

FACILITY INSPECTION TOOL

SCHOOL FACILITY CONDITIONS EVALUATION

(REV 05/09)

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

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school EC Section 17002(d)(1), that should be considered maintained in a manner that assures it is clean, safe. Good Repair Standard provides a description of a facility categories. Each section also provides examples. Each list of examples is not exhaustive. If an evaluator notes examples but constitutes a deficiency, the evaluator category as “other.”

Some of the conditions cited in the Good Repair Standard and safety of pupils and staff. Any deficiencies in the unmitigated, could cause severe and immediate injury, constitute extreme deficiencies and indicate that they do not meet the standard of good repair at that school site. Underlined text followed by an (X) on the Good Repair Standard, then there is an extreme deficiency (to be marked as a “poor” rating for the applicable category. It is important to note that meeting the definition above can be noted by the

Part II, Evaluation Detail is a site inspection template by category basis. The design of the instrument is based on the scope of conditions across campus. In evaluating each of the 15 categories identified in the Good Repair Standard, a particular area is in good repair. Once the determination is made, the Evaluation Detail, as follows:

ü	No Deficiency - Good Repair: Insert description of conditions that are true, and there is no indication of a deficiency.
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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.

	Standards are true, and there is no issue.
D	Deficiency: Mark "D" if one or more specific category is not true, or if there is a deficiency.
X	Extreme Deficiency: Indicate "X" if there is an "Extreme Deficiency" in the Good Repair category but is not noted.
NA	Not Applicable: If the Good Repair Standard 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.

Part III includes the Category Totals and Ranking and Rating Explanation.

Once the inspector completes the site inspection, the inspector must also count all of the spaces deficient or not applicable under each of the 15 sections. Next, the inspector must calculate the percentage of spaces being evaluated (after subtracting non-applicable spaces) for each section that received a rating of extreme repair for that section and the category the section category (A through H) is determined by the total of the percentages for that category. For example, for the Structural category, add the percentages for the Structural result by two.

Next, the overall school site score is determined by the total of all percentages for the eight categories (i.e., the total of all percentages divided by the overall School Rating by applying the Percentage average percentage calculated and taking into consideration the same table.

- 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.

*Although the FIT is designed to evaluate each school conditions, it is possible that an evaluator may identify a School Rating that does not reflect the urgency and match the rating’s Description in Part III. In such instances, the school score by one or more grade categories and provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should consider well as weather conditions and any other pertinent information provided and utilize the Comments and Rating Explanation.

facility systems and components, as specified in
d) in the inspection of a school facility to ensure it is
safe and functional. Each of the 15 sections in the
minimum standard of good repair for various school
systems represents clean, safe and functional conditions. The
inspector notes a condition that is not mentioned in the
standard or can note such deficiency in the applicable

Standard represent items that are critical to the health
and safety. These items require immediate attention and, if left
unaddressed, could result in injury, illness or death of the occupants. They
represent a particular building system evaluated failed to
meet the minimum standard. These critical conditions are identified with
the Good Repair Standard. If the underlined statement is not
marked as an "X" on the Evaluation Detail) resulting in
a poor rating. It is important to note that the list of extreme deficiencies
is not exhaustive. Any other deficiency not included in the criteria
should be noted by the evaluator and generate a poor rating.

template to be used to evaluate the areas of a school on
inspection. The template allows for the determination of the
condition of each area or space, the user should review each of
the standards and make a determination of whether a
deficiency is made, it should be recorded on the

Place a check mark if all statements in the Good Repair
category are met. Indicate the location of a deficiency in the specific category.

<p>location of a deficiency in the specific category.</p>
<p>statement(s) in the Good Repair Standard for the area is other clear evidence of the need for repair.</p>
<p>the area has a deficiency that is considered an area in Good Repair Standard or there is a condition that qualifies as a deficiency in the Good Repair Standard.</p>
<p>standard category (building system or component) and mark "NA".</p>

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g, the **Overall Rating**, and a section for **Comments**

he or she must total the number of areas evaluated. Areas deemed in good repair, deficient, extremely deficient, or in need of repair. Next, the evaluator must determine the condition of areas deemed in good repair to the number of areas evaluated (i.e., the ratio of areas deemed in good repair to the total number of areas evaluated). If there is a deficiency, the ratio (i.e., the percentage of good repair) is in should default to zero. The total percent per system is all percentages of systems in good repair divided by the total number of systems. Finally, to determine the total percent for the entire school, the evaluator should take the total percent for the Structural Damage and Roof sections and divide the

by computing the average percentage rating of the areas (i.e., the total percent divided by eight). Finally, the rater should determine the Overall Rating Range in the table provided in Part III to the manual. In consideration the Rating Description provided in the

ool site within a reasonable range of facility
rtify critical facility conditions that result in an Overall
d severity of those deficiencies and/or does not
stances, the evaluator may reduce the resulting
describe the reasons for the reduction in the space

should note the date and time of the inspection as
inspection information in the specific areas
planation Section if needed.