ATTACHMENT A1

OFFICE OF PUBLIC SCHOOL CONSTRUCTION
STAKEHOLDER MEETING
November 5, 2026

# PROPOSED REVISIONS TO THE FACILITY INSPECTION TOOL

## PURPOSE

To continue to discuss and receive stakeholder feedback regarding potential revisions to the Facility Inspection Tool (FIT) as a result of audit recommendations issued by the California State Auditor (State Auditor) in November 2024.

## AUTHORITY

See Attachment A1a.

## DESCRIPTION

This report continues discussion of the FIT and potential revisions related to recommendations issued by the State Auditor. Prior stakeholder meetings on this topic were held on October 30, 2025; June 25, 2026; and September 3, 2026. This report addresses feedback that was not answered at the September 3 meeting, responds to stakeholder feedback following that meeting, and provides additional considerations and proposals related to the State Auditor's recommendations.

In this item, the Office of Public School Construction (OPSC) proposes amendments to the FIT and requests stakeholder feedback on these proposals.

## BACKGROUND

The FIT is a visual inspection tool to aid in assuring that all California school children have access to clean, safe, and functional school facilities. The FIT is currently comprised of eight categories to create a score or ranking. These eight categories include the 15 components outlined in Education Code (EC) Section 17002(d)(1). The FIT is an optional tool for use by school districts for purposes of evaluating facilities.

*Stakeholder Feedback*
On September 3, 2026, OPSC held the third public meeting to discuss the recommendations issued by the State Auditor related to updating the FIT to increase the accuracy of FIT reporting. OPSC seeks stakeholder input on any topics presented in this item. The full text of the prior stakeholder meeting item can be found at the link below:
September 3, 2026 OPSC FIT Stakeholder Meeting - Item

The recording from the stakeholder meeting is available at the link below:
September 3, 2026 OPSC FIT Stakeholder Meeting - Recording

STAFF ANALYSIS/DISUSSION

**Summary of Stakeholder Feedback**

OPSC received multiple comments from the previous stakeholder meeting regarding the State Auditor's recommendations to update the FIT. OPSC appreciates the stakeholder comments and feedback on this subject. The following table provides a summary of the comments and OPSC's responses.

The full text of stakeholder feedback may be found on Attachment A1f.

| Stakeholder Feedback | OPSC Response |
|---|---|
| **1.** Multiple stakeholders indicated opposition to the inclusion of the "Cosmetic Deficiency" and "Minor Deficiency" deficiency ratings proposed at the previous meeting, noting a neutral position on the inclusion of "Minor Deficiency" as a standalone additional deficiency rating. These stakeholders indicated that the addition of these two deficiency ratings would add complexity with minimal benefit to better understanding school facility conditions.<br><br>One stakeholder expressed concern that the similarities of the terms "Minor Deficiency" and "Moderate Deficiency," which could both be abbreviated as "MD," could inhibit clear communication about facility conditions.<br><br>Related to an updating scoring methodology following elimination of aggregated category-level reporting, several stakeholders indicated Option 2 would be the best option. These stakeholders expressed that under Option 2, the most significant Moderate and Extreme Deficiencies would drive the overall score, in alignment with the responsibility of assessing Good Repair and | **1.** OPSC appreciates the stakeholder's feedback.<br><br>Overall, OPSC acknowledges the concern that stakeholders raised regarding the inclusion of two new deficiency ratings and has reverted to its prior inclusion of incorporating only the Minor Deficiency designation in the updated deficiency ratings. OPSC acknowledges that the difference between Cosmetic and Minor deficiencies seems to be negligible and could be potentially confusing or difficult for inspectors to distinguish.<br><br>To help clear confusion regarding the acronym for Minor and Moderate Deficiency, OPSC has changed the acronym for the Minor Deficiency rating to "MIN."<br><br>Additionally, OPSC acknowledges that with the inclusion of this new deficiency rating, a new scoring option could be considered.<br><br>OPSC has included a more comprehensive response and proposals in the Staff Analysis/Discussion portion of this item. |

STAFF ANALYSIS/DISCUSSION (cont.)

| **Stakeholder Feedback** | **OPSC Response** |
|---|---|
| **1. (cont.)** emergency/urgent facilities conditions.<br><br>Another stakeholder indicated Option 3 would be the best option, citing concerns about understatement of condition issues. | |
| **2.** Multiple stakeholders voiced concern regarding a potential requirement for a school district to indicate an action plan in the comments of the FIT to address multiple deficiencies in the same section, citing that inspectors may not have expertise to identify how to bring that system up to the standard, and that it may not be appropriate for an inspector to identify how a school district should address an observed deficiency.<br><br>Additionally, stakeholders opposed the inclusion of encouraging comments to provide greater context for someone reading the FIT, regardless of whether a deficiency was observed. These stakeholders cited concern that encouraging or requiring comments on components in good working order would increase time to complete the FIT and dilute focus from deficiencies. | **2.** OPSC acknowledges the stakeholders' concern and **n**ow proposes that the comment fields are kept as an optional tool for both inspector/school district use. The comments section may be used by the inspector only if needed, and the school district can be provided the opportunity to provide comments/utilize the Comments and Rating Explanation Section as an optional tool if needed or desired. In light of stakeholder feedback and to reinforce this is proposed as an optional field, OPSC has added the prefacing language "(Optional)" in Part III of the FIT instructions. |
| **3.** Regarding specialized learning environments, multiple stakeholders voiced concern that inspectors may not have adequate expertise to determine whether specialized features or equipment meet safety or performance requirements. These stakeholders opined that evaluation of specialized learning environments in the FIT should be limited to a visual assessment of good repair for | **3.** OPSC concurs that a FIT inspector should not have to be an expert on specialized learning environments and equipment-intensive classrooms to perform the FIT's visual inspection. Thus, OPSC concurs that inspectors should evaluate specialized learning environments within the same lens that typical classrooms/facilities are evaluated for the Good Repair Standard and has updated the draft Guidelines to |

STAFF ANALYSIS/DISCUSSION (cont.)

| Stakeholder Feedback | OPSC Response |
|---|---|
| **3. (cont.)** standard building systems, as opposed to an assessment of the operation of specialized features.<br><br>Additionally, one stakeholder expressed positive feedback regarding language proposed in the September 3, 2026 stakeholder meeting item, presented on Part II Evaluation Detail of the FIT, with respect to considerations for specialized learning environments. | **3. (cont.)** remove explicit references to specialized learning environment evaluations that emphasize equipment safety.<br><br>Additional information is included below in the Staff Analysis/Discussion section for stakeholder consideration. |
| **4.** Multiple stakeholders suggested that the proposed optional Hazardous Materials Detail Sheet may conflict with existing state and local standards and expressed opposition to the inclusion of a new Hazardous Materials Detail Sheet, with one stakeholder indicating that a visible and immediate health and safety issue can be noted in the existing Hazardous Materials building systems category of the FIT. | **4.** OPSC has removed the Hazardous Materials Detail Sheet and conforming instructions on the proposed FIT included as Attachment A1c. The sheet was initially proposed as an option for discussion that could be expanded across all rating categories. Based on feedback received on this proposal, OPSC acknowledges that expanding the level of detail across all categories may add significant complexity to the FIT and may require significantly more time for an inspector to evaluate a site. |
| **5.** One stakeholder commented that the Guidelines should not identify conditions or comments that require anything beyond a visual inspection, as the FIT is intended to be a visual, point-in-time inspection, and not all inspectors are qualified to verify whether building systems are operating as designed or intended by utilizing or engaging directly with those components or systems. | **5.** In conjunction with stakeholder comment number 4, OPSC concurs with the stakeholder feedback that the proposed Guidebook should not require more than a visual inspection, and thus, OPSC has updated the potential Guidelines on Attachment A1d.<br><br>However, OPSC notes that in order to conduct a visual inspection, such as ensuring lighting appears to be adequate and working properly, there is reasonable expectation of the inspector to be able to turn on the lights if the inspection is not conducted during typical operating hours. |

STAFF ANALYSIS/DISCUSSION (cont.)

| Stakeholder Feedback | OPSC Response |
|---|---|
| **6.** A stakeholder suggested that OPSC formally propose renaming the "Mechanical Systems" section heading on the FIT to "Ventilation/Temperature."<br><br>The stakeholder also suggested that OPSC make language changes to the FIT and Guidelines to make the text more cohesive with the addition of the "Ventilation/Temperature" heading, as well as expand the "Examples of Good Repair Standard" table.<br><br>Additionally, the stakeholder suggested that under the "Inspection Tips" section of the Guidelines, language should be added regarding inspecting ventilation-related components in a building, regardless of whether the building is mechanically or naturally ventilated.<br><br>Lastly, this stakeholder requested clarity as to what constitutes a "Minor Deficiency" versus a "Moderate Deficiency" as it relates to air flow and proper ventilation pertaining to a noise or vibration within the illustrative examples of the Guidelines. | **6.** OPSC acknowledges the stakeholder's feedback and has amended the "Mechanical Systems" section heading on the FIT to "Ventilation/Temperature," as demonstrated in Attachment A1c, as well as conforming updates to the instructions and Guidelines document.<br><br>OPSC appreciates the stakeholder's language suggestions to update the Guidelines and has made conforming edits to Attachment A1d for stakeholder consideration.<br><br>Lastly, related to the stakeholder's request for clarity regarding the categorization as a "Minor Deficiency" versus a "Moderate Deficiency" pertaining to a noise or vibration, OPSC notes that in the Good Repair Standard section of the FIT, f. states:<br><br>"The ventilation units are not generating any excessive noise or vibrations."<br><br>Thus, to mitigate confusion in discerning what a "Minor Deficiency" versus a "Moderate Deficiency" might be in this case, OPSC has removed this illustrative example from the Guidelines so that inspectors can categorize such deficiencies as appropriate for the particular case. |
| **7.** A stakeholder expressed positive feedback regarding the disclaimer language about the FIT's limitations and suggested that OPSC formally recommend this change. | **7.** OPSC acknowledges the feedback received regarding the disclaimer language about the FIT's limitations and has included a statement in the proposed FIT instructions within Attachment A1c. |
| **8.** A stakeholder suggested more clearly defined examples are needed to help expand and differentiate the various deficiency ratings to reduce | **8.** OPSC has amended the Guidelines document to align with the current proposal, inclusive of removing the "Cosmetic Deficiency" rating and |

STAFF ANALYSIS/DISCUSSION (cont.)

| Stakeholder Feedback | OPSC Response |
|---|---|
| **8. (cont.)** the likelihood of wrongful interpretation when fulfilling an inspection. | **8. (cont.)** maintaining the June 25, 2026, presentation of "Minor Deficiency" rating.<br><br>Based upon this amendment, OPSC appreciates stakeholder suggestions as to what more clearly defined examples would be for the various sections within the amended Guidelines. |
| **9.** A stakeholder suggested that OPSC establish a dedicated webpage for the FIT stakeholder process on OPSC's website, as it is difficult trying to locate and access materials related to the FIT from previous meetings. | **9.** OPSC acknowledges the desire for a FIT specific webpage on OPSC's website and intends to implement one in the future that includes relevant FIT information. |

**Summary of the State Auditor's Recommended Changes to the FIT**
On Attachment A1b, OPSC has prepared a chart that compares the State Auditor's recommendations from the November 2024 Audit Report, OPSC's response at the September 3, 2026, stakeholder meeting to these recommendations, and subsequent stakeholder feedback pertaining to these recommendations and responses.

Stakeholders responded to staff's potential FIT amendments by re-affirming that the FIT is a visual inspection tool, and that the addition of two deficiency ratings ("Minor Deficiency" and "Cosmetic Deficiency") may add unnecessary complexity that does not directly benefit the safety or functionality of the facility, and may exacerbate inconsistencies with FIT reporting, contrary to the State Auditor's concerns related to consistency.

Related to individual locations with multiple deficiencies in the same section, stakeholders responded to staff's potential FIT amendments to have a school district report an Action Plan in the comments related to the maintenance or repair needed to meet Good Repair. Stakeholders opposed this suggestion, citing concerns that the FIT inspector may not have expertise to identify how to bring systems up to standard if they are rated as a deficiency, and thus, it would not be appropriate for an inspector to identify how a school district should address an observed deficiency.

Overall, stakeholders emphasized that any additions to the FIT should not carry any additional inspection complexity beyond a visual inspection and should not duplicate the role of existing state authorities with the responsibility to conduct annual inspections.

STAFF ANALYSIS/DISCUSSION (cont.)

Stakeholders have emphasized that the FIT should be mindful that the determination of clean, safe and functional is in relation to student impact and outcomes.

Below are some proposed amendments to the FIT, based upon the State Auditor's recommendations and stakeholder feedback.

**State Auditor Recommendations – Scoring System Considerations and Proposals for the FIT**

***Proposal to Amend Category Totals to Section Totals***
In response to the State Auditor's recommendations, at the June 25 and September 3, 2026 stakeholder meetings, OPSC presented an option to stakeholders to update the scoring system, remove the aggregation of FIT sections in category-level reporting in favor of individual section-level reporting, and clarify how this change may affect overall scores.

OPSC received positive feedback on this concept following the June 25, 2026 stakeholder meeting, and did not receive any additional feedback on this concept following the September 3, 2026 stakeholder meeting.

The proposed FIT, as seen on Attachment A1c, reflects this proposal. OPSC requests stakeholder feedback regarding this potential inclusion in the FIT.

***"Minor Deficiency" and "Moderate Deficiency" Acronym Change***
As stakeholder feedback noted the abbreviation "MD" is similar to "Moderate Deficiency (D)", OPSC proposes re-naming "MD" to "MIN" to distinguish "Minor" from "Moderate." Thus, OPSC is amending the "MD" acronym to appear as follows in the deficiency chart:

"MIN" – Minor Deficiency

Furthermore, the acronym "MIN" will be used going forward when referring to the Minor Deficiency rating.

Additionally, OPSC proposes re-naming "D" to "MOD" to distinguish "Moderate" deficiencies. Thus, OPSC is amending the "D" acronym to appear as follows in the deficiency chart:

"MOD" – Moderate Deficiency

The acronym "MOD" will be used going forward when referring to the Moderate Deficiency rating.

STAFF ANALYSIS/DISCUSSION (cont.)

***Expansion of Deficiency Ratings***

The State Auditor recommended that OPSC adopt a broader range of deficiency ratings, which included cosmetic deficiencies, minor deficiencies, moderate deficiencies, and extreme deficiencies.

At the June 25, 2026 stakeholder meeting, OPSC received positive feedback on the inclusion of "Minor Deficiency (MIN)" within the FIT. As a result and following the State Auditor's recommendations, at the September 3, 2026 stakeholder meeting, OPSC presented a potential "Cosmetic Deficiency (CD)" in addition to the "MIN" rating for stakeholder consideration.

Following the September 3 stakeholder meeting, multiple stakeholders responded with opposition to the inclusion of both the "CD" and "MIN" deficiency ratings, one voicing impartiality toward the inclusion of the "MIN" deficiency rating. Thus, OPSC proposes to remove the potential inclusion of "CD" and re-introduce the previously presented "MIN" deficiency rating, which encompasses minor and cosmetic deficiencies as presented at the June 25, 2026 stakeholder meeting. This proposed expansion to the Part II, Evaluation Detail section of the FIT's User Instructions, shown below for stakeholder consideration, may be seen on Attachment A1c. Additions to the current version of the Part II, Evaluation Detail section of the FIT's User Instructions are underlined:

| | |
|---|---|
| **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 section ~~category~~. |
| **MIN** | **Minor Deficiency:** Mark "MIN" if one or more statement(s) in the Good Repair Standard for the specific category is not true, and if the deficiency is minor and cosmetic.<br><br>For instance, if there are stained curtains, rugs, scratch marks, or otherwise minor and non-hazardous damage, these would be a "Minor Deficiency". |
| **MOD** | **Moderate** Deficiency: Mark "MOD" if one or more statement(s) in the Good Repair Standard for the specific category is not true and does not fit into the MIN category, or if there is other clear evidence of the need for repair or corrective action before it becomes a health and safety issue. |
| **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 and poses a health or safety issue. |
| **NA** | **Not Applicable:** If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA". |

STAFF ANALYSIS/DISCUSSION (cont.)

***Scoring System Considerations***

Alongside the proposed "MIN" deficiency, in accordance with the State Auditor recommendation that OPSC adjust the weighting of various ratings to provide a more accurate assessment of each school's compliance with Good Repair Standards and stakeholder feedback, OPSC is considering Option 2 and Option 3 described below and included as Attachment A1e, as presented in the last stakeholder meeting:

Option 2

Within the Section Totals and Ranking and in accordance with OPSC's current proposal to include "MIN" (without the "CD" rating), it would indicate the following:

**Percent of System in Good Repair**
**Number of ("OK"s + "MIN"s) divided by**
**(Total Areas – "NA"s)**

*Implications:* The "MIN" is included in the numerator, and allows for any "MIN" deficiency to be documented for school district's reference. Consistent with stakeholder feedback, a "MIN" deficiency does not affect student learning but is helpful for districts' awareness.

Option 3

Within the Section Totals and Ranking, it would indicate the following:

**Percent of System in Good Repair**
**Number of "OK"s divided by**
**(Total Areas – "NA"s)**

*Implications:* The "MIN" is not included in the numerator, and this impacts the overall score. On the Section Totals and Ranking Section of the FIT, to track "MIN" and account for stakeholder feedback indicating that inspectors may underreport deficiencies, OPSC has included a section that will populate "Yes" if there are 7 or greater "MIN" deficiencies across the 15 sections. The modification of the scoring system with this option appears to be in the spirit of the State Auditor's recommendation with the inclusion of an updated deficiency rating.

Regarding Option 3, OPSC requests stakeholder feedback as to how to address a significant number of minor deficiencies reported – for instance, if there are 8 or greater "MIN" ratings across the 15 sections, should that impact the Overall Rating score, and if so, how would that score be modified appropriately?

For stakeholder consideration, OPSC has prepared an example of what the FIT could look like between Option 2 and 3 by scoring a site with the same number of "OK," "MIN",

STAFF ANALYSIS/DISCUSSION (cont.)

"MOD", and "X" deficiencies within Attachment A1e. The scoring differences may be seen below:

Option 2 Overall Rating score: 69.76%

Option 3 Overall Rating score: 63.52%

***Guidance for Scoring Individual Locations with Multiple Deficiencies in the Same Section***

In response to the State Auditor's recommendation to address multiple deficiencies in the same section, at both the June 25 and September 3, 2026, stakeholder meetings, OPSC considered proposing amendments to the FIT to require the district indicate an action plan and use the comment sections to add greater context for someone reading the FIT, regardless of whether or not a deficiency was observed. Stakeholder feedback, as observed in stakeholder comment number 2, voiced concern with making this a requirement as inspectors may not have the expertise to establish an action plan, and the addition of comments on aspects without deficiencies would add time for inspectors with little additional benefit. Thus, OPSC is no longer considering these proposals based upon stakeholder feedback.

OPSC has included updated instructions language in the proposed FIT on Attachment A1c to indicate under the Optional Comments and Rating Explanation sections, districts may indicate an action plan to address deficiency should they wish to do so.

**Other Proposed Additions to the FIT**

***Ventilation/Temperature Language Suggestions***

In conjunction with stakeholder feedback, as seen in comment number 6, OPSC has amended the FIT language and Guidelines. The "Mechanical Systems" section heading on the FIT has been changed to "Ventilation/Temperature" and as shown on Attachment A1c. In addition, Chapter 3 of the Guidelines (Attachment A1d) has been modified to incorporate the heading "Ventilation/Temperature."

The stakeholder's proposed language changes for both the FIT and Guidelines have been amended for cohesiveness between the FIT and Guidelines documents. This includes modifying the wording used in Good Repair Standard subsections a, c, f, and g. Additionally, OPSC has added language to the Inspection Tips section and modified the language in the example tables for the various deficiency ratings. OPSC has also made language changes to the deficiency rating examples to broaden the lines between the different ratings.

STAFF ANALYSIS/DISCUSSION (cont.)

**Other Materials for Stakeholder Consideration**

***Hazardous Materials Detail Sheet***
At the June 25 and September 3, 2026, stakeholder meetings, OPSC introduced a potential Hazardous Materials Detail Sheet as a potential addition to the FIT in response to the State Auditor's recommendation.

The sheet was previously proposed as an option for stakeholder discussion that could be expanded across all rating categories. However, following stakeholder feedback since this proposal, OPSC acknowledges that expanding the level of detail across all categories may add significant complexity to the FIT and may increase time required for an inspector to evaluate a site. Additionally, stakeholders expressed concern that incorporation of the hazardous materials detail sheet could be duplicative or in conflict with existing responsibilities of other regulatory agencies. Thus, OPSC is no longer presenting the hazardous materials detail sheet as part of the current proposal.

***Updates to the DRAFT Guidelines***
At the September 3, 2026, stakeholder meeting, OPSC presented a potential resource guide that expands on FIT assessment instructions, titled *Guidelines for the Facility Inspection Tool (FIT)*. The prior version included materials pertaining to specialized learning environments. However, in light of stakeholder feedback indicating that inspectors should not have to have expertise related to materials in specialized and/or equipment intensive classrooms, OPSC has inserted new disclaimer language to preface that specialized classrooms, such as woodshops, auto shops, and makerspaces should be evaluated through the same lens as any other classroom when using the FIT. Language has also been added to indicate that systems should be powered on during inspections, to reflect conditions as they would be during operational hours and the season during which the FIT inspection is conducted.

The Minor Deficiency Rating section (MIN) has been amended to conform with the proposed Attachment A1c presented with this meeting report, as a stakeholder noted that they were not consistent in prior versions.

Following stakeholder feedback, OPSC has updated the Guidelines to remove any illustrative examples that do not maintain the FIT's intention as a tool for purposes of conducting a visual, point-in-time inspection. It was noted that inspectors may not be qualified to verify if building systems are operating as designed or intended by engaging directly with components or systems.

Finally, OPSC would like to emphasize that the Guidelines is a standalone document for the FIT, and not a part of the FIT instructions.

OPSC requests further stakeholder feedback on the amendments to the potential Guidelines document.

NEXT STEPS

OPSC invites stakeholder input on the specific FIT revisions recommended by the State Auditor. OPSC will review all feedback and will schedule an additional stakeholder meeting for further discussion by notifying all interested parties through our email notification system. If you would like to subscribe to our email list, please visit this link: https://public.govdelivery.com/accounts/CADGS/subscriber/topics?qsp=CADGS_4

Any stakeholder wishing to provide feedback should email OPSCCommunications@dgs.ca.gov by close of business on **Friday, November 20, 2026**.

ATTACHMENT A1a

AUTHORITY

**Education Code (EC) Section 1240**

The county superintendent of schools shall do all of the following:
(a) Superintend the schools of that county.
(b) Maintain responsibility for the fiscal oversight of each school district in that county pursuant to the authority granted by this code.
(c) (1) Visit and examine each school in the county at reasonable intervals to observe its operation and to learn of its problems. The county superintendent of schools annually may present a report of the state of the schools in the county, and of the county office of education, including, but not limited to, observations from visiting the schools, to the board of education and the board of supervisors of the county.
(2) (A) (i) Commencing with the 2021–22 fiscal year, the Superintendent shall identify a list of schools, which shall include charter schools, for which the county superintendent, or a designee, shall inspect annually, and about which the county superintendent, or a designee, shall submit an annual report, at a regularly scheduled November board meeting, to the governing board of each school district under the jurisdiction of the county superintendent, the county board of education of that county, and the board of supervisors of that county, that describes the state of the schools in the county. The list established in the 2021–22 fiscal year shall also be used as the list established in the 2022–23 and 2023–24 fiscal years. The list of schools established pursuant to this section shall be reestablished in the 2024–25 fiscal year and again every three fiscal years thereafter. Each list shall be established in accordance with clause (ii), and shall be used for inspections beginning the following fiscal year.
(ii) The list of schools pursuant to clause (i) shall be compiled as follows:
(I) The Superintendent shall include on the list all schools that were most recently identified for comprehensive support and improvement and additional targeted support and improvement pursuant to the federal Every Student Succeeds Act (Public Law 114-95) or identified as low performing under the federal Elementary and Secondary Education Act of 1965 (Public Law 89-10), or any subsequent amendments to that act. For the list established in the 2021–22, 2022–23, and 2023–24 fiscal years, the Superintendent shall use the list of schools identified in the 2019–20 fiscal year for comprehensive support and improvement and for additional targeted support and improvement.
(II) The Superintendent shall include on the list all schools where 15 percent or more of the teachers are holders of a permit or certificate, such as a temporary or short-term permit, a substitute permit, a waiver, an intern credential, or any other authorization that is a lesser certification than a preliminary or clear California teaching credential. With the exception of alternative schools, all schools within a local educational agency that fail to meet the requirements of Sections 44258.9 and 60900 shall be included on the list for the applicable reporting cycle.
(III) The list of schools compiled pursuant to clause (i) shall exclude alternative schools within the meaning of subdivision (d) of Section 52052 and other schools accepted for participation in the Dashboard Alternative School Status program by the department.
(iii) The annual report shall include the determinations for each school made by the county superintendent, or the county superintendent's designee, regarding the status of all of the circumstances listed in subparagraph (E) and teacher misassignments and teacher vacancies, as described in Section 44258.9, and the county superintendent, or the county superintendent's designee, shall use a standardized template to report the circumstances

listed in subparagraph (E) and teacher misassignments and teacher vacancies, as described in Section 44258.9, unless the current annual report being used by the county superintendent, or the county superintendent's designee, already includes those details with the same level of specificity that is otherwise required by this subdivision.
(B) The county superintendent of the Counties of Alpine, Amador, Del Norte, Mariposa, Plumas, and Sierra, and the City and County of San Francisco shall contract with another county office of education or an independent auditor to conduct the required visits and make all reports required by this paragraph.
(C) On a quarterly basis, the county superintendent, or the county superintendent's designee, shall report the results of the visits and reviews conducted that quarter to the governing board of the school district at a regularly scheduled meeting held in accordance with public notification requirements. The results of the visits and reviews shall include the determinations of the county superintendent, or the county superintendent's designee, for each school regarding the status of all of the circumstances listed in subparagraph (E) and teacher misassignments and teacher vacancies, as described in Section 44258.9. If the county superintendent, or the county superintendent's designee, conducts no visits or reviews in a quarter, the quarterly report shall report that fact.
(D) The visits made pursuant to this paragraph shall be conducted at least annually and shall meet the following criteria:
(i) Minimize disruption to the operation of the school.
(ii) Be performed by individuals who meet the requirements of Section 45125.1.
(iii) Consist of not less than 25 percent unannounced visits in each county. During unannounced visits in each county, the county superintendent shall not demand access to documents or specific school personnel. Unannounced visits shall only be used to observe the condition of school repair and maintenance, and the sufficiency of instructional materials, as defined by Section 60119.
(E) The priority objective of the visits made pursuant to this paragraph shall be to determine the status of all of the following circumstances:
(i) Sufficient textbooks, as defined in Section 60119 and as specified in subdivision (i).
(ii) The condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff, as described in school district policy or paragraph (1) of subdivision (c) of Section 17592.72.
(iii) The accuracy of data reported on the school accountability report card with respect to the availability of sufficient textbooks and instructional materials, as defined by Section 60119, and the safety, cleanliness, and adequacy of school facilities, including good repair, as required by Sections 17014, 17032.5, 17070.75, and 17089.
(F) The county superintendent may make the status determinations described in subparagraph (E) during a single visit or multiple visits. In determining whether to make a single visit or multiple visits for this purpose, the county superintendent shall take into consideration factors such as cost-effectiveness, disruption to the schoolsite, deadlines, and the availability of qualified reviewers.
(G) If the county superintendent determines that the condition of a facility poses an emergency or urgent threat to the health or safety of pupils or staff as described in school district policy or paragraph (1) of subdivision (c) of Section 17592.72, or is not in good repair, as specified in subdivision (d) of Section 17002 and required by Sections 17014, 17032.5, 17070.75, and 17089, the county superintendent, among other things, may do any of the following:

(i) Return to the school to verify repairs.
(ii) Prepare a report that specifically identifies and documents the areas or instances of noncompliance if the school district has not provided evidence of successful repairs within 30 days of the visit of the county superintendent or, for major projects, has not provided evidence that the repairs will be conducted in a timely manner. The report may be provided to the governing board of the school district. If the report is provided to the school district, it shall be presented at a regularly scheduled meeting held in accordance with public notification requirements. The county superintendent shall post the report on the internet website of the county superintendent. The report shall be removed from the internet website when the county superintendent verifies the repairs have been completed.
(H) For schools that are identified on the list established in the 2024–25 fiscal year pursuant to subparagraph (A), and only in the fiscal years in which that list is used, a county superintendent shall complete the textbook and instructional materials review conducted for purposes of this paragraph and subparagraph (A) of paragraph (3) of subdivision (i) by the eighth week of the school year. The county superintendent shall prioritize reviewing, within the first four weeks of the school year where practicable, schools for which the county superintendent has received information from a survey, a complaint filed pursuant to Section 35186, or any other reliable source that the school does not have sufficient textbooks, as defined in Section 60119 and as specified in subdivision (i), or that a facility of the school poses an emergency or urgent threat to the health or safety of pupils or staff as described in school district policy or paragraph (1) of subdivision (c) of Section 17592.72, or is not in good repair, as specified in subdivision (d) of Section 17002 and required by Sections 17014, 17032.5, 17070.75, and 17089.
…

**EC Section 17002**

The following terms wherever used or referred to in this chapter, shall have the following meanings, respectively, unless a different meaning appears from the context:
(a) “Apportionment” means a reservation of funds necessary to finance the cost of any project approved by the board for lease to an applicant school district.
(b) “Board” means the State Allocation Board.
(c) “Cost of project” includes, but is not limited to, the cost of all real estate property rights, and easements acquired, and the cost of developing the site and streets and utilities immediately adjacent thereto, the cost of construction, reconstruction, or modernization of buildings and the furnishing and equipping, including the purchase of educational technology hardware, of those buildings, the supporting wiring and cabling, and the technological modernization of existing buildings to support that hardware, the cost of plans, specifications, surveys, and estimates of costs, and other expenses that are necessary or incidental to the financing of the project. For purposes of this section, “educational technology hardware” includes, but is not limited to, computers, telephones, televisions, and video recording equipment.
(d) (1) “Good repair” means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a school facility inspection and evaluation instrument developed by the Office of Public School Construction and approved by the board or a local evaluation instrument that meets the same criteria. Until the school facility inspection and evaluation instrument is approved by the board, “good repair” means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined by the

interim evaluation instrument developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria as the interim evaluation instrument. The school facility inspection and evaluation instrument and local evaluation instruments that meet the minimum criteria of this subdivision shall not require capital enhancements beyond the standards to which the facility was designed and constructed. In order to provide that school facilities are reviewed to be clean, safe, and functional, the school facility inspection and evaluation instrument and local evaluation instruments shall include at least the following criteria:

(A) Gas systems and pipes appear and smell safe, functional, and free of leaks.

(B) Mechanical systems, including heating, ventilation, and air-conditioning systems, satisfy the following:

(i) Are functional and unobstructed.

(ii) Appear to supply adequate amount of air to all classrooms, work spaces, and facilities.

(iii) Maintain interior temperatures within normally acceptable ranges.

(C) Doors and windows are intact, functional, and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

(D) Fences and gates are intact, functional, and free of holes and other conditions that could present a safety hazard to pupils, staff, or others. Locks and other security hardware function as designed.

(E) Interior surfaces, including walls, floors, and ceilings, are free of safety hazards from tears, holes, missing floor and ceiling tiles, torn carpet, water damage, or other cause. Ceiling tiles are intact. Surfaces display no evidence of mold or mildew.

(F) Hazardous and flammable materials are stored properly. No evidence of peeling, chipping, or cracking paint is apparent. No indicators of mold, mildew, or asbestos exposure are evident. There is no apparent evidence of hazardous materials that may pose a threat to the health and safety of pupils or staff.

(G) Structures, including posts, beams, supports for portable classrooms and ramps, and other structural building members appear intact, secure, and functional as designed. Ceilings and floors are not sloping or sagging beyond their intended design. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines structural components.

(H) Fire sprinklers, fire extinguishers, emergency alarm systems, and all emergency equipment and systems appear to be functioning properly. Fire alarm pull stations are clearly visible. Fire extinguishers are current and placed in all required areas, including every classroom and assembly area. Emergency exits are clearly marked and unobstructed.

(I) Electrical systems, components, and equipment, including switches, junction boxes, panels, wiring, outlets, and light fixtures, are securely enclosed, properly covered and guarded from pupil access, and appear to be working properly.

(J) Lighting appears to be adequate and working properly. Lights do not flicker, dim, or malfunction, and there is no unusual hum or noise from light fixtures. Exterior lights onsite appear to be working properly.

(K) No visible or odorous indicators of pest or vermin infestation are evident.

(L) Interior and exterior drinking fountains are functional, accessible, and free of leaks. Drinking fountain water pressure is adequate. Fountain water is clear and without unusual taste or odor, and moss, mold, or excessive staining is not evident.

(M) Restrooms and restroom fixtures satisfy the following:

(i) Are functional.

(ii) Appear to be maintained and stocked with supplies regularly.
(iii) Appear to be accessible to pupils during the schoolday.
(iv) Appear to be in compliance with Section 35292.5.
(N) The sanitary sewer system controls odor as designed, displays no signs of stoppage, backup, or flooding, in the facilities or on school grounds, and appears to be functioning properly.
(O) Roofs, gutters, roof drains, and downspouts appear to be functioning properly and are free of visible damage and evidence of disrepair when observed from the ground inside and outside the building.
(P) The school grounds do not exhibit signs of drainage problems, such as visible evidence of flooded areas, eroded soil, water damage to asphalt playgrounds or parking areas, or clogged storm drain inlets.
(Q) Playground equipment and exterior fixtures, seating, tables, and equipment are functional and free of significant cracks, trip hazards, holes, deterioration that affects functionality or safety, and other health and safety hazards.
(R) School grounds, fields, walkways, and parking lot surfaces are free of significant cracks, trip hazards, holes, deterioration that affects functionality or safety, and other health and safety hazards.
(S) Overall cleanliness of the school grounds, buildings, common areas, and individual rooms demonstrates that all areas appear to have been cleaned regularly and are free of accumulated refuse and unabated graffiti. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that the school is in session.
(2) (A) On or before January 1, 2007, the Office of Public School Construction shall develop the school facility inspection and evaluation instrument and instructions for users. The school facility inspection and evaluation instrument and local evaluation instruments that meet the minimum criteria of this subdivision shall include a system that will evaluate each facility, based on the criteria listed in paragraph (1), on a scale of “good,” “fair,” or “poor,” as developed by the Office of Public School Construction, and provide an overall summary of the conditions at each school on a scale of “exemplary,” “good,” “fair,” or “poor.”
(B) On or before July 1, 2007, the Office of Public School Construction, in consultation with county offices of education, shall define objective criteria for determining the overall summary of the conditions of schools.
(C) For purposes of this paragraph, “users” means local educational agencies that participate in either of the programs established pursuant to this chapter, Chapter 12.5 (commencing with Section 17070.10), or Section 17582.
(e) “Lease” includes a lease with an option to purchase.
(f) “Project” means the facility being constructed or acquired by the state for rental to the applicant school district and may include the reconstruction or modernization of existing buildings, construction of new buildings, the grading and development of sites, acquisition of sites therefor and any easements or rights-of-way pertinent thereto or necessary for its full use including the development of streets and utilities.
(g) “Property” includes all property, real, personal or mixed, tangible or intangible, or any interest therein necessary or desirable for carrying out the purposes of this chapter.
*(Amended by Stats. 2009, Ch. 88, Sec. 20. (AB 176) Effective January 1, 2010.)*

ATTACHMENT A1a

AUTHORITY

**Senate Bill (SB) 129 (Chapter 69, Budget Act of 2021 – Skinner)**

**SEC. 243.**

…

(a) The Office of Public School Construction shall consult with stakeholders such as local educational agency facilities staff, classified employees providing custodial services, certificated employees, local and state public health officials, and other experts in clean, safe, and functional school facilities. The Office of Public School Construction shall consider current standards for school facilities, including, but not limited to, the Association of Physical Plant Administrator's Operational Guidelines for Educational Facilities and both local and state public health guidance and standards.

(c) The State Allocation Board shall adopt an updated Facility Inspection Tool prior to June 30, 2022, for use beginning July 1, 2022.

| State Auditor Recommendation (November 2024 Audit Report) | OPSC Response at September 3, 2026 Stakeholder Meeting | Stakeholder Response to September 3, 2026 Stakeholder Meeting |
|---|---|---|
| **1.** Adopt a "broader range of deficiency ratings that specifically differentiates cosmetic deficiencies, minor deficiencies, moderate deficiencies, and extreme deficiencies. Further, DGS should adjust the weighting of the various deficiency ratings to provide a more accurate assessment of each school's compliance with Good Repair Standards. DGS should also provide multiple examples for each section and deficiency level. These examples could include detailed descriptions or photographs that exhibit the differences of severity in common deficiencies. For example, photographs could show a small hole in a carpet, which could be considered cosmetic, and a larger rip, which could pose a trip hazard and therefore warrant a more severe deficiency rating. | **1.** In response to stakeholder feedback from the June 25, 2026 meeting, OPSC prepared an additional potential expansion to the Part II, Evaluation Detail section of the FIT's User Instructions to include a proposed "Cosmetic Deficiency (CD)" rating to document deficiencies that are in appearance only with no impact to functionality at present or in the future, in addition to the previously proposed "Minor Deficiency (MIN)" rating to monitor deficiencies that may be minor in nature but could affect functionality if left deferred.<br><br>The "CD" rating was added to further align with stakeholder feedback in addition to the State Auditor's recommendations.<br><br>OPSC clarified that any scoring differences would be addressed at a future stakeholder meeting and presented a total of three options for stakeholder feedback. | **1.** Multiple stakeholders opposed the addition of two new deficiency ratings ("CD" and "MIN") and cited that addition of "CD" and "MIN" would "add complexity with minimal benefit" to better understanding school facility conditions and would further be difficult for inspectors to distinguish between these deficiencies. The stakeholder indicated that if an item does not impact the safety or functionality of the facility, it should not be captured in the FIT.<br><br>One of the stakeholders mentioned above was neutral to the addition of "MIN," and indicated that if OPSC updates the FIT to remove aggregation of the 15 FIT sections in category-level reporting, the stakeholder supports Option 2, which is:<br><br>The Number of (OKs + CDs + MINs) divided by (Total Areas - NAs)<br><br>Another stakeholder preferred Option 3, which is:<br><br>The Number of (OKs) divided by (Total Areas - NAs). |
| **2.** Guidance about scoring individual locations that contain multiple deficiencies in the same section. | **2.** At the June 25, 2026 stakeholder meeting, OPSC proposed that additional instructions could be included in the FIT for evaluators to indicate an action plan within the comment section provided for any specific buildings/areas that receive one or more deficiency scores. At the September 3, 2026 stakeholder meeting, OPSC suggested that additional instructions that also specified inspectors should include positive findings in these comment sections, and requested stakeholder feedback on making comment sections mandatory. OPSC notes that on the existing evaluation detail, there is a section for districts to indicate a "plan to address" and "deficiencies noted in prior year."<br><br>Following the June 25 and September 3 stakeholder meetings, OPSC received feedback that this could be cumbersome for districts with limited resources, and emphasized that technical expertise should be deferred to applicable governmental oversight. | **2.** Feedback from both the June 25 and September 3, 2026 meetings continued to yield opposition to this recommendation. One stakeholder following the September 3, 2026 stakeholder meeting indicated that the individual conducting the inspection may not have the expertise to identify how to bring a system up to the standard, and stated it would not be appropriate for a County Office of Education inspector to identify how a school district should address an observed deficiency. |

| State Auditor Recommendation (November 2024 Audit Report) | OPSC Response at September 3, 2026 Stakeholder Meeting | Stakeholder Response to September 3, 2026 Stakeholder Meeting |
|---|---|---|
| **3.** An update of the scoring system that removes the aggregation of FIT sections into category-level reporting and clarifies how such changes will affect overall scores. For example, the Systems category currently includes HVAC, sewer, and gas. A good score on two of those subcategories could hide problems in a third that scores poor because the overall Systems category score would likely average out to good or fair. | **3.** OPSC presented a potential FIT at the September 3, 2026 stakeholder meeting that removed the 8 category-based reporting and included the 15-section reporting. Due to the 15-section reporting, OPSC requested stakeholder feedback on potential scoring changes with the inclusion of the 15 sections as well as the new "CD" and "MIN" deficiency categories. | **3.** OPSC has not received explicit feedback pertaining to 15-section reporting beyond receiving feedback to the potential scoring changes with the inclusion of the 15-sections and the potential "CD" and "MIN" deficiency categories.<br><br>Please refer to recommendation number one regarding feedback for potential scoring changes. |
| **4.** The inclusion of guidance in the FIT on the assessment of specialized learning environments. This guidance should include but not be limited to woodshops, welding shops, and agricultural areas.” | **4.** In response to this recommendation, OPSC expanded existing instructions with a supplemental guidelines document, inclusive of specialized learning environments, and visual examples of the various ratings for each category to minimize the length of the FIT instructions but provide supplemental information. | **4.** OPSC received positive feedback pertaining to the Guidelines with several enhancement recommendations for OPSC to consider, such as ensuring the Guidelines does not identify Conditions/Comments that require anything beyond a visual inspection. |

## 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.

FIT results may be used as an input in School Accountability Report Cards, which provide information about school conditions to the public (see EC Section 33126). However, the FIT is, by design, a non-expert, visual inspection tool. As such, it may fail to identify deficiencies in school facilities, including ones that affect health and safety, that are not ascertainable by non-experts or by visual inspection.

## 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~~ section 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~~ section by ~~category~~ section 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~~ sections 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:

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| **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~~ section. |
| **MIN** | **Minor Deficiency:** Mark "MIN" if one or more statement(s) in the Good Repair Standard for the specific category is not true, and if the deficiency is minor and cosmetic.<br>For instance, if there are stained curtains, rugs, scratch marks, or otherwise minor and non-hazardous damage, these would be a "MInor Deficiency." |
| **MOD** | **Moderate Deficiency:** Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true and does not fit into the MIN category, or if there is other clear evidence of the need for repair or corrective action before it becomes a health and safety issue**.** |
| **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 and poses a health or safety issue. |
| **NA** | **Not Applicable:** If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA." |

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 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.
- **Specialized Classrooms** may include, but are not limited to, classrooms and adjoining learning environments for woodshops, welding shops, science laboratories, makerspaces, and agricultural areas. These areas should be evaluated within the criteria of the fifteen sections. Additional considerations are that these learning spaces are often equipment intensive, containing materials and tools that are not typically present in a traditional classroom. Learning spaces may be indoors or outdoors. Inspectors should ensure that equipment and specialized materials observed in these areas evaluated are safely stored and that there are no observable hazards.

**Part III** includes the ~~**Category**~~ **Section Totals and Ranking**, the **Overall Rating**, and an area for Optional **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 (cosmetic, minor, or moderate), 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~~ section ~~(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~~ 15 sections (i.e., the total of all percentages divided by ~~eight~~ 15). 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

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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

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 inspector 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. (Optional) ~~and~~ The inspector may utilize the Comments and Rating Explanation Section if needed.

(Optional) When completing Part III of the FIT, the school district should be provided the opportunity to provide comments 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~~ Systems**
*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~~ Ventilation/Temperature**
*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~~ ~~v~~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~~ ~~v~~Ventilation units are not generating any excessive noise or vibrations.
g. Other
*The inspector may indicate in the comments the following:*

*i. Whether an area relies on mechanical or natural ventilation.*
*ii. Whether a device for monitoring temperature and humidity is present in the area and what the temperature is at the time of inspection.*
*iii. What temperature and humidity extremes are recorded (if available).*

**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, surfaces, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:*
a. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
b. An area should appear to be clean with minimal dirt, dust, or buildup. Floors and carpets should appear to have been swept or cleaned within the last week. Light fixtures and all bulbs are working properly. Facilities area adequately stocked and odor free. (OK)
c. An area marked as "Deficiency" would appear to not have been cleaned in the last two weeks and carpet may look dull, matted, or stained. Corners of the room may have a recognizable amount of dirt or grime buildup. Floors do not appear to have been swept or vacuumed in two weeks. Some light fixtures are dirty and fewer than five percent of the bulbs have burned out. Daily trash has not been taken out. (MOD)
d. An area marked as having an "Extreme Deficiency" would appear to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Floors have not been swept or vacuumed in over two weeks. Light fixtures are dirty and more than five percent of the bulbs have burned out. There is trash overflow and the area being evaluated has a foul odor. (X)
e. Area(s) evaluated is free of unabated graffiti.
f. Other

Part IIb (Optional) - The Cleanliness Detail worksheet may be used to evaluate the Overall Cleanliness of each area. Based on Part IIb, use the following to complete Part IIa:
The district may choose how to report maintenance and custodial staff. The district may report staffing at the site or district level. Staffing may be based on assigned staff or represented as Full-Time Equivalent increments.
a. If 75.0 percent or more of the review is "Yes", the area should be rated clean (OK).
b. If 50 - 74.9 percent of the review is "Yes", the area should be rated "Moderate Deficiency (MOD)".
c. If 49.9 percent or less of the review is "Yes", the area should be rated Extreme Deficiency (X)

1. Floors swept, vacuumed, and/or mopped. Free of spots stains, and build up.
2. Walls and Doors free of spots and grime.
3. Desk and Counters clean.
4. Furniture dusted and clean.
5. Baseboards and window sills dusted and clean.
6. Light fixtures clean.
7. Sink clean and drains working properly.
8. Trash cans are empty and clean. The ground is free of trash. Floors and furniture are free of gum and/or other food residue.
9. Windows are free from damage, clean, and in working condition.
10. Water fountains, including handles/buttons, are clean and in working condition.
11. Toilets and bathroom sinks are clean and in working condition.
12. Mirrors and Hand Dryers are clean, intact, and in working condition.
13. Bathroom supplies are stocked and in working condition.
14. Area is free of graffitti.
15. Landscaping - Maintained sufficiently to not hinder student and staff.

**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

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**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.*

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) and AB 367 (EC Section 35292.6). The following are examples of compliance with SB 892 and AB 367:*

a. Restrooms are maintained and cleaned regularly.
b. Restrooms are fully operational.
c. Restrooms are stocked with toilet paper, menstrual products, 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

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When completing Part III of the FIT, the inspector 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. The inspector may ~~and~~ utilize the Comments and Rating Explanation Section if needed (Optional) to provide greater context for someone reading the FIT, or if the district wishes to indicate an action plan to address the deficiency.

**Roofs (observed from the ground, inside/outside the building)**
*Roof systems appear to be functioning properly. Examples include but are not 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**
*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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**PART IIa: EVALUATION DETAIL** Date of Inspection: _____ School Name: _____

| Building / Area Name | Estimated Square Footage | 1 GAS ~~LEAKS~~ SYSTEMS | 2 ~~1) "G "S~~ VENTILATION/ TEMPERATURE | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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| | | COMMENTS: | | | | | | | | | | | | | | |
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| | | COMMENTS: | | | | | | | | | | | | | | |
| ***District's Plan to Address:*** | | | | | | | | | | | | | | | | |
| ***Deficiencies Noted in Prior Year?*** | | | | | | | | | | | | | | | | |

*Use additional Building/Area Lines as necessary.*

**Marks:** **OK** = Good Repair; **MIN** = Minor Deficiency; **MOD** = Moderate Deficiency; **X** = Extreme Deficiency; **N/A** = Not Applicable

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**PART IIb: CLEANLINESS DETAIL**

Date of Inspection: _____ School Name: _____

**NUMBER OF MAINTENANCE STAFF IN THE DISTRICT OR AT SITE (SPECIFY):** _____

**NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE:** _____

| Building / Area Name | Area Characteristics (Grade level served, events, traffic volume, public usage, etc.) | 1 Floors | 2 Walls & Doors | 3 Desks & Counters | 4 Furniture | 5 Baseboards /Window Sill | 6 Light Fixtures | 7 Sinks | 8 Trash / Refuse | 9 Windows | 10 Water Fountains | 11 Toilets | 12 Mirrors & Hand Dryers | 13 Bathroom Supplies | 14 Graffiti | 15 Landscaping | Rating |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | |
| | | COMMENTS: | | | | | | | | | | | | | | | |
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| | | COMMENTS: | | | | | | | | | | | | | | | |
| ***District's Plan to Address:*** | | | | | | | | | | | | | | | | | |
| ***Deficiency Noted in Prior Year?*** | | | | | | | | | | | | | | | | | |

*Use additional Building/Area Lines as necessary.*

**Marks:** **Yes** = Clean; **No** = Not Clean; **N/A** = Not Applicable

*This button will transfer the Rating in Excel column R from this page to FIT's column 5 on the Evaluation Detail page, for each Building / Area. It will overwrite existing data (in the Cleanliness column) for the Building Area / Name.

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| SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION | | COUNTY | |
|---|---|---|---|
| SCHOOL SITE | | SCHOOL TYPE (GRADE LEVELS) | NUMBER OF CLASSROOMS ON SITE:<br>NUMBER OF RESTROOMS ON SITE: |
| INSPECTOR'S NAME | INSPECTOR'S TITLE | NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) | |
| TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET): | TIME OF INSPECTION | SITE ENROLLMENT | |
| TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE:<br>TOTAL ESTIMATED BUILDING SQUARE FOOTAGE: | WEATHER CONDITION AT TIME OF INSPECTION | | |

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

| TOTAL NUMBER OF AREAS EVALUATED | SECTION TOTALS | GAS ~~LEAKS~~ SYSTEMS | ~~MECH/HVAC~~ VENTILATION/ TEMPERATURE | 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: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Number of "MIN"s: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ▼ | Number of "MOD"s: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **0** | Number of "X"s: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Number of N/As: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)* | | | | | | | | | | | | | | | | |
| **Total Percent per Section ~~(average of above)~~* (Select one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%** | | | | | | | | | | | | | | | | |
| **~~Average of Percentages Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%~~** | | ~~NA~~ | | | ~~NA~~ | ~~NA~~ | | ~~NA~~ | ~~NA~~ | | ~~NA~~ | | ~~NA~~ | | ~~NA~~ | |

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

| OVERALL RATING: | **DETERMINE AVERAGE PERCENTAGE OF ~~8~~ 15 ~~CATEGORIES~~ SECTIONS ABOVE →** | 0.00% | **SCHOOL RATING** → | |
|---|---|---|---|---|

**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 |

**INSPECTOR'S COMMENTS AND RATING EXPLANATION (Optional):**

**DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):**

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*SCHOOL FACILITY CONDITIONS EVALUATION*

# Guidelines for the Facilities Inspection Tool (FIT)

A guide to assist users conducting a visual inspection of school facilities using the FIT, which is an evaluation instrument for purposes of determining if school facilities are in “good repair”. This guide provides inspection tips and examples of how to use the Evaluation Detail site inspection template to evaluate the condition of facilities on a school site by specified categories.

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# Contents

**Table of Contents** ..... 2

**Chapter 1: Overview** ..... 6
What is the Facilities Inspection Tool (FIT)? ..... 7
What is the Good Repair Standard? ..... 7
Evaluation Detail Worksheet ..... 8
Good Repair Rating (OK) ..... 8
Minor Deficiency Rating (MIN) ..... 8
Moderate Deficiency Rating (D) ..... 8
Extreme Deficiency Rating (X) ..... 8
Not Applicable Rating (N/A) ..... 8
Disclaimer on Guidelines ..... 8-9

**Chapter 2: Gas Systems** ..... 10
Good Repair Standard ..... 11
Inspection Tips ..... 11
Examples of Good Repair Standard (OK) ..... 11
Examples of Minor Deficiencies (MIN) ..... 11-12
Examples of Moderate Deficiencies (MOD) ..... 12
Examples of Extreme Deficiencies (X) ..... 12
General Illustrative Examples ..... 13

**Chapter 3: Ventilation/Temperature** ..... 14
Good Repair Standard ..... 15
Inspection Tips ..... 15
Examples of Good Repair Standard (OK) ..... 15
Examples of Minor Deficiencies (MIN) ..... 16
Examples of Moderate Deficiencies (MOD) ..... 16
Examples of Extreme Deficiencies (X) ..... 17
General Illustrative Examples ..... 18

**Chapter 4: Sewer** ..... 19
Good Repair Standard ..... 20
Inspection Tips ..... 20
Examples of Good Repair Standard (OK) ..... 20
Examples of Minor Deficiencies (MIN) ..... 20-21
Examples of Moderate Deficiencies (MOD) ..... 21
Examples of Extreme Deficiencies (X) ..... 21-22
General Illustrative Examples ..... 23

**Chapter 5: Interior Surfaces** ..... 24
Good Repair Standard ..... 25
Inspection Tips ..... 25
Examples of Good Repair Standard (OK) ..... 25

DRAFT

Examples of Minor Deficiencies (MIN) ..... 25-26
Examples of Moderate Deficiencies (MOD) ..... 26
Examples of Extreme Deficiencies (X) ..... 27
General Illustrative Examples ..... 28

**Chapter 6: Overall Cleanliness** ..... 29
Good Repair Standard ..... 30
Inspection Tips ..... 30
Examples of Good Repair Standard (OK) ..... 30
Examples of Minor Deficiencies (MIN) ..... 31
Examples of Moderate Deficiencies (MOD) ..... 31
Examples of Extreme Deficiencies (X) ..... 32
General Illustrative Examples ..... 33

**Chapter 7: Pest/Vermin Infestation** ..... 34
Good Repair Standard ..... 35
Inspection Tips ..... 35
Examples of Good Repair Standard (OK) ..... 35
Examples of Minor Deficiencies (MIN) ..... 35-36
Examples of Moderate Deficiencies (MOD) ..... 36
Examples of Extreme Deficiencies (X) ..... 36-37
General Illustrative Examples ..... 38

**Chapter 8: Electrical (Interior and Exterior)** ..... 39
Good Repair Standard ..... 40
Inspection Tips ..... 40
Examples of Good Repair Standard (OK) ..... 40
Examples of Minor Deficiencies (MIN) ..... 41
Examples of Moderate Deficiencies (MOD) ..... 41
Examples of Extreme Deficiencies (X) ..... 42
General Illustrative Examples ..... 43

**Chapter 9: Restrooms** ..... 44
Good Repair Standard ..... 45
Inspection Tips ..... 45
Examples of Good Repair Standard (OK) ..... 45
Examples of Minor Deficiencies (MIN) ..... 46
Examples of Moderate Deficiencies (MOD) ..... 46
Examples of Extreme Deficiencies (X) ..... 47
General Illustrative Examples ..... 48

**Chapter 10: Sinks/Fountains (Inside and Outside)** ..... 49
Good Repair Standard ..... 50
Inspection Tips ..... 50
Examples of Good Repair Standard (OK) ..... 50
Examples of Minor Deficiencies (MIN) ..... 51



DRAFT

Examples of Moderate Deficiencies (MOD) ..... 51
Examples of Extreme Deficiencies (X) ..... 52
General Illustrative Examples ..... 53

**Chapter 11: Fire Safety** ..... 54
Good Repair Standard ..... 55
Inspection Tips ..... 55
Examples of Good Repair Standard (OK) ..... 55
Examples of Minor Deficiencies (MIN) ..... 56
Examples of Moderate Deficiencies (MOD) ..... 56
Examples of Extreme Deficiencies (X) ..... 57
General Illustrative Examples ..... 58

**Chapter 12: Hazardous Materials** ..... 59
Good Repair Standard ..... 60
Inspection Tips ..... 60
Examples of Good Repair Standard (OK) ..... 60
Examples of Minor Deficiencies (MIN) ..... 61
Examples of Moderate Deficiencies (MOD) ..... 61
Examples of Extreme Deficiencies (X) ..... 62
General Illustrative Examples ..... 63

**Chapter 13: Structural Damage** ..... 64
Good Repair Standard ..... 65
Inspection Tips ..... 65
Examples of Good Repair Standard (OK) ..... 65
Examples of Minor Deficiencies (MIN) ..... 66
Examples of Moderate Deficiencies (MOD) ..... 66
Examples of Extreme Deficiencies (X) ..... 67
General Illustrative Examples ..... 68

**Chapter 14: Roofs** ..... 69
Good Repair Standard ..... 70
Inspection Tips ..... 70
Examples of Good Repair Standard (OK) ..... 70
Examples of Minor Deficiencies (MIN) ..... 71
Examples of Moderate Deficiencies (MOD) ..... 71
Examples of Extreme Deficiencies (X) ..... 72
General Illustrative Examples ..... 73

**Chapter 15: Playground/School Grounds** ..... 74
Good Repair Standard ..... 75
Inspection Tips ..... 75
Examples of Good Repair Standard (OK) ..... 75
Examples of Minor Deficiencies (MIN) ..... 76
Examples of Moderate Deficiencies (MOD) ..... 76



DRAFT

Examples of Extreme Deficiencies (X) ..... 77
General Illustrative Examples ..... 78

**Chapter 16: Windows/Doors/Gates/Fences** ..... 79
Good Repair Standard ..... 80
Inspection Tips ..... 80
Examples of Good Repair Standard (OK) ..... 80
Examples of Minor Deficiencies (MIN) ..... 81
Examples of Moderate Deficiencies (MOD) ..... 81
Examples of Extreme Deficiencies (X) ..... 82
General Illustrative Examples ..... 83

**Appendices** ..... 84
Statutory Authority ..... 85-92
Deficiency Determination Flow Chart ..... 93

DRAFT

# Chapter 1: An Overview of School Facility Program Guidelines for the Facilities Inspection Tool (FIT)

What is the Facilities Inspection Tool (FIT)? ..... 7
What is the Good Repair Standard? ..... 7
Evaluation Detail Worksheet ..... 8
Good Repair Rating (OK) ..... 8
Minor Deficiency Rating (MIN) ..... 8
Moderate Deficiency Rating (MOD) ..... 8
Extreme Deficiency Rating (X) ..... 8
Not Applicable Rating (N/A) ..... 8
Disclaimer on Guidelines ..... 8-9

DRAFT

## What is the Facilities Inspection Tool (FIT)?

Developed by the Office of Public School Construction, the Facility Inspection Tool (FIT) is a tool[1] used by an evaluator 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 at least the minimum criteria listed in 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. The EC specifies that the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

County superintendents are required to annually visit the schools in the county as required 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 (SARC) 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.

## What is the Good Repair Standard?

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 SARC, school districts and county offices of education are required to make assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair.

Beginning in the 2005/06 fiscal year, school districts and county offices of education (COE) 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. This tool is intended to assist school districts and county offices of education in that determination.

For each facility section listed in the FIT in Part I: Good Repair Standard of the User Instructions, the user assigns a rating to each area assessed. Throughout the Guidelines, the Good Repair Standard for each applicable section is listed, and examples of each rating are included for reference throughout.

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

[1] COEs and school districts are not required to use the FIT when conducting a facilities inspection. They have the option to use a local evaluation instrument in lieu of the FIT, provided the local instrument meets the minimum criteria specified in EC Section 17002(d).



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## Evaluation Detail Worksheet

The Evaluation Detail is a site inspection template to be used to evaluate the areas of a school site on a section by section basis. This template is found within Part IIa. of the FIT. The design of the inspection template allows for the determination of the scope of conditions across the school site. In evaluating each area or space, the user should review each of the 15 sections identified in the Good Repair Standard and make a determination of whether a particular area is in good repair (OK), or whether another rating is applicable. Once the determination is made, it should be recorded on the Evaluation Detail. The ratings are as follows:

## Good Repair Rating (OK)

All statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category section.

## Minor Deficiency Rating (MIN)

This area has a “Minor Deficiency” if one or more statement(s) in the Good Repair Standard for the specific category is not true, and if the deficiency is minor, but could affect functionality if left damaged, such that it will require maintenance in the future. For example, there is cracked concrete that poses no tripping hazard (i.e. the ground is not elevated). This condition would be a “Minor Deficiency."

## Moderate Deficiency Rating (MOD)

One or more statement(s) in the Good Repair Standard for the specific category is not true and does not fit into the (MIN) category, or if there is other clear evidence of the need for repair or corrective action before it becomes a health and safety issue.

## Extreme Deficiency Rating (X)

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 and poses a health or safety issue. Any learning environments that have specialized equipment, any materials or conditions that may pose an immediate health and safety issue that are not locked or stored away properly should be considered an “Extreme Deficiency."

## Not Applicable Rating (N/A)

The Good Repair Standard category (building system or component) does not exist in the area evaluated, marked “NA."

## Disclaimers on Guidelines

The examples in this School Facility Program Guidelines for the FIT are provided only as general illustrations of common facility conditions. It is not all-encompassing for all situations. All ratings are given at the discretion of the individual performing the inspection of facilities.



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Specialized Classrooms may include, but are not limited to, classrooms and adjoining learning environments for woodshops, welding shops, science laboratories, makerspaces, and agricultural areas. These areas should be evaluated within the criteria of the fifteen sections. Additional considerations are that these learning spaces are often equipment intensive, containing materials and tools that are not typically present in a traditional classroom. Learning spaces may be indoors or outdoors. Inspectors should ensure that equipment and specialized materials observed in these areas evaluated are safely stored and that there are no observable hazards.

To ensure accurate assessments are conducted, all systems should be powered on during inspections. If inspections are conducted after hours, staff must activate the system and set it to operational mode appropriate for the current season.

Additionally, while certain visual observations made during an inspection may appear severe at first glance, they may not necessarily reflect an actual severe condition. Visual impressions can vary, and final ratings should be based on the inspector's best judgment and the established FIT criteria.

DRAFT

# Chapter 2: Gas Systems

Good Repair Standard ..... 11
Inspection Tips ..... 11
Examples of Good Repair Standard (OK) ..... 11
Examples of Minor Deficiencies (MIN) ..... 11-12
Examples of Moderate Deficiencies (MOD) ..... 12
Examples of Extreme Deficiencies (X) ..... 12
General Illustrative Examples ..... 13

DRAFT

## Gas Systems - Good Repair Standard

*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

*Note*: For any statement listed in the Part I: Good Repair Standard section of the FIT that is underlined and is not true, this is an extreme deficiency (X).

## Inspection Tips for Gas Systems

- Inspect every area of campus; no area may be marked NA.
- Look for gas odors, hissing sounds, pilot lights that are out, visible pipe damage, and unsecured fittings.
- Observe kitchen appliances, water heaters, and exterior gas lines.

| Examples of Good Repair Standard (OK) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| No smell of gas detected, indicating that the area is free from leaks and hazardous fumes. | When walking through the boiler room or kitchen, there is no noticeable odor, and staff report no concerns about gas smells. |
| Pipes appear intact without corrosion, showing no signs of rust, pitting, or physical damage. | Inspecting the gas line near the water heating reveals smooth, clean metal surfaces, and all connections are securely fastened. |
| Pilot lights are lit where required, ensuring appliances like stoves and heaters are operational. | The pilot light in the school's kitchen stove is glowing, and the cafeteria stove ignites instantly when tested. |

| Examples of Minor Deficiencies (MIN) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Early-stage wear or deterioration on gas system components that do not yet compromise function but should be monitored. | A section of the pipe insultation is fraying, exposing the outer pipe surface. Although the pipe remains fully intact and airtight, the insultation should be replaced to prevent future moisture exposure. |
| Minor obstruction or access issues affecting inspection or routine operation but not impacting current safety. | Storage items placed near a gas line make it more difficult to visually inspect the pipe. The system functions normally, but the area needs clearing to maintain safe access. |

| Examples of Minor Deficiencies (MIN) (cont.) | |
|---|---|
| Slight cosmetic blemishes on fittings, brackets, or pipe insulation that do not affect stability or performance. | A bracket supporting a gas line behind the kitchen prep area has chipped paint and scuff marks, but it remains tightly secured and fully functional. |
| Dust, dirt, or residue buildup on exposed gas lines or nearby walls/fixtures that does not interfere with operation or safety. | A thin layer of dust is visible on the horizontal gas line above a storage shelf. While the area needs cleaning, the pipe and fittings are intact, stable, and leak-free. |

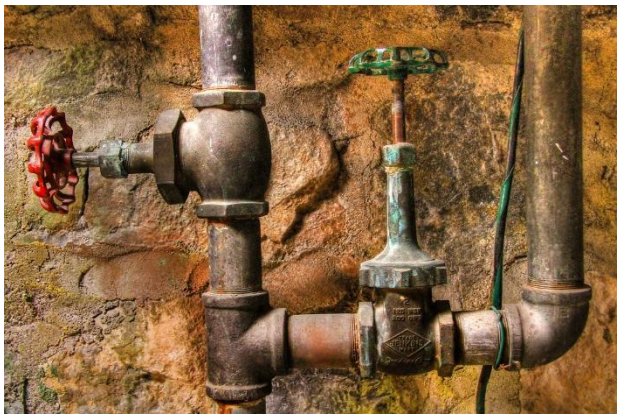
| Examples of Moderate Deficiencies (MOD) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Evidence of past leak(s) that have been repaired but requires verification, such as patched areas or replaced sections. | There is a visible repair clamp on the pipe behind the gym, but no recent leak is detected. Follow-up is needed to confirm lasting repair. |
| Missing labels or unclear valve shut-off identification, making emergency responses more difficult. | The main shut-off valve in the basement has no tag or clear signage, requiring staff to search for proper identification during a drill. |

| Examples of Extreme Deficiencies (X) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Active gas odor is present, signifying a current and potentially dangerous leak. | Upon entering a room, a strong gas smell is immediately apparent, prompting urgent evacuation. |
| Broken gas pipe, creating a direct hazard and requiring immediate repair. | The gas line outside the cafeteria is visibly snapped, with gas escaping from the fracture. |
| Hissing sound indicating gas escape, a clear sign of an active leak. | Staff hear a loud hissing near the water heater closet, confirming gas is escaping under pressure. |

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## General Illustrative Examples

Pictures listed here are not reflective of actual school sites, these are for illustrative purposes only.



*MIN – Pipe Discoloration; functionality not affected*



*OK - Metering labeled appropriately*



*MIN – Pipe Remains intact but has an uneven color from age or dust exposure/ pipe should be replaced*



*OK - Clean metal surfaces, connections are securely fastened, labeled appropriately*

DRAFT

# Chapter 3: Ventilation/Temperature

Good Repair Standard ..... 15
Inspection Tips ..... 15
Examples of Good Repair Standard (OK) ..... 15
Examples of Minor Deficiencies (MIN) ..... 16
Examples of Moderate Deficiencies (MOD) ..... 16
Examples of Extreme Deficiencies (X) ..... 17
General Illustrative Examples ..... 18

DRAFT

## Ventilation/Temperature - Good Repair Standard

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

a. HVAC system is operable. (X)
b. The facilities are ventilated (via mechanical or natural ventilation).
c. 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. Ventilation units are not generating any excessive noise or vibrations.
g. Other

*Note*: For any statement listed in the Part I: Good Repair Standard section of the FIT that is underlined and is not true, this is an extreme deficiency (X).

## Inspection Tips

- Inspect while rooms are occupied for accurate air circulation assessment.
- Outdoor areas may be marked N/A.
- Check for unusual noise, vibration, or odors.
- Rooms should be inspected for ventilation, adequate air supply, and temperature within normally accepted ranges, regardless of whether they are mechanically or naturally ventilated.

| Examples of Good Repair Standard (OK) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Classroom temperature feels appropriate and is within normally accepted ranges, regardless of whether they are mechanically or naturally ventilated. | Students and staff report no discomfort; the thermostat reads between 68–72°F, matching the recommended indoor range. |
| Ventilation grills are clean and unobstructed. | All supply and return grills are free from visible dust or debris, allowing maximum airflow and maintenance logs confirm recent cleaning. |
| There appears to be an adequate air supply. As applicable, airflow present at supply and return vents is adequate. | No strong odor is present and air is not stuffy. A hand test or anemometer confirms steady air movement from vents; papers or lightweight objects react to the breeze, indicating proper circulation. |

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| Examples of Minor Deficiencies (MIN) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Dust buildup on vents or grills may reduce airflow or slightly obstruct ventilation, though the system remains functional. | A classroom supply vent shows enough dust accumulation to noticeably weaken the airflow, even though the room remains adequately ventilated. Cleaning is needed to restore full performance. |
| Localized decreases in airflow or uneven air distribution caused by partially blocked ducts or early filter saturation. | Airflow at one return vent feels weaker than nearby vents due to a partially obstructed duct pathway. The system still maintains proper room temperature but requires maintenance to restore balanced circulation. |
| Teacher-controlled system changes or temporary shutoffs that inadvertently impact comfort or ventilation for longer than intended. | An instructor turns off the HVAC during a testing period, and the unit remains off for an extended time afterward, leading to minor stuffiness until the system is switched back on. |
| Slight discoloration, fading, or cosmetic wear on HVAC unit surfaces or insulation that does not impact functionality or indicate deterioration. | The paint on the metal housing of a classroom ventilation unit is slightly faded, but the unit operates quietly and maintains proper airflow. |
| Minor cosmetic imperfections on thermostats, fan housings, or wall-mounted HVAC controls that do not affect operation or temperature regulation. | A thermostat has a small scratch across its plastic cover, but the display is clear and temperature controls respond accurately. |

| Examples of Moderate Deficiencies (MOD) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Dirty or clogged filters cause reduced airflow. | Filters are visibly gray or black with dust, resulting in weak air movement from vents. A replacement is needed to restore proper function. |
| Vents damaged or partially detached. | Vent covers are bent, cracked, or hanging loosely from their mounts, which may allow dust to enter the system or reduce airflow. |
| Exterior HVAC units vibrating excessively. | Outdoor condenser units shake or rattle loudly, possibly due to loose mounting bolts or worn internal components, requiring maintenance attention. |

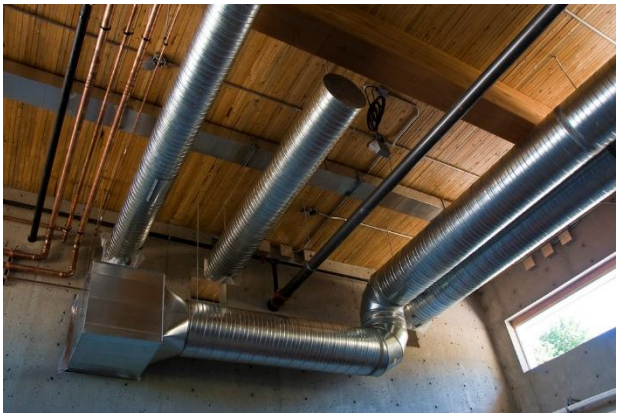
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| Examples of Extreme Deficiencies (X) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Air conditioning is not working. | On a hot day, the AC system fails to turn on. Temperatures rise above safe levels, prompting a work order for urgent repair. |
| Heating is not working. | During winter, the heating system is inoperative, causing classroom temperatures to drop below recommended levels and requiring immediate attention. |
| Severe ventilation failure which leads to stale or stuffy conditions when linked to mechanical failure. | No airflow is detected from vents, resulting in poor indoor air quality, and complaints of stuffiness, odors, or headaches are reported and traced to a broken fan or motor. |

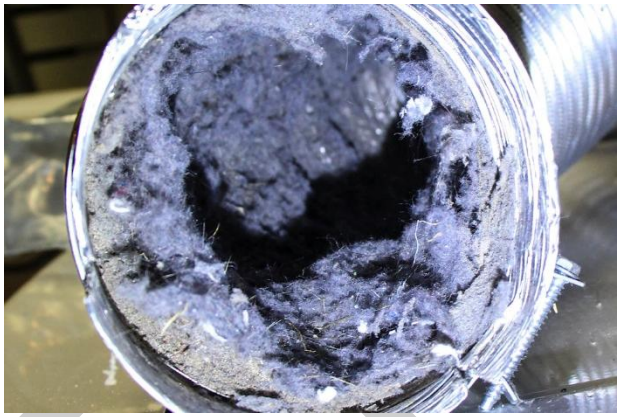
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## General Illustrative Examples

Pictures listed here are not reflective of actual school sites, these are for illustrative purposes only.



OK - Clean and unobstructed.



MOD - Clogged filters cause reduced airflow.



X - Air conditioning is not working at all



OK - Airflow present at supply and return vents is adequate

DRAFT

# Chapter 4: Sewer

Good Repair Standard ..... 20
Inspection Tips ..... 20
Examples of Good Repair Standard (OK) ..... 20
Examples of Minor Deficiencies (MIN) ..... 20-21
Examples of Moderate Deficiencies (MOD) ..... 21
Examples of Extreme Deficiencies (X) ..... 21-22
General Illustrative Examples ..... 23

DRAFT

## Sewer - Good Repair Standard

*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

*Note*: For any statement listed in the Part I: Good Repair Standard section of the FIT that is underlined and is not true, this is an extreme deficiency (X).

## Inspection Tips

- Inspect every area; do not mark NA.
- Look for signs of flooding, wet floors, odors, residue, or paper debris near drains.
- Check floor drains and plumbing vent function.

| Examples of Good Repair Standard (OK) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| All restrooms and drains are operating normally. | Toilets flush easily and sinks drain quickly without any gurgling or delay. Custodial staff reports no maintenance issues for any restroom or drain in the building. |
| No foul odors detected indoors or outdoors. | During inspection, there is no noticeable sewer smell in hallways, classrooms, or exterior areas near waste pipes or vents. |

| Examples of Minor Deficiencies (MIN) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Slow drainage indicating a minor restriction but not causing backup, pooling, or overflow. | A sink in the staff lounge drains more slowly than expected. Although water clears without rising or pooling, the reduced flow suggests an early-stage clog. |
| Occasional mild sewer odor from infrequently used or dry drains that corrects once water is run through the system. | A faint odor comes from a seldom-used custodial closet floor drain. After running water for a few seconds, the odor disappears and no further issues are observed. |
| Minor debris accumulation near floor drains that slightly affects flow or indicates early maintenance needs but does not create a hazard. | Small pieces of paper and dust are found around a restroom floor drain. While they do not cause blockage, the debris suggests cleaning is needed to keep the drain fully clear. |

| Examples of Minor Deficiencies (MIN) (cont.) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Cosmetic imperfections on drain covers, such as minor scratches, fading, or worn paint, that do not impact drainage or indicate underlying damage. | The metal drain grate near the locker room shows surface wear from foot traffic, yet remains secure and functional, with no signs of blockage or odor. |
| Minor marks, stains, or superficial discoloration on floor surfaces near drains that are not related to past sewer backups and do not indicate active plumbing issues. | A faint gray ring around a classroom floor drain appears to be from routine mopping and not from sewage overflow; the drain functions normally and no odor is present. |

| Examples of Moderate Deficiencies (MOD) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Broken sewer pipes without active flooding. | A maintenance inspection reveals a crack in a pipe beneath the building. There is no visible water damage or flooding, but repairs are scheduled. |
| Sewer odor present; origin unclear. | Persistent sewer smell is noticed in the basement, but the exact source cannot be found. Multiple drains and pipes are checked, and further investigation is needed. |
| Evidence of past, unresolved stoppages. | Stains or residue are found near floor drains in a restroom, suggesting a previous backup that has not been fully cleaned or addressed. |

| Examples of Extreme Deficiencies (X) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Flooding caused by sewer line backup. | Water and waste overflow into hallways after a sewer line becomes blocked, requiring immediate emergency response and cleanup. |
| Active sewage overflow or visible contamination. | Raw sewage spills out of a restroom floor drain, leaving visible waste and requiring biohazard remediation. |

DRAFT

| Examples of Extreme Deficiencies (X) (cont.) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Raw sewage exposure or related biohazard condition. | Staff or students are exposed to untreated sewage, creating an urgent health and safety hazard. The area is evacuated and professionals are called for cleanup and repair. |

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## General Illustrative Examples

Pictures listed here are not reflective of actual school sites, these are for illustrative purposes only.



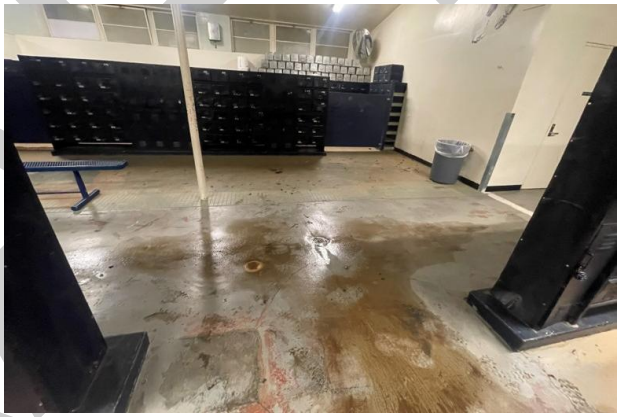
MIN - Cosmetic imperfections on drains



X - Flooding caused by sewer line backup



OK - no noticeable sewer smell in exterior areas



MOD - Stains or residue found near floor drain




OK – no stains or residue found on sewer manholes

# Chapter 5: Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Good Repair Standard ..... 25
Inspection Tips ..... 25
Examples of Good Repair Standard (OK) ..... 25
Examples of Minor Deficiencies (MIN) ..... 25-26
Examples of Moderate Deficiencies (MOD) ..... 26
Examples of Extreme Deficiencies (X) ..... 27
General Illustrative Examples ..... 28

DRAFT

## Interior Surfaces - Good Repair Standard

*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

## Inspection Tips

- Conduct a top-to-bottom scan: ceilings → walls → floor.
- Evaluate all indoor areas; outdoor areas may be NA.
- Avoid double-counting cleanliness issues (e.g., dust under Overall Cleanliness).

| Examples of Good Repair Standard (OK) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Ceiling tiles intact and clean. | This means all ceiling tiles are securely in place, without any cracks, holes, or discoloration. For example, a classroom ceiling shows no signs of water spots or damaged tiles, and every tile fits perfectly without gaps. |
| Carpet flat and unstained. | The carpet is smooth, without bumps or wrinkles, and free from visible stains or spills. For instance, the hallway carpet has no coffee stains, tears, or raised sections that could pose a tripping hazard. |
| No signs of dampness or mold. | There are no visible wet spots, musty odors, or mold growth on walls, floors, or ceilings. For example, a restroom is free from condensation on surfaces, and no mold is present around sinks or vents. |

| Examples of Minor Deficiencies (MIN) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Small cracks in walls that show early settling or wear but do not indicate structural compromise. | A thin, superficial crack near a classroom doorway remains unchanged over time and does not allow moisture intrusion. |
| Temporary or residual ceiling stains from previously corrected leaks, where no active moisture is present. | A faint yellow stain remains on a ceiling tile after a plumbing leak was repaired. Maintenance records confirm the area is now dry. |

| Examples of Minor Deficiencies (MIN) (cont.) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Minor scuffing, scratching, or chipped paint that affects appearance but does not hinder the function of interior surfaces. | Scuffs on the lower wall area from moving desks are visible but do not affect stability or indicate deeper damage. |
| Light wear or minor rippling in carpet or flooring that does not yet create a hazard but requires monitoring. | A small area of carpet near the library entrance has a slight ripple forming. It is not a tripping hazard but should be flattened or re-stretched to prevent worsening. |
| Superficial surface marks, scuffs, or worn paint on walls, trim, or casings that do not affect structural soundness or pose hazards. | Faint scuff marks along the hallway baseboards from foot traffic are visible, but the wall and trim remain fully intact with no holes or damage |
| Minor discoloration or light fading on interior surfaces are not caused by active water intrusion. | A slightly discolored area of wall paint appears due to age or sun exposure, but no staining, dampness, or peeling is present. |

| Examples of Moderate Deficiencies (MOD) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Loose or missing ceiling or floor tiles. | Some ceiling or floor tiles are not securely fastened or are missing, which may cause drafts or expose pipes. For example, a ceiling tile in the library is missing, leaving wiring visible. |
| Visible water damage or current staining. | Active wet spots, discoloration, or peeling paint from water leaks. For instance, a classroom wall has brown stains and bubbling paint, indicating a pipe leak that needs repair. |
| Carpeting is torn, rippled, or heavily worn. | Sections of carpet are frayed, bunched up, or threadbare. For example, the carpet in the main entrance has a tear that could trip someone or looks dirty even after cleaning. |
| Mold or mildew present in non-critical areas. | Small patches of mold found in areas where it doesn't threaten health, such as behind a storage shelf or in an unused closet, but needs to be addressed before it spreads. |

DRAFT

| Examples of Extreme Deficiencies (X) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Interior surfaces with visible mold growth affecting health. | Extensive mold is present on walls, ceilings, or floors, posing health risks such as respiratory issues. For example, black mold spreading across a classroom wall, requiring immediate remediation and possible evacuation. |
| Warping or bubbling due to active water intrusion. | Walls, floors, or ceilings are visibly deformed from ongoing water leaks, which can compromise structure and safety. For instance, a hallway wall is swollen and soft to the touch due to a broken pipe, indicating urgent repair is needed. |

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## General Illustrative Examples

Pictures listed here are not reflective of actual school sites, these are for illustrative purposes only.



MOD- signs of damaged walls/flooring



MOD - Loose or missing ceiling tiles




MIN - faint yellow stain remains on a ceiling tile



OK - every tile fits perfectly without gaps

DRAFT

# Chapter 6: Overall Cleanliness

Good Repair Standard ..... 30
Inspection Tips ..... 30
Examples of Good Repair Standard (OK) ..... 30
Examples of Minor Deficiencies (MIN) ..... 31
Examples of Moderate Deficiencies (MOD) ..... 31
Examples of Extreme Deficiencies (X) ..... 32
General Illustrative Examples ..... 33

DRAFT

## Overall Cleanliness - Good Repair Standard

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

a. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
b. An area should appear to be clean with minimal dirt, dust, or buildup. Floors and carpets should appear to have been swept or cleaned within the last week. Light fixtures and all bulbs are working properly. Facilities area adequately stocked and odor free. (OK)
c. An area marked as "Moderate Deficiency" would appear to not have been cleaned in the last two weeks and carpet may look dull, matted, or stained. Corners of the room may have a recognizable amount of dirt or grime buildup. Floors do not appear to have been swept or vacuumed in two weeks. Some light fixtures are dirty and fewer than five percent of the bulbs have burned out. Daily trash has not been taken out. (MOD)
d. An area marked as having an "Extreme Deficiency" would appear to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Floors have not been swept or vacuumed in over two weeks. Light fixtures are dirty and more than five percent of the bulbs have burned out. There is trash overflow and the area being evaluated has a foul odor. (X)
e. Area(s) evaluated is free of unabated graffiti.
f. Other

## Inspection Tips

- Consider time of day (e.g., lunch areas immediately post-lunch).
- Note cleanliness only in this section, not Interior Surfaces.
- Evaluate ease of cleaning; clutter may be a cleanliness deficiency.

| Examples of Good Repair Standard (OK) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Floors swept/mopped | No visible debris or stains. Corners and edges are clean, walkways are unobstructed and dry, trash bins are emptied and not overflowing |
| Surfaces dusted | Desks, shelves, and countertops are free of dust; window ledges and equipment are wiped down; no visible fingerprints or smudges |
| Spaces free of clutter that obstructs movement | Hallways and entrances are clear, chairs and tables are neatly arranged, storage items are organized, and emergency exits and access points are unobstructed. |

DRAFT

| Examples of Minor Deficiencies (MIN) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Light dirt buildup or smudges on floors, walls, or surfaces due to cleaning delays or partial cleaning, but not rising to the level of neglect. | A classroom floor has noticeable footprints and minor debris accumulated since lunch, but no stains, odors, or large-scale buildup is present. |
| Clutter that begins to interfere with ease of cleaning or movement but does not yet obstruct walkways or pose a safety concern. | Several stacks of papers and supplies accumulate on counters, making dusting and wiping more difficult but the items do not block exits or pose hazards. |
| Minor restroom or common-area cleanliness issues, such as small spots on mirrors, lightly soiled sinks, or floor debris not yet addressed. | A restroom sink shows light soap residue and a few water spots, even though fixtures remain functional and the area is generally sanitary. |
| Small, non-offensive markings or minor pencil/pen graffiti awaiting removal that do not impact cleanliness or campus climate. | A student has drawn a small doodle on the corner of a desk, the mark is noticeable but does not detract from the overall cleanliness of the classroom |
| Minor clutter such as books, jackets, or personal items temporarily placed in spaces without creating blockage or cleaning difficulty. | A couple of student backpacks are left leaning against desks after class, but walkways remain clear and surfaces are otherwise clean. |

| Examples of Moderate Deficiencies (MOD) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Excessively dirty floors or carpets. | Large stains, sticky residues, visible footprints, an accumulation of trash or food crumbs, unpleasant odors from neglect. |
| Cluttered spaces that impede cleaning or movement. | Boxes or equipment blocking aisles, furniture piled together making areas inaccessible, personal items scattered across walkways. |
| Unsecured items stacked too high. | Stacks of books or supplies precariously balanced, unstable piles of chairs or bins, risk of items falling. |
| Active graffiti not addressed. | Large spray paint on walls, offensive language or images visible, graffiti present in multiple places. |

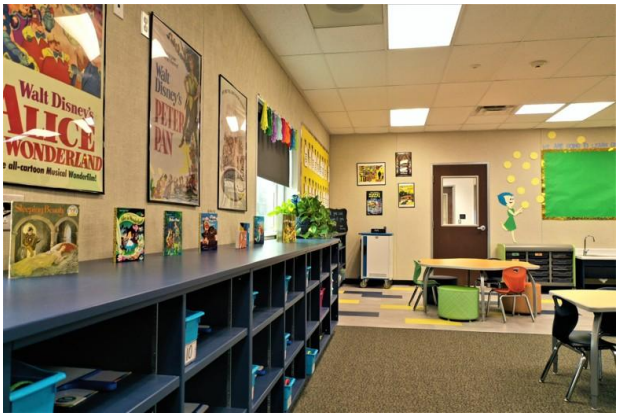
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| Examples of Extreme Deficiencies (X) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Biological contamination from pests/waste | Visible rodent droppings, insect infestations, mold growth, bodily fluids not cleaned up. |
| Hazards caused by severe obstruction or unsanitary conditions. | Blocked emergency exits, piles of trash or debris creating tripping hazards, areas inaccessible due to contamination. |

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## General Illustrative Examples

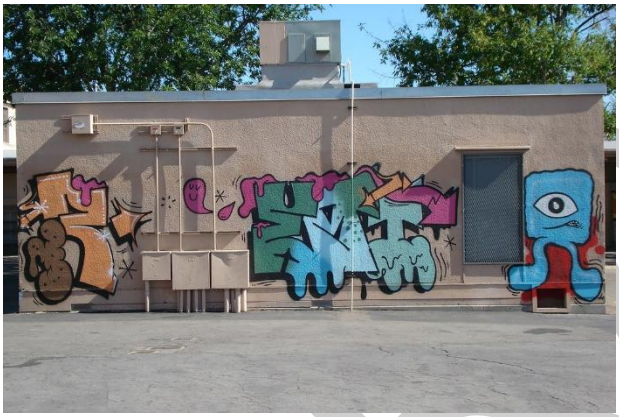
Pictures listed here are not reflective of actual school sites, these are for illustrative purposes only.




OK - Spaces free of clutter



MOD - Large stains, sticky residues



MOD - Active graffiti not addressed




OK - Chairs and tables neatly arranged

DRAFT

# Chapter 7: Pest/Vermin Infestation

Good Repair Standard ..... 35
Inspection Tips ..... 35
Examples of Good Repair Standard (OK) ..... 35
Examples of Minor Deficiencies (MIN) ..... 35-36
Examples of Moderate Deficiencies (MOD) ..... 36
Examples of Extreme Deficiencies (X) ..... 36-37
General Illustrative Examples ..... 38

DRAFT

## Pest/Vermin Infestation - Good Repair Standard

*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. Area(s) evaluated is free of unabated graffiti.
e. There are no live rodents observed.
f. Other

*Note*: For any statement listed in the Part I: Good Repair Standard section of the FIT that is underlined and is not true, this is an extreme deficiency (X).

## Inspection Tips

- Check hidden areas, under sinks, along baseboards, storage rooms, closets.
- Verify food service areas, trash storage, and kitchens for signs of activity.
- Inspect for structural gaps that may allow entry (around pipes, doors, vents).
- Look for secondary signs (chew marks, nesting material, insect casings).
- Consider the time of year, warm months can show increased insect activity.

| Examples of Good Repair Standard (OK) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| No evidence of pests or vermin. | No droppings, no insect casings, no chew marks, and no live pests seen. |
| Surfaces and storage areas are clean and sealed. | Trash bins have lids, food areas are sanitary, and no clutter that attracts pests. |
| No structural gaps that allow pest entry. | Door sweeps in are in place, wall penetrations are sealed, and window screens intact |
| Area is odor-free and sanitary. | No foul smells, drains are clean, custodial areas are clean and maintained. |

| Examples of Minor Deficiencies (MIN) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Isolated signs of pests, such as a few insect casings or minor ant activity, without evidence of an active infestation. | Two ant trails are found near a windowsill in a classroom. There are no droppings, nests, or structural gaps, suggesting early or occasional activity. |

DRAFT

| Examples of Minor Deficiencies (MIN) (cont.) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Small gaps or cracks around baseboards, vents, or door sweeps that could allow minor pest entry but have not yet resulted in intrusion. | A slight gap is visible beneath a door sweep in the multipurpose room. It's small enough that no pests have entered, but sealing is needed to prevent future issues. |
| Minor clutter or disorganization that could attract pests if it accumulates further. | A few snack wrappers left on a teacher's desk at the end of the day could attract ants but have not yet resulted in any trail or infestation. |
| Mild odors that may suggest early pest activity, but no droppings, debris, or visible pests are present. | A faint musty smell is detected in a storage area, but inspection reveals no holes, nesting material, or structural deterioration. The odor may be caused by old or damp cardboard. |
| Minor marks, smudges, or superficial surface debris near baseboards or corners that do not indicate droppings, nesting, or pest movement. | Light dust in a classroom corner is visible, but there are no chew marks, casings, droppings, or holes that would suggest pest activity. |

| Examples of Moderate Deficiencies (MOD) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Clear signs of pest activity. | Multiple rodent droppings or visible chew marks on food packaging. |
| Structural openings likely allowing pest entry. | Holes behind appliances, gaps around plumbing, missing door sweeps. |
| Evidence of nesting or breeding sites. | Shredded paper or insulation in corners or clustered insect casings. |
| Moderate odor indicating pest presence. | Stale, foul smell from a specific area, such as a strong food waste odor. |
| Clutter impeding proper inspection or cleaning. | Piles of materials blocking walls, such as full trash bins stored indoors. |

| Examples of Extreme Deficiencies (X) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Widespread or severe infestation. | Live rodents observed, large quantities of droppings observed, or insects swarming or nesting. |

DRAFT

| Examples of Extreme Deficiencies (X) (cont.) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Major structural damage due to pests. | Large holes in walls, heavily chewed materials, damaged insulation |
| Biological contamination from pests/waste. | Rodent urine trails, large clusters of insect skins, contamination of food areas. |
| Strong, foul odors indicating major pest activity. | Rotting smells, ammonia like rodent odor, decaying waste. |
| Hazards due to unsanitary conditions. | Trash overflow is attracting pests. Exits are blocked due to debris. Contamination making an area unusable and unsafe for staff or students to be in. |

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## General Illustrative Examples

Pictures listed here are not reflective of actual school sites, these are for illustrative purposes only.



X - Widespread or severe infestation



X - Trash overflow



MIN - Minor marks, smudges, or superficial surface debris







D.



OK - Custodial areas are clean and maintained

DRAFT

# Chapter 8: Electrical (Interior & Exterior)

Good Repair Standard ..... 40
Inspection Tips ..... 40
Examples of Good Repair Standard (OK) ..... 40
Examples of Minor Deficiencies (MIN) ..... 41
Examples of Moderate Deficiencies (MOD) ..... 41
Examples of Extreme Deficiencies (X) ..... 42
General Illustrative Examples ..... 43

DRAFT

## Electrical (Interior & Exterior) - Good Repair Standard

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.*
   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 light fixtures
   d. Other

   *Note*: For any statement listed in the Part I: Good Repair Standard section of the FIT that is underlined and is not true, this is an extreme deficiency (X).

## Inspection Tips

- Check classroom outlets, power strips, surge protectors, and extension cords for improper use.
- Inspect electrical panels to ensure they are closed, accessible, and unobstructed.
- Look for frayed cables, damaged cords, or improperly mounted fixtures.
- Test light switches and observe any flickering lights or noise.
- Review exterior lighting for safety issues, especially in walkways and parking areas.
- Note electrical safety hazards only here, not in Interior Surfaces.

| Examples of Good Repair Standard (OK) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| All electrical systems operating safely with no visible hazards. | Outlets are securely covered, switch plates are intact, wiring is hidden and protected, electrical panel closed and accessible. |
| Lighting is fully functional. | Adequate brightness with no flickering, buzzing or humming. All light bulbs functioning |
| No power disruptions. | No outages, circuits are performing normally and equipment is powered reliably |
| No improper equipment usage. | Surge protectors are used correctly, extension cords are not daisy chained, and appliances are properly placed away from water sources. |

DRAFT

| Examples of Minor Deficiencies (MIN) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Light dust or debris inside fixture covers or vents that slightly reduces illumination or ventilation but does not create electrical risk. | A classroom light diffuser has collected a thin layer of dust inside the cover, causing slightly dimmer lighting even though the fixture is fully functional. |
| Outlet plates, switch plates, or conduit components that are mildly loose or beginning to shift but still remain fully attached and safe. | An outlet cover wiggles slightly when touched, but no wiring is exposed and the outlet continues to operate safely. |
| Minor lighting issues such as occasional flickering or one bulb out in a multi-bulb fixture, not indicating wiring failure. | A hallway light flickers briefly when turned on but then stabilizes, maintenance is needed to replace the bulb and check the connection. |
| Minor obstruction of access to electrical panels or fixtures that does not block operation but reduces proper clearance. | A box is placed near an electrical panel, narrowing access but not preventing inspection or operation and the box needs repositioning to restore a clear ~~work~~space. |
| Superficial dust, smudges, or light residue on electrical fixtures, switch plates, or outlet covers that do not affect operation. | A classroom light switch plate has a few smudges and fingerprints from student use, but the plate is secure and the switch operates normally. |

| Examples of Moderate Deficiencies (MOD) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| There are active electrical concerns requiring corrective action. | Broken outlet covers, unsecured wiring in a low-traffic area, or improperly mounted fixtures. |
| Problems that impede safety or function. | Electrical panel blocked by furniture, frequent flickering lights, buzzing from light fixtures. |
| Improper use of electrical equipment | Excessive extension cord usage; appliances placed too close to water |

DRAFT

| Examples of Extreme Deficiencies (X) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Severe electrical hazards posing immediate danger. | Exposed live electrical wires, sparked or burnt outlets, or major power failure affecting part or all of the school. |
| Unsafe conditions that significantly threaten health or safety. | Overheated electrical equipment or power strips, a burning smell or visible smoke, an outlet or panel showing signs of fire risk, daisy chained surge protectors. |
| Major lighting failures. | Widespread outages, large number of fixtures inoperative, or severe flickering across multiple rooms. |
| Structural electrical hazards. | Open high voltage junction boxes, nonfunctional emergency lighting, electrical systems compromised by water intrusion. |
| Damaged components. | Cracked switch plates; frayed cords; missing fixture covers. |

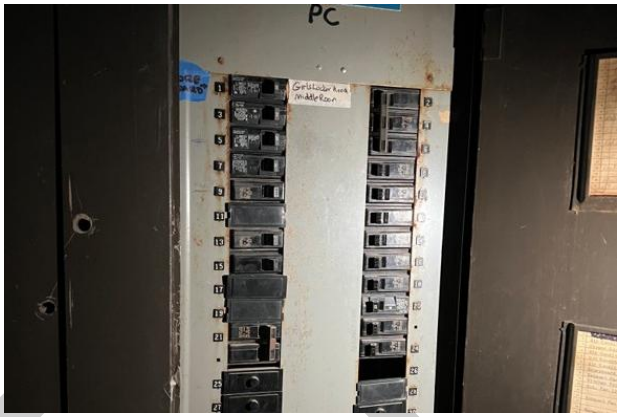
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## General Illustrative Examples

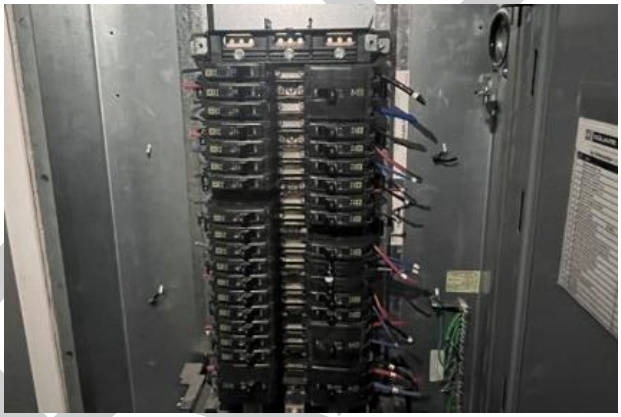
Pictures listed here are not reflective of actual school sites, these are for illustrative purposes only.



MIN - Superficial smudges on switch plates




X - Open high voltage junction boxes



X - Exposed live electrical wires

DRAFT

# Chapter 9: Restrooms

Good Repair Standard ..... 45
Inspection Tips ..... 45
Examples of Good Repair Standard (OK) ..... 45
Examples of Minor Deficiencies (MIN) ..... 46
Examples of Moderate Deficiencies (MOD) ..... 46
Examples of Extreme Deficiencies (X) ..... 47
General Illustrative Examples ..... 48

DRAFT

## Restrooms – Good Repair Standard

*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) and AB 367 (EC Section 35292.6). The following are examples of compliance with SB 892 and AB 367:*

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

## Inspection Tips

- Consider the time of day (beginning of school, end of day, lunch periods).
- Stand alone restrooms should be evaluated individually as separate rooms.
- If a restroom is located inside another space (classroom, office, health room), evaluate the restroom fixtures and supplies within that space.
- Cleanliness issues inside the restroom should be captured here (not under Overall Cleanliness).
- If an area has no restroom, mark as “NA”.

| Examples of Good Repair Standard (OK) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Restrooms are clean, sanitary, and stocked. | Toilets/urinals/sinks working, soap dispensers filled, menstrual products available per AB 367, toilet paper and paper towels present, hand dryers working. |
| Restrooms are accessible and open during school hours | Doors unlocked, signage present, stalls intact and functional; exhaust fans operating properly |
| No odors or leaks present | No sewer smell; sinks functional without dripping; floors dry; no signs of mold |

DRAFT

| Examples of Minor Deficiencies (MIN) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Minor cleanliness or stocking issues such as slightly low soap, limited toilet paper, or small debris present. | One soap dispenser is partially low, though still usable, and a small amount of tissue is found near a stall. The restroom remains functional and sanitary. |
| Minor fixture concerns that do not prevent restroom operation, such as slightly loose hardware or slow drains. | A stall latch wiggles slightly when closed, but it secures properly. A handwashing sink drains more slowly than expected without pooling. |
| Minor clutter or maintenance issues that do not interfere with restroom access or sanitation. | A custodial bucket is temporarily stored in a corner, or mild stains are visible on tile grout but do not indicate mold or leakage. |
| Small cosmetic chips, scratches, or fading on restroom surfaces such as paint, laminate edges, or mirror frames. | A mirror's frame shows minor wear along the corner edge, yet the mirror is intact, clean, and fully usable. |
| Minor residue or faint water spots on sinks, faucets, or dispensers that do not indicate lack of cleaning or affect functionality | A sink faucet has a few dried water marks from earlier use. The sink drains properly and the area is otherwise clean and stocked. |

| Examples of Moderate Deficiencies (MOD) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Not all fixtures are operational. | Broken toilet or urinal; clogged sink; multiple dispensers empty; broken hand dryer; stall doors missing or not secured |
| Cleanliness problems and odors. | Restroom is dirty, trash is overflowing, there is a persistent odor, or visible mold is near fixtures. |
| Accessibility issues. | Restrooms are locked during school hours, or signs of vandalism impacts usability. |

DRAFT

| Examples of Extreme Deficiencies (X) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Severe unsanitary or hazardous conditions. | Raw sewage backup, significant flooding, major plumbing failure, or biohazard conditions. |
| Severe fixture or structural damage. | Multiple nonfunctional toilets/urinals, there are collapsed stalls or partitions, or there is an electrical hazard near water. |
| Restrooms not sufficiently stocked pursuant to EC Section 35292.5 and EC Section 35292.6. | No soap, no toilet paper, no menstrual products across entire restroom. |
| Strong odors indicating serious failure. | Sewer gas smell, mold infestation, or nonfunctioning ventilation causing health concerns. |

DRAFT

## General Illustrative Examples

Pictures listed here are not reflective of actual school sites, these are for illustrative purposes only.



OK - Restrooms are accessible & open



OK - Stalls intact and functional



MOD – Unsanitary/hazardous conditions



MIN - Small cosmetic chips/scratches/fading



MOD - Restroom is dirty, trash is overflowing



X – Nonfunctional sinks

# Chapter 10: Sinks/Fountains (Inside and Outside)

Good Repair Standard ..... 50
Inspection Tips ..... 50
Examples of Good Repair Standard (OK) ..... 50
Examples of Minor Deficiencies (MIN) ..... 51
Examples of Moderate Deficiencies (MOD) ..... 51
Examples of Extreme Deficiencies (X) ..... 52
General Illustrative Examples ..... 53

DRAFT

## Sinks/Fountains (Inside and Outside) - Good Repair Standard

*Drinking fountains and sinks 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

## Inspection Tips

- Confirm whether the sink or drinking fountain belongs in this section.
- Verify accessibility: fixtures should not be blocked by furniture, trash bins, or stored materials.
- Observe the condition of surrounding walls, floors, and mounting surfaces for signs of damage or moisture.
- Test operation: water should dispense at an angle and be protected by a mouth guard when designed to do so.
- Ensure fountains are not connected to irrigation systems.
- For exterior fountains, check for environmental buildup (leaves, soil, moss) and proper drainage.

| Examples of Good Repair Standard (OK) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Fixture is fully operational and provides clear, clean water. | Water flows at expected pressure, button/knob functions normally, no rust, stains, or odors. |
| Accessible and unobstructed. | No items blocking approach, height appropriate, ADA fountain functional where provided. |
| No visible leaks or moisture damage. | No drips below fixture, surrounding walls/floors dry. |
| Clean and sanitary appearance. | No mold, moss, grime, or residue. Drain(s) function properly. |

DRAFT

| Examples of Minor Deficiencies (MIN) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Minor functional issues that do not prevent use, such as water pressure slightly above or below expected levels or handles beginning to loosen. | The outdoor drinking fountain's water pressure is lower than normal but still reaches the mouth guard and remains usable. |
| Small leaks or moisture presence that has not yet caused damage or pooling but signals early plumbing wear. | A sink faucet has an occasional drip at the base; the surrounding countertop remains dry and no staining is present. |
| Minor cleanliness concerns such as early mineral deposits, mild staining, or slight buildup around drains that require cleaning but do not impede water flow. | A classroom sink shows early lime buildup around the drain, but water flows normally and no clogging or odor is present. |
| Minor accessibility issues where fixtures are slightly obstructed but remain reachable, not fully blocked. | A trash bin is placed near a drinking fountain, narrowing but not blocking access. Users can still reach and operate the fountain. |
| Minor cosmetic surface wear such as light discoloration, faint mineral spotting, or slight fading on fountain or sink surfaces that do not indicate damage or water quality concern. | A drinking fountain basin shows faint water spots from daily use, but the fixture is clean, operable, and water runs clear. |

| Examples of Moderate Deficiencies (MOD) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Fixture not fully operational. | Clogged fountain, low or inconsistent water pressure, fixture is turned off or not working. |
| Active leak or drainage problem. | Water pooling, visible dripping from pipes, moisture causing wall/floor stains. |
| Fixture damage affecting usability. | Missing button/knob, broken mounting, loose fixture, damaged nozzle or mouth guard. |
| Significant cleanliness concerns. | Moss, mold, grime buildup. Fountain filled with debris. Water comes out unclear. |
| Accessibility failure. | Fixture fully blocked or not reachable by students or staff. |

DRAFT

| Examples of Extreme Deficiencies (X) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Severe health or safety hazard. | Water contamination concerns (unclear, discolored, with odor). Standing water from major leak. |
| Fixture failure presenting immediate risk. | Exposed internal components, broken, sharp metal edges, fountain causing slip hazard due to flooding. |
| Major structural plumbing failure. | Significant leak tied to plumbing system, related sewer backup affecting the fixture. |

DRAFT

## General Illustrative Examples

Pictures listed here are not reflective of actual school sites, these are for illustrative purposes only.



OK - Clean and sanitary appearance



MIN - Faint water spots from daily use



MOD - Moss, mold, grime buildup



OK - Clean and sanitary appearance

DRAFT

# Chapter 11: Fire Safety

Good Repair Standard ..... 55
Inspection Tips ..... 55
Examples of Good Repair Standard (OK) ..... 55
Examples of Minor Deficiencies (MIN) ..... 56
Examples of Moderate Deficiencies (MOD) ..... 56
Examples of Extreme Deficiencies (X) ..... 57
General Illustrative Examples ..... 58

DRAFT

## Fire Safety - Good Repair Standard

*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 alarm pull stations are clearly visible.
f. Other

*Note*: For any statement listed in the Part I: Good Repair Standard section of the FIT that is underlined and is not true, this is an extreme deficiency (X).

**Inspection Tips**

- Review sprinkler heads for damage, missing heads, or painted heads.
- Check for blocked exits, damaged or non-functioning exit signs, and visibility of exit paths.
- Verify fire extinguishers are mounted, accessible, charged, and have current inspection tags.
- Ensure fire alarm pull stations are uncovered and unobstructed.
- Be alert for smoke, flames, hot surfaces, or other immediate safety hazards.
- Note: Areas without fire equipment (fields, playgrounds, courts) may be marked NA.

| Examples of Good Repair Standard (OK) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Fire sprinklers appear intact and unobstructed. | No missing or damaged heads; no items hung from sprinkler pipes; sprinkler areas clear |
| Emergency alarms appear functional and undamaged. | Control panels show normal status; no warning lights; no visible broken devices |
| Exit signs fully visible and functioning as designed. | Illuminated signage operational; battery backup functioning; exit pathways unobstructed |
| Fire extinguishers properly maintained. | Current inspection tags; cabinet or mounting intact; extinguisher not blocked; correct locations per design |
| Pull stations visible and accessible. | Not covered by furniture or decorations; mounted at appropriate height |

DRAFT

| Examples of Minor Deficiencies (MIN) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Minor obstructions that do not prevent access to fire equipment or exits but reduce preferred clearance. | A rolling supply cart is temporarily parked near, but not blocking, a pull station. The station is still reachable and visible. |
| Low-level lighting or signage issues such as a flickering exit sign or weakening battery indicator where function remains intact. | An exit sign emits a soft flicker but remains illuminated and readable. Maintenance is needed to avoid further degradation. |
| Dust or early debris accumulation around fire safety components that does not impede operation but indicates that cleaning or servicing is needed. | Dust buildup is visible on an alarm sensor casing, although the device remains fully functional with no trouble indicators. |
| Minor misalignment or wear on fire sprinklers or protective components that does not affect system performance. | A sprinkler cover plate sits slightly off-center but the sprinkler head is undamaged, unobstructed, and aligned properly. |
| Minor surface smudges, dust, or superficial marks on extinguisher cabinets, alarm casings, or exit sign housings that do not affect visibility or functionality. | The metal cabinet around a fire extinguisher has fingerprint marks from frequent use, but the extinguisher is fully accessible, clearly visible, and properly inspected |

| Examples of Moderate Deficiencies (MOD) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Operational issues requiring correction. | Fire extinguisher missing tag or slightly undercharged. Exit sign light nonfunctional but signage still visible. |
| Obstructions affecting safety pathways. | Boxes partially blocking exit routes. Pull station blocked by movable equipment. |
| Damaged fire equipment. | Cracked extinguisher case. Damaged alarm sensor cover. Fire sprinkler head painted or slightly bent. |
| Nonfunctioning components. | Exit sign not lighting. Alarm device showing trouble or fault condition. |

DRAFT

| Examples of Extreme Deficiencies (X) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Severe fire safety hazards posing immediate danger. | Majority of fire extinguishers out of date or missing tags. Sprinkler heads missing or significantly damaged. Emergency exit blocked. Exit sign not functioning at all. |
| Alarm system in failure condition. | Alarm system showing active fault, device failure, or unresponsiveness. |
| Obstruction of critical emergency features. | Fire alarm pull station fully covered or blocked. Exit door inaccessible. |
| Immediate hazards (smoke, flames, extremely hot surfaces). | Active fire indicators. Smoke presence. Overheated electrical or mechanical components. |

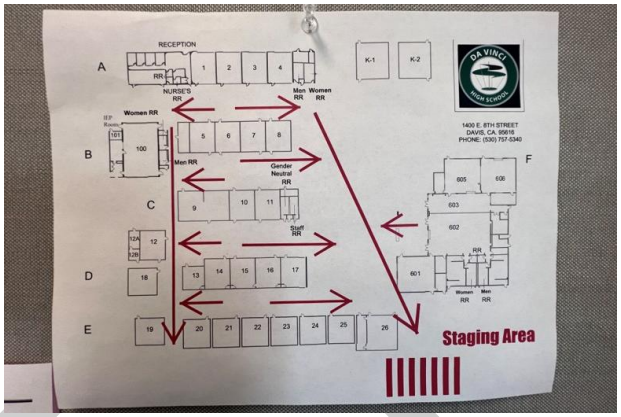
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## General Illustrative Examples

Pictures listed here are not reflective of actual school sites, these are for illustrative purposes only.



OK - Fire sprinklers appear intact




OK – Fire Maps clearly legible & visible

DRAFT

# Chapter 12: Hazardous Materials (Interior and Exterior)

Good Repair Standard ..... 60
Inspection Tips ..... 60
Examples of Good Repair Standard (OK) ..... 60
Examples of Minor Deficiencies (MIN) ..... 61
Examples of Moderate Deficiencies (MOD) ..... 61
Examples of Extreme Deficiencies (X) ..... 62
General Illustrative Examples ..... 63

DRAFT

## Hazardous Materials - Good Repair Standard

*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). (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.

*Note*: For any statement listed in the Part I: Good Repair Standard section of the FIT that is underlined and is not true, this is an extreme deficiency (X).

## Inspection Tips

- Check for unlabeled chemicals, unsecured cabinets, or hazardous materials left out.
- Inspect walls, ceilings, and tiles for signs of asbestos-related deterioration (friable material).
- Look for evidence of visible mold, mold odor, dampness, or past water intrusion.
- Verify chemical storage rooms are locked and ventilation appears functional.
- Confirm that flammable storage cabinets close properly.
- Note: Outdoor grounds without hazardous storage may be marked NA.

| Examples of Good Repair Standard (OK) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Hazardous materials safely stored and no signs of exposure. | Chemicals locked and labeled; flammable materials secured in approved cabinets; no peeling or cracking paint; tiles intact with no asbestos indication; surfaces free of mold, mildew, or odor |
| Custodial and ~~lab~~ storage rooms properly maintained. | Chemicals stored by hazard class; acids and bases stored separately; chemical containers intact; spill kits available; compressed gas cylinders secured |

DRAFT

| Examples of Minor Deficiencies (MIN) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Minor clutter or disorganization in storage areas that does not involve hazardous chemicals but could make proper safety checks or access more difficult. | A few non-hazardous cleaning products are stored haphazardly on a chemical room shelf, making it slightly harder to quickly locate labeled hazardous materials stored nearby. |
| Early paint wear, minor chips, or initial signs of surface aging near areas where hazardous materials are stored, but with no indication of lead, asbestos, or hazardous exposure. | A small chip is visible in the corner of a wall near a chemical cabinet, but surrounding paint and tile are intact, and no hazardous materials are stored in that location. |
| Slightly musty odor in a storage room without visible mold or dampness, suggesting early ventilation or moisture concerns needing monitoring. | A custodial supply room that stores some chemical products has a mild odor, though all surfaces appear dry and no mold is present - improved air circulation is recommended. |
| Incorrect or incomplete labeling on non-hazardous containers that does not present a safety risk but is out of alignment with proper storage practices. | A bottle of diluted soap solution lacks a clear, updated label, even though it contains no hazardous substances and is stored safely. |
| Minor cosmetic imperfections such as worn labels or faded markings on non-hazardous containers or non-critical equipment. | A spray bottle containing a neutral cleaning solution has a faded label, but the material is not hazardous and the bottle is stored appropriately |

| Examples of Moderate Deficiencies (MOD) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Improper storage or early hazardous conditions requiring correction. | Unlocked chemical cabinets, flammable materials not stored in flammable lockers, damaged tiles suggesting potential asbestos, small visible mildew patches, pesticides or aerosols found on campus. |
| Poor storage practices creating moderate risk | Chemicals stored too closely together, containers showing minor leakage (crystals or stains), partially obstructed ventilation in storage areas. |

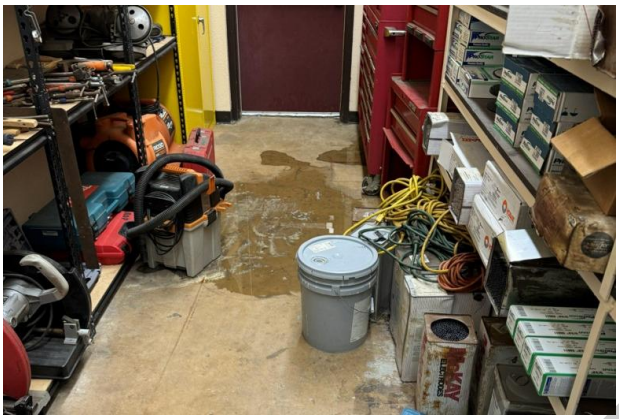
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| Examples of Extreme Deficiencies (X) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Hazardous material conditions posing immediate danger. | Chemical spill creating exposure risk. Significant visible mold in occupied areas. Damaged asbestos-containing material shedding fibers. Unlocked hazardous waste accessible to children |
| Severe mismanagement of flammables or corrosives. | Flammable liquids stored outside approved cabinets. Unsecured compressed gas cylinders posing ignition risk. Evidence of chemical fumes or strong odor indicating acute exposure. |

DRAFT

## General Illustrative Examples

Pictures listed here are not reflective of actual school sites, these are for illustrative purposes only.



MOD - Poor storage causing tripping hazard



MIN - Improper storage




OK - Safety signs properly displayed



MIN - Improper storage

DRAFT

# Chapter 13: Structural Damage

Good Repair Standard ..... 65
Inspection Tips ..... 65
Examples of Good Repair Standard (OK) ..... 65
Examples of Minor Deficiencies (MIN) ..... 66
Examples of Moderate Deficiencies (MOD) ..... 66
Examples of Extreme Deficiencies (X) ..... 67
General Illustrative Examples ..... 68

DRAFT

## Structural Damage - Good Repair Standard

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

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

*Note*: For any statement listed in the Part I: Good Repair Standard section of the FIT that is underlined and is not true, this is an extreme deficiency (X).

## Inspection Tips

- Inspect foundations for large cracks or shifting.
- Check portable ramps and supports for dry rot or detachment.
- Review ceilings and floors for movement, sagging, or softness.
- Look at load-bearing walls and posts for structural separation or splitting.

| Examples of Good Repair Standard (OK) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| No structural damage creating unsafe conditions. | No severe cracks, floors are level, ceilings are intact, beams/posts secure; no dry rot; surfaces free of mold. |
| Structural systems appear sound. | Ramps and portable supports are intact. There are no bowing walls, no ceiling deflection, and doors/windows are aligned properly. |

DRAFT

| Examples of Minor Deficiencies (MIN) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Minor structural wear such as small, shallow cracks or slight unevenness in flooring that does not indicate underlying load-bearing failure. | A classroom floor feels slightly uneven in one corner but shows no sloping or sagging. Inspectors note the condition for monitoring. |
| Early signs of moisture exposure such as light ceiling staining or minor discoloration that does not indicate active water intrusion, rot, or mold. | A ceiling tile shows a faint stain from a previously repaired leak. The area where the stain is located is dry, and there is no warping or bubbling. |
| Minor misalignment or slight shifting of non-load-bearing components (e.g., trim, surface paneling, or decorative posts) without any structural impact. | A decorative wall panel near an interior door is slightly offset from its frame, but the door frame and underlying wall remain structurally sound and unmoved. |
| Minimal settling cracks in stable, non-critical areas that require observation but do not affect structural integrity or safety. | A superficial crack near the top of a wall appears unchanged over time and does not run along load-bearing areas, indicating normal settling. |
| Slight cosmetic warping or unevenness on non-load-bearing surfaces, trim pieces, or decorative wall panels that does not indicate stress on structural members. | A decorative wooden trim board on a hallway wall shows mild warping at the edge due to humidity, but adjacent structural components remain fully intact and secure. |

| Examples of Moderate Deficiencies (MOD) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Structural issues requiring repair. | Deep cracks that need evaluation. Visible dry rot on structural members. Ceilings or floors are uneven, or damaged posts or supports that are not yet failing. |
| Components showing weakening. | Wet or damaged subflooring. Sagging portions of ceiling, warped wall panels, or separation between structural joints. |

DRAFT

| Examples of Extreme Deficiencies (X) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Severe structural hazards posing immediate danger. | Severe cracks indicate structural failure. Sagging or collapsing ceiling/floor. Split or failing beams/posts. There is major wall separation. |
| Conditions signaling imminent collapse. | Sloping floors causing unsafe movement. Structural members visibly bending or buckling. Foundation separation is posing a collapse risk. |

DRAFT

## General Illustrative Examples

Pictures listed here are not reflective of actual school sites, these are for illustrative purposes only.



MOD - Wet or damaged subflooring



MOD - Wet or damaged subflooring



MIN - Shallow cracks / slight unevenness



MOD - Damaged supports that are not yet failing



X - Severe structural hazards posing immediate danger

# Chapter 14: Roofs (observed from the ground, inside/outside the building)

Good Repair Standard ..... 70
Inspection Tips ..... 70
Examples of Good Repair Standard (OK) ..... 70
Examples of Minor Deficiencies (MIN) ..... 71
Examples of Moderate Deficiencies (MOD) ..... 71
Examples of Extreme Deficiencies (X) ..... 72
General Illustrative Examples ..... 73

DRAFT

## Good Repair Standard

*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

## Inspection Tips

- Observe roofs from the ground for lifted shingles, missing tiles, or gaps.
- Inspect gutters and downspouts for debris, blockages, and corrosion.
- Check inside ceilings for water stains, moisture, or sagging.
- Confirm drainage points are clear and functional.
- Review portable classroom rooflines closely.

| Examples of Good Repair Standard (OK) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Roof systems are functioning properly. | Roofs are free of visible damage. Gutters and downspouts are intact, roof drains are clear, there are no ceiling water stains, and flashing appears secure. |
| Drainage works as designed. | Downspouts are connected. There is no pooling water around foundations. There is no visible sagging and roof edges are sealed. |

DRAFT

| Examples of Minor Deficiencies (MIN) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Small debris buildup or partial obstruction in gutters or downspouts that slightly slows drainage but does not yet cause pooling, overflow, or water damage. | Early sediment buildup in a downspout reduces water flow during heavy rainfall but has not yet caused exterior staining or overflow. |
| Minor roof surface wear such as slight lifting of shingles or tiles in limited areas without exposing underlayment or structure. | A single shingle corner is slightly lifted from wind exposure but remains fully nailed and does not expose decking. |
| Residual or fully resolved leak stains that indicate past roof issues now repaired, with no active moisture or soft spots present. | A faint brown stain on an interior ceiling tile remains from a leak repaired earlier in the year; the tile is dry and there is no bubbling, warping, or ongoing intrusion. |
| Minor deterioration of sealant, flashing, or waterproofing materials that does not yet compromise the roof system. | A roof vent has early cracking in its sealant ring, but it is still fully attached and watertight. Resealing may be needed. |
| Light discoloration, fading, or minor surface wear on shingles, tiles, or roof coatings that does not indicate damage or water intrusion. | A few shingles show mild fading from sun exposure, but all remain firmly attached and fully sealed against weather. |

| Examples of Moderate Deficiencies (MOD) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Damages needing correction. | Loose gutters, cracked downspouts, active leak indicators (ceiling stains), areas with ponding water, or damaged shingles/tiles. |
| Conditions reducing roof performance. | Blocked drainage, causing an overflow. Visible warping in roof plywood, or damaged or missing flashing. |

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| Examples of Extreme Deficiencies (X) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Extreme roof hazards posing immediate danger. | There are missing roof sections, or there is a severe active leak causing indoor water intrusion. There is ceiling collapse risk from roof failure, or structural roof failure is visible from inside. |
| Roof failure compromising safety. | There is an exposed underlying roof deck or major sagging indicating imminent collapse. Extensive rot in roof supports. |

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## General Illustrative Examples

Pictures listed here are not reflective of actual school sites, these are for illustrative purposes only.



OK - Roofs are free of visible damage



OK - Roofs are free of visible damage



OK - No ceiling water stains



OK - No visible sagging; roof edges sealed



OK - No pooling water around foundations




OK - No visible sagging; roof edges sealed

# Chapter 15: Playground/School Grounds

Good Repair Standard ..... 75
Inspection Tips ..... 75
Examples of Good Repair Standard (OK) ..... 75
Examples of Minor Deficiencies (MIN) ..... 76
Examples of Moderate Deficiencies (MOD) ..... 76
Examples of Extreme Deficiencies (X) ..... 77
General Illustrative Examples ..... 78

DRAFT

## Good Repair Standard

*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

## Inspection Tips

- Inspect turf, asphalt, and concrete for cracks or holes.
- Check playground structures for loose hardware, rust, or rough edges.
- Evaluate drainage areas after rainfall.
- Observe fencing and ground coverings for safety hazards.

| Examples of Good Repair Standard (OK) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| School grounds and equipment safe and functional. | No significant cracks within the playground equipment. There are no trip hazards, no protruding bolt ends, and no sharp edges. Benches/tables are intact and drainage is functioning. |
| Equipment operating as designed. | Swings are secure, slides are intact, climbing structures are stable, fall zones are unobstructed. |

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| Examples of Minor Deficiencies (MIN) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Small surface cracks in asphalt or concrete that do not create trip hazards or structural concerns but indicate early wear. | A narrow crack appears along the edge of the blacktop near the basketball court. The surface remains even and safe for use. |
| Slight wear or loosening of playground equipment components that does not impact safe operation. | A swing chain connector shows mild wear but continues to hold securely such that monitoring and lubrication are recommended. |
| Minor erosion or settlement in non-play areas that does not impede activity or create hazardous conditions. | A small patch of soil near a landscaped border has washed away slightly after rain, though walk paths and play zones remain stable. |
| Bushes or vegetation lightly intruding into walk paths or play edges without restricting movement or creating blind spots. | A shrub extends slightly into a walkway but does not obstruct visibility, movement, or equipment access. |
| Small puddles or minor water accumulation during irrigation that does not indicate drainage system failure. | A shallow puddle forms briefly after sprinkler cycles near a grass edge but clears quickly and is not present during normal student use. |
| Minor wear, fading, or superficial paint loss on playground equipment, tables, benches, or ground markings that does not affect integrity or safe use of equipment. | The painted game lines on the blacktop are lightly faded, but remain visible and do not impact student play or safe movement. |

| Examples of Moderate Deficiencies (MOD) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Ground hazards that require repair. | Loose bolts on playground structures; larger cracks creating trip hazards; uneven walkways; drainage issues causing soil erosion |
| Equipment deterioration is impacting use. | There are cracked seats or table surfaces, worn edging on play structures. There is an inadequate fall zone surfacing in small areas. |

DRAFT

| Examples of Extreme Deficiencies (X) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Severe hazards posing immediate danger. | There are open “S” hooks on equipment, exposed bolt ends or sharp metal edges, severe erosion or sinkholes, or flooded play areas. |
| Fencing or barriers failing in ways that expose students to danger. | There is a broken gate accessing street, a collapsed retaining wall near play area, or unstable climbing equipment. |

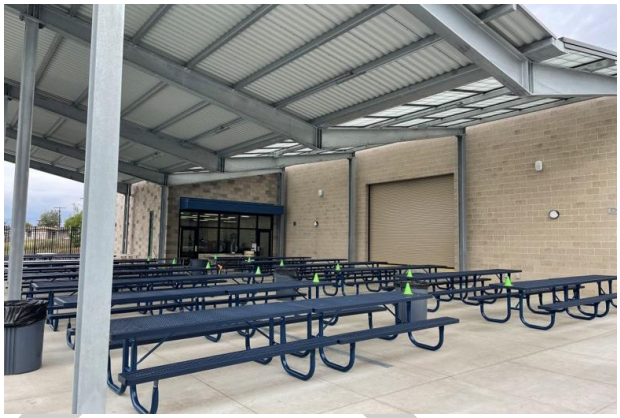
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## General Illustrative Examples

Pictures listed here are not reflective of actual school sites, these are for illustrative purposes only.



OK - Benches/tables are intact



OK - No trip hazards / no sharp edges.



OK - No significant cracks



OK - Climbing structures are stable



OK - School grounds safe and functional

# Chapter 16: Windows/Doors/Gates/Fences (Interior and exterior)

Good Repair Standard ..... 80
Inspection Tips ..... 80
Examples of Good Repair Standard (OK) ..... 80
Examples of Minor Deficiencies (MIN) ..... 81
Examples of Moderate Deficiencies (MOD) ..... 81
Examples of Extreme Deficiencies (X) ..... 82
General Illustrative Examples ..... 83

DRAFT

## Good Repair Standard

*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

*Note*: For any statement listed in the Part I: Good Repair Standard section of the FIT that is underlined and is not true, this is an extreme deficiency (X).

## Inspection Tips

- Check locks, hinges, seals, and handles for proper operation.
- Ensure all gates latch securely and open/close without obstruction.
- Walk fence lines for gaps, breaks, rust, or holes.
- Inspect windows for cracks, balance issues, or broken latches.
- Confirm security hardware is present and intact.

| Examples of Good Repair Standard (OK) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| All access and security points function properly. | Windows open/close/lock properly, doors latch properly. Gates are secure, fences are intact. There are no cracked windows. Hinges are functioning. |
| Exterior access points perform safely. | Perimeter gates are aligned, fence panels are stable, door closers are functioning, and screens are intact. |

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| Examples of Minor Deficiencies (MIN) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Loose or slightly sticky door locks, latches, or handles that remain functional but require adjustment or lubrication. | A classroom door latch sticks slightly when pressed but still closes and locks; maintenance is needed to restore smooth operation. |
| Minor rust spots or early corrosion on metal gate or fence components that do not create holes or structural weakness. | A gate hinge shows small patches of surface rust but continues to support the gate properly with no risk of detachment. |
| Slight misalignment of windows or doors that still open and close, but with reduced smoothness or minor resistance. | A classroom window requires slightly more pressure to slide open but remains fully functional and locks securely once closed. |
| Screens or non-critical components (e.g., weather stripping, trims) beginning to loosen or show early wear, but not yet impacting security or allowing pest entry. | A window screen has a loose corner but remains intact and in place, with no gaps large enough for pests to enter. |
| Minor wear on thresholds or gate/fence surfaces not yet creating tripping hazards or structural concerns. | A door threshold shows early signs of wear but remains firmly attached and level with adjacent flooring. |
| Small cosmetic blemishes or discoloration on seals, trims, or hardware (handles, hinges, latches) that do not impair function. | A window latch has minor surface wear but remains fully operable and continues to lock securely. |

| Examples of Moderate Deficiencies (MOD) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Access/security deficiencies requiring repair. | Window latches are faulty. Doors are difficult to close, there are misaligned gates, small holes in fencing, and broken door handles. |
| Structural access problems. | Warped doors reduce the ability to close the door fully, fence panels are loose, gates are dragging on ground, or locks are damaged. |

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| Examples of Extreme Deficiencies (X) | |
|---|---|
| **Condition Description** | **Inspector Evaluation Example Comments(s)** |
| Serious access/security failures posing immediate danger. | Broken windows are creating a hazard for staff and students, doors are not locking at all, gates are unable to secure campus perimeter, large fence breaches enable potential unauthorized access. |
| Components compromised beyond safe use. | There are fully inoperable emergency exits. There is a fence collapse near student pathways. There are severely damaged door frames preventing closure. |

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## General Illustrative Examples

Pictures listed here are not reflective of actual school sites, these are for illustrative purposes only.



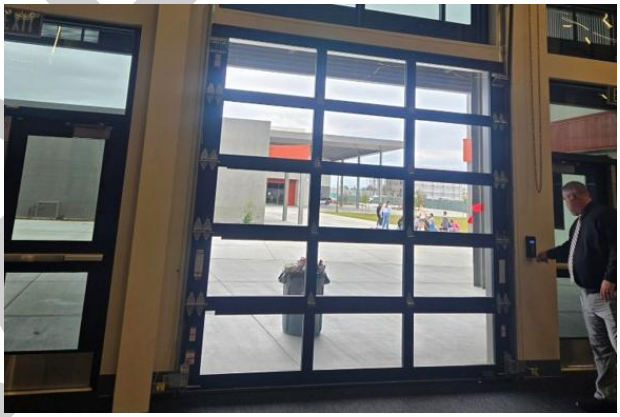
MIN - Cosmetic blemishes or discoloration



OK - There are no cracked windows



OK - Door closers are  functioning, and screens are intact.



OK - Gates are secure, fences are intact

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# Appendices

Statutory Authority..... 85-92
Deficiency Determination Flow Chart ..... 93

DRAFT

# Statutory Authority

**Education Code (EC) Section 1240**
The county superintendent of schools shall do all of the following:
(a) Superintend the schools of that county.
(b) Maintain responsibility for the fiscal oversight of each school district in that county pursuant to the authority granted by this code.
(c) (1) Visit and examine each school in the county at reasonable intervals to observe its operation and to learn of its problems. The county superintendent of schools annually may present a report of the state of the schools in the county, and of the county office of education, including, but not limited to, observations from visiting the schools, to the board of education and the board of supervisors of the county.
(2) (A) (i) Commencing with the 2021–22 fiscal year, the Superintendent shall identify a list of schools, which shall include charter schools, for which the county superintendent, or a designee, shall inspect annually, and about which the county superintendent, or a designee, shall submit an annual report, at a regularly scheduled November board meeting, to the governing board of each school district under the jurisdiction of the county superintendent, the county board of education of that county, and the board of supervisors of that county, that describes the state of the schools in the county. The list established in the 2021–22 fiscal year shall also be used as the list established in the 2022–23 and 2023–24 fiscal years. The list of schools established pursuant to this section shall be reestablished in the 2024–25 fiscal year and again every three fiscal years thereafter. Each list shall be established in accordance with clause (ii), and shall be used for inspections beginning the following fiscal year.
(ii) The list of schools pursuant to clause (i) shall be compiled as follows:
(I) The Superintendent shall include on the list all schools that were most recently identified for comprehensive support and improvement and additional targeted support and improvement pursuant to the federal Every Student Succeeds Act (Public Law 114-95) or identified as low performing under the federal Elementary and Secondary Education Act of 1965 (Public Law 89-10), or any subsequent amendments to that act. For the list established in the 2021–22, 2022–23, and 2023–24 fiscal years, the Superintendent shall use the list of schools identified in the 2019–20 fiscal year for comprehensive support and improvement and for additional targeted support and improvement.
(II) The Superintendent shall include on the list all schools where 15 percent or more of the teachers are holders of a permit or certificate, such as a temporary or short-term permit, a substitute permit, a waiver, an intern credential, or any other authorization that is a lesser certification than a preliminary or clear California teaching credential. With the exception of alternative schools, all schools within a local educational agency that fail to meet the requirements of Sections 44258.9 and 60900 shall be included on the list for the applicable reporting cycle.
(III) The list of schools compiled pursuant to clause (i) shall exclude alternative schools within the meaning of subdivision (d) of Section 52052 and other schools accepted for participation in the Dashboard Alternative School Status program by the department.
(iii) The annual report shall include the determinations for each school made by the



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county superintendent, or the county superintendent's designee, regarding the status of all of the circumstances listed in subparagraph (E) and teacher misassignments and teacher vacancies, as described in Section 44258.9, and the county superintendent, or the county superintendent's designee, shall use a standardized template to report the circumstances listed in subparagraph (E) and teacher misassignments and teacher vacancies, as described in Section 44258.9, unless the current annual report being used by the county superintendent, or the county superintendent's designee, already includes those details with the same level of specificity that is otherwise required by this subdivision.

(B) The county superintendent of the Counties of Alpine, Amador, Del Norte, Mariposa, Plumas, and Sierra, and the City and County of San Francisco shall contract with another county office of education or an independent auditor to conduct the required visits and make all reports required by this paragraph.

(C) On a quarterly basis, the county superintendent, or the county superintendent's designee, shall report the results of the visits and reviews conducted that quarter to the governing board of the school district at a regularly scheduled meeting held in accordance with public notification requirements. The results of the visits and reviews shall include the determinations of the county superintendent, or the county superintendent's designee, for each school regarding the status of all of the circumstances listed in subparagraph

(E) and teacher misassignments and teacher vacancies, as described in Section 44258.9. If the county superintendent, or the county superintendent's designee, conducts no visits or reviews in a quarter, the quarterly report shall report that fact.

(D) The visits made pursuant to this paragraph shall be conducted at least annually and shall meet the following criteria:

(i) Minimize disruption to the operation of the school.

(ii) Be performed by individuals who meet the requirements of Section 45125.1.

(iii) Consist of not less than 25 percent unannounced visits in each county. During unannounced visits in each county, the county superintendent shall not demand access to documents or specific school personnel. Unannounced visits shall only be used to observe the condition of school repair and maintenance, and the sufficiency of instructional materials, as defined by Section 60119.

(E) The priority objective of the visits made pursuant to this paragraph shall be to determine the status of all of the following circumstances:

(i) Sufficient textbooks, as defined in Section 60119 and as specified in subdivision (i).

(ii) The condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff, as described in school district policy or paragraph (1) of subdivision (c) of Section 17592.72.

(iii) The accuracy of data reported on the school accountability report card with respect to the availability of sufficient textbooks and instructional materials, as defined by Section 60119, and the safety, cleanliness, and adequacy of school facilities, including good repair, as required by Sections 17014, 17032.5, 17070.75, and 17089.

(F) The county superintendent may make the status determinations described in subparagraph (E) during a single visit or multiple visits. In determining whether to make a single visit or multiple visits for this purpose, the county superintendent shall take into

consideration factors such as cost-effectiveness, disruption to the schoolsite, deadlines, and the availability of qualified reviewers.
(G) If the county superintendent determines that the condition of a facility poses an emergency or urgent threat to the health or safety of pupils or staff as described in school district policy or paragraph (1) of subdivision (c) of Section 17592.72, or is not in good repair, as specified in subdivision (d) of Section 17002 and required by Sections 17014, 17032.5, 17070.75, and 17089, the county superintendent, among other things, may do any of the following:
(i) Return to the school to verify repairs.
(ii) Prepare a report that specifically identifies and documents the areas or instances of noncompliance if the school district has not provided evidence of successful repairs within 30 days of the visit of the county superintendent or, for major projects, has not provided evidence that the repairs will be conducted in a timely manner. The report may be provided to the governing board of the school district. If the report is provided to the school district, it shall be presented at a regularly scheduled meeting held in accordance with public notification requirements. The county superintendent shall post the report on the internet website of the county superintendent. The report shall be removed from the internet website when the county superintendent verifies the repairs have been completed.
(H) For schools that are identified on the list established in the 2024–25 fiscal year pursuant to subparagraph (A), and only in the fiscal years in which that list is used, a county superintendent shall complete the textbook and instructional materials review conducted for purposes of this paragraph and subparagraph (A) of paragraph (3) of subdivision (i) by the eighth week of the school year. The county superintendent shall prioritize reviewing, within the first four weeks of the school year where practicable, schools for which the county superintendent has received information from a survey, a complaint filed pursuant to Section 35186, or any other reliable source that the school does not have sufficient textbooks, as defined in Section 60119 and as specified in subdivision (i), or that a facility of the school poses an emergency or urgent threat to the health or safety of pupils or staff as described in school district policy or paragraph (1) of subdivision (c) of Section 17592.72, or is not in good repair, as specified in subdivision (d) of Section 17002 and required by Sections 17014, 17032.5, 17070.75, and 17089.
…

**EC Section 17002**
The following terms wherever used or referred to in this chapter, shall have the following meanings, respectively, unless a different meaning appears from the context:
(a) “Apportionment” means a reservation of funds necessary to finance the cost of any project approved by the board for lease to an applicant school district.
(b) “Board” means the State Allocation Board.
(c) “Cost of project” includes, but is not limited to, the cost of all real estate property rights, and easements acquired, and the cost of developing the site and streets and utilities immediately adjacent thereto, the cost of construction, reconstruction, or modernization of buildings and the furnishing and equipping, including the purchase of educational technology hardware, of those buildings, the supporting wiring and cabling,

and the technological modernization of existing buildings to support that hardware, the cost of plans, specifications, surveys, and estimates of costs, and other expenses that are necessary or incidental to the financing of the project. For purposes of this section, "educational technology hardware" includes, but is not limited to, computers, telephones, televisions, and video recording equipment.

(d) (1) "Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a school facility inspection and evaluation instrument developed by the Office of Public School Construction and approved by the board or a local evaluation instrument that meets the same criteria. Until the school facility inspection and evaluation instrument is approved by the board, "good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined by the interim evaluation instrument developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria as the interim evaluation instrument. The school facility inspection and evaluation instrument and local evaluation instruments that meet the minimum criteria of this subdivision shall not require capital enhancements beyond the standards to which the facility was designed and constructed. In order to provide that school facilities are reviewed to be clean, safe, and functional, the school facility inspection and evaluation instrument and local evaluation instruments shall include at least the following criteria:

(A) Gas systems and pipes appear and smell safe, functional, and free of leaks.

(B) Mechanical systems, including heating, ventilation, and air-conditioning systems, satisfy the following:

(i) Are functional and unobstructed.

(ii) Appear to supply adequate amount of air to all classrooms, work spaces, and facilities.

(iii) Maintain interior temperatures within normally acceptable ranges.

(C) Doors and windows are intact, functional, and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

(D) Fences and gates are intact, functional, and free of holes and other conditions that could present a safety hazard to pupils, staff, or others. Locks and other security hardware function as designed.

(E) Interior surfaces, including walls, floors, and ceilings, are free of safety hazards from tears, holes, missing floor and ceiling tiles, torn carpet, water damage, or other cause. Ceiling tiles are intact. Surfaces display no evidence of mold or mildew.

(F) Hazardous and flammable materials are stored properly. No evidence of peeling, chipping, or cracking paint is apparent. No indicators of mold, mildew, or asbestos exposure are evident. There is no apparent evidence of hazardous materials that may pose a threat to the health and safety of pupils or staff.

(G) Structures, including posts, beams, supports for portable classrooms and ramps, and other structural building members appear intact, secure, and functional as designed. Ceilings and floors are not sloping or sagging beyond their intended design. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines structural components.

(H) Fire sprinklers, fire extinguishers, emergency alarm systems, and all emergency equipment and systems appear to be functioning properly. Fire alarm pull stations are



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clearly visible. Fire extinguishers are current and placed in all required areas, including every classroom and assembly area. Emergency exits are clearly marked and unobstructed.
(I) Electrical systems, components, and equipment, including switches, junction boxes, panels, wiring, outlets, and light fixtures, are securely enclosed, properly covered and guarded from pupil access, and appear to be working properly.
(J) Lighting appears to be adequate and working properly. Lights do not flicker, dim, or malfunction, and there is no unusual hum or noise from light fixtures. Exterior lights onsite appear to be working properly.
(K) No visible or odorous indicators of pest or vermin infestation are evident.
(L) Interior and exterior drinking fountains are functional, accessible, and free of leaks. Drinking fountain water pressure is adequate. Fountain water is clear and without unusual taste or odor, and moss, mold, or excessive staining is not evident.
(M) Restrooms and restroom fixtures satisfy the following:
(i) Are functional.
(ii) Appear to be maintained and stocked with supplies regularly.
(iii) Appear to be accessible to pupils during the schoolday.
(iv) Appear to be in compliance with Section 35292.5.
(N) The sanitary sewer system controls odor as designed, displays no signs of stoppage, backup, or flooding, in the facilities or on school grounds, and appears to be functioning properly.
(O) Roofs, gutters, roof drains, and downspouts appear to be functioning properly and are free of visible damage and evidence of disrepair when observed from the ground inside and outside the building.
(P) The school grounds do not exhibit signs of drainage problems, such as visible evidence of flooded areas, eroded soil, water damage to asphalt playgrounds or parking areas, or clogged storm drain inlets.
(Q) Playground equipment and exterior fixtures, seating, tables, and equipment are functional and free of significant cracks, trip hazards, holes, deterioration that affects functionality or safety, and other health and safety hazards.
(R) School grounds, fields, walkways, and parking lot surfaces are free of significant cracks, trip hazards, holes, deterioration that affects functionality or safety, and other health and safety hazards.
(S) Overall cleanliness of the school grounds, buildings, common areas, and individual rooms demonstrates that all areas appear to have been cleaned regularly and are free of accumulated refuse and unabated graffiti. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that the school is in session.
(2) (A) On or before January 1, 2007, the Office of Public School Construction shall develop the school facility inspection and evaluation instrument and instructions for users. The school facility inspection and evaluation instrument and local evaluation instruments that meet the minimum criteria of this subdivision shall include a system that will evaluate each facility, based on the criteria listed in paragraph (1), on a scale of “good,” “fair,” or “poor,” as developed by the Office of Public School Construction, and provide an overall summary of the conditions at each school on a scale of “exemplary,”

"good," "fair," or "poor."
(B) On or before July 1, 2007, the Office of Public School Construction, in consultation with county offices of education, shall define objective criteria for determining the overall summary of the conditions of schools.
(C) For purposes of this paragraph, "users" means local educational agencies that participate in either of the programs established pursuant to this chapter, Chapter 12.5 (commencing with Section 17070.10), or Section 17582.
(e) "Lease" includes a lease with an option to purchase.
(f) "Project" means the facility being constructed or acquired by the state for rental to the applicant school district and may include the reconstruction or modernization of existing buildings, construction of new buildings, the grading and development of sites, acquisition of sites therefor and any easements or rights-of-way pertinent thereto or necessary for its full use including the development of streets and utilities.
(g) "Property" includes all property, real, personal or mixed, tangible or intangible, or any interest therein necessary or desirable for carrying out the purposes of this chapter.
*(Amended by Stats. 2009, Ch. 88, Sec. 20. (AB 176) Effective January 1, 2010.)*

**EC Section 35292.**
The governing board of any school district shall visit each school in its district at least once each term, and examine carefully into the management, needs, and conditions of the schools. In any school district which employs district or city superintendents of schools, it shall either visit the schools or provide that they shall be visited by the district or city superintendent of schools or his assistants.
*(Enacted by Stats. 1976, Ch. 1010.)*

**EC Section 35292.5**
(a) Every public and private school maintaining any combination of classes from kindergarten to grade 12, inclusive, shall comply with all of the following:
(1) Every restroom shall at all times be maintained and cleaned regularly, fully operational, and stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
(2) The school shall keep all restrooms open during school hours when pupils are not in classes, and shall keep a sufficient number of restrooms open during school hours when pupils are in classes.
(b) (1) On or before July 1, 2026, each school district, county office of education, and charter school, including charter schools operating in a school district facility pursuant to Section 47614, maintaining any combination of classes from grades 1 to 12, inclusive, shall comply with the following for each of its schoolsites that, before July 1, 2026, has more than one female restroom and more than one male restroom designated exclusively for pupil use, excluding restrooms designated for pupils in transitional kindergarten or kindergarten:
(A) Provide and maintain at least one all-gender restroom for pupil use that meets the following requirements:
(i) Has signage identifying the bathroom facility as being open to all genders and in conformity with Title 24 of the California Code of Regulations.



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(ii) Is available for pupil use, consistent with the requirements of subdivision (a), as unlocked, unobstructed, easily accessible by any pupil, and consistent with existing pupil access to sex-segregated restrooms.
(iii) Is consistent with the requirements pursuant to Section 35292.6.
(iv) Is available during school hours and school functions when pupils are present.
(B) Designate a staff member to serve as a point of contact for implementation of this section.
(C) Post a notice regarding the requirements of this paragraph in a prominent and conspicuous location outside at least one all-gender restroom, including contact information for the person designated as a point of contact pursuant to subparagraph (B).
(2) A school district, county office of education, or charter school may use an existing restroom to satisfy the requirements of this subdivision if it ensures that all pupils have restrooms that are in easily accessible locations and the existing restroom otherwise complies with the requirements in paragraph (1).
(3) This subdivision shall be subject to compliance review pursuant to Section 253.
(4) The department shall post on its internet website guidance for implementation of this subdivision, including, but not limited to, examples of signage and best practices.
(5) This subdivision shall not supplant subdivision (f) of Section 221.5. Use of an all-gender restroom by a pupil shall be voluntary and pupils shall not be required to use an all-gender restroom.
(6) This subdivision shall not preclude a schoolsite that does not have more than one female restroom and more than one male restroom designated exclusively for pupil use, excluding restrooms designated for pupils in transitional kindergarten or kindergarten, from identifying and making easily accessible, a restroom for pupil use that satisfies the requirements of this subdivision.
(c) Notwithstanding subdivisions (a) and (b), a school may temporarily close a restroom as necessary (1) for a documented pupil safety concern, (2) for an immediate threat to pupil safety, or (3) to repair the facility.
*(Amended by Stats. 2023, Ch. 227, Sec. 3. (SB 760) Effective January 1, 2024.)*

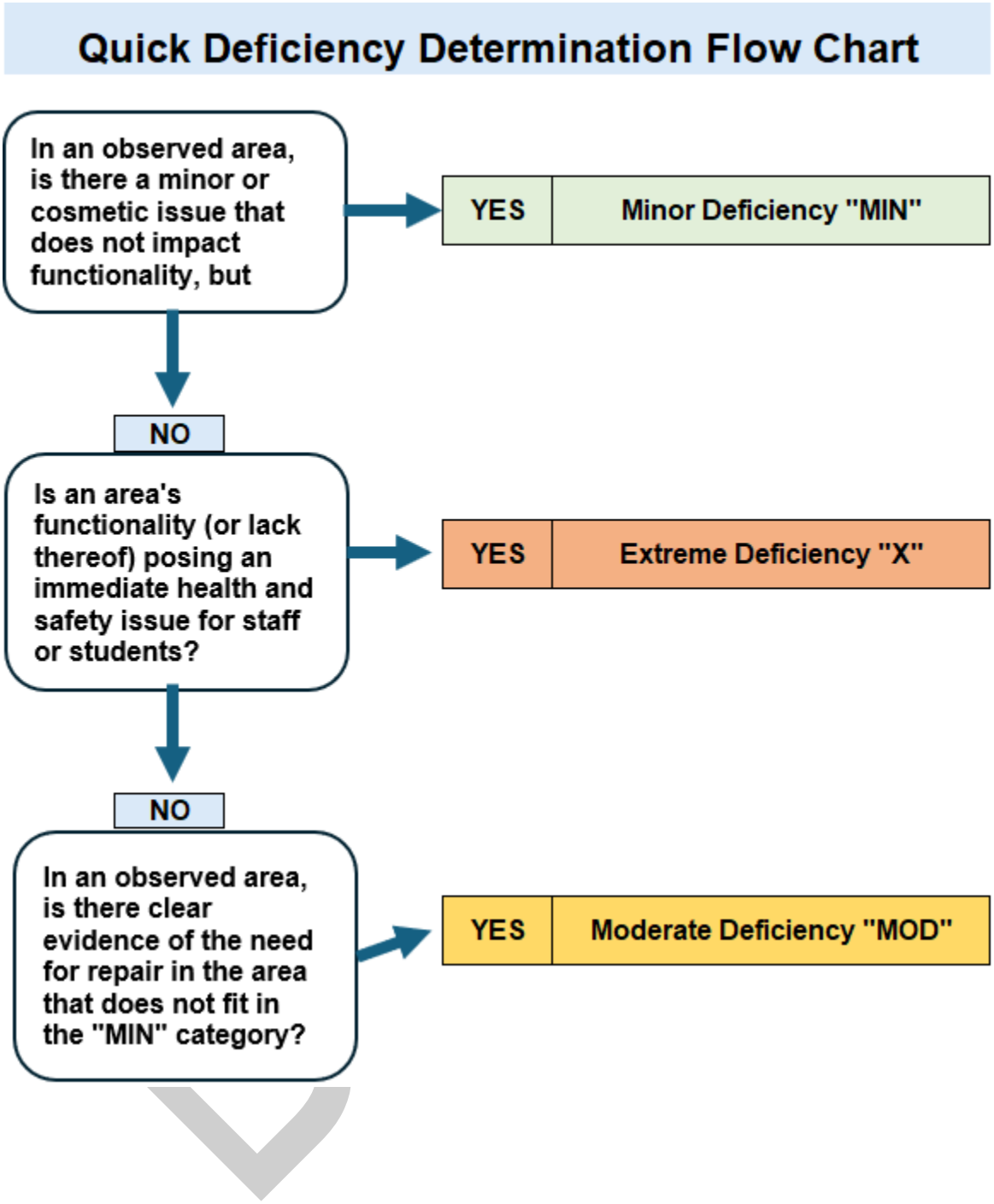
**EC Section 35292.6**
(a) On or before the start of the 2024–25 school year, a public school, including a school operated by a school district, county office of education, or charter school, maintaining any combination of classes from grades 3 to 12, inclusive, shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom.
(b) A public school described in subdivision (a) shall not charge for any menstrual products provided to pupils.
(c) A public school described in subdivision (a) shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual

responsible for maintaining the requisite supply of menstrual products.
(d) For purposes of this section, “menstrual products” means menstrual pads and tampons for use in connection with the menstrual cycle.
(e) This section shall become operative on July 1, 2024.
*(Repealed (in Sec. 2) and added by Stats. 2023, Ch. 421, Sec. 3. (AB 230) Effective January 1, 2024. Operative July 1, 2024, by its own provisions.)*

**Senate Bill (SB) 129 (Chapter 69, Budget Act of 2021 – Skinner)**
**SEC. 243.**
…
(a) The Office of Public School Construction shall consult with stakeholders such as local educational agency facilities staff, classified employees providing custodial services, certificated employees, local and state public health officials, and other experts in clean, safe, and functional school facilities. The Office of Public School Construction shall consider current standards for school facilities, including, but not limited to, the Association of Physical Plant Administrator’s Operational Guidelines for Educational Facilities and both local and state public health guidance and standards.

(c) The State Allocation Board shall adopt an updated Facility Inspection Tool prior to June 30, 2022, for use beginning July 1, 2022.

DRAFT


Quick Deficiency Determination Flow Chart
In an observed area, is there a minor or cosmetic issue that does not impact functionality, but
YES
Minor Deficiency "MIN"
NO
Is an area's functionality (or lack thereof) posing an immediate health and safety issue for staff or students?
YES
Extreme Deficiency "X"
NO
In an observed area, is there clear evidence of the need for repair in the area that does not fit in the "MIN" category?
YES
Moderate Deficiency "MOD"

| SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION | | COUNTY | |
|---|---|---|---|
| SCHOOL SITE | | SCHOOL TYPE (GRADE LEVELS) | NUMBER OF CLASSROOMS ON SITE: |
| | | | NUMBER OF RESTROOMS ON SITE: |
| INSPECTOR'S NAME | INSPECTOR'S TITLE | NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) | |
| TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET): | TIME OF INSPECTION | SITE ENROLLMENT | |
| TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE:<br>TOTAL ESTIMATED BUILDING SQUARE FOOTAGE: | WEATHER CONDITION AT TIME OF INSPECTION | | |

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

| TOTAL NUMBER OF AREAS EVALUATED | SECTION TOTALS | 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: | 6 | 7 | 9 | 1 | 9 | 9 | 8 | 7 | 9 | 9 | 0 | 9 | 8 | 10 | 10 |
| | Number of "MIN"s: | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| | Number of "MOD"s: | 1 | 1 | 0 | 7 | 0 | 0 | 1 | 2 | 0 | 0 | 9 | 0 | 0 | 0 | 0 |
| 10 | Number of "X"s: | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 |
| | Number of N/As: | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percent of System in Good Repair Number of "OK"s + "MIN"s divided by (Total Areas - "NA"s)* | | 88% | 89% | 100% | 0% | 100% | 100% | 90% | 80% | 100% | 100% | 0% | 0% | 0% | 100% | 100% |
| **Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%** | | FAIR | FAIR | GOOD | POOR | GOOD | GOOD | GOOD | FAIR | GOOD | GOOD | POOR | POOR | POOR | GOOD | GOOD |

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that section and a zero for that section

| OVERALL RATING: | DETERMINE AVERAGE PERCENTAGE OF 15 SECTIONS ABOVE → | 69.76% | SCHOOL RATING** → | POOR |
|---|---|---|---|---|

**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 |

**INSPECTOR'S COMMENTS AND RATING EXPLANATION:**

**DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):**

DRAFT

| SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION | | COUNTY | |
|---|---|---|---|
| SCHOOL SITE | | SCHOOL TYPE (GRADE LEVELS) | NUMBER OF CLASSROOMS ON SITE:<br>NUMBER OF RESTROOMS ON SITE: |
| INSPECTOR'S NAME | INSPECTOR'S TITLE | NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) | |
| TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET): | TIME OF INSPECTION | SITE ENROLLMENT | |
| TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE:<br>TOTAL ESTIMATED BUILDING SQUARE FOOTAGE: | WEATHER CONDITION AT TIME OF INSPECTION | | |

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

| TOTAL NUMBER OF AREAS EVALUATED | SECTION TOTALS | 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: | 6 | 7 | 9 | 1 | 9 | 9 | 8 | 7 | 9 | 9 | 0 | 9 | 8 | 10 | 10 |
| | Number of "MIN"s: | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| | Number of "MOD"s: | 1 | 1 | 0 | 7 | 0 | 0 | 1 | 2 | 0 | 0 | 9 | 0 | 0 | 0 | 0 |
| 10 | Number of "X"s: | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 |
| | Number of N/As: | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)* | | 75% | 78% | 90% | 0% | 90% | 90% | 80% | 70% | 90% | 90% | 0% | 0% | 0% | 100% | 100% |
| **Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%** | | FAIR | FAIR | GOOD | POOR | GOOD | GOOD | FAIR | POOR | GOOD | GOOD | POOR | POOR | POOR | GOOD | GOOD |

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that section and a zero for that section

**"MD" >7?** **Yes**

| OVERALL RATING: | DETERMINE AVERAGE PERCENTAGE OF 15 SECTIONS ABOVE → | 63.52% | SCHOOL RATING** → | POOR |
|---|---|---|---|---|

**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 |

**INSPECTOR'S COMMENTS AND RATING EXPLANATION:**

**DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):**

DRAFT

CSFC
County School Facilities Consortium

**Chair**

Andy Perez
Office of the Fresno County Superintendent of Schools

**Executive Committee**

Lindsay Currier
Riverside COE

Jema Estrella
Los Angeles COE

Thomas Flanagan
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Philip Jones
El Dorado COE

Jeff Morris
Trinity COE

Andy Nelson
San Bernardino County Superintendent of Schools

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September 17, 2026

Ms. Rebecca Kirk
Executive Officer, Office of Public School Construction
707 Third Street
West Sacramento, CA 95605

**Subject: Proposed Revisions to the Facility Inspection Tool**
**Office of Public School Construction Stakeholder Meeting – Sept. 3, 2026**

Dear Ms. Kirk,

Thank you for the opportunity to provide feedback regarding potential revisions to the Facility Inspection Tool (FIT) as a result of the State Auditor's recommendations from November 2024. In the background materials for the September 3, 2026 Stakeholder Meeting, OPSC noted that "overall, stakeholders responded to staff's recommendations by indicating that the FIT should focus on easily observable facility conditions rather than complex technical standards that require specialized training and may fall under other agencies' jurisdictions." CSFC agrees with this sentiment and it is within this spirit we provide the comments below.

CSFC represents county offices of education (COEs) on school facility matters. COEs are dual users of the FIT. Some use the FIT to conduct their own internal annual facility inspections of COE facilities for School Accountability Report Card (SARC) reporting. Additionally, many COEs use the FIT to conduct annual *Williams* inspections of school district sites within their county that are subject to *Williams* monitoring. *Williams* inspections determine whether school facilities are clean, safe, functional, and in Good Repair, identifying if a facility condition presents an emergency or urgent threat to the health or safety of pupils or staff pursuant to Education Code Section 1240. FIT inspections are conducted using a visual inspection of 15 building systems, providing a "snapshot-in-time" of facility conditions.

As we consider revisions to the FIT, it is important to recognize that the criteria used to identify schools for the purpose of *Williams* inspections were altered by AB 599 (Jones-Sawyer) in 2021. Under these new criteria, there is a 75% increase in the number of school sites subject to *Williams* inspections beginning in 2026-27, and COEs did not receive additional resources to support this increase in inspections. As such, CSFC is mindful of any FIT proposal that could increase the time or expertise required to conduct *Williams* inspections.

<u>Expansion of Deficiency Ratings</u>

In response to the State Auditor's recommendation to adopt a broader range of deficiency ratings, OPSC is proposing two new deficiency ratings: Cosmetic Deficiencies and Minor Deficiencies.

**CSFC opposes** adding these two new deficiency ratings, which would increase the number of ratings from four to six, as this would add complexity with minimal benefit to better understanding school facility conditions. **CSFC is neutral** on adding one new deficiency rating to capture the concept behind a Minor Deficiency.

In practice, there is little if any difference between a Cosmetic and Minor Deficiency. It would be difficult for inspectors to distinguish between these two proposed deficiencies, or to confidently categorize a deficiency as Cosmetic – meaning it does not and will not create any functionality issues. An issue that is cosmetic today could escalate to become a functional problem in the future, and it does not make sense to categorize it as distinct from a Minor Deficiency. Additionally, if an item does not impact the safety or functionality of the facility, it does not make sense to capture that information on the FIT.

The State Auditor raised concerns about the lack of consistency across the state in scoring deficiency ratings. Adding two new deficiency ratings would exacerbate this inconsistency, leading to greater variance in calibrating deficiency levels across the state.

Lastly, the wording similarities of "Minor Deficiency" and "Moderate Deficiency" would inhibit clear communication about facility conditions. The wording is confusingly similar, and both could logically be shortened to "MD."

Weighting Methodology of Section Totals and Ranking

Assuming that the FIT is updated to remove aggregation of FIT sections in category-level reporting, **CSFC supports** "Option 2" on page 50 of the September 3, 2026 stakeholder materials. Option 2 proposes:

**The Number of (OKs + CDs + MDs)**
**divided by (Total Areas – NAs)**

Because the existing *Williams* role for COEs revolves around verifying Good Repair and emergency/urgent facility conditions, we believe Option 2 best aligns with this responsibility. Under Option 2, the most significant deficiencies – Moderate and Extreme Deficiencies – would appropriately drive the overall score.

Action Plan for Individual Locations with Multiple Deficiencies in the Same Section

OPSC is proposing that "if an individual location contains multiple deficiencies, the school district should report an action plan in the comments pertaining to the maintenance or repair needed to meet the Good Repair Standards, an action plan to address maintenance or timing of the repair, and any work orders associated with the maintenance or repair."

**CSFC opposes** this recommendation for two reasons. First, the person conducting the inspection may be able to visually identify that a space is not in Good Repair, but they may not have the expertise to identify how to bring that system up to the standard. Sometimes inspections are conducted by administrators or former employees that do not have specific expertise in facilities. Second, in the case of COEs performing *Williams* inspections, it would not be appropriate for a COE inspector to identify how a school district should address the observed deficiency, especially given the potential intersection with school maintenance and/or capital budgets, priorities, and timelines. It is valid to discuss strategies for encouraging a school district to complete a repair, but that is a broader, more comprehensive policy conversation that extends beyond the current discussion of revisions to the FIT.

Specialized Learning Environments

Regarding the unique features of specialized learning environments, COEs can identify an obviously unsafe condition in a specialized facility, but they do not have expertise to determine whether specialized features or equipment meet safety or performance requirements. This role is best performed by the entities that have expertise in these areas. Many school insurance/risk management JPAs conduct annual inspections to ensure school site safety, including the safety of specialized environments such as playgrounds, labs, and shops. Additionally, various agencies such as Cal/OSHA, Certified Unified Program Agencies (CUPAs), Department of Industrial Relations, and others perform specialized safety inspections. For the purpose of the FIT, COEs should verify if the standard building systems in specialized learning environments (interior surfaces, roofs, electrical, HVAC, etc.) are in Good Repair just as they do for standard classrooms. The safe *operation* of unique features or educational equipment within a specialized learning environment is beyond the expertise of those conducting FIT inspections and as such should not be incorporated into standard FIT practices.

**CSFC is comfortable** with the draft language on page 51 of the September 3, 2026 stakeholder meeting materials, which identifies that specialized classrooms often contain materials and tools not typically present in a traditional classroom. However, we do not believe that the role of FIT inspectors should be expanded beyond the visual inspection to ensure a space meets the Good Repair standard.

Guidebook and Encouraging Comments

In the background materials for the September 3, 2026 stakeholder meeting [p. 47], OPSC indicates they are "considering proposed amendments to the FIT to highlight the benefits of using the comment sections to add greater context for someone reading the FIT, *regardless of whether or not a deficiency was observed*." As such, the proposed draft Guidebook encourages comments and observations for items that appear to be in working order, under the "Inspector Evaluation Example Comments" column. While CSFC does not oppose the concept of a Guidebook and resources to support completion of the FIT, we do have concerns about this approach.

**CSFC opposes** requiring – or encouraging – inspectors to provide comments for each item that is observed to be operating without a deficiency. This is unnecessary and does not meaningfully contribute to the overall goal of the FIT – to ensure that school facilities are in Good Repair. Comments should be used to denote observations of components that deviate from the standard of clean, safe, and functional – i.e. to identify deficiencies and items that need repair, not those that are in good condition or working as designed. Encouraging or requiring inspectors to make comments on components that are in working order will increase the time and intensity of completing the FIT, while diluting the focus from components that require immediate attention.

Additionally, we do not believe that the Guidebook should identify Conditions or Comments that require anything beyond a visual inspection. For example, there is an Example of Minor Deficiency included that states:

- Condition Description: Loose or aging valve handles or fittings that remain operable but show signs of reduced stability.

- Inspector Evaluation Example Comments: A shut-off valve in the science building turns properly, but the handle has slight play and feel less firm than expected. While the valve can still operate safely, maintenance should tighten or replace the handle.

This description and comment suggest that the inspector tested and turned the valve. The FIT is intended to be a visual, point-in-time inspection. Not all inspectors are qualified to verify if building systems are operating as designed or intended by utilizing or engaging directly with those components or systems.

Hazardous Materials

Under the existing statutes and codes in California, once a school is occupied, fire and life-safety oversight become the responsibility of the local fire authority, which includes oversight, storage and use of hazardous materials. This is done through annual fire inspections, pursuant to Health and Safety Code Section 13146.3. Additionally, the California Fire Code under the California Building Standards Code, which applies to schools, regulates storage and use of hazardous materials. We are concerned that an optional Hazardous Materials worksheet could conflict with existing standards and jurisdictional responsibilities set by statute and codes. Schools and COEs should continue to perform a visual inspection to determine if an immediate health and safety issue is observed, which can be done within the existing "Hazardous Materials" building systems category on the FIT. As such, **CSFC opposes** adding the proposed Hazardous Materials worksheet to the FIT.

Thank you for the opportunity to provide these thoughts for your consideration, and we look forward to further collaboration.

Regards,



Rebekah Kalleen
CSFC Legislative Advocate

cc: Michael Watanabe, Deputy Executive Officer, Office of Public School Construction
Brian LaPask, Chief of Program Services, Office of Public School Construction

CLEAN AIR
Allies

Via Email

September 18, 2026

Rebecca Kirk
Executive Officer
Office of Public School Construction (OPSC)
OPSCCommunications@dgs.ca.gov

**Re: Facility Inspection Tool (FIT) Stakeholder Process**

Dear Executive Officer Kirk,

Clean Air Allies is a nonprofit organization dedicated to improving indoor air quality in PK-12 schools as a matter of educational, environmental, and health import.

This letter follows our November 14, 2025 and July 10, 2026 letters. We incorporate those letters by reference, reiterate the requests made therein, and offer these additional comments based on the September 3, 2026 stakeholder meeting and related Agenda Item.

Generally, we commend OPSC for its engagement with stakeholder feedback and the work that went into preparing the Agenda Item.

**1. OPSC's Responses to Our Feedback, Stakeholder Feedback Item 8.**

We appreciate OPSC's response to our July 10 feedback in the September 3 stakeholder meeting and related Agenda Item's Stakeholder Feedback Item 8 (OPSC, 44).

***a.*** ***FIT Section Heading.*** We ask that OPSC recommend moving forward with the renaming of the current "Mechanical Systems" section heading on the FIT to "Ventilation/Temperature" (OPSC, 64, 71).

***b.*** ***FIT Section Language.***

i. With respect to the example language in this FIT section, if OPSC does not use "Any," as proposed in our July 10 letter, we would recommend, at a minimum, removing "The" before "HVAC system" in the example in subdivision a., and "ventilation units" in the examples in subdivisions c. and f. (OPSC, 64, 71). This would be consistent with the example language in other sections and also help avoid ambiguity about the section's scope.

ii. We would ask that under subdivision g., item ii., the inspector be invited to record what any device for monitoring temperature and humidity shows at the time of the inspection, as we requested in our July 10 letter (OPSC, 64). This information, which is frequently visible on in-room thermostats, is consistent with the snapshot-in-time nature of the FIT and clearly relevant to room conditions. We do not believe that this information is duplicative of information on recorded temperature or humidity extremes, to the extent available, in item iii. To the contrary, it would provide important context for item iii.

*c.* ***Related Guidelines Language.*** We would ask that language in the Guidelines related to this section be conformed to the language on the FIT (including the revised section language discussed above). We would further ask that the Guidelines state in the "Inspection Tips" that the section should be applied, regardless of whether a room is mechanically or naturally ventilated. These points are further discussed below.

As the State Auditor's report recognized, ventilation and temperature are of overarching importance in school settings (CSA, 3-4). Thus, per our July 10 letter, we believe that it is important that inspectors apply this section regardless of whether a room is mechanically or naturally ventilated, consistent with the FIT's language since its original June 2007 iteration.

**2. Suggested Disclaimer Language about the FIT's Limitations.**

We appreciate OPSC's inclusion of FIT disclaimer language in the Agenda Item and request that OPSC recommend that this change move forward (OPSC, 61).

**3. Specific Feedback on Guidelines Chapter 3: Ventilation/Temperature.**

a. We ask that the sentence in the Guidelines under "Ventilation/Temperature - Good Repair Standard" be revised to conform with that on the FIT in the Agenda Item, so that it reads, "Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed" (Compare OPSC, 64, 71 with OPSC, 87). We also ask that the example language be revised as discussed above.

b. Under "Inspection Tips" (OPSC, 87), we ask that language along the following lines be included:

> Rooms should be inspected for ventilation, adequate air supply, and temperatures within normally accepted ranges, regardless of whether they are mechanically or naturally ventilated.

c. We would ask that the "Examples of Good Repair Standard" table include "adequate air supply," consistent with the FIT examples in subdivisions b. and d. (OPSC, 64, 87).

d. We note that the last "Minor Deficiency" example in Chapter 3 may be misplaced from another chapter (OPSC, 88).

e. We ask that the clause beginning with "and complaints" in the final example of "Extreme Deficiency" on page 89 be removed from this sentence. "No airflow" should be considered an extreme deficiency in itself, even in the absence of reported complaints or information about such complaints' specific causation (OPSC, 89).

**4. General Feedback on Guidelines Chapter 3 Deficiency Examples and Overall Deficiency Schema.**

In our July 10 letter, we suggested that a "scale along the lines of 'cosmetic deficiencies, moderate deficiencies, serious deficiencies, and extreme deficiencies' would be more instructive, as it distinguishes between cosmetic and functional deficiencies and allows for more meaningful differentiation of severity at the upper end."

Having now reviewed the deficiency definitions and examples in the Guidelines included in the Agenda Item, we are even more concerned that the proposed scale of "cosmetic deficiencies,

minor deficiencies, moderate deficiencies, and extreme deficiencies" may fail to allow for meaningful differentiation of severity at the upper end. For example, we note that the definition of "minor deficiency" in the Guidelines actually describes such a deficiency as "cosmetic in nature," arguably collapsing the "cosmetic" and "minor" deficiency categories (OPSC, 79).

The "Examples of Minor Deficiencies" in Chapter 3 further raise this concern, particularly given that the Guidelines define "minor deficiencies" as those that "do not affect safety, functionality, or overall operation[s]" (OPSC, 79, 88). For example, it is unclear what exactly "early filter saturation" means. However, given that filter saturation can affect air supply, airflow, or equipment operation, it is unclear why this condition would categorically be characterized as a "minor" deficiency. Likewise, is noise or vibration that "suggests developing wear in internal components" appropriately characterized as a "minor" deficiency?

More broadly, the lines between "minor" and "moderate" deficiencies in the examples in Chapter 3 are rather blurry. And even "moderate" does not seem to capture the deficiency of a unit that is shaking and rattling "loudly" due to "worn internal components" (OPSC, 89).

At a minimum, it would help to understand what the basis is for these deficiency examples. Our organization is an advocacy organization, not a technical one. However, we believe these examples might benefit from further technical consultation. We would be happy to try to facilitate such consultation with other public entities and organizations we are in contact with.

**5. FIT Weighting Methodology.**

Given concerns about understatement of condition issues, and that the FIT purports to measure "good repair," we prefer Option 3 as the weighting methodology (CSA, 1, 31; OPSC, 50, 61).

**6. Recommendation that OPSC Establish a FIT Stakeholder Process Webpage.**

This week we became aware that the Agenda Item for the September 3 meeting was not available on the main Meetings webpage linked in the August 28, 2026 notice email, or on the Meetings Archive webpage, which lacked any accordion for September. Thus, it was not readily available directly in advance of the September 18, 2026 deadline for stakeholder feedback.

This stakeholder process resulted from serious concerns raised by the State Auditor about the FIT and its implementation around the state. There have now been three meetings, each with extensive Agenda Items, even before OPSC has chosen recommendations (OPSC, 39). However, written stakeholder feedback has been relatively limited. In light of the volume of OPSC material and the interests implicated by the FIT, we would request that a dedicated webpage for the FIT stakeholder process be established on OPSC's website.

We are happy to answer any questions about or engage further on any points raised in this or our prior letters. Please contact junelle@cleanairallies.org.

Thank you for your openness to and consideration of our feedback.

Very truly yours,



JuNelle Harris
Co-Founder
Clean Air Allies

CALIFORNIA'S COALITION for ADEQUATE SCHOOL HOUSING℠

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September 17, 2026

Ms. Rebekah Kirk
Executive Officer, Office of Public School Construction
707 Third Street
West Sacramento, CA 95605

**RE: Proposed Revisions to the Facility Inspection Tool**

Dear Ms. Kirk,

CASH appreciates the opportunity to provide feedback to OPSC and engage with stakeholders on this important policy discussion about potential revisions to the Facility Inspection Tool (FIT). The FIT is a key guidance document that is widely used by school maintenance and facility departments, and has proven to be an effective tool for visually inspecting and managing school building systems. To provide useful input to OPSC during this process, CASH created the *CASH Ad Hoc FIT Committee*, which is a group of expert practitioners from school districts, county offices of education and the private sector who are reviewing OPSC's recommendations and offering its best thinking on the issue.

CASH's Goal and Priorities

CASH's primary goal is to maintain the basic architecture of the FIT, improve usability and update guidelines and resources to recognize evolving requirements, as well as improve accuracy through better maintenance planning and practices. In the spirit of the guiding *Williams* principal of improving Health and Safety, CASH's comments and recommendations focus on how, within the limits of its fundamental capability, the FIT can be improved, as well as retain the core of its success which is its focus on maintaining primary school building systems through visual inspections. With the awareness that the FIT's focus on building systems cannot substantively address issues created by behavior, CASH does not support changes to the FIT that negatively impact planning or create unfunded mandates for school maintenance and facility departments.

The following are CASH's comments and recommendations:

## CASH COMMENTS AND RECOMMENDATIONS

### Expansion of Deficiency Ratings

**CASH Opposes** this recommendation to add two new deficiency ratings (Cosmetic Deficiencies and Minor Deficiencies). While recognizing the range between cosmetic, minor, major, and extreme deficiencies that practitioners deal with on a daily basis, CASH believes that increasing rating categories from four to six introduces more complexity into the inspection process without a clear benefit to health and safety. If more categories are included in the FIT, how should the categories be weighted, how would it impact scores, and is the change worth the increase in complexity? CASH believes that the culture of planning encouraged by the Five-Year Master Plan and general major maintenance/capital renewal planning for major building systems is a more effective approach than introducing more complexity into the FIT inspection process.

**Weighting Methodology – Section Totals and Ranking**

**CASH supports** "Option 2" on the September 3, 2026 stakeholder staff analysis (number of OKs+CDs+MDs divided by total areas minus NA's if the FIT is updated to eliminate aggregation of the FIT sections in category-level reporting. Under Option 2 the most significant deficiencies (Moderate and Extreme) would drive overall scores, which CASH believes is appropriate and within the spirit of the *Williams* focus on health and safety.

**Examples of Deficiency Ratings and Specialized Learning Environments**

**CASH supports the concept of a guidebook** to assist schools, but **opposes incorporating the guidebook into the FIT**. School facility and maintenance departments do not have the expertise to determine whether specialized learning facilities require specific features or equipment to meet safety or operation standards. CASH recommends that standard building systems in specialized learning environments be verified to be in Good Repair as they would with standard classrooms inspected under the FIT.

**Individual Locations with Multiple Deficiencies in the Same Section – Action Plan**

**CASH opposes** the recommendation that a school district should report an Action Plan in the comments related to the maintenance or repair needed to meet the Good Repair standard when multiple deficiencies in the same category are present. CASH opposes this recommendation because while school inspectors may be able to visually determine if the space is not in Good Repair, they may or may not have the expertise concerning how to bring the building system up to the standard. While discussion of methods to encourage schools to complete repairs, CASH believes this is a broader policy discussion that is outside the scope of this current discussion about potential revisions to the FIT.

**Hazardous Materials Worksheet**

**CASH opposes** an optional Hazardous Materials worksheet which could conflict with existing state and local standards. Oversight of fire and life safety issues are the responsibility of local fire

authorities. Members of the CASH FIT AD HOC Committee discussed the idea of OPSC developing a worksheet akin to the Cleanliness Worksheet that was added to the FIT during COVID-19 as a possible option.

CASH looks forward to continuing this important discussion of potential revisions to the FIT. If you have questions or would like to discuss CASH's comments and positions in more detail, please do not hesitate to contact Ian Padilla.

Sincerely,

Ian Padilla
CASH Legislative Advocate

cc: Michael Watanabe, Deputy Executive Officer, Office of Public School Construction
Brian LaPask, Chief of Program Services, Office of Public School Construction