1.17	38.28
Female	165	163	98.79	1.21	46.63
Male	176	174	98.86	1.14	30.46
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	306	305	99.67	0.33	38.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	23	20	86.96	13.04	40.00
English Learners	91	91	100.00	0.00	18.68
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	220	220	100.00	0.00	33.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	5.56

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	341	337	98.83	1.17	28.19
Female	165	163	98.79	1.21	34.36
Male	176	174	98.86	1.14	22.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	306	305	99.67	0.33	27.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	23	20	86.96	13.04	40.00
English Learners	91	91	100.00	0.00	8.79
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	220	220	100.00	0.00	25.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	11.11

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	22.09	16.09	19.58	22.47	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	90	87	96.67	3.33	16.09
Female	40	39	97.50	2.50	15.38
Male	50	48	96.00	4.00	16.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	83	82	98.80	1.20	14.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	27	27	100.00	0.00	3.70
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	51	98.08	1.92	5.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95	96	96	96	96

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

At Lincoln Elementary School we take pride in working closely with families and the community in the education of our students. Our parent and community volunteers are part of the cadre of "educators" at our school and strengthen our school program through the many hours that they serve our students and staff. Lincoln Elementary School parents are able to volunteer on campus and are doing so in several ways including material preparation in and for the classrooms, reading and working with small groups of students, and assisting with classroom projects. Parent and community volunteers also help in the school library with shelving books, helping with the Book Fair, photocopying, disseminating flyers, and helping with school activities and projects.

Besides volunteering, there are other opportunities for parents to become involved. One opportunity to serve is on the School Site Council (SSC). The SSC works closely with the principal to develop and then annually update the School Plan for Student Achievement (SPSA). Parents of English Learners are encouraged to participate in the English Learner Advisory Committee (ELAC). The ELAC committee is an advisory committee to the School Site Council and serves to represent and support the needs of our students learning English. This year we launched our Leopard PAC (Parent Advisory Committee). This is a group of parents interested in supporting the school in various ways including volunteering in the classroom and helping the school with planning and running community events. The kick-off meeting was a Parent Volunteer Orientation where parents were oriented to Lincoln School and to working on campus with the staff and students. The purpose of our Leopard PAC is to engage parents in supporting educational and recreational needs of Lincoln School and it serves as a vehicle for parent involvement and education. One more great opportunity for parent and family involvement is our Parent Workshops. Our Parent Workshops is a series of workshops that help to build a strong family-school connection for the purpose of improving student achievement academically, behaviorally, and social-emotionally. These workshops are offered in English and Spanish.

If you would like more information about opportunities for parental involvement, please contact Anna De La Cruz, Community Liaison, at 559-595-7260.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	629	622	146	23.5
Female	314	312	86	27.6
Male	315	310	60	19.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	8	8	3	37.5
Black or African American	3	3	0	0.0
Filipino	4	3	0	0.0
Hispanic or Latino	574	569	131	23.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	38	37	11	29.7
English Learners	204	201	42	20.9
Foster Youth	1	1	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	493	486	120	24.7
Students Receiving Migrant Education Services	29	28	6	21.4
Students with Disabilities	32	32	16	50.0

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.09	0.64	0.04	3.13	3.37	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.33	0.19	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.64	0
Female	0.64	0
Male	0.63	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.7	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.49	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.81	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.13	0

2023-24 School Safety Plan

A safe campus is a priority of Lincoln Elementary School. The site is fenced with wrought iron fencing at the front of school which was installed quite recently in order to ensure a more secure campus. During the summer of 2019, fencing was also installed in the interior of the school separating the playground from the classrooms, not only preventing people visiting the campus during evenings and weekends from accessing the hallways and classrooms, but allowing for added security during the school day. All gates are locked during the school day except for one open gate at the front of the campus where all visitors must enter through in order to check-in to the office upon arrival. Visitors are required not only to check-in at the office, but to wear a visitor sticker for easy identification while on campus. Each classroom is equipped with a "Lock Block" device which helps to ensure classroom doors can be locked quickly and safely during lock down drills and/or in the event there is a need to secure the campus. Certificated and classified staff members conduct student supervision on campus before school, during recesses and lunches in the cafeteria and on the playground, and after school to ensure student safety. Adults supervising students wear brightly colored vests so that they are identifiable on the playground and communicate with the office and each other using walkie-talkies. We routinely conduct fire, earthquake, and emergency drills. An Emergency Response Code System has been developed in order to quickly and appropriately respond to student behavior and other student needs during the school day. The Emergency Response Team members are connected via walkie-talkies for immediate response to classrooms and other areas of campus when necessary.

A Positive Behavior Intervention and Supports framework has been implemented and behavior expectations have been established for all the areas of the school (classroom, playground, bathrooms, cafeteria, library, office, hallways, etc.). Students are taught and know the behavior expectations called "PAWS," which stands for personal best, always responsible, work and play safely, and show respect. Students have opportunities to be rewarded and recognized for exemplifying these qualities. Lincoln Elementary School was recognized by the California PBIS Coalition as a "Platinum" level school during the 2021-22 and 2022-23 school years for our PBIS implementation and as a "Green Shield" school for our implementation of Positivity Project.

2023-24 School Safety Plan

Our School Safety Plan is updated each school year and is approved by the School Site Council.

D. Other SARC Information	Information Required in the SARC
	The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	1	3	
1	22		3	
2	30		3	
3	29		3	
4	30		3	
5	29		3	
6	30		3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	1	3	
1	30		3	
2	25		3	
3	28		3	
4	31		3	
5	28		3	
6	29		3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	607

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,339	$143	$6,196	$85,389
District	N/A	N/A	$6,120	$85,389
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

At Lincoln Elementary School, our commitment to providing a well-rounded and supportive educational experience is reflected in the variety of services funded to enhance the academic, social, and emotional development of our students. LCAP and Title I funds are allocated to support a comprehensive curriculum that includes core academic subjects such as English language arts, mathematics, science, and social studies. To meet the diverse needs of our students, resources are also allocated for support services, including counseling, reading intervention, special education, and English language development. These services aim to foster an inclusive and supportive learning environment for all students. Professional development opportunities for our teachers and staff to enhance their skills and keep them up-to-date in the best practices in education, technology integration and resources, and enrichment opportunities such as educational field trips and GATE are also funded to support student growth and achievement at Lincoln School.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,014	$54,190
Mid-Range Teacher Salary	$78,586	$85,111
Highest Teacher Salary	$105,086	$104,999
Average Principal Salary (Elementary)	$126,210	$132,492
Average Principal Salary (Middle)	$132,521	$140,987
Average Principal Salary (High)	$153,409	$153,884
Superintendent Salary	$215,000	$255,503
Percent of Budget for Teacher Salaries	27.19%	32.09%
Percent of Budget for Administrative Salaries	4.76%	5.25%

Professional Development

Current Professional Development includes training and supporting teachers and staff in content areas such as English language arts and math, in the use of the new adopted ELA and math curriculum, and in use of supplemental programs such as Achieve 3000, Heggerty, and UFLI to support literacy growth of our students. Professional Development is delivered during designated district professional development days, weekly PLC meetings, biweekly staff meetings, conference attendance, and release days. Implementation is supported through a coaching model provided by site coaches, district coaches, and, at times, program consultants.

Staff Development days are built in the district school calendar. The numbers listed below indicate the number of district staff development days during the indicated school years.

2021-22: 2 days

2022-23: 2 days

2023-24: 2 days

Additional support is provided to grade levels through district and on-site English Language Arts and Math days, as needed.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

OK	**No Deficiency - Good Repair:** Mark "OK" if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	**Deficiency:** Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	**Extreme Deficiency**: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	**Not Applicable:** If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

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Below are suggested methods for evaluating various systems and areas:

• **Gas** and **Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.

• **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.

• **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.

• The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."

• **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."

• **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

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PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks
Gas systems and pipes appear safe, functional, and free of leaks.
Examples include but are not limited to the following:

a. There is no odor that would indicate a gas leak. (X)
b. Gas pipes are not broken and appear to be in good working order. (X)
c. Other

Mechanical Systems
Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

a. The HVAC system is operable. (X)
b. The facilities are ventilated (via mechanical or natural ventilation).
c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
e. Interior temperatures appear to be maintained within normally accepted ranges.
f. The ventilation units are not generating any excessive noise or vibrations.
g. Other

Sewer
Sewer line stoppage is not evident. Examples include but are not limited to the following:

a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
b. The sanitary system controls odors as designed.
c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)
Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Walls are free of hazards from tears and holes.
b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
c. Ceiling is free of hazards from missing ceiling tiles and holes.
d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
e. Other

Overall Cleanliness
School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
b. Area(s) evaluated is free of unabated graffiti.
c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
d. Other

Pest/Vermin Infestation
Pest or vermin infestation are not evident.
Examples include but are not limited to the following:

a. There is no evidence of a major pest or vermin infestation. (X)
b. There are no holes in the walls, floors, or ceilings.
c. Rodent droppings or insect skins are not evident.
d. Odor caused by a pest or vermin infestation is not evident.
e. There are no live rodents observed.
f. Other

Electrical (Interior and Exterior)
1. There is no evidence that any portion of the school has a power failure. (X)

2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:

a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

a. Lighting appears to be adequate.
b. Lighting is not flickering.
c. There is no unusual hum or noise from the light fixtures.
d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

a. Restrooms are maintained and cleaned regularly.
b. Restrooms are fully operational.
c. Restrooms are stocked with toilet paper, soap, and paper towels.
d. Restrooms are open during school hours.
e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

a. Drinking fountains are accessible.
b. Water pressure is adequate.
c. A leak is not evident.
d. There is no moss, mold, or excessive staining on the fixtures.
e. The water is clear and without unusual taste or odor.
f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
b. Emergency alarms appear to be functional. (X)
c. Emergency exit signs function as designed, exits are unobstructed. (X)
d. Fire extinguishers are current and placed in all required areas.
e. Fire alarms pull stations are clearly visible.
f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
b. Paint is not peeling, chipping, or cracking.
c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
e. Other

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

a. Severe cracks are not evident. (X)
b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
b. Roofs, gutters, roof drains, and down spouts are intact.
c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Significant cracks, trip hazards, holes and deterioration are not found.
b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
c. Seating, tables, and equipment are functional and free of significant cracks.
d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

a. There is no exposed broken glass accessible to pupils and staff. (X)
b. Exterior doors and gates are functioning and do not pose a security risk. (X)
c. Windows are intact and free of cracks.
d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
e. Doors are intact.
f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
g. Gates and fences appear to be functional.
h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
i. Other

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CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
ADMIN	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	NA	OK
COMMENTS: ceiling tiles need replacing, electrical outlet cover missing (work order submitted)															
PRINCIPAL	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	NA	OK
COMMENTS:															
OLD NURSE	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
COMMENTS:															
CAFETERIA	OK	OK	OK	D	OK	OK	OK	NA	NA	D	OK	OK	OK	NA	OK
COMMENTS: a few tiles cracking, fire extinguisher expired															
KITCHEN	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
COMMENTS:															
HEALTH ROOM	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
NURSES OFFICE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
COMMENTS: ceiling tiles need replacing (work order submitted)															
STAGE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
COMMENTS: storage blocking emergency exit (custodian removed), emergency exit sign not working (work order submitted)															
OFFICE (STAGE)	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
COMMENTS:															
LIBRARY	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS: missing electrical cover (work order submitted)															
19	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
20	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
STORAGE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
COMMENTS:															

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AREA \ CATEGORY	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
4	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
3	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
2	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
1	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
5	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS: electrical cords daisy chained (corrected)															
6	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
7	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
8	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
12	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
11	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
10	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
9	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
21	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS: electrical cords daisy chained (corrected)															

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AREA \ CATEGORY	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/DOORS/GATES/FENCES
22	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
23	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
17	OK	OK	OK	D	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK
COMMENTS: daisy chained electrical cords, ceiling tiles have water stains															
18	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
13	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
14	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
15	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
16	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
PLAY COURTS	OK	NA	OK	NA	OK	OK	NA	NA	NA	NA	OK	NA	NA	OK	OK
COMMENTS:															
PLAY FIELDS	OK	NA	OK	NA	OK	OK	NA	NA	NA	NA	OK	NA	NA	OK	OK
COMMENTS:															
PLAYGROUNDS	OK	NA	OK	NA	OK	OK	NA	NA	NA	NA	OK	NA	NA	OK	OK
COMMENTS:															
PARKING LOTS	OK	NA	OK	NA	OK	OK	NA	NA	NA	NA	OK	NA	NA	OK	OK
COMMENTS:															
GIRLS REST ROOM (NEAR 1)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

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PART II: EVALUATION DETAIL Date of Inspection: 11/14/23 School Name: LINCOLN ELEMENTARY SCHOOL

AREA \ CATEGORY	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
STAFF REST ROOM (NEAR 1)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:	sink has water leak (work order submitted)														
BOYS REST ROOM (NEAR 1)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
GIRLS REST ROOM (NEAR 12)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
STAFF REST ROOM(NEAR 12)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
BOYS REST ROOM (NEAR 12)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:	sink has leak (work order submitted)														
GIRLS REST ROOM (NEAR 13)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
STAFF REST ROOM (NEAR 13)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
BOYS REST ROOM (NEAR 13)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
COUNSELOR (NEAR 5)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
GIRLS REST ROOM (NEAR LIBRARY)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
CUSTODIAL (NEAR LIBRARY)	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:	holes in wall (work order submitted)														
BOYS REST ROOM (NEAR LIBRARY)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															

Use additional Area Lines as necessary.

STATE OF CALIFORNIA
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FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
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PART II: EVALUATION DETAIL Date of Inspection: 11/14/23 School Name: LINCOLN ELEMENTARY SCHOOL

AREA \ CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
				D	X										

FACILITY INSPECTION TOOL(FIT)

OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL FACILITY CONDITIONS EVALUATION

(REV 05/09)

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION	COUNTY	
DINUBA UNIFIED SCHOOL DISTRICT	TULARE	
SCHOOL SITE	SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
LINCOLN ELEMENTARY	K THRU 6	
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)
FRANCIS ALVAREZ	FACILITIES TECHNICIAN	
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION	
8:40AM	SUNNY	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
	Number of "OK"s:	51	47	51	45	51	51	47	16	40	45	51	47	47	46	51
↓	Number of "D"s:	0	0	0	2	0	0	0	0	0	2	0	0	0	0	0
51	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	4	0	4	0	0	4	35	11	4	0	4	4	5	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	95.74%	100.00%	100.00%	100.00%	100.00%	100.00%	95.74%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			95.74%	100.00%		100.00%	100.00%		97.87%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	99.20%	SCHOOL RATING** →	EXEMPLARY

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: _____

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