

Vertical Team: Special Campus



Vertical Team Overview

	Condition	Project Type	Timeframe	Comments
High School				
Ann Richards School for YWL	FCA: Very Poor ESA: Unsatisfact.		1 - 6 Years	Comments received confirmed agreement. No changes.
ALC	FCA: Poor ESA: Unsatisfact.		1 - 6 Years	Removed consideration for LASA program relocation. Future use of ALC to be determined through community input and site analysis.
Clifton	FCA: Good ESA: N/A		17 - 25 Years	Limited comments received. No adjustment recommended, project as written is objective and data-driven.
Garza	FCA: Average ESA: Good		12 - 25 Years	Limited comments received. No adjustment recommended, project as written is objective and data-driven.
LASA	FCA: N/A ESA: Unsatisfact.		1 - 6 Years	Recommend LASA be built to a 1,500 - 1,600 student capacity at an accessible existing or new location. Removed ALC as location option.
Rosedale	FCA: Poor ESA: Very Unsatisfact.		1 - 6 Years	Comments received not directly applicable to FMP project recommendations. No adjustment recommended, project as written is objective and data-driven.

AISD's Facility Master Plan

Reinventing the Urban School Experience

What is the Facility Master Plan?

It's a plan designed to lay out the district's vision to provide students with appropriate "modernized" facilities that support academic programs.

This long-term plan will inform the timing and content of future bond packages. Depending on the condition of the facility, projects will be prioritized by greatest need. Following the approval of the FMP, the most critical needs will be further evaluated and prioritized for a November bond.

What is Modernization?

Modernization means bringing an existing building up to like new condition and will include state-of-the-art technology, flexible learning spaces, and dedicated community space in all schools. This may involve major renovation work or the full replacement of a building.

What are Planning Strategies?

The Planning Strategies are a series of objectives, developed by the FABPAC, that guide the development of the FMP recommendations in a consistent manner, and to put AISD's Facility Master Plan Guiding Principles into action. The Planning Strategies will ensure that the FMP recommendations are realistic, match AISD values, and do not significantly impact district operations while implemented.

The FABPAC FMP Planning Strategies:

1. Focus on facilities with the highest need(s) based on objective data.
2. Implement a long-term modernization approach:
 - a. Flexible learning spaces in all schools;
 - b. State-of-the-art technology in all schools;
 - c. Wrap-around services to support the community, such as after-school programming, mentoring, adult education, or health care, should be incorporated into schools strategically distributed throughout the district
3. Balance needs of Planning Clusters (regions) and the desire to minimize operating and capital costs district-wide.
4. Distribute projects across the district using objective data.
5. Incorporate logistical considerations.

My school's modernization plan:

Over the implementation period of the FMP, each school will receive improvements based on the condition of the facility, educational suitability, and capacity needs.



NEW
Construction



FM
Full Modernization



RENO
Renovation



RS
Replacement



RP
Repurpose



TP
Targeted Projects





Ann Richards Leadership Academy

Vertical Team: Special
 Planning Cluster: 26



Recommendation: Full Modernization Planned Capacity: 1,015

Ann Richards Leadership Academy will be transformed into a fully modernized school serving the requirements of 21st-Century learning. A design will be developed, with community input and consideration of the long-term academic goals of the District, that will use some combination of new construction and potential re-use of the existing structure. The school will incorporate state-of-the art technology, flexible learning spaces conducive to the learning models of the future, and community spaces tailored to ensure that the school continues to serve as a center for its community members. All building systems and features will reflect the latest in design advances, fully addressing accessibility, sustainable (or “green”) construction, and the provision of a healthy, safe, and secure environment for students, teachers, and staff.

Capacity will be added to the school through an addition and/or a reconfiguration of the existing school in order to maximize enrollment opportunities and provide optimal learning environments for students. A capacity of 1,015 aligns with the agreement between the Academy and the District.

Primary FABPAC Planning Strategy Used for Project Recommendation: 2

Implement a long-term modernization approach

Facility Condition Assessment (FCA)

School FCA Score	District Average
27	55

Educational Suitability Assessment (ESA)

School ESA Score	District Average
47	61

School Year 15/16 Overview

Live-In Population No Boundary	-	Transfer Out N/A	+	Transfer In N/A	=	Enrollment 788
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Enrollment 788	:	Capacity 924	85%	of Permanent Capacity
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Student Live In Population Projections

Ann Richards does not have an assigned attendance area or live-in population. Families throughout the city enroll in Ann Richards.

Driver and Preliminary Timeframe

Very Poor FCA
 1 - 6 Years

Related Projects

The project dependency will be determined during implementation and swing space planning.



Alternative Learning Center

Vertical Team: Special

Planning Cluster: 25



Recommendation: Repurpose Planned Capacity: TBD

There is an opportunity to support the reinvention of the Alternative Learning Center (“ALC”) program by relocating the program from the current site to a repurposed and modernized Sanchez Elementary School. This site would provide a more central location with direct access from Interstate 35 for AISD students in a building that will be transformed into a fully modernized school serving the requirements of 21st-Century learning. As part of the relocation efforts, AISD will also look to reinvent the ALC program and a campus design will be developed, with community input and consideration of the long-term academic goals of the District, to appropriately renew and reconfigure the existing Sanchez building. The school will incorporate state-of-the-art technology, flexible learning spaces conducive to the learning models of the future, and community spaces tailored to ensure that the school continues to serve as a center for its community members. All building systems and features will reflect the latest in design advances, fully addressing accessibility, sustainable (or “green”) construction, and the provision of a healthy, safe, and secure environment for students, teachers, and staff. The relocation of the ALC program will occur following the consolidation of the Sanchez Elementary students into a modernized Metz Elementary.

Primary FABPAC Planning Strategy Used for Project Recommendation: 3
 Balance needs of Planning Clusters (regions) and the desire to minimize operating and capital costs district-wide

Facility Condition Assessment (FCA)	
School FCA Score	District Average
33	55

Educational Suitability Assessment (ESA)	
School ESA Score	District Average
42	61

School Year 15/16 Overview

Live-In Population No Boundary	-	Transfer Out N/A	+	Transfer In 113	=	Enrollment 113
		Enrollment 113	:	Capacity N/A	N/A	of Permanent Capacity



Student Live-In Population Projections

ALC does not have an assigned attendance area or live-in population.

Driver and Preliminary Timeframe

Poor FCA & Unsatisfactory ESA

1 - 6 Years

Related Projects

Metz Elementary, Sanchez Elementary



Clifton Career Development

Vertical Team: Special
 Planning Cluster: 25



Recommendation: **Systems Upgrade** Planned Capacity: **N/A**

Clifton Career Development Center caters to students who receive special education services by focusing on career and technical education designed to ensure graduates are ready to enter the workforce and college, while living as independently as possible. The Center does not have an assigned attendance area or live-in population.

The facility is in good condition and will not require a comprehensive project during the timeframe of this FMP. However, the Center will need targeted projects to upgrade key building systems to help it remain in good working condition as well as renewal projects tailored to ensure that the Center continues to provide quality, hands-on experiences for its students.

Primary FABPAC Planning Strategy Used for Project Recommendation: **1**

Focus on facilities with the highest need(s) based on objective data

Facility Condition Assessment (FCA)	
School FCA Score	District Average
70	55

Educational Suitability Assessment (ESA)	
School ESA Score	District Average
N/A	61

School Year 15/16 Overview

Live-In Population	-	Transfer Out	+	Transfer In	=	Enrollment
N/A		0		0		N/A

Enrollment	:	Capacity	N/A	of Permanent Capacity
N/A		N/A	N/A	



Student Live In Population Projections

Clifton does not have an assigned attendance area or live-in population.

Driver and Preliminary Timeframe

Good FCA

17 - 25 Years

Related Projects

The project dependency will be determined during implementation and swing space planning.



Garza Independence High School

Vertical Team: Special
 Planning Cluster: 25



Recommendation: Renovation **Planned Capacity: 321**

A new design for Garza Independence High School will be developed, with community input and consideration of the long-term academic goals of the District, for the interior reconfiguration and selective replacement and renewal of key building systems, to restore the facility to “like new” condition. The facility will be transformed into a modernized school serving the requirements of 21st-Century learning, and will incorporate state-of-the-art technology, flexible learning spaces conducive to the learning models of the future, and community spaces tailored to ensure that the school continues to serve as a center for its community members. All building systems and features will reflect the latest in design advances, fully addressing accessibility, sustainable (or “green”) construction, and the provision of a healthy, safe, and secure environment for students, teachers, and staff.

Primary FABPAC Planning Strategy Used for Project Recommendation: 2

Implement a long-term modernization approach

Facility Condition Assessment (FCA)

School FCA Score	District Average
59	55

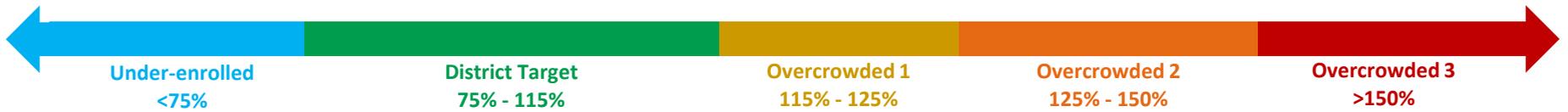
Educational Suitability Assessment (ESA)

School ESA Score	District Average
65	61

School Year 15/16 Overview

Live-In Population	-	Transfer Out	+	Transfer In	=	Enrollment
N/A		N/A		N/A		187

Enrollment	:	Capacity		58%	of Permanent Capacity
187		321			



Student Live In Population Projections

Garza does not have an assigned attendance area or live-in population. Families throughout the city enroll in Garza.

Driver and Preliminary Timeframe

Average FCA
 12 - 25 Years

Related Projects

The project dependency will be determined during implementation and swing space planning.



LASA High School

Vertical Team: Special
 Planning Cluster: 25



Recommendation: Full Modernization Planned Capacity: 1,500

There is an opportunity to support the program expansion of and improve access to LASA High School by relocating the program to an existing AISD or new centrally located site for 1,500 to 1,600 student capacity. Once a site is located, LASA will be relocated from its current location at LBJ High School. AISD will attempt to locate a site that can include the full complement of co-curricular spaces or will explore partnerships to support co-curricular activities for the LASA program.

A design will be developed with school community input and consideration of the long-term academic goals of the District. The school will incorporate state-of-the-art technology, flexible learning spaces conducive to the learning models of the future, and community spaces tailored to ensure that the school serves as a center for its community members. All building systems and features will reflect the latest in design advances, fully addressing accessibility, sustainable (or “green”) construction, and the provision of a healthy, safe, and secure environment for students, teachers, and staff.

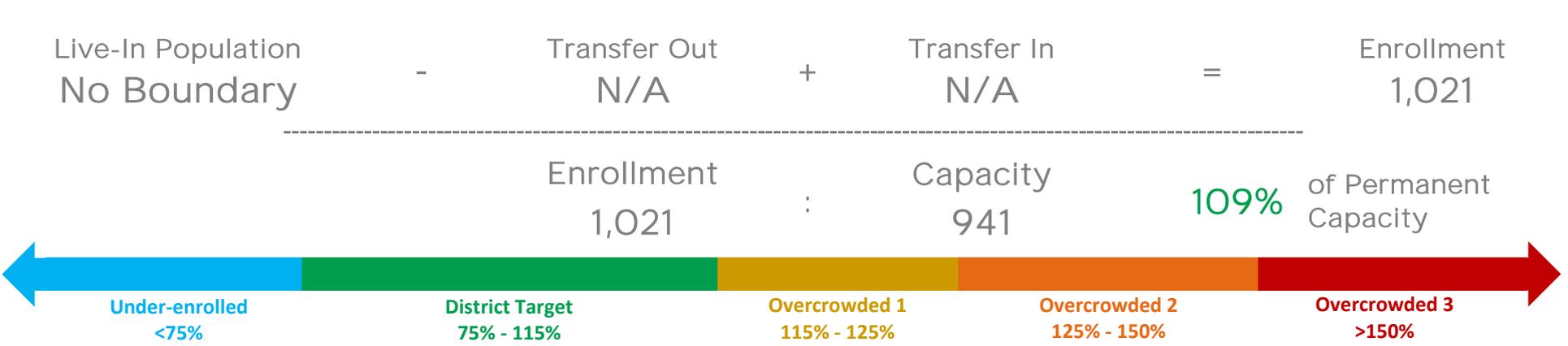
Primary FABPAC Planning Strategy Used for Project Recommendation: 3

Balance needs of Planning Clusters (regions) and the desire to minimize operating and capital costs district-wide

Facility Condition Assessment (FCA)	
School FCA Score	District Average
N/A	55

Educational Suitability Assessment (ESA)	
School ESA Score	District Average
41	61

School Year 15/16 Overview



Student Live-In Population Projections

LASA does not have an assigned attendance area or live-in population. Families throughout the city enroll in LASA.

Driver and Preliminary Timeframe

Relocation & Academic Reinvention

1 - 6 Years

Related Projects

LBJ High School



Rosedale School
 Vertical Team: Special
 Planning Cluster: 15



Recommendation: Replacement Planned Capacity: TBD

Rosedale School provides individually tailored programs to Austin’s highest-need, special education students. The campus will be rebuilt as a state-of-the-art facility for these students and a design will be developed with school community input and consideration of the long-term academic goals of the District. The facility will be designed and constructed with the needs of its students and staff with the utmost consideration. For example the selection of materials, colors, furniture, fixtures, and equipment will be carefully aligned to the needs of the students. Health and therapy suites will be included along with other specialized spaces and amenities. Overall, the school will incorporate state-of-the art technology, flexible learning spaces conducive to the learning models of the future, and community spaces tailored to ensure that the school serves as a center for its community members. It will also include a Life Ready Autism Academy. All building systems and features will reflect the latest in design advances, fully addressing accessibility, sustainable (or “green”) construction, and the provision of a healthy, safe, and secure environment for students, teachers, and staff. AISD will work with the Rosedale School and community on a temporary location for the program during construction.

Primary FABPAC Planning Strategy Used for Project Recommendation: 2

Implement a long-term modernization approach

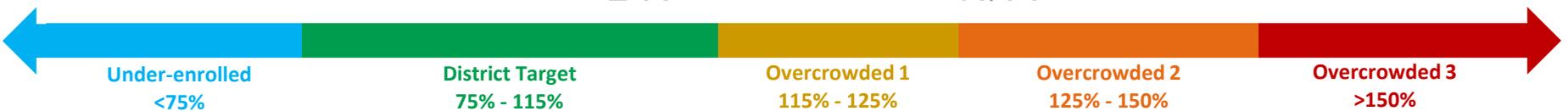
Facility Condition Assessment (FCA)	
School FCA Score	District Average
32	55

Educational Suitability Assessment (ESA)	
School ESA Score	District Average
25	61

School Year 15/16 Overview

Live-In Population No Boundary	-	Transfer Out N/A	+	Transfer In N/A	=	Enrollment 249
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Enrollment 249	:	Capacity N/A	N/A	of Permanent Capacity
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Student Live In Population Projections

Rosedale does not have an assigned attendance area or live-in population. Families throughout the city enroll in Rosedale.

Driver and Preliminary Timeframe

Poor FCA
 1 - 6 Years

Related Projects

The project dependency will be determined during implementation and swing space planning.