



PLACER COUNTY GRAND JURY

Relocation of Severely Disabled and Special Needs Students

Kentucky Greens Campus

Relocation of Severely Disabled and Special Needs Students Kentucky Greens Campus

Summary

Early in 2016 Placer County Office of Education (PCOE) announced the proposed sale of schools on the Kentucky Greens Campus in Newcastle, which are dedicated to special needs and severely disabled students, to the Newcastle Elementary School District (NESD). This would result in the removal and relocation of these students from the Secret Ravine, Onorato and Sierra Vista schools (all are located on the Kentucky Greens Campus) to various other venues in Placer County.

Parents of the disabled students were immediately concerned about where the 55 special needs students would attend school in the future. Some parents of these students were outraged, looking for ways to protect their severely disabled and often medically fragile students from being relocated to different schools in Placer County.

In response to community concerns, PCOE collaborated with these parents for several months to find a resolution suitable to all. The “Kentucky Greens Plan” changed frequently in attempts to accommodate the needs of the students as well as to address concerns of their parents.

The final plan to sell the property containing the three schools to NESD changed, with a 10-year leaseback of Onorato School added to the proposed contract. This would allow the students diagnosed with Severe Multiple Disabilities (SMD) to remain on the same property.

This proposed sale was contingent upon the Board of Education’s (BOE) vote to surplus the property.

The PCOE responded to feedback from the parents’ focus groups. The PCOE collaborated with the parents to develop a revised plan which satisfied their concerns and met the needs of the students.

The Grand Jury commends all parties involved for working together on behalf of the students.

Background

PCOE provides programs designed to educate a wide variety of students with diverse needs, birth through adult. Secret Ravine School partners with schools throughout the County to serve students with varying disabilities from age three to 22.

Currently, 55 severely disabled and special needs students are enrolled at the Kentucky Greens campus. The special needs schools involved are Secret Ravine (24 students), Sierra Vista (17 students), and Onorato Education Center (14 students). The campus contains an adapted playground for students with physical impairments, along with a garden, gym and the facilities to work on daily living tasks.

In April 2016 PCOE proposed to the NESD a \$3.5 million deal to sell 22 acres along Kentucky Greens Way in Newcastle. The proposal included the sale of three schools, one administrative building, two maintenance buildings, as well as several playgrounds and open fields.

Methodology

The Grand Jury

- conducted interviews with representatives of PCOE;
- conducted interviews with members of the NESD;
- reviewed information on the PCOE website regarding the “Kentucky Greens” plan;
- reviewed media coverage from a local news channel as well as articles from the Auburn Journal;
- reviewed BOE agendas/minutes, which provide the “Kentucky Greens” plan updates;
- reviewed internal surveys from PCOE;
- attended the PCOE board meeting regarding the plan.

Attachments

- A. PCOE Kentucky Greens Transition Plan Presentation
- B. PCOE Memo re: Kentucky Greens Programs Relocation

Facts

- Kentucky Greens campus includes three schools:
 - Secret Ravine School serves the Severe Multiple Disabilities and Behavior Intensive students, high school through age 22.
 - Sierra Vista School serves the Emotionally Disturbed students, 4th grade through high school.

- Onorato Educational Center serves the Severe Multiple Disabilities students, ages three through 15.
- The Kentucky Greens campus needed extensive retrofitting to provide more appropriate and safe learning conditions for the special needs population who are currently attending. Retrofitting this property is estimated to be in excess of \$10,000,000.
- State funding is not available to build a new school dedicated to special needs students.
- In April 2016 PCOE proposed to the Board of Education that NESD purchase the 22 acres of property, which includes three school buildings, one administrative building, two maintenance buildings, as well as several playgrounds and open fields located at 645 Kentucky Greens Way, Newcastle (Placer County Assessor's Parcel Number 031-241-041).
- On October 5, 2016, parents received a letter informing them for the first time of the proposed sale.
- PCOE stated they were "blindsided" by the adverse reaction from the parents.
- Before the sale could be approved, the BOE would be required to deem the property as surplus real property. A public meeting was held on October 13th, 2016 to start the surplus process.
- October 24, 2016, CBS local news station KQVR aired interviews with some of the parents who were shocked to learn of the proposed school closures. Not having anticipated such reactions, PCOE then created an extensive plan of communication in order to keep families more closely informed. Weekly emails, surveys, focus groups, personal phone calls and site visits at potential new school locations were implemented. Parents were encouraged to participate in open meetings and to provide feedback.
- On October 28, 2016, surveys were sent to all affected parents. PCOE received 16 survey responses, all replying "yes" to attend a future focus group in facility planning.
 - PCOE surveys received from parents showed concern for the safety of their children, losing the trained staff and mainstreaming the students.
 - These surveys also reflected further concern from the parents for not having prior input on the proposed sale.
- The proposal for terms and conditions of the sale of the Kentucky Greens Property was approved by the BOE and the board of NESD on November 7, 2016 in closed meetings.
- PCOE proposed relocating Secret Ravine's existing special education programs to South Placer County. The SMD students will remain on the same campus at Onorato Educational Center, which meets the needs of the 55 students now attending the three schools. The relocation is scheduled to take effect June 19, 2017.

- California Education Code Section 1042 provides for a County Board of Education to acquire, lease, lease-purchase, hold and convey real property.
- The PCOE Bylaws (BP3280) provide for the conveyance of property to another public entity, such as a school district, thus allowing utilization of facilities and resources in the most economical, practical and beneficial manner.
- At the February 2017 PCOE board meeting, the Board of Education unanimously approved the Kentucky Greens Property as surplus.
- At the same board meeting, PCOE reviewed the final recommendation for the relocation of the special needs program located on the Kentucky Greens property. The proposed plan will include
 - relocating the Behavior Intensive Program to the Chana High School campus, located in Placer Union School District;
 - relocating the Emotional Disturbance Program to Olive Ranch School, located in the Eureka Union School District;
 - keeping the Severe Multiple Disabilities Program on the Kentucky Greens campus in the Onorato Educational Center. This compromise from the original plan was accomplished through a 10-year lease with Newcastle Elementary School District.
- PCOE held a public hearing in March 2017 on the proposed sale of real property to obtain input regarding its intention to sell the real property to NESD.
- The sale of the Kentucky Greens property was approved by the BOE in April of 2017.
- The 2017-2018 school year, PCOE is projecting 25 SMD students will be at Onorato Education Center which will still be located at the Kentucky Greens location.
- The educational program and services for the students will not change. The students will continue to receive a Free and Appropriate Public Education as outlined in the Individual Education Plan.

Findings:

The Grand Jury found:

- F1. Upon learning of the proposed sale, parents of special needs students became concerned their children would be relocated or mainstreamed into different schools in South Placer County without consideration of their disabilities, some of which are life-threatening.

- F2. In November 2016, based on some of the parents' objections, PCOE modified their sale proposal to include a 10-year leaseback of Onorato Education Center to keep the SMD students on the same campus.

- F3. PCOE became very proactive and accommodating in their communication to the public, especially after the parents' response to their initial announcement. Weekly communications through emails and phone calls to parents, staff meetings, parent focus groups and BOE meetings brought many positive changes to the initial plan.

- F4. After reviewing the final recommendations, the Board of Education, Placer County Office of Education, Newcastle Elementary School District and the parents of special needs students all complimented each other for partnering together, listening, advocating and participating in a decision to positively benefit all of the 55 students affected by this change of location.

Conclusion

The Grand Jury commends the Placer County Office of Education administration. PCOE has been proactive in gathering information from parents and teachers as well as making site visits to improve the future conditions of the 55 students in the special needs program in Placer County. With the decision to move forward with the sale of the Kentucky Greens property, the extensive plan will benefit all parties involved and provide long-term special needs education in updated facilities.

The Grand Jury commends the Board of Education and the Placer County Office of Education for their collaborative work.

Recommendations

The Grand Jury makes no recommendations.

Request for Responses:

<u>Recommendations Requiring Response</u>	<u>Response Due Date</u>
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No Responses Required

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Copies Sent to:

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Ms. Denny Rush
Newcastle School District,
Superintendent, Newcastle School
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Newcastle CA 95658

Attachment A: PCOE Kentucky Greens Transition Plan Presentation

2/6/2017

Kentucky Greens
Transition Plan
Placer County Board of Education
Regular Meeting
February 9, 2017

PCOE
GOLD IN EDUCATION
Gayle Garbolino-Mojica
County Superintendent of Schools

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Secret Ravine School

Room 3
Behavior Intensive
Grades 9th-22
1976 sq. Ft.

Room 3
SMD
Grades 9th-12th
896 sq. Ft.

Room 2
SMD
Grades 12th-22
896 sq. Ft.

PCOE
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Gayle Garbolino-Mojica
County Superintendent of Schools

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Sierra Vista School



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Phase 1 Behavior Intensive Program February - June, 2017

- Parent notification through Prior Written Notice - February, 2017
- Conduct any regularly scheduled Annual or Triennial IEPs and parent requested IEPs, February-May, 2017
- Staff visits to be completed by February 24, 2017
- Notify transportation of change in location by February 28, 2017
- Community Based Instruction (CBI) outings with students to familiarize with campus by March 31, 2017
- Depending on IEP outcomes, parent visits scheduled as needed or per request
- Address items identified in Facility Inspection Tool and coordinate work with site administration and district to modify room for changing table and install safety glass in room 25 by May 12, 2017
- Set up classroom with equipment and instructional materials by June 9, 2017
- Start ESY session at Chana High School on June 19, 2017

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Secret Ravine School 2016-2017	Chana High School 2017-2018

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Gayle Garbolino-Mojica
County Superintendent of Schools

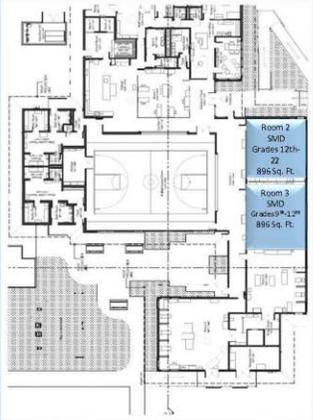
Phase 1, Continued Severe Multiple Disabilities February – June, 2017

- Parent notification through Prior Written Notice - February, 2017
- Conduct any regularly scheduled Annual or Triennial IEPs and parent requested IEPs, February-May, 2017
- Staff visits to be completed by April 28, 2017, to plan for equipment storage
- Depending on IEP outcomes, parent visits scheduled as needed or per request
- Redesign room 104 to accommodate storage of student equipment by May 31, 2017
- Relocate classroom equipment and supplies currently in 201 to 105 by June 9, 2017
- Relocate classroom equipment and supplies from rooms 2 & 3 at Secret Ravine to rooms 201 and 202 at OEC by June 9, 2017
- Move all student equipment from Secret Ravine to OEC by June 9, 2017
- Start ESY session at OEC on June 19, 2017

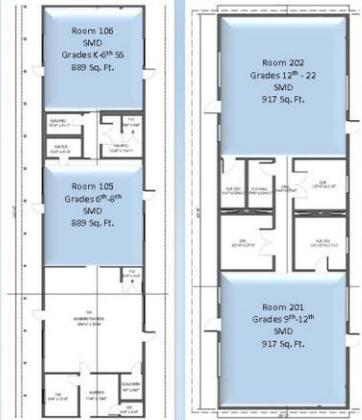
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**Secret Ravine School
2016-2017**



**Onorato Educational Center
2017-2018**



Room 2
SMD
Grades 12th-
12
896 Sq. Ft.

Room 3
SMD
Grades 9th-12th
896 Sq. Ft.

Room 106
SMD
Grades K-6th 96
889 Sq. Ft.

Room 105
Grades 6th-9th
SMD
889 Sq. Ft.

Room 202
Grades 12th - 22
SMD
917 Sq. Ft.

Room 201
Grades 9th-12th
SMD
917 Sq. Ft.

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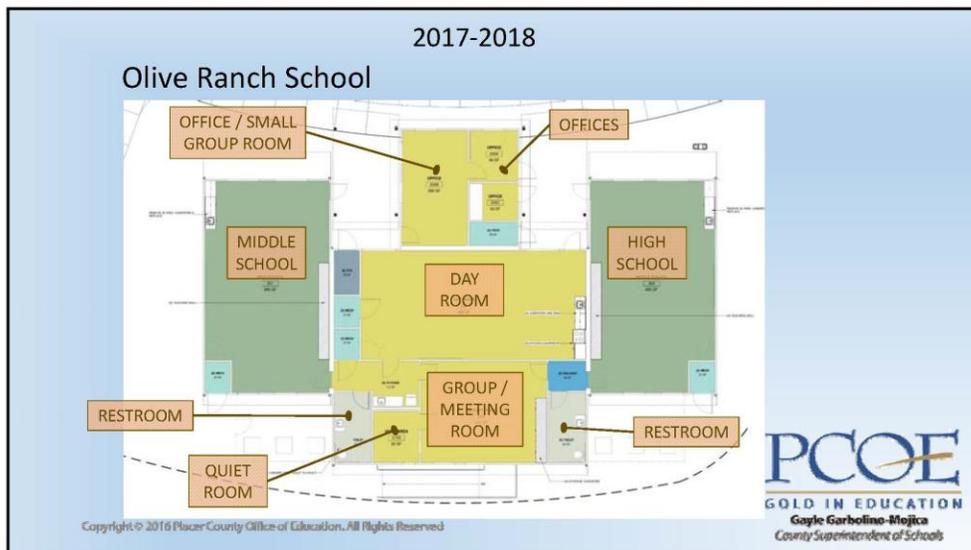
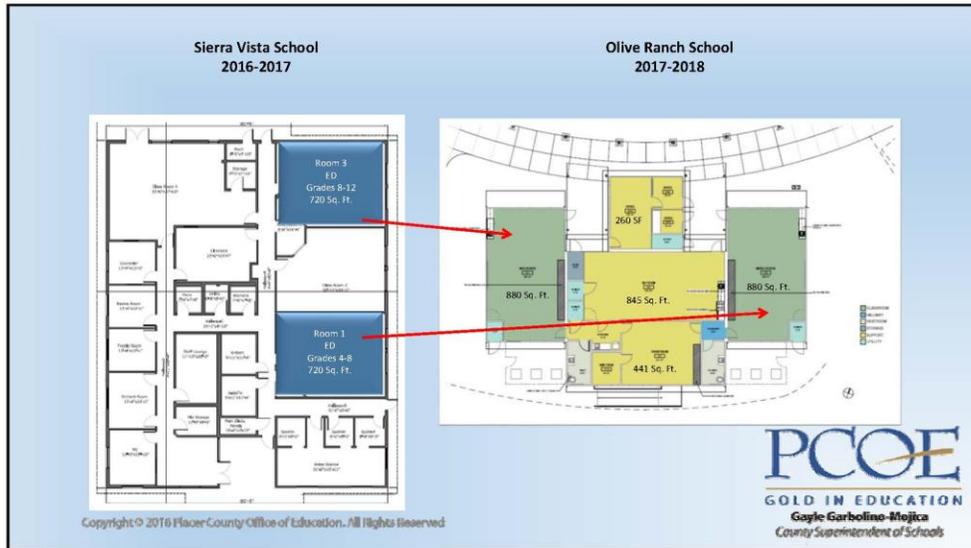


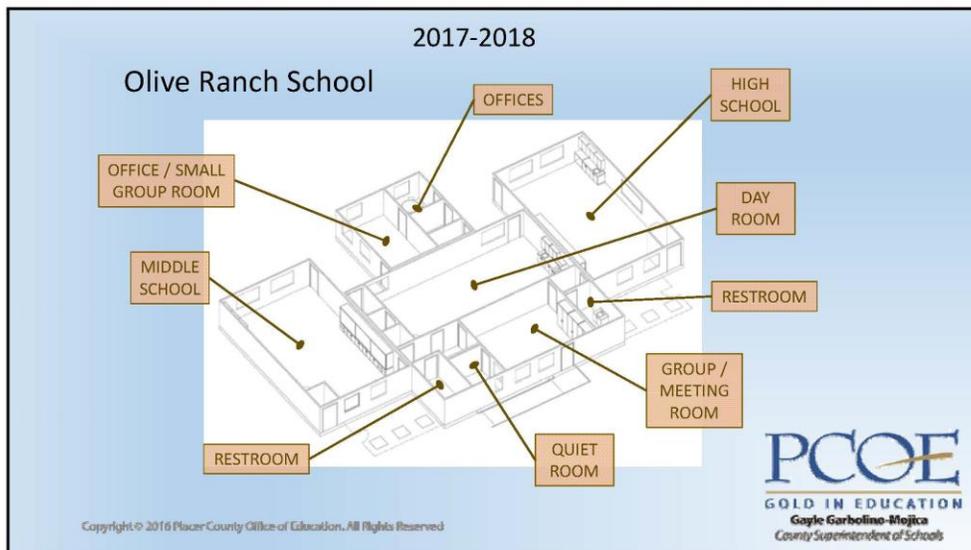
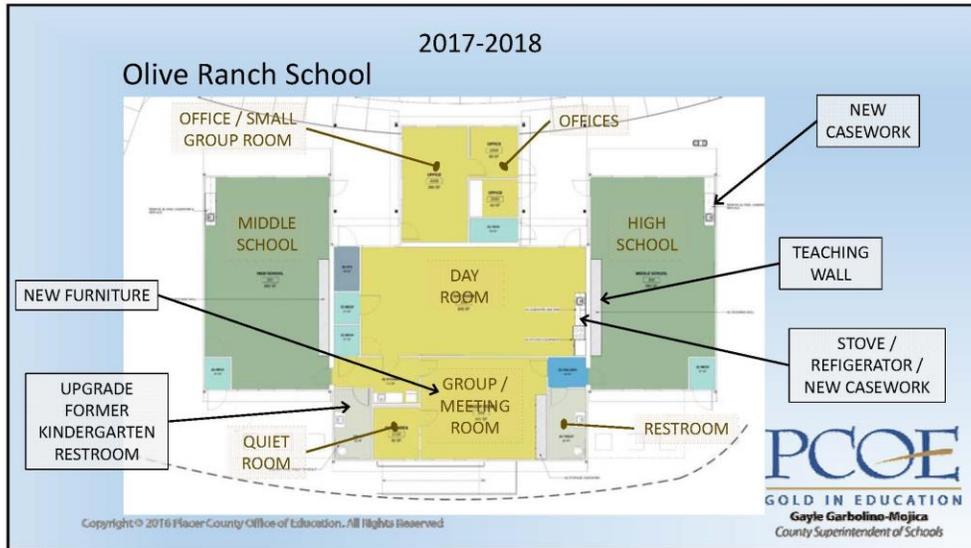
Phase 2 Emotional Disturbance Program February - August, 2017

- Parent notification through Prior Written Notice - February, 2017
- Conduct any regularly scheduled Annual or Triennial IEPs and parent requested IEPs, February-May, 2017
- Notify transportation of change in location by February 28, 2017
- Student and staff visits to Olive Ranch scheduled by March, 24, 2017
- Depending on IEP outcomes, parent visits scheduled as needed or per request
- Construction - June-August, 2017
- Relocate classrooms after completion of construction
- School starts August 10, 2017 (depending on district calendar adoption)

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Questions?

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Attachment B: PCOE Memo re: Kentucky Greens Programs Relocation



Placer County Office of Education
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(530) 889-8020 • Fax (530) 745-1405 • www.placercoe.k12.ca.us

Gayle Garbolino-Mojica, County Superintendent of Schools

Memorandum

Date: **February 2, 2017**
To: **Superintendent Garbolino-Mojica**
From: **Phillip J. Williams, Deputy Superintendent, Educational Services**
RE: **Kentucky Greens Programs Relocation**

Contained in this memo is the plan to relocate the following programs from the Secret Ravine and Sierra Vista buildings located at the Kentucky Greens Campus.

Secret Ravine:

Behavior Intensive Program (BI)	9 th – age 22	(8 students)
Severe Multiple Disabilities (SMD)	9 th – 12 th	(6 students)
	12 th – age 22	(8 students)

Sierra Vista:

Emotional Disturbance Program (ED)	6 th – 8 th	(8 students)
	9 th – 12 th	(9 students)

Onorato Educational Center:

Severe Multiple Disabilities	K – 6 th	(7 students)
	6 th – 8 th	(7 students)

Communication Timeline

- **October 4, 2016** – Email to staff about proposed sale of Kentucky Greens;
- **October 5, 2016** – Parents received written notification of proposed sale;
- **October 11, 2016** – Parents of students in the SMD program received phone calls;
- **October 13, 2016** – A public meeting was held at the regularly scheduled Board of Education Meeting (BOE) to discuss the surplus of real property;
- **October 27, 2016** – Parent surveys were posted electronically;
- **October 28, 2016** – Parent surveys were sent home with students;
- **October 29, 2016** – A Frequently Asked Questions (FAQ) page was posted on the PCOE home page to address concerns from parents and community members;
- **October 31, 2016** – Notification to parents about FAQ;
- **November 1, 2016** – A staff meeting was held to share information from the BOE meeting and to answer any questions;
- **November 4, 2016** – Parent notification about upcoming November BOE meeting;

Phillip Williams, Deputy Superintendent, Educational Services
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- **November 9, 2016** – Parent Notification about 2nd window for parent survey and upcoming focus groups;
- **November 10, 2016** – Staff shared with BOE proposed sites and plan for relocation;
- **November 15, 2016** – Summary of parent survey results were shared with parents during SMD focus group meeting;
- **November 18, 2016** – Parent notification of actions and reminder of BOE meetings and additional BOE site visit;
- **November 21, 2016** – Parent notification of Focus group meeting;
- **November 28, 2016** – BOE site visit and survey results shared with teaching staff;
- **November 29, 2016** - Summary of parent survey results were shared with parents during second SMD focus group meeting;
- **December 1, 2016** – Parent focus group meeting scheduled for ED and BI, no attendees;
- **December 2, 2016** – Parent notification of site visits and that no action will be taken at December 8 BOE meeting;
- **December 8, 2016** – Parent survey results shared with BOE;
- **December 9, 2016** – Parent notification of visit to Meadow Vista location with staff and architects;
- **December 16, 2016** – Parent notification that updates will be suspended during winter break;
- **January 11, 2017** – Parent notification of regularly scheduled BOE meeting, January 12, 2017;
- **January 12, 2017** – Staff shared Kentucky Greens update at BOE meeting;
- **January 20, 2017** – Parent notification about January BOE meeting and that more concrete plans will be available soon;
- **January 26, 2017** – Parent notification of concrete transition plans to be available at regularly scheduled BOE meeting on February 9, 2017 and plans can be viewed when agenda posts February 3, 2017.

Options Explored

In order to determine an appropriate location for each of the programs described in this memo, PCOE administration visited the following campuses:

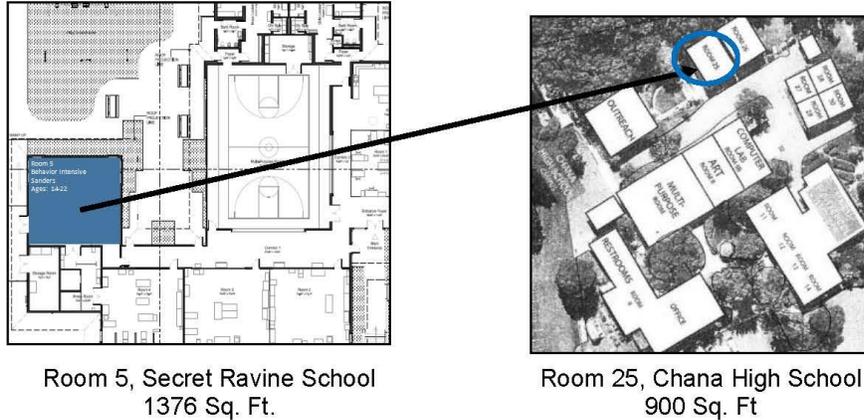
- **November 3, 2016** - Auburn Elementary School in the Auburn Union School District as a possible option for the SMD program;
- **November 8, 2016** –PCOE's Career Technical Education building in Auburn as a possible option for SMD and BI programs;
- **November 16 & 28, 2016** – Olive Ranch School in the Eureka Union School District, as a possible option for the ED and SMD programs;
- **December 6, 2016** - Placer Hills Elementary School in the Placer Hills Union Elementary School District as a possible option for the SMD programs;
- **December 15, 2016, January 20 & 24, 2017**- Chana High School in the Placer Union High School District as a possible option for the BI program.

Recommendations

Behavior Intensive Program

The Behavior Intensive program, currently located in room 5 in the Secret Ravine building, will be relocated to room 25 on the Chana High School Campus within the Placer Union High School District (Diagram 1). The high school campus currently serves the Placer Union High School District (PUHSD) Maidu Independent Study Program and the Chana High School Continuation Program.

Diagram 1 (*image not to scale*)



An initial site visit with PUHSD administration and PCOE administration was conducted on December 15, 2016 to view available rooms. Additional site visits were made on January 20, 2017, with the PCOE BI Program Coordinator and the PCOE Coordinator of Facilities, Planning and Construction; and January 24, 2017 with program staff. A parent meeting was held on December 1, 2016, however no parents attended.

The PCOE Coordinator of Facilities, Planning and Construction completed a Facility Inspection Tool with the Program Coordinator and found no areas of concern related to accessibility, buildings, classrooms, or restroom facilities (Attachment 1). However, 2 areas of concern noted during the visit were the classroom windows in room 25 are not protected with a safety material such as Plexiglas and the campus restrooms were not able to accommodate a changing table (currently utilized for one student). Site administration identified a room inside the multi-purpose room near the restrooms which can accommodate a changing table. These potential safety concerns and accommodations will be remediated before the transition.

Room 25 at Chana is 475 square feet smaller than room 5 at Secret Ravine, however, after site visits with program administration and the teacher, the reduction in square footage does not impact the program or any specific needs identified in IEPs.

The Chana High School campus will allow access to typical peers, continued access to a multi-purpose room, extra space outside for students exhibiting excess behaviors, and a large horticulture space to support and enhance similar activities available at Secret Ravine.

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Transition Plan

The transition from Secret Ravine School to Chana High School will offer a less restrictive setting than the previous location allowing access to typical peers when appropriate.

Prior Written Notices (PWN) with change of location information will be sent to all parents/guardians and adult students. If requested, IEP meetings will be scheduled starting in February to support the transition of students to the new campus. Parents/guardians, students and staff will become familiar with the campus with the following activities:

- All staff will visit the location by February 24, 2017;
- Community Based Instruction (CBI) outings by March 31, 2017;
- Parent visits will be scheduled for March 14, 2017, with individual visits scheduled for parents not able to attend or when determined by the IEP team.

The program relocation is scheduled to take effect June 19, 2017 for the 2016-2017 Extended School Year (ESY). This timing will support the transition of the students as the campus will have fewer students on site and shorter school days. This transition will assist students with becoming familiar with navigating the campus before the beginning of the 2017-2018 school year.

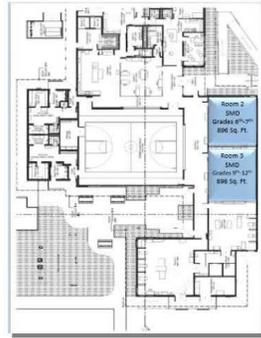
The current special education teacher is anticipated to be the same for ESY and the 2017-2018 school year. The PCOE will make every effort to have the same instructional assistants for ESY and currently plans to assign the same instructional assistants for the 2017-2018 school year to the classroom.

Additional behavior specialist support will be provided for the first 2 weeks of ESY and the first 2 weeks of the 2017-2018 school year to support the transition. This duration can be extended if needed to support the students during the transition.

Severe Multiple Disabilities Program

The SMD classes, currently in rooms 2 and 3 located in the Secret Ravine building, will be relocated to rooms 201 and 202 at the Onorato Educational Center (OEC) building. The 9th - 12th grades will be relocated to room 201 and the 12th – age 22 grades will be located in room 202 (Diagram 2). OEC currently serves only K-8 SMD students, which means this relocation will not change the level of restrictiveness for the students currently placed at Secret Ravine.

Diagram 2 (image not to scale)



Secret Ravine School
Rooms 2 & 3
896 Sq. Ft. each



Onorato Educational Center
Rooms 105 & 106, 889 Sq. Ft. each
Rooms 201 & 202, 917 Sq. Ft. each

A staff meeting was held on November 30, 2016, at OEC and parent focus group meetings were held on November 15, 2016 and November 29, 2016, also at OEC. At those meetings a list of concerns and recommendations from parent and staff surveys were shared and discussed. One recommendation shared by staff and parents during the information gathering period was to continue the program for all SMD students located on the Kentucky Greens Campus in the OEC building and not moving the SMD classrooms again in a few years. A 10 year lease has been agreed to between PCOE and Newcastle Elementary School District with an option to extend.

The PCOE Coordinator of Facilities, Planning and Construction completed a Facility Inspection Tool with the Program Coordinator and found no areas of concern related to accessibility, buildings, classrooms, or restroom facilities (Attachment 2).

The staff currently supporting the Secret Ravine classrooms are very familiar with the OEC site and classrooms and visits will be facilitated by the program coordinator to support the arrangement of classrooms and equipment storage.

Transition Plan

The program relocation is scheduled to take effect June 19, 2017, for the 2016-2017 ESY session as enrollment and attendance has been historically lower than during the academic year. This timeframe will allow PCOE to transition equipment and materials to support the students starting the 2017-2018 school year at OEC.

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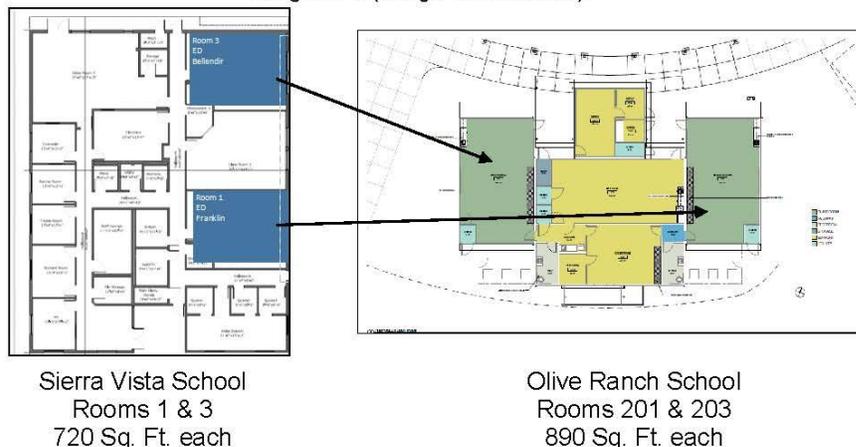
The current special education teachers are anticipated to be the same for the ESY session and the 2017-2018 school year (except for a planned retirement). Instructional assistants are also projected to be the same depending on 2017-2018 OEC enrollment. Special education administration will make every effort to assign the same instructional assistants for the ESY session. In addition, the same program administrator, school secretary, and a school nurse will be located at OEC. Room 104 will be redesigned to accommodate additional equipment.

Prior Written Notices (PWN) with change of location information will be sent to all parents/guardians and adult students. If requested, IEP meetings will be scheduled starting in February to support the transition of students to the new campus. Additional parent visits will be scheduled for parents not able to attend previously or when determined by the IEP team.

Emotional Disturbance Program

The ED classes currently located in rooms 1 and 3 at Sierra Vista will be relocated to rooms 201 and 203 at Olive Ranch School in the Eureka Union Elementary School District. The 4th – 8th grades will be located in room 201 and the 9th – 12th grades will be located in room 203. Room 202 will be utilized as the program recreation room for group therapy sessions and other recreation activities and room C105 will be adapted to support students needing additional space away from the instructional setting (See Diagram 3).

Diagram 3 (image not to scale)



Parent visits were held at Olive Ranch School on November 16, 2016 and November 28, 2016, and a parent focus group was held on December 1, 2016, however, no parents attended. Program staff completed a walk through on November 28, 2016, and provided feedback for how the classrooms should be configured to accommodate student and staff use.

The PCOE Coordinator of Facilities, Planning and Construction completed a Facility Inspection Tool with the Program Coordinator and found no areas of concern related to accessibility, buildings, classrooms, or restroom facilities (Attachment 3). The building

containing rooms 201 and 202 will be remodeled to accommodate school age students, which will include, but is not limited to, cabinets, teaching walls and interior restrooms (see Attachment 4). The ED Program will continue to have access to a multi-purpose room, a large outside court area, and a field.

Transition Plan

The program relocation is scheduled to take effect August 9th, 2017, for the 2017-2018 school year. The ED program will remain at the Sierra Vista site for the 2016-2017 ESY session.

Prior Written Notices (PWN) with change of location information will be sent to all parents/guardians and adult students. If requested, IEP meetings will be scheduled starting in February to support the transition of students to the new campus. Parents/guardians, students and staff will become familiar with the campus after visits scheduled by March 24, 2017. Additional individual parent visits will be scheduled if parents were not able to attend any of the previously scheduled meetings. The current special education teachers and instructional aides are anticipated to be the same for the 2017-2018 school year. The school social worker and behavior specialist are projected to be the same and will be located in the building at Olive Ranch School. The same program coordinator will be located on the campus in the administration building.

Summary

In summary, the SMD classrooms at Secret Ravine will be relocated to the Onorato Educational Center for the 2016-2017 ESY session and subsequent 2017-2018 school year and beyond with a 10 year lease; the BI classroom will be relocated to Chana High School campus for the 2016-2017 ESY session and subsequent 2017-2018 school year; and the ED program will be relocated to Olive Ranch School for the 2017-2018 school year.

GENERAL INFORMATION

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

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

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

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

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

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

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

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

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

Chana High School

Below are suggested methods for evaluating various systems and areas:

- **Gas and Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.
- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

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

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

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

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

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

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.

Overall Cleanliness

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

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

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

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

Electrical (Interior and Exterior)

- 1. There is no evidence that any portion of the school has a power failure. (X)
- 2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:

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

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

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

Gas Leaks

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

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

Mechanical Systems

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

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

Sewer

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

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

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

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

Restrooms

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

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

Sinks/Fountains (Inside and Outside)

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

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

Fire Safety

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

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

Hazardous Materials (Interior and Exterior)

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

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

Structural Damage

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

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

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

Roof systems appear to be functioning properly.

Examples include but are not limited to the following:

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

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional.

Examples include but are not limited to the following:

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

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

Conditions that pose a safety and/or security risk are not evident.

Examples include but are not limited to the following:

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

SCHOOL/DISTRICT/COUNTY OFFICE OF EDUCATION
 Placer County Office of Education

SCHOOL SITE
 Chana High School

SCHOOL TYPE (GRADE LEVELS)
 (9-12)

NUMBER OF CLASSROOMS ON SITE
 2

COUNTY
 Placer

INSPECTOR'S NAME
 Matt Shawyer

INSPECTOR'S TITLE
 Coordinator, MOT, Facilities & Construction

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

INSPECTOR'S SIGNATURE

DATE OF INSPECTION
 3:00 P.M.

WEATHER CONDITION AT TIME OF INSPECTION
 Rainy

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

TOTAL NUMBER OF AREAS EVALUATED	A. SYSTEMS		B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL		E. RESTROOMS/OUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	RESTROOM INVESTIGATION	ELECTRICAL	RESTROOMS	SEWIS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDSCREENS/GATES/ENCES	
2	2	2	2	2	2	2	2	2	0	0	2	2	2	2	2	2
Number of "Y"s:	0	0	0	0	0	0	0	0	0	0	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
Number of "NAs":	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0
Percent of System in Good Repair Number of "Y"s divided by (Total Areas - "NA"s)*	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%			100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)	100.00%		100.00%		100.00%		100.00%		100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%	GOOD		GOOD		GOOD		GOOD		NA		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 → 100.00% SCHOOL RATING** → EXEMPLARY

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

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

COMMENTS AND RATING EXPLANATION:
 Classrooms are in good condition.

ATTACHMENT 2 - FIT REPORT - ONORATO EDUCATIONAL CENTER

Onorato Educational Center

SCHOOL FACILITY CONDITIONS EVALUATION

RATING SCALE				
None Evident	Very Poor	Poor	Good	Like New
0	1	2	3	4
				5

Date of Inspection: January 31, 2017 Name of School: Onorato Educational Center (SMD School)

EVALUATION DETAIL

	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	Section 16	
	GLASS	MENHWG	WINDOWS	INTERIOR	EXTERIOR	HAZARDOUS	STRUCTURAL	FIRE SAFETY	ELECTRICAL	RESTROOM	SPRINKLING	RESTROOMS	BEWER	ROOFS	PLAYGROUNDS	OVERALL	
	LEAKS	MECHANICAL	AND DISTURBANCES	SURFACES	SURFACES	MATERIALS	DAMAGE			VESTIBULES	SYSTEMS				SCHOOL GROUNDS	CLEANLINESS	
Building 1 Area																	
Administration 101	0	5	5	5	0	0	0	5	5	0	0	0	0	5	0	0	5
Principal 102	0	5	5	5	0	0	0	5	5	0	0	0	0	5	0	0	5
Classroom 104	0	5	5	5	0	0	0	5	5	0	0	0	0	5	0	0	4
Classroom 105	0	5	5	5	0	0	0	5	5	0	0	0	0	5	0	0	4
Classroom 106	0	5	5	5	0	0	0	5	5	0	0	0	0	5	0	0	4
Hall 107	0	5	5	5	0	0	0	5	5	0	0	0	0	5	0	0	4
MTU 108	0	5	5	5	0	0	0	5	5	0	0	0	0	5	0	0	4
Restroom 109	0	5	5	5	0	0	0	5	5	0	0	0	0	5	0	0	4
Restroom 110	0	5	5	5	0	0	0	5	5	0	0	0	0	5	0	0	4
Restroom 111	0	5	5	5	0	0	0	5	5	0	0	0	0	5	0	0	4
Mech 112	0	5	5	5	0	0	0	5	5	0	0	0	0	5	0	0	5
Mech 113	0	5	5	5	0	0	0	5	5	0	0	0	0	5	0	0	5
Mech 114	0	5	5	5	0	0	0	5	5	0	0	0	0	5	0	0	5
Building 1 Exterior	0	0	5	0	3	0	0	5	5	0	5	0	0	5	0	0	5
Asphalt Parking Area	0	5	5	5	5	0	0	5	5	0	0	0	0	5	0	0	5
Building 1 Grounds	0	0	5	0	0	0	0	5	5	0	0	0	0	5	0	0	4

ATTACHMENT 2 - FIT REPORT - ONORATO EDUCATIONAL CENTER

Onorato Educational Center

	Section 1 GAS LEAKS	Section 2 MECHANICAL	Section 3 ELEVATORS FLOORS ENTRANCES	Section 4 INTERIOR SURFACES	Section 5 ELECTRICAL SYSTEMS	Section 6 HAZARDOUS MATERIALS	Section 7 STRUCTURAL ELEMENTS	Section 8 FIRE SAFETY	Section 9 ELECTRICAL	Section 10 RESTROOM FACILITIES	Section 11 DISHING FACILITIES	Section 12 RESTROOMS	Section 13 SEWER	Section 14 ROOFS	Section 15 PAVING/ROADS SURFACES	Section 16 LANDSCAPE
Building 2 Area																
Classroom 201	0	5	5	5	0	0	0	5	5	0	0	0	0	5	0	4
	Comment: Excess Clutter															
Classroom 202	0	5	5	5	0	0	0	5	5	0	0	0	0	5	0	4
	Comment: Excess Clutter															
Hall 203	0	5	5	5	0	0	0	5	5	0	0	0	0	5	0	4
	Comment: Excess Clutter															
MTU 204	0	5	5	5	0	0	0	5	5	0	0	0	0	5	0	4
	Comment:															
MTU 205	0	5	5	5	0	0	0	5	5	0	0	0	0	5	0	4
	Comment:															
Restroom 206	0	5	5	5	0	0	0	5	5	0	0	5	5	5	0	4
	Comment: Excess Clutter															
Restroom 207	0	5	5	5	0	0	0	5	5	0	0	5	5	5	0	4
	Comment: Excess Clutter															
Restroom 208	0	5	5	5	0	0	0	5	5	0	0	5	5	5	0	4
	Comment: Excess Clutter															
Mech 209	0	5	5	5	0	0	0	5	5	0	0	0	0	5	0	5
	Comment:															
Mech 210	0	5	5	5	0	0	0	5	5	0	0	0	0	5	0	5
	Comment:															
Gravel Parking Area	0	5	5	5	5	0	0	5	5	0	0	0	0	0	5	5
	Comment:															
Play Area	0	5	5	5	5	0	0	5	5	0	0	0	0	0	5	5
	Comment:															
Building 2 Exterior	0	0	5	0	3	0	0	5	5	0	0	0	0	5	0	5
	Comment: Exterior Walls, Metal posts and gutters need to be painted															
Building 2 Grounds	0	0	5	0	0	0	0	5	5	0	0	0	5	0	5	5
	Comment:															

Olive Ranch School

GENERAL INFORMATION

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

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

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

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

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

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Olive Ranch School

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- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

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

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

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

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

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

Olive Ranch School

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.

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

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

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

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

Electrical (Interior and Exterior)

- 1. There is no evidence that any portion of the school has a power failure. (X)
- 2. *Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:*

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

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

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

Gas Leaks

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

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

Mechanical Systems

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

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

Sewer

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

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

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

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

Olive Ranch School

Restrooms

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

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

Sinks/Fountains (Inside and Outside)

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

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

Fire Safety

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

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

Hazardous Materials (Interior and Exterior)

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

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

Structural Damage

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

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

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

Roof systems appear to be functioning properly.

Examples include but are not limited to the following:

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

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional.

Examples include but are not limited to the following:

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

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

Conditions that pose a safety and/or security risk are not evident.

Examples include but are not limited to the following:

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

ATTACHMENT 3 - FIT REPORT - OLIVE RANCH SCHOOL

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL
 SCHOOL FACILITY CONDITIONS EVALUATION
 (REV 03/03)

Olive Ranch School

STATE ALLOCATION BOARD
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION

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PART II: EVALUATION DETAIL		Date of Inspection: 11/18/16													School Name: Olive Ranch	
CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/TERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WALKWAYS/ DOCKS/ GATESENCES	
201	NA	✓	✓	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	✓	✓	
	COMMENTS:															
202	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓	
	COMMENTS:															
203	NA	✓	✓	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	✓	✓	
	COMMENTS:															
204	NA	✓	✓	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	✓	✓	
	COMMENTS:															
205A	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓	
	COMMENTS:															
205B	NA	✓	✓	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	✓	✓	
	COMMENTS:															
Observation Room 1	NA	✓	✓	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	✓	✓	
	COMMENTS:															
Observation Room 2	NA	✓	✓	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	✓	✓	
	COMMENTS:															
Kitchen	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓	
	COMMENTS:															
RR	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	COMMENTS:															
RR	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	COMMENTS:															
Playground	NA	NA	✓	✓	✓	✓	NA	NA	NA	✓	✓	NA	NA	D	NA	
	COMMENTS:															

Engineered Wood Fiber Level Too Low. Swingset Missing Swing.

Marks: ✓ = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional Area Lines as necessary.

ATTACHMENT 3 - FIT REPORT - OLIVE RANCH SCHOOL

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

Olive Ranch School

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

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SCHOOL/DISTRICT/COUNTY OFFICE OF EDUCATION Placer County Office of Education		COUNTY Placer
SCHOOL SITE Olive Ranch School		NUMBER OF CLASSROOMS ON SITE 12
INSPECTOR'S NAME Matt Shawyer		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) N/A
INSPECTOR'S TITLE Coordinator, MOT, Facilities & Construction		
TIME OF INSPECTION November 18, 2016 2:30 P.M.'s		WEATHER CONDITION AT TIME OF INSPECTION Sunny

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

TOTAL NUMBER OF AREAS EVALUATED	A. SYSTEMS		B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL		E. RESTROOMS/OUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	RESTROOM INVESTIGATION	ELECTRICAL	RESTROOMS	SEWIS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDSCREENS/GATES/ENCES	
→	0	11	12	12	12	12	11	2	5	12	12	11	11	11	11	
Number of "Y"s:	0	0	0	0	0	0	0	0	0	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	
Number of "NAs":	12	1	0	0	0	0	1	10	7	0	0	1	1	0	1	
Percent of System in Good Repair Number of "Y"s divided by (Total Areas - "NA"s)*	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	91.67%	100.00%	
Total Percent per Category (average of above):	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	95.84%	100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	

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

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → 99.48% SCHOOL RATING** → EXEMPLARY

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

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

COMMENTS AND RATING EXPLANATION:

Olive Ranch Building C1 is in excellent condition and meets safety criteria with exception of the playground, which needs engineered wood fiber and swing replacement.

