

**STATE ALLOCATION BOARD**

1130 K Street, Suite 400  
Sacramento, CA 95814  
<http://www.opsc.dgs.ca.gov>



**Date:** April 20, 2009

**To:** Interested Parties

**Subject:** **NOTICE OF THE STATE ALLOCATION BOARD  
IMPLEMENTATION COMMITTEE MEETING**

Notice is hereby provided that the State Allocation Board Implementation Committee will hold a meeting on **Friday, May 1, 2009** from 9:30 a.m. to 3:30 p.m. in the Legislative Office Building located at 1020 "N" Street, Room 100, Sacramento, California.

The Implementation Committee's proposed agenda is as follows:

- 1) Convene Meeting
- 2) AB 127 Grant Adjustments  
*Continue discussion on the methodology for analyzing data obtained from the Project Information Worksheets.*
- 3) 60 Percent Commensurate and 150 Percent Regulations  
*Discuss the 60 Percent Commensurate and 150 Percent Regulations.*
- 4) Facility Inspection Tool  
*Discuss revisions to the Facility Inspection Tool.*

Any interested person may present public testimony or comments at this meeting regarding the issues scheduled for discussion. Any public input regarding unscheduled issues should be presented in writing, which may then be scheduled for a future meeting. For additional information, please contact Sue Genera at (916) 445-4320.

A handwritten signature in black ink, appearing to read "Rob Cook".

ROB COOK, Executive Officer  
State Allocation Board

Individuals who need auxiliary aids for effective participation are invited to make their requests and preferences known to Sue Genera at (916) 445-4320 five days prior to the meeting.

STATE ALLOCATION BOARD  
IMPLEMENTATION COMMITTEE

Pending Items List  
May 1, 2009

---

A. Future Items

- Financial Hardship Program
  - Joint-Use Program
  - Accessibility and Fire Code Requirements for Modernization Projects
    - *This item was previously heard at the November 2008 Implementation Committee meeting. It will be brought back to a future Committee meeting for further discussion.*
  - Role of the Implementation Committee
  - Alternative Education Loading Standards and Funding
-

STATE ALLOCATION BOARD  
IMPLEMENTATION COMMITTEE  
May 1, 2009

ANALYSIS OF PROJECT INFORMATION WORKSHEET DATA

PURPOSE

To outline the methodology for analyzing project data provided via the Project Information Worksheet (PIW).

BACKGROUND

School Facility Program (SFP) Regulation Section 1859.71 implementing Education Code (EC) Section 17072.11 stipulates that "The new construction per-unhoused-pupil grant amount, as provided by EC Section 17072.10(a), may be increased by an additional amount not to exceed six percent in a fiscal year, or decreased, based on the analysis of the current cost to build schools as reported on the Project Information Worksheet (New 09/07) which shall be submitted with the Forms SAB 50-05 and 50-06 and as approved by the Board."

On January 30, 2008, the State Allocation Board (SAB) approved the Final Adoption of the regulatory amendment and the PIW. The original effective date of the PIW form and regulations was July 10, 2008.

A brief summary of a previous study performed on the adequacy on the new construction base grant by the Grant Adequacy Ad Hoc Committee has been provided as Attachment A.

AUTHORITY

EC Section 17072.10:

(a) The board shall determine the applicant's maximum total new construction grant eligibility by multiplying the number of unhoused pupils calculated pursuant to Article 3 (commencing with Section 17071.75) in each school district with an approved application for new construction, by the per-unhoused-pupil grant as follows:

- (1) Five thousand two hundred dollars (\$5,200) for elementary school pupils.
- (2) Five thousand five hundred dollars (\$5,500) for middle school pupils.
- (3) Seven thousand two hundred dollars (\$7,200) for high school pupils.

(b) The board shall annually adjust the per-unhoused-pupil apportionment to reflect construction cost changes, as set forth in the statewide cost index for class B construction as determined by the board.

(c) Any regulations adopted by the board prior to July 1, 2000, that adjust the amounts identified in this section for qualifying individuals with exceptional needs, as defined in Section 56026, as amended after July 1, 2000, in consideration of the recommendations provided pursuant to Section 17072.15, shall continue in effect.

(d) The board may establish a single supplemental per-unhoused-pupil grant in addition to the amounts specified in subdivision (a) based on the statewide average marginal difference in costs in instances where a project requires multilevel school facilities due to limited acreage. The district's application shall demonstrate that a practical alternative site is not available.

(e) For a school district having an enrollment of 2,500 or less for the prior fiscal year, the board may approve a supplemental apportionment of up to seven thousand five hundred dollars (\$7,500) for any new construction project assistance. The amount of the supplemental apportionment authorized pursuant to this subdivision shall be adjusted in 2008 and every year thereafter by an amount equal to the percentage adjustment for class B construction.

(f) This section is operative January 1, 2008.

EC Section 17072.11:

(a) All of the following shall apply on and after July 1, 2006:

(1) The per-unhoused-pupil grant eligibility determined under paragraphs (1) and (2) of subdivision (a) of Section 17072.10 shall be increased by 7 percent.

(2) The per-unhoused-pupil grant eligibility determined under paragraph (3) of subdivision (a) of Section 17072.10 shall be increased by 4 percent.

(3) The board shall conduct an analysis of the relationship between the per-unhoused-pupil grant eligibility determined under this article and the per-pupil cost of new school construction for elementary, middle, and high school pupils.

(b) On or after January 1, 2008, the board shall increase or decrease the per-unhoused-pupil grant eligibility determined pursuant to subdivision (a) by amounts it deems necessary to cause the grants to correspond to costs of new school construction, provided that the increase in any fiscal year pursuant to this section shall not exceed 6 percent.

## DISCUSSION

### **Purpose of the PIW**

The PIW is used to collect information necessary to conduct an analysis of the relationship between the per-unhoused-pupil grant amount and the per-pupil cost of new school construction for grades K-12 pursuant to EC Section 17072.11, and to meet the requirements for bond accountability. School districts are required to submit a PIW when they submit a *Fund Release Authorization* (Form SAB 50-05) for all new construction projects requesting a 100 percent fund release, and when they submit the first annual and final *Expenditure Reports* (Form SAB 50-06) for all new construction projects after receiving the full fund release.

### **What Constitutes a Complete PIW**

As discussed at the April 2009 Implementation Committee meeting, there are some technical issues within the current PIW that may contribute to confusion for school districts when filling out the form. Due to these issues, some of the submitted PIWs contain errors that may require individual PIWs to be excluded from the analysis. OPSC staff proposes that the following PIWs be excluded:

#### PIWs That May Be Excluded

1. Forms where a district has indicated an incorrect State contribution amount where the amount is more than 10 percent less than or 5 percent more than the correct amount. [Both the State Share (50 percent amount) and State Apportionment (State Share plus Financial Hardship) will be considered].
2. Forms submitted for projects funded by a program other than new construction including but not limited to: Modernization, Joint-Use, etc.
3. Any form that has an obvious data entry error (example, the project was funded for Site Acquisition or Site Development, but the PIW does not contain a dollar amount in that section).
4. Incomplete forms where the missing information is required for analysis, such as project cost information.

#### Data Adjustments

In addition, staff proposes making the following corrections to submitted PIWs in order to allow for a larger data pool for analysis:

1. Once Staff has confirmed that the data provided by the District for the State apportionment information has met verification standards, as determined in number 1 (above), staff will substitute this data with the SAB approved State apportionment information.

2. Any PIW that has had an updated version submitted will have the most recent version used (for example, a project that submitted a PIW for the first Form SAB 50-06 would have the Form SAB 50-05 PIW excluded, or if a revised version of the most recent PIW is submitted, the previous PIW will be excluded).
3. Forms with incorrect total sections will have the total sections recalculated based on the information provided.

### **PIWs to be Considered for Analysis**

Beyond excluding and correcting PIWs due to errors, some consideration needs to be made regarding which PIWs should be included in the analysis required by EC Section 17072.11(b). The following should be considered for exclusion:

#### **1. Project Type**

EC allows the board to increase or decrease the K-12 pupil grants to correspond to costs of new school construction. Based on this, the OPSC proposes to exclude projects containing only Severe Special Day Class (SDC) and Non-Severe SDC pupil grants as they are not subject to the grant adjustment provided by EC Section 17072.11(b).

#### **2. Financial Hardship Projects**

Districts subject to the Financial Hardship program's restriction on extra contributions may design their project to build to the grant. This limitation on over spending provides an additional restriction that may require the project to be excluded from the analysis. However, not all Financial Hardship projects may need to be excluded. Some district's qualify for Financial Hardship and receive site and/or design money for a project, but once the project is provided final funding, the district no longer qualifies for Financial Hardship and is therefore no longer limited in what additional funds may be contributed.

#### **3. Construction Types**

At this time OPSC is not proposing any consideration be made for construction types; those being permanent, modular or portable buildings. EC Section 17072.11(b) does not differentiate between the types of construction being used for the school site and references the construction costs of the projects, which can be of any construction type. The OPSC does not believe it has the authority to limit the adjustment to the per-unhoused-pupil grant amount based on construction type; however, we can provide information regarding differences in costs by construction type.

#### **4. Variations from Funding Norm**

EC and SFP regulations establish funding based on the State loading standard and the number of classrooms in the project; however, SFP regulations allow districts to request funding that is different from this loading formula. These modifications to funding could be through one of the following:

1. Districts can under-request (classrooms multiplied by loading standard is greater than pupil grants requested) either intentionally or due to an unavailability of eligibility.
2. Districts can request additional grants for the purposes of constructing Minimum Essential Facilities through Type A Use of Grants.
3. Districts can request grants from other grade categories through a Type B Use of Grants.

At the April 2009 Implementation Committee meeting, stakeholders suggested excluding all three of these pupil grant modification scenarios. For all but the first scenario, and then only when the request was restricted because eligibility is unavailable, these situations reflect a funding decision made by a district. Besides eliminating these projects from the analysis, two additional options are available for addressing these projects.

1. Including the projects as requested and compare construction costs to actual funding provided.
2. Those projects that have under-requested pupil grants will be included, and adjusted if the pupil grants added through the adjustment are less than one classroom worth of pupil grants. As smaller projects will be effected by this increase in a greater way (in terms of percentage of funding), there may need to be a minimum project size that would be either included as requested or eliminated from analysis. Type A and B Use of Grants projects will be excluded.

## Methodology

While the purpose of this study is to provide the required adjustment to the K-12 per-unhoused-pupil grant amounts, the EC does not restrict different changes from being made to each grade level. The OPSC, therefore, proposes dividing the PIWs selected for analysis into three categories:

1. Projects containing K-6 pupil grants
2. Projects containing 7-8 pupil grants
3. Projects containing 9-12 pupil grants

One item for discussion would be how and where to include projects that used multiple categories of pupil grants, for each of the various reasons for doing so (i.e., Use of Grants, multi-category schools and one/multi-category schools that include SDC grants).

## Method of Calculation

At the April 2009 Implementation Committee meeting, OPSC presented a method of calculating how well the State apportionment provides at least 50 percent of the total funds needed for a project's construction costs less site acquisition work by the following calculation:

Using the information provided on the PIW and original funding approval, divide the total State apportionment less financial hardship and site acquisition by the total project cost. The formula would be the following (PIW section and line items indicated in italics):

$$\frac{\text{-SAB Approval- Total apportionment(s) - Financial hardship - Site acquisition cost}}{\text{Total project cost -Costs 8-}}$$

A blank copy of the PIW has been included for reference as Attachment B.

During the discussion, it was mentioned that the role of the PIW study was to determine the adequacy of the per-unhoused-pupil grant amounts and that those costs unrelated should be excluded from consideration. The discussion identified site acquisition and site development costs as being unrelated to the per-unhoused-pupil grant amounts, therefore, the OPSC presents the following additional method for consideration:

Using the information provided on the PIW and original funding approval, divide the total State apportionment less financial hardship, site development and site acquisition by the sum of the total project cost less site development in contract(s). The formula would be the following (PIW section and line items indicated in italics):

$$\frac{\text{-SAB Approval- Total apportionment(s) - Financial hardship - Site development - Site acquisition cost}}{\text{Total project cost - Site development in contracts(s) -Costs 8- -Costs 2c2-}}$$

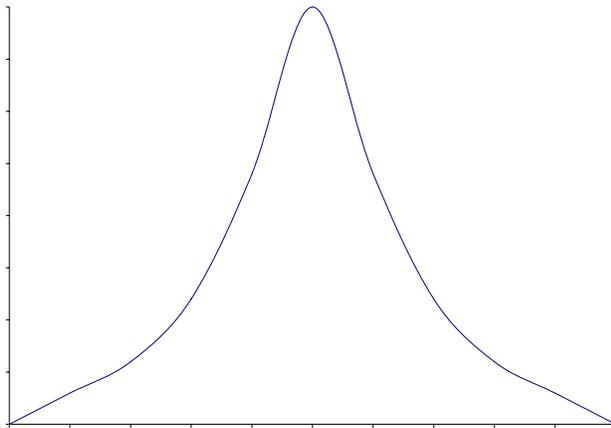
The use of this method will depend on the ability of school districts to report site development costs separately from the main construction costs consistent with SFP definition of site development; districts have indicated in the past that this would be difficult.

## Data Analysis

Once it has been determined as to what PIWs will be used, which project details will be considered, and what constitutes construction costs, a method of comparison of the data must be selected. It is also possible to use more than one method to compare the results to arrive at a grant adjustment recommendation. The following are proposed methods for discussion:

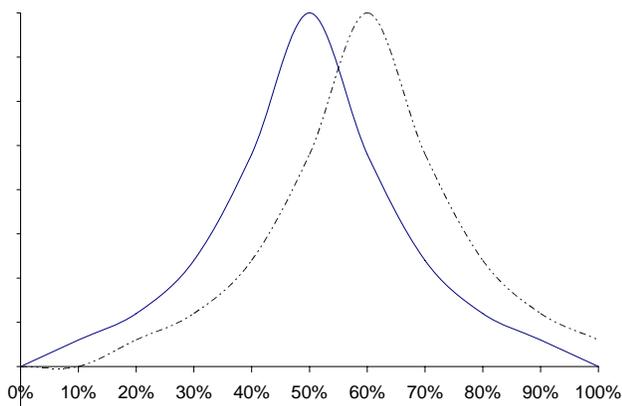
### 1. Bell Curve Comparison

The label “bell curve” refers to the visual description of a graphed set of data that contains a normal distribution; that being a set of data clusters around the mean (average) with an ever decreasing number of points the closer the number moves towards zero or out past the average.



Once the method of calculation (above) has been determined and the actual percent of each project has been determined, the results should present themselves in this format, where the numerical count of projects tends to cluster towards an unknown average. There would then be an ever decreasing number of projects that are funded at a percentage of state participation under the average and an ever decreasing number of projects funded over the average.

The Bell Curve Comparison option, assuming the data provides a usable distribution, would seek to shift the distribution as a whole by applying the percentage change to the project funding and then determining the adjusted funding level. For example:



The above graph presents an example where the average project is funded at a 50 percent share, and shows an equal distribution of projects that are over and under-funded. A percentage change to the per-unhoused-pupil grant amount applied to all of the projects would have the graph shift in the direction of the change.

## 2. Square Footage Cost Comparison

At the April 2009 Implementation Committee meeting, an audience member proposed a method for analyzing the data that involved comparing project's costs per square foot. In summary, this method would separate the selected projects based on the year of funding and then would further categorize them by grade level. The cost per square foot would be determined by dividing the adjusted bid amount by the total square feet in the project. The average cost per square foot for all projects in a particular year would be compared against the average cost per square foot for projects in the previous year to determine the average percent change. This difference, after taking into account the yearly Construction Cost Index increase, would be used in determining if an increase or decrease to the grant should be recommended to the SAB for the following year. These calculations would be done at each of the three grade categories, as stated above.

To account for projects that may greatly skew the results, due to things such as over building and choices in material, projects that are three or more standard deviations from the mean would be excluded from the analysis.

## Attachment A

### Background

The State Allocation Board (Board) directed Staff, at the May 2005 meeting, to form a committee to determine if the School Facility Program (SFP) new construction grants were adequate to build schools in California. The Grant Adequacy Ad Hoc Committee (Committee) was assembled in December 2005 with representatives from several school districts, architectural, construction, and construction management firms, consultants, the California Building Industry Association, the Department of Finance, the California Department of Education, the Board, and the Office of Public School Construction. Specifically, the Board requested that the committee address mainly two issues: one, the equitability of the SFP new construction base grant amount to the equivalent allowances provided under the Lease-Purchase Program (LPP) when the State converted programs in 1998; and two, if the grants were sufficient to build a complete new school at the time of the study.

### First Objective - Methodology Description

The Committee tackled the first assignment from the Board by reviewing historical data. They compiled a list of 402 projects funded and completed under the LPP over a five year time span, from June 1995 to August 2000. Projects that were additions to existing sites and reconstructions were removed from the list because they did not represent complete new schools. County office of Education projects, continuation high schools, and non-traditional grade configurations (i.e. K-8, 7-12) were also stricken from the list as they are non-traditional schools. This left 64 elementary, 34 middle, and 29 high school projects for the analysis.

Since the allowances provided under the LPP were categorized differently than they are under the SFP, the Committee determined which LPP allowance categories were comparable to the SFP new construction base grant, enabling a like comparison to be made between the LPP and SFP. A comparison was then made as to how much was allocated for a project under the LPP to what could have been allocated under the SFP for the same project based on the number of classrooms constructed. The percentage by which the SFP new construction base grant exceeded or was deficient to the LPP was then calculated.

### First Objective – Results

The small data set contributed to substantial variations in results indicating projects were both over and under funded by the SFP program. During the analysis, the Committee was unable to definitively conclude whether the general site allowance was included in the SFP base grant at the time of conversion. The majority of the Committee eventually agreed to this finding resulting in the adoption by the Board of amendments to the SFP Regulations to provide a new construction additional grant for general site development at the June 2006 meeting.

### Second Objective - Methodology Description

For the second assignment, the Committee planned to compare actual costs incurred on projects versus what was provided by the State. The Committee sent surveys to school districts that had completed a new construction project in the last several years. The surveys were intended to provide information regarding actual costs incurred on projects versus what is provided by the State, as well as explore other contributing factors that could have resulted in insufficient funding, such as overbuilding.

### Second Objective – Results

Due to the small number of surveys returned, and the quality of information provided, the surveys were not able to be used in any form of analysis.

STATE ALLOCATION BOARD  
IMPLEMENTATION COMMITTEE  
May 1, 2009

150 Percent Regulation/  
60 Percent Commensurate Requirement

PURPOSE

To present information and to discuss the following School Facility Program (SFP) Regulations:

- The 150 Percent Regulation, SFP Regulation 1859.51(i)(7)
- The 60 Percent Commensurate Requirement, Part 22 of the *Application for Funding* (Form SAB 50-04)

BACKGROUND

SFP Eligibility

At the October 2008 State Allocation Board (SAB) meeting, the Board requested Office of Public School Construction (OPSC) Staff to bring a discussion of both the 60 Percent Commensurate Requirement and the 150 percent Regulations to the Implementation Committee for discussion.

Eligibility is a fundamental component of the SFP new construction program. The law requires that districts establish their new construction eligibility based on a one-time classroom count. Eligibility is the net difference between a district's five year projected enrollment and its existing classroom capacity. For example, if a district has a five year projected enrollment of 500 pupils, but only has a capacity for 400 pupils based on the State loading standards, the district would have a positive eligibility baseline of 100 pupils. Since SFP funding is tied to a per pupil grant amount, eligibility is a district asset and a State liability. It represents the State's obligation to provide funding to build additional classrooms for a district's unhoused pupil capacity. Undercounting classroom capacity will inflate eligibility and the corresponding State liability.

Senate Bill (SB) 50 of 1998 (Greene) enacted Education Code (EC) Section 17071.75, which established how new construction eligibility would be generated and maintained. The bill only addressed how eligibility would be reduced based on classrooms provided in State funded projects. It did not consider locally funded projects in adjusting a district's classroom capacity.

Assembly Bill (AB) 695 (Chapter 858, Statutes of 1999- Mazzoni) amended the EC Section 17071.75 to include locally funded projects and required the SAB to adjust the new construction baseline eligibility by the number of pupils for which facilities were provided from any State or local funding source after the existing school building capacity was initially determined. For purposes of determining the number of pupils for which facilities were provided, the EC requires use of the pupil loading formula set forth in Section 17071.25. AB 695 ensures that any additional classrooms built after the baseline is established by the SAB are counted in order to ensure that a district's housing needs have been adequately met.

STATE ALLOCATION BOARD  
IMPLEMENTATION COMMITTEE  
May 1, 2009

The 150 Percent Regulation

The SAB approved amendments to SFP Regulation, Section 1859.51 to implement AB 695. The amended regulations state that a district's new construction eligibility will be reduced by the number of pupils housed in any State or locally funded classroom purchased or leased by the district after the baseline eligibility was determined by the SAB. The Regulation provides a list of classrooms that are excluded from this requirement. Specifically, the Regulation listed the following exclusion, known as the 150 percent regulation.

Section 1859.51 Adjustments to the New Construction Baseline Eligibility

...

The baseline eligibility for new construction determined on the Form SAB 50-03, will be adjusted as follows:

...

(i) Reduced by the number of pupils housed, ..., in any Classroom Provided after the baseline eligibility was determined by the Board with the exception of those pupils housed or to be housed in a classroom:

...

(7) included in a SFP project where the district has funded a portion of the project beyond its required district contribution and the pupil capacity of the classroom does not exceed 150 percent of the number of pupils receiving a new construction grant (rounded up) for the SFP project."

The Regulation was amended by the State Allocation Board on January 26, 2000.

Section 1859.51(i)(7) allows districts to undercount the classroom capacity in apparent contradiction to the statute amended by AB 695. This regulation allows districts to build 150 percent of the capacity of a project without reducing eligibility to account for the additional classroom capacity built, i.e., classrooms can be built for 150 students while eligibility is reduced by only 100 pupils, based on the loading standards set forth in the EC.

The following steps clarify the current implementation of the 150 Percent Regulation. Prior to January 2007, the SAB made adjustments to school districts' baselines for the added capacity beyond 150 percent of a project after the final close-out for a project. In January 2007, the SAB began making the adjustment at the same time the funding application was approved, in order to ensure school districts are aware of their current new construction baseline eligibility.

The 150 percent adjustment for a new construction project:

- 1) The number of pupils requested is multiplied by 150 percent;
- 2) This number is divided by the State loading standard depending on the grade level of the classrooms in the project<sup>1</sup>. This quotient derives the number of classrooms needed to house the number of pupils requested. Any remainder is rounded up to the next whole classroom;
- 3) The classroom number derived in step two is subtracted from the overall number of classrooms in the project to identify classrooms in excess of 150 percent of capacity.
- 4) The excess classrooms are multiplied by the State loading standard to identify how much eligibility, if any, is to be reduced;
- 5) The number in step 4 then reduces the district's new construction eligibility.

---

<sup>1</sup> State loading standards are determined pursuant to Education Code Section 17071.25(a)(2). K-6 grade level classrooms are loaded at 25, 7-12 grade level classrooms are loaded at 27, non-severe Special Day Class (SDC) classrooms are loaded at 13, and severe SDC classrooms are loaded at 9 pupils per classroom.

STATE ALLOCATION BOARD  
IMPLEMENTATION COMMITTEE  
May 1, 2009

Example 1

Here is a calculation for a project requesting 65 pupil grants that consists of four elementary school (K-6) classrooms with a pupil capacity of 100, would be as follows:

65 pupils requested x 150 percent = 97.5

97.5 divided by 25 = 3.9 classrooms. This number is rounded up to 4 classrooms.

4 minus 4 = 0

0 multiplied by 25 = 0

The district's eligibility is only reduced by the 65 pupil grants claimed – not by the classroom capacity of 100.

Example 2

Here is a calculation for a project requesting 110 pupil grants that consists of ten elementary school (K-6) classrooms with a pupil capacity of 250, would be as follows:

110 pupils requested x 150 percent = 165

165 divided by 25 = 6.6 classrooms. This number is rounded up to 7 classrooms.

10 minus 7 = 3

3 multiplied by 25 = 75

The district's eligibility is reduced by the 110 pupil grants claimed plus an additional 75 pupil grants for a total of 185 pupil grants.

60 Percent Commensurate Requirement

The 60 Percent Commensurate Requirement requires the district's Architect of Record to demonstrate that the proposed construction costs in a new construction project are at least 60 percent of the combined State and local funding for the project.

The SAB unanimously adopted the 60 Percent Commensurate Requirement in June, 1999. The Requirement was created to address concerns that some districts were requesting per-pupil new construction grants based on a district proposed construction plan that was considerably less than the State grant and local matching share for the project, which created vast savings for school districts. Under the SFP, non-financial hardship districts can expend any savings from State funded projects on other high priority capital facility projects of the district.

The 60 Percent Commensurate Requirement was also created to uphold statutory requirement of EC Section 17072.30(a), which stipulates that districts must match State funds, "in an amount at least equal to the proposed apportionment" (EC Section 17072.30(a)). For example, a district seeking \$500,000 would need to match with \$500,000, totaling \$1 million for the State plus the district match. The district's architect would need to submit cost estimates to the Division of the State Architect (DSA) demonstrating \$600,000 in hard construction costs. This standard allows up to 40 percent in non-construction or "soft" costs related to the project.

Districts with projects not meeting the 60 Percent Commensurate Requirement have the following two options:

- 1) A district may reduce its funding request by either (a) reducing the number of pupil grants requested, or (b) reducing the number of supplemental grants, if applicable. Supplemental grants may include a geographic percent factor grant, new school allowance, small size project grant, urban/security/impacted site grant, site development, general site development, fire alarm/fire sprinkler grant, and/or a multi-level construction

STATE ALLOCATION BOARD  
IMPLEMENTATION COMMITTEE  
May 1, 2009

grant. These grants are intended to assist the State in fulfilling its obligation to house the students in the classrooms of a given project. According to EC, Section 17072.20, a district may request all or a portion of the funding for which the school district is eligible. In short, a school district can request funding within the constraints of meeting its statutory obligation to match the funds.

- 2) A district may revise the scope of the project so the estimated costs are 60 Percent Commensurate with the grants. For example, a district may add a minimum essential facility to the project, or it may construct permanent buildings instead of portable buildings.

*Discussion of 60 Percent Commensurate Requirement*

The 60 Percent Commensurate Requirement is a vital component of the SFP, as it ensures districts are meeting the statutory requirement to provide a matching share towards their construction projects. Once the district has made all expenditures associated with the construction costs, the remaining apportionment amount allows for other soft costs, including the costs associated with planning, testing, inspection, furniture and equipment. A non-financial hardship district may retain the savings declared on a project which may be used for other high priority facilities needs because the district has already demonstrated the project is 60 percent commensurate. The 60 Percent Commensurate Requirement should not be amended because it ensures the SFP statutory requirement is met.

The 150 Percent Regulation does not appear to be in conflict with the 60 Percent Commensurate Requirement. If a project does not meet the 60 Percent Commensurate Requirement then districts may choose one of the two options listed in the Background section of this item. The baseline eligibility is adjusted based on the number of classrooms in the SFP project, with the exception of those classrooms excluded under the 150 Percent Regulation.

AUTHORITY

SB 50 of 1998 (Greene) enacted the Leroy F. Greene School Facilities Act. EC Section 17071.75 established how new construction eligibility would be generated and maintained.

AB 695 of 1999 (Mazzoni) amended EC Section 17071.75 to require that all classrooms "provided from any State and Local funding source after the existing school building capacity is determined" be added to a district's capacity. The bill required reductions to be made from a district's eligibility for any classrooms that were State funded or locally funded after the baseline was established.

The SAB has the authority to establish regulations in its administration of the SFP under the rulemaking provisions of the California Administrative Procedure Act in accordance with State and federal constitutional requirements of due process and equal protection- requiring fairness and rationality. Such regulations must be consistent with, and comply with, statutes granting that authority.

SFP Regulation Section 1859.51 indicates adjustments to the new construction baseline eligibility.

The *Application for Funding* (Form SAB 50-04), which is a part of the SFP Regulations, requires the project's architect to certify that the estimated construction cost of the work in the plans and specifications "is at least 60 percent of the total grant amount provided by the State and the

STATE ALLOCATION BOARD  
IMPLEMENTATION COMMITTEE  
May 1, 2009

district's matching share, less site acquisition costs. This cost estimate does not include site acquisition, planning, tests, inspection, or furniture and equipment..."

EC Section 17070.63 stipulates that the total funding provided shall constitute the state's full and final contribution to the project and for eligibility for state facilities funding represented by the number of unhoused pupils for which the school district is receiving that state grant. As a condition of receipt of funds, a school district shall certify that the grant amount, combined with local funds, shall be sufficient to complete the school construction project for which the grant is intended. Any savings achieved by the district's efficient and prudent expenditure of these funds shall be retained by the district in the county fund for expenditure by the district for other high priority capital outlay purposes.

EC Section 17072.30(a) states that subject to the availability of funds, and to the determination of priority pursuant to Section 17072.25, if applicable, the board shall apportion funds to an eligible school district only upon the approval of the project by the Department of General Services pursuant to the Field Act, as defined in Section 17281, and certification by the school district that the required 50 percent matching funds from local sources have been expended by the district for the project, or have been deposited in the county fund, or will be expended by the district by the time the project is completed, in an amount at least equal to the proposed apportionment pursuant to this chapter, prior to release of the state funds.

EC Section 17072.20(a) stipulates that an applicant school district that has been determined by the board to meet the eligibility requirements for new construction funding set forth in Article 2 (commencing with Section 17071.10) or Article 3 (commencing with Section 17071.75) may submit at any time a request to the board for a project apportionment for all or a portion of the funding for which the school district is eligible.

Attachment

The chart below shows a side by side comparison of the EC and the resulting amended SFP Regulations.

	SENATE BILL 50	ASSEMBLY BILL 695
Education Code (EC) Section 17071.75	(b) Add the number of pupils that may be adequately housed in the existing school building capacity of the applicant district as determined pursuant to Article 2 (commencing with Section 17071.10) <b>to the number of pupils for which facilities were provided pursuant to this chapter after the existing school building capacity was determined pursuant to Article 2</b> (commencing with Section 17071.10).	b) Add the number of pupils that may be adequately housed in the existing school building capacity of the applicant district as determined pursuant to Article 2 (commencing with Section 17071.10) <b>to the number of pupils for which facilities were provided from any state or local funding source after the existing school building capacity was determined pursuant to Article 2</b> (commencing with Section 17071.10). For this purpose, the total number of pupils for which facilities were provided shall be determined using the pupil loading formula set forth in EC Section 17071.25.
SFP Regulation Section 1859.51	<p>The baseline eligibility for new construction... will be adjusted as follows:</p> <p>a) Reduced by the number of pupils provided in a new construction SFP project.</p> <p>(b) Reduced by the number of pupils housed, based on the loading standards pursuant to EC Section 17071.25(a)(2), in a new construction LPP project funded under the provisions of the LPP pursuant to Sections 1859.12 or 1859.13.</p> <p>(c) Reduced by the number of pupils housed in additional classrooms constructed or purchased based on the loading standards, pursuant to EC Section 17071.25(a)(2), in a modernization SFP project.</p>	<p>The baseline eligibility for new construction... will be adjusted as follows:</p> <p>(a) Reduced by the number of pupils provided grants in a new construction SFP project and by the number of pupils that received a Preliminary Apportionment pursuant to Section 1859.140 or a Preliminary Charter School Apportionment pursuant to Section 1859.162.2.</p> <p>(b) Reduced by the number of pupils housed, based on the loading standards pursuant to Education Code Section 17071.25(a)(2)(A), in a new construction LPP project funded under the provisions of the LPP pursuant to Sections 1859.12 or 1859.13.</p> <p>(i) Reduced by the number of pupils housed, based on loading standards pursuant to Education Code Section 17071.25(a)(2)(A), in any classroom Provided after the baseline eligibility was determined by the Board with the exception of those pupils housed or to be housed in a classroom:</p> <p>(7) That is included in a SFP project where the district has funded a portion of the project beyond its required district contribution and the pupil capacity of the classroom does not exceed 150 percent of the number of pupils receiving new construction grants (rounded up) for the SFP project.</p>

STATE ALLOCATION BOARD  
IMPLEMENTATION COMMITTEE MEETING  
May 1, 2009

FACILITY INSPECTION TOOL REVISIONS

PURPOSE

To present revisions to the Facility Inspection Tool (FIT).

BACKGROUND

As part of the settlement agreement in the case of *Williams vs. California*, the Governor and Legislature implemented several accountability and performance measures for ensuring that all California school children have equal access to adequate school facilities and these facilities are maintained in good repair. The term "good repair" had consistently been used in various school facility sections of the Education Code (EC); however, this was the first time it has been defined in statute.

The initial definition was introduced by Senate Bill 550 (Chapter 900, Statutes of 2004 - Vasconcellos) that required the Office of Public School Construction (OPSC) to develop an Interim Evaluation Instrument to define good repair for school facilities. Subsequent legislation, Chapter 704, Statutes of 2006 [Assembly Bill (AB) 607 – Goldberg, provided the statutory definition of good repair. AB 607 required the OPSC to develop a permanent school facility inspection and evaluation instrument and include a rating system to evaluate each component and a method to provide for an overall summary of the conditions at each school. The State Allocation Board approved the permanent instrument, the FIT, in June 2007.

Serving as the uniform definition of good repair, the FIT is intended to be a visual inspection tool to be used by school officials, county offices of education, students, teachers, and parents to aid in ensuring that all California school children have access to clean, safe, and functional school facilities. The FIT includes 15 components and a rating system to evaluate each component, and a mechanism to determine the overall condition of the school. The following chart provides guidance on the various uses of the FIT.

Entity	Use
School Districts	<ul style="list-style-type: none"><li>• Completing the school facility section of the School Accountability Report Card (SARC) for all district schools – Education Code (EC) 33126(b)</li><li>• Establishing a Facilities Inspection System (FIS) after July 1, 2005 for all schools, if participating in the School Facility Program (SFP) or Deferred Maintenance Program (DMP) to ensure each school is maintained in "good repair" – EC 17070.75(e)</li></ul>
County Offices of Education	<ul style="list-style-type: none"><li>• Completing the school facility section of the SARC for all schools – EC 33126(b)</li><li>• Establishing a FIS after July 1, 2005 for all county operated schools, if participating in the SFP or DMP – EC Section 17070.75(e)</li><li>• Oversight responsibilities at API deciles 1-3 schools – EC 1240(c)</li></ul>

## AUTHORITY

EC Section 17002(d), amended as a result of AB 607, directs the OPSC on or before July 1, 2007 to develop a permanent school facility inspection and evaluation instrument that evaluates facility components on a scale of “good,” “fair,” or “poor,” and provides an overall summary of the conditions at each school on a scale of “exemplary,” “good,” “fair,” or “poor.” The full text of the Section is presented in Attachment A.

## DISCUSSION

### **Workgroup for the Development of the Permanent Evaluation Instrument**

In the spring of 2007, the OPSC formed a workgroup of experts and practitioners to assist in development of the permanent evaluation instrument. This group reconvened in the fall of 2008 to consider adjustments to the instrument based on results of inspections performed by the county offices of education. The proposed FIT revisions were discussed by the group and tested against actual inspection evaluations (or rating reductions) in order to align the scoring and ranking calculations to the site conditions noted by evaluators.

### **Justification for FIT Revisions**

The development of the permanent evaluation tool involved extensive analysis on the methodology of inspections, layout of the checklist, development of instructions and guidance for users as well as the scoring and ranking system. The layout and methodology was tested during actual site inspections with assistance of representatives from several county offices of education.

While the law provided for guidelines for evaluation of certain facility components, there was no basis available to develop the scoring parameters other than common perceptions of what good, fair, or poor typically means. The ranking and scoring was also tested before final adoption of the FIT, but the test evaluations did not raise any concerns with the scoring and ranking systems at that time. However, subsequent application of the tool in the field, revealed an inherent positive bias. Thus, it became apparent that the structure of the tool and the ranking and scoring parameters need to be adjusted to align the evaluation results with realistic expectations of what constitutes good, fair or poor facility conditions.

One of the main reasons that the positive bias of the FIT was highlighted by the county offices of education rather than individual school districts users, is the fact that the FIT provides an opportunity for the individual inspector to downgrade the school’s rating based on the following provision:

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

Thus, in situations where the scoring calculation provides a good rating, while the county office of education inspection reveals multiple facility deficiencies, the inspector will downgrade the school’s rating. This puts significant pressure on the inspector and may lead to conflict defeating the purpose of the inspection as the method to improve school facility conditions.

## Summary of Proposed FIT Revisions

Attachment B includes a partial copy of the existing FIT including the Evaluation Detail sheet and Totals and Ranking. Attachment C provides the Totals and Ranking sheet for the proposed FIT for reference.

The existing structure of the FIT includes the following 15 categories, which match the 15 components of good repair identified in statute:

1. Gas leaks
2. Mechanical Systems
3. Windows/Doors/Gates/Fences (Interior and exterior)
4. Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)
5. Hazardous Materials (Interior and Exterior)
6. Structural Damage
7. Fire Safety
8. Electrical (Interior and Exterior)
9. Pest/Vermin Infestation
10. Drinking Fountains (Inside and Outside)
11. Restrooms
12. Sewer
13. Playground/School Grounds
14. Roofs
15. Overall Cleanliness

Inspectors noted that typical inspections reveal more deficiencies in certain categories and few or no deficiencies in certain others. For example, gas leaks are rarely noted during inspections, thus, creating a 100 percent rating for this category on the majority of inspections. Most deficiencies tend to occur in just four categories (Interior Surfaces, Fire Safety, Electrical and Overall Cleanliness) rather than across the spectrum of 15 categories.

To improve the scoring system, the workgroup proposes grouping of 15 categories into eight sections, as follows:

- A. Systems (Gas, Mechanical/HVAC; Sewer)
- B. Interior Surfaces
- C. Cleanliness (Overall Cleanliness; Pest/Vermin)
- D. Electrical Components
- E. Restroom/Fountains (Restrooms; Drinking Fountains)
- F. Safety (Fire Safety; Hazardous Materials)
- G. Structural (Structural Damage; Roofs/Gutters)
- H. External (Windows/Doors/Gates/Fences; Playgrounds/School Grounds)

Under the proposed method, each of the 15 categories will be evaluated based on percentage of system in good repair. Then, all the percentage rankings in one, two, or three categories grouped into one section, are averaged to determine the percentage of good repair. For example, when Overall Cleanliness is evaluated at 80 percent of good repair, Pest/Vermin Infestation is deemed at 100 percent (i.e. no deficiencies); the resulting percentage of good repair for C. Cleanliness is 90 percent.  $[(80+100) / 2 = 90]$ .

If any of the 15 categories noted an extreme deficiency, the entire category receives zero for the category rating. Similarly, when one or more categories are grouped into one of the eight sections, a section receives a zero and an automatic poor rating if there is an extreme deficiency noted anywhere in the grouping.

This approach changes the weighting that the various categories of facility components have on the overall score. In determining the overall rating for a school, the evaluation requires an

average of eight categories instead of 15. For example, under existing method, Interior Surfaces is one of the 15 categories for determination of the overall rating. Under the proposed method, Interior Surfaces represents one of eight categories, thus resulting in a greater weight, or influence, on the overall rating.

The workgroup compared the inspection results using the new category groupings and found that the proposal improved the accuracy of the ratings; however, it did not eliminate situations, in which schools with notable deficiencies were able to receive a “good” or even an “exemplary” rating. Thus, the workgroup proposed to adjust the percentage scales that are used to determine category rankings and overall scoring. The proposed changes are as follows:

Category Ranking:

	<b>Existing</b>	<b>Proposed</b>
Good	85% – 100%	90% – 100%
Fair	67% – 84.99%	75% – 89.99%
Poor	0 – 66.99%	0 – 74.99%

Overall Rating:

	<b>Existing</b>	<b>Proposed</b>
Exemplary	98% – 100%	99% – 100%
Good	85% – 97.99%	90% – 98.99%
Fair	67% – 84.99%	75% – 89.99%
Poor	0 – 66.99%	0 – 74.99%

The workgroup recognized that the proposed adjustments to the rating scale will provide rating reductions to some school sites. However, it was also clear that, in the absence of adjustments, the value of the evaluation tool diminishes as it provides overly positive ratings and may not provide sufficient incentive for facility improvements to bring schools to a true condition of good repair.

Under this proposal, adjustment of scales from the top ensures high standards for Exemplary schools. The testing performed on actual inspection results indicated that it is still possible to achieve an exemplary rating, even with a slight adjustment to the rating scale for this category. Adjusting the scales from the bottom supports such standards by accounting for deficiencies. It is important to note, that a variety of different calculations and adjustments were tested to achieve an alignment between calculated facilities score and the independent rating (or rating reductions) provided by inspectors.

To illustrate the comparison, between the existing FIT structure and calculation methods and proposed adjustments, Attachment D includes three examples of actual inspection results, as calculated using existing and proposed methods.

RECOMMENDATION

Present the FIT revisions to the next available SAB meeting for adoption.

## ATTACHMENT A

Education Code 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 cassette recorders.

(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) (i) Mechanical systems, including heating, ventilation, and air-conditioning systems, 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) (i) Restrooms and restroom fixtures 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 of 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 therefore 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.

# ATTACHMENT B

**PART II: EVALUATION DETAIL**      Date of Inspection: \_\_\_\_\_      School Name: \_\_\_\_\_      Page \_\_\_\_\_ of \_\_\_\_\_

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	SECTION 6	SECTION 7	SECTION 8	SECTION 9	SECTION 10	SECTION 11	SECTION 12	SECTION 13	SECTION 14	SECTION 15	
AREA	GAS LEAKS	MECH/RVAC	WINDOWS/ DOORS GATES/FENCES	INTERIOR SURFACES	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	FIRE SAFETY	ELECTRICAL	PEST/VERMIN INFESTATION	DRINKING FOUNTAINS	RESTROOMS	SEWER	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	OVERALL CLEANLINESS
COMMENTS:															
COMMENTS:															
COMMENTS:															
COMMENTS:															
COMMENTS:															

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION	COUNTY	SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
SCHOOL SITE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)		
INSPECTOR'S NAME	INSPECTOR'S TITLE		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		

**PART III: CATEGORY TOTALS AND RANKING**

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	SECTION 6	SECTION 7	SECTION 8	SECTION 9	SECTION 10	SECTION 11	SECTION 12	SECTION 13	SECTION 14	SECTION 15
		GAS LEAKS	MECH/HVAC	WINDOWS/DOORS/GATES/FENCES	INTERIOR SURFACES	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	FIRE SAFETY	ELECTRICAL	PEST/VERMIN INFESTATION	DRINKING FOUNTAINS	RESTROOMS	SEWER	ROOFS	PLAYGROUND/SCHOOL GROUNDS	OVERALL CLEANLINESS
↓	Number of "✓"'s:															
	Number of "D"'s:															
	Number of "A"'s:															
	Number of "NA"'s:															
	Percent of System in Good Repair															
	Number of ✓'s divided by (Total Areas - "NA"'s)															
	Rank (Circle One)															
	Good = 85%-100%	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD
	Fair = 67%-84.99%	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR
	Poor = 0%-66.99%	POOR	POOR	POOR	POOR	POOR	POOR	POOR	POOR	POOR	POOR	POOR	POOR	POOR	POOR	POOR

Note: An extreme deficiency in any section automatically results in a "poor" ranking for that category and a zero for "Percent of System in Good Repair."

**OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 15 CATEGORIES ABOVE → 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
98% - 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
85% - 97.99%	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
67% - 84.99%	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% - 66.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.	Poor

**COMMENTS AND RATING EXPLANATION:**

---



---



---

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION \_\_\_\_\_ COUNTY \_\_\_\_\_

SCHOOL SITE \_\_\_\_\_ SCHOOL TYPE (GRADE LEVELS) \_\_\_\_\_ NUMBER OF CLASSROOMS ON SITE \_\_\_\_\_

INSPECTOR'S NAME \_\_\_\_\_ INSPECTOR'S TITLE \_\_\_\_\_

TIME OF INSPECTION \_\_\_\_\_ WEATHER CONDITION AT TIME OF INSPECTION \_\_\_\_\_

NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) \_\_\_\_\_

### PART III: CATEGORY TOTALS AND RANKING

TOTAL NUMBER OF AREAS EVALUATED	A. SYSTEMS				B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL		E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
	GAS LEAKS	MECH/HVAC	SEWER		INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES		
Number of "✓"'s:																		
Number of "D"'s:																		
Number of "X"'s:																		
Number of N/A's:																		
Percent of System in Good Repair Number of "✓"'s divided by (Total Areas - "NA"'s)																		
Total Percent per Category (ave. of above)																		
Rank (Circle one) Good = 90%-100% Fair = 75%-89.99% Poor = 0%-74.99%																		

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

**OVERALL RATING:** DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → 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

### COMMENTS AND RATING EXPLANATION:

---



---



---



---

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY
XYZ Unified		ABC
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)
Lincoln Elementary		Elementary
INSPECTOR'S NAME		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)
INSPECTOR'S TITLE		
TIME OF INSPECTION		WEATHER CONDITION AT TIME OF INSPECTION

**PART III: CATEGORY TOTALS AND RANKING**

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	SECTION 6	SECTION 7	SECTION 8	SECTION 9	SECTION 10	SECTION 11	SECTION 12	SECTION 13	SECTION 14	SECTION 15
		GAS LEAKS	MECH/HVAC	WINDOWS/ DOORS/ GATES/FENCES	INTERIOR SURFACES	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	FIRE SAFETY	ELECTRICAL	PEST/TERMIN INFESTATION	DRINKING FOUNTAINS	RESTROOMS	SEWER	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	OVERALL CLEANLINESS
28	Number of "V"s:	28	28	26	26	27	26	26	20	28	28	11	28	26	28	28
	Number of "D"s:	0	0	0	0	1	0	0	6	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	2	2	0	2	2	2	0	0	17	0	2	0	0
	Percent of System in Good Repair	100%	100%	100%	100%	96%	100%	100%	77%	100%	100%	100%	100%	100%	100%	100%
	Number of "V"s divided by (Total Areas - "NA"s)	Good = 85%-100%	Good	Good	Good	Good	Good	Good	Fair	Good	Good	Good	Good	Good	Good	Good
	Rank (Circle one)	Fair = 67%-84.99%	Good	Good	Good	Good	Good	Good	Fair	Good	Good	Good	Good	Good	Good	Good
		Poor = 0%-66.99%	Good	Good	Good	Good	Good	Good	Fair	Good	Good	Good	Good	Good	Good	Good

Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Percent of System in Good Repair".

**OVERALL RATING:** DETERMINE AVERAGE PERCENTAGE OF 15 CATEGORIES ABOVE → 98.22% → SCHOOL RATING\* → Exemplary

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

PERCENTAGE	DESCRIPTION	RATING
98%-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
85%-97.99%	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
67%-84.99%	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%-66.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	Poor

**COMMENTS AND RATING EXPLANATION:**

**PROPOSED**

SCHOOL DISTRICT/COUNTY/OFFICE OF EDUCATION XYZ Unified		COUNTY ABC
SCHOOL SITE Lincoln Elementary		SCHOOL TYPE (GRADE LEVELS) Elementary
INSPECTOR'S NAME Lincoln Elementary		NUMBER OF CLASSROOMS ON SITE
INSPECTOR'S TITLE		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)
TIME OF INSPECTION		WEATHER CONDITION AT TIME OF INSPECTION

**PART III: CATEGORY TOTALS AND RANKING**

TOTAL NUMBER OF AREAS EVALUATED	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL		E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/TERMITE INFESTATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS/GATES/FENCES		
28	28	26	28	26	28	28	20	11	28	26	27	26	26	28	28	28	28
Number of "V"s:	0	0	0	0	0	0	6	0	0	0	1	0	0	0	0	0	0
Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of "X"s:	0	2	0	2	0	0	2	17	0	2	0	2	2	0	0	0	0
Number of N/A's:	100%	100%	100%	100%	100%	100%	77%	100%	100%	100%	96%	100%	100%	100%	100%	100%	100%
Percent of System in Good Repair	100%																
Number of "V"s divided by (Total Areas - "NA"s)	100%																
Total Percent per Category	100%																
Rank (Circle one)	GOOD																
GOOD = 90%-100%	GOOD																
FAIR = 75%-89.99%	GOOD																
POOR = 0%-74.99%	GOOD																

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

**OVERALL RATING:** DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → 96.89% → SCHOOL RATING\* → GOOD

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

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

**COMMENTS AND RATING EXPLANATION:**

SCHOOL DISTRICT/COUNTY/OFFICE OF EDUCATION <b>XYZ Unified</b>		COUNTY <b>ABC</b>
SCHOOL SITE <b>Lincoln Intermediate</b>		SCHOOL TYPE (GRADE LEVELS) <b>Middle</b>
INSPECTOR'S NAME		NUMBER OF CLASSROOMS ON SITE
INSPECTOR'S TITLE		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)
TIME OF INSPECTION		WEATHER CONDITION AT TIME OF INSPECTION

**PART III: CATEGORY TOTALS AND RANKING**

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	SECTION 6	SECTION 7	SECTION 8	SECTION 9	SECTION 10	SECTION 11	SECTION 12	SECTION 13	SECTION 14	SECTION 15
		GAS LEAKS	MECH/HVAC	WINDOWS/DOORS/GATEFENCES	INTERIOR SURFACES	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	FIRE SAFETY	ELECTRICAL	PEST/VERMIN INFESTATION	DRINKING FOUNTAINS	RESTROOMS	SEWER	ROOFS	PLAYGROUND/SCHOOL GROUNDS	OVERALL CLEANLINESS
45	Number of "v"s:	45	40	40	29	40	41	18	26	45	21	8	45	45	42	36
45	Number of "D"s:	0	4	4	15	4	4	26	19	0	3	0	0	0	3	9
	Number of "X"s:	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
	Number of N/As:	0	1	1	1	1	0	0	0	0	21	37	0	0	0	0
	Percent of System in Good Repair Number of "v"s divided by (Total Areas - "NA"s)	100%	91%	91%	66%	91%	91%	0%	58%	100%	88%	100%	100%	100%	93%	80%
	<b>Rank (Circle one)</b> Good = 85%-100% Fair = 67%-84.99% Poor = 0%-66.99%	Good	Good	Good	Poor	Good	Good	Poor	Poor	Good	Good	Good	Good	Good	Good	Fair

Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Percent of System in Good Repair".

**OVERALL RATING:** DETERMINE AVERAGE PERCENTAGE OF 15 CATEGORIES ABOVE → **83.22%** SCHOOL RATING\* → **Fair**

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

PERCENTAGE	DESCRIPTION	RATING
98%-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
85%-97.99%	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
67%-84.99%	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%-66.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	Poor

**COMMENTS AND RATING EXPLANATION:**

PROPOSED

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY
XYZ Unified		ABC
SCHOOL SITE	SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Lincoln Intermediate	Middle	
INSPECTOR'S NAME	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION	

**PART III: CATEGORY TOTALS AND RANKING**

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL		E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES		
↓	Number of "v"s:	45	40	45	29	36	45	26	8	21	18	40	41	45	42	40		
	Number of "D"s:	0	4	0	15	9	0	19	0	3	26	4	4	0	3	4		
	Number of "X"s:	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0		
	Number of N/As:	0	1	0	1	0	0	0	37	21	0	1	0	0	0	1		
	Percent of System in Good Repair Number of "v"s divided by (Total Areas - "NA"s)	100%	91%	100%	66%	80%	100%	58%	100%	88%	X	91%	91%	100%	93%	91%		
	Total Percent per Category	97%		90%	66%	90%	58%	94%	96%	X	96%	96%	96%	92%				
	Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%	GOOD		GOOD	POOR	GOOD	POOR	GOOD	POOR	POOR	POOR	GOOD	GOOD	GOOD	GOOD	GOOD		

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

**OVERALL RATING:** DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → 74.01% → 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

**COMMENTS AND RATING EXPLANATION:**

**EXAMPLE 3**  
**EXISTING**

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)										
XYZ Unified		ABC	NUMBER OF CLASSROOMS ON SITE										
SCHOOL SITE		High	SCHOOL TYPE (GRADE LEVELS)										
Lincoln High		High	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)										
INSPECTOR'S NAME			INSPECTOR'S TITLE										
TIME OF INSPECTION			WEATHER CONDITION AT TIME OF INSPECTION										

**PART III: CATEGORY TOTALS AND RANKING**

TOTAL NUMBER OF AREAS EVALUATED	SECTION 1 GAS LEAKS	SECTION 2 MECH/HVAC	SECTION 3 WINDOWS/ DOORS GATES/SCREENS	SECTION 4 INTERIOR SURFACES	SECTION 5 HAZARDOUS MATERIALS	SECTION 6 STRUCTURAL DAMAGE	SECTION 7 FIRE SAFETY	SECTION 8 ELECTRICAL	SECTION 9 PEST/VERMIN INFESTATION	SECTION 10 DRINKING FOUNTAINS	SECTION 11 RESTROOMS	SECTION 12 SEWER	SECTION 13 ROOFS	SECTION 14 PLAYGROUND/ SCHOOL GROUNDS	SECTION 15 OVERALL CLEANLINESS
65	65	64	64	51	65	65	60	50	65	35	17	65	65	65	61
↓	0	1	1	14	0	0	5	15	0	1	0	0	0	0	4
65	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	29	48	0	0	0	0
Percent of System in Good Repair Number of "✓"'s divided by (Total Areas - "NA"'s)	100%	98%	98%	78%	100%	100%	92%	77%	100%	97%	100%	100%	100%	100%	94%
Rank (Circle one) Good = 85%-100% Fair = 67%-84.99% Poor = 0%-66.99%	Good	Good	Good	Fair	Good	Good	Good	Fair	Good	Good	Good	Good	Good	Good	Good

Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Percent of System in Good Repair".

**OVERALL RATING:**

DETERMINE AVERAGE PERCENTAGE OF 15 CATEGORIES ABOVE	95.71%	SCHOOL RATING*	Good
---	--------	----------------	------

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

PERCENTAGE	DESCRIPTION	RATING
98%-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
85%-97.99%	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
67%-84.99%	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%-66.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	Poor

**COMMENTS AND RATING EXPLANATION:**

---



---



---

PROPOSED

SCHOOL DISTRICT/COUNTY/OFFICE OF EDUCATION		COUNTY	
XYZ Unified		ABC	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	
Lincoln High		High	
INSPECTOR'S NAME		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
INSPECTOR'S TITLE			
TIME OF INSPECTION		WEATHER CONDITION AT TIME OF INSPECTION	

**PART III: CATEGORY TOTALS AND RANKING**

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR INTERIOR SURFACES	C. CLEANLINESS		D. ELECTRICAL		E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER		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 "v"s:	65	64	65	51	61	65	50	17	35	60	65	65	65	64		
	Number of "D"s:	0	1	0	14	4	0	15	0	1	5	0	0	0	1		
	Number of "X"s:	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	48	29	0	0	0	0	0		
	Percent of System in Good Repair (Number of "v"s divided by (Total Areas - "NA"s))	100%	98%	100%	78%	94%	100%	77%	100%	97%	92%	100%	100%	100%	98%		
	Total Percent per Category	99%		97%	78%	97%	99%	77%	99%	93.22%	96%	100%	100%	99%	99%		
	Rank (Circle one)	GOOD		GOOD	FAIR	GOOD	GOOD	FAIR	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD		

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

<b>OVERALL RATING:</b>	<b>DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE</b>	<b>93.22%</b>	<b>SCHOOL RATING*</b>	<b>GOOD</b>
------------------------	---	---------------	-----------------------	-------------

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

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

**COMMENTS AND RATING EXPLANATION:**