



Educational Suitability Summary Report

Linder Elementary School

Date: 08/15/2016

Score 64% Average

Linder Elementary School is serving a student population of approximately 300 students in Southeastern/Central Austin. After interviewing the Principal, as well as conducting a campus walk assessment, the facility exhibits an overall average condition for educational suitability. Deficiencies found, were primarily focused on the age of the main classroom building and lack of appropriate rooms for special education students. Additional specialized spaces for the mentoring program and creative learning are a need at the campus as well. On the site, there is a lack of convenient accessibility to the school. As a part of the discovery process, the campus was described as not appearing to be an elementary school but more like a middle school.

Survey Overview

The survey results have not been received. The educational suitability for most major spaces, including library, gym, classrooms, common spaces, administrative offices, and outdoor spaces was determined by a principal interview and field assessment.

Interview Overview

The discussions with the principal focused around the inadequate spaces of the original building. For example, the older classrooms are dated and small, but the classrooms in the building expansion are larger and more sufficient in size. Another items discussed was that the school has a large population of Special Education students at the campus. These students are in the original smaller classrooms and do not have adequate support space for these programs.

Programs the campus would like to have are a dedicated science lab with a teacher and assistant, an instructional technology program teacher that could train teachers to integrate project-based learning and ability to run necessary reports, and a violin instructor for a mariachi program. The campus also desires additional afterschool creative learning programs. If additions were made, an expansion for administration and support spaces would be needed. Currently, a classroom has been converted to a shared office space for mentors and other classrooms that are used for tutoring. Due to enrollment, the ACE program shares a portable with the creative learning space and is not well suited.

The principal has expressed some safety concerns on the campus. There is a need for more training with camera surveillance system. Additional, the campus would like better implementation for safety systems that are campus specific. There are many exterior doors and most do not have keycard access. Another safety item that was discussed was, the need for additional exterior lighting at the parking lots.

The discussion then transitioned to focus on the site. The play area needs the shade structure replaced.

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The loading dock area near dumpsters is too narrow and becomes a traffic issue for vehicles trying to park in one of the two accessible spaces nearby. Current traffic circulation mixes cars and pedestrians that causes traffic congestion with school buses picking up in front of the building. The play field areas have a significant slope that present visibility issues and a potential for students falling and rolling down the slope.

If any major renovations occur on campus, measures should be taken to preserve or salvage the trees in front of the building. The campus would desire some renovations to eliminate the wood paneling throughout the older part of the school and give the school an updated look. It was noted, that the newer classrooms are in good condition and the music room is a recent addition.

The most critical issues for the campus are providing proper spaces for the number of Special Education students and accessibility to the building. The principal also placed emphasis on having highly qualified teachers and right personnel. The principal has spent money on updating technology for staff and staff training, to help make a step in that direction. There was a request for additional training for administrative personnel.

Assessment Findings

The Educational Suitability Assessment of Linder Elementary School earned a 64% overall score and places the campus in a category of average. The assessment consists of 11 categories to determine areas that need more attention.

Lower Scoring Categories:

Exterior

Score is unsatisfactory.

Site does not permit ideal traffic circulation. Buses, cars and pedestrians are somewhat separate but there is no canopy or holding place. Signage is faded. Parking is inconvenient and not close to front office. Signage is not clear as to where to enter building. The only connected outdoor learning space is a playground that was originally intended for Pre-K and Kinder students. The larger outdoor playground is disconnected and students must cross the parking lot. The track is not level and the sloped ground beyond play areas is a potential fall hazard and presents visibility limitations to supervise students. Weeds are growing into play areas and need maintenance.

General Building

Score is unsatisfactory.

Circulation routes of corridors are only 7-8 feet wide. All main community use areas cannot be accessed directly from the parking lot or secured from the rest of the campus. The overall building well maintained, but mostly has a dated appearance with the wood panel walls. The campus appearance does not give the impression of being an elementary school.

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Academic & Co-Curricular Support

Score is average.

School does not have Pre-K and Kinder programs. It does have a typical classroom designated for 5th grade science and another for 5th grade math. The gym has new flooring, but the rest of space is dated with older equipment. The gym storage is small. Music is in a new separate building and has adequate support spaces, but is remote from stage/performance area on other side of the school. The art room needs additional storage. There could be a possibility to renovate the two small restrooms into one larger restroom and add storage space to the existing storage room. The computer lab has an appropriate layout and connectivity, but is in a small room and lacks storage. The Special Education rooms were created from two existing typical classrooms and do not have appropriate support spaces. The restroom is not ADA compliant and has only added grab rails to an existing small restroom. Cafeteria is appropriately configured. Hand wash sink needs updating.

Future Ready Student Development

Score is average.

The campus has dedicated spaces for 5th grade science and 5th grade math with some equipment and furniture for hands-on project based learning. Storage comprised of large casework and on average there are 2 walls in classrooms and hallway space to display student work. Some areas have display cabinets in corridors. Older classrooms have moveable accordion partition in between. There are few common spaces throughout the school. Most classrooms have consistent visual communication tools with innovation station, projectors and marker boards in good condition.

Security

Score is average.

The location of the central office is located close to the entry to the school but no secure vestibule is present. Additional lighting is needed in parking lots. There is some limited visibility beyond certain points of the play field areas. Classroom wings vary with amount of visibility out into corridor. Newer wings have more with windows next to door with a window. Older wings have only a narrow window panel in door.

Technology

Score is average.

Within the classrooms there are a few computers and/or devices with a mix of new and outdated technology. The connection in the classrooms vary with the newer having better connectivity and the older rooms having less connection points. The computers in the computer lab are older and need updating.

Environmental Quality

Score is average.

The quality of acoustics are inadequate as sounds are easily heard from the corridor and adjacent classroom spaces. All classrooms and learning spaces have natural lighting. The older classrooms have smaller windows and less amount of natural light and views. The campus has rodent and roach issues.

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Higher Scoring Categories:

Library/Media Center

Score is good.

The library has space and flexibility for collaborative work of different group sizes. Library is spacious with plenty of seating, but has limited specialized area for social interaction. The space has some technological support with some power outlets and network connectivity. The library has separate access with its own entry from a parking lot for visitors, but is far from main entry of building.

Controllability of Systems

Score is good.

The classrooms have individual thermal controls and blinds for controlling natural light. The artificial lighting controls in some classrooms have two switches and some have one.

Storage

Score is excellent.

General building storage has sufficient storage with larger cabinets in classrooms and enough for students and overall on campus. One area for separate storage would be for curriculum materials in a shared room with a staff work room.

Furniture, Fixtures & Equipment

Score is excellent.

Most classrooms have new desks and chairs with flexibility to rapidly reconfigure.



Austin ISD Educational Suitability Assessment Criteria

School	Linder Elementary	BLDG - 160
Name	Anacleto Rojas Jr.	
Date	8/15/2016 (REV1 - 12/19/2016 - SPED comments)	

Scoring Scale

Excellent	81%-100%
Good	66%-80%
Average	51%-65%
Unsatisfactory	36%-50%
Very Unsatisfactory	20%-35%

Overall Educational Suitability Score **64%**

1 - Exterior	34%
2 - General Building	37%
3 - Academic & Co-Curricular Support	64%
4 - Future Ready Student Development	63%
5 - Library/Media Center	75%
6 - Security	58%
7 - Technology	60%
8 - Storage	93%
9 - Furniture, Fixtures & Equipment	93%
10 - Environmental Quality	52%
11 - Controllability of Systems	68%

1 - Exterior		1	2	3	4	5	N/A	5.50			
1.1	Does the site permit desirable separation of vehicular, bus and pedestrian traffic?	1						Comments	1.00	1.00	
1) Bus, car and pedestrian all happen at the same location. 2) Cars and buses mix, pedestrians are separated. 3) Buses, cars, and pedestrians are separate but stack space is small. 4) Buses, cars, and pedestrians are separate but drop off does not have a canopy or a holding place like a commons or cafeteria. 5) Buses, cars, and pedestrians are separate and drop off area has a canopy and destination. N/A) Does not apply.								Vehicles and pedestrians mix in front of the building. Main drive is narrow for two vehicles to pass.			
1.2	Are opportunities provided for outdoor learning (outdoor classrooms, gardens, etc.)?		2					Comments	1.00	2.00	
1) Outdoor space exists is not developed 2) Outdoor space for learning exists but not connected to classroom learning areas. 3. Outdoor learning spaces exist and are accessible but not in good condition. 4. Outdoor learning spaces need minor improvements to function well. 5. Outdoor learning spaces are in excellent condition. N/A) Does not apply.								Only connected outdoor learning space is a playground that was originally intended for Pre-K and Kinder students. Now used by 1st graders and Special Education students. See Photo 1			
1.3	Are outdoor play spaces and playfields adequate in size and configuration?		2					Comments	1.00	2.00	
1) Outdoor play space exists, not developed 2) Outdoor play space exists but is not connected to gym or other athletic support areas or is too small. 3. Outdoor play spaces exist, are connected to other athletic areas, are the right size, but are not in good condition. 4. Outdoor play spaces need minor improvements to function well. 5. Outdoor play spaces are in excellent condition. N/A) Does not apply.								Track is not level. The access to playground area is through a parking lot. Potential fall hazard and limited visibility with the sloped grounds near the play fields. Weeds growing through play area. Grounds maintenance needed. See Photo 2			
1.4	Is the building easily identified with appropriate signage and community wayfinding?		2					Comments	0.25	0.50	
1) Campus has no signage and no striping. 2) Signage is faded/hidden. 3) Signage & striping visible but not apparent. 4) Signage is visible but not good condition. 5. Signage and wayfinding is visible and easy to use. N/A) Does not apply.											

2 - General Building		1	2	3	4	5	N/A	2.75		
2.1	Are interior circulation routes wide enough to safely and effectively accommodate student movement?			3				0.50	1.50	
1) Primary circulation is 5'-0" to 6'-0" wide. 2) Primary circulation is 6'-0" to 7'-0" wide 3) Primary circulation is 7'-0" to 8'-0" wide 4) Primary circulation is 8'-0"-10'-0" wide 5) Primary circulation is 10'-0"+ wide N/A) Does not apply.		Only the main corridors are 10 feet wide. Most corridors are 7'-8' wide.							See Photo 3	
2.2	Are community use areas arranged so that the school can allow night functions without full school access?	1						0.75	0.75	
1) Cafeteria, gym, and library cannot be accessed from parking area or secured from the rest of campus. 2) Only one of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building. 3) Only two of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building. 4) All of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building but do not have individual entrances. 5) Cafeteria, gym, and library can be accessed from parking and locked off from rest of campus for night/evening use with their own entrance. N/A) Does not apply.										
2.3	Does the general appearance of the school evoke pride for the students and community?		2					0.25	0.50	
1) General appearance is poor. 2) General appearance is aged but ok. 3) General appearance is good. 4) General appearance shows pride in campus and student works. 5) General appearance shows pride in campus and student works and is welcoming to the community. N/A) Does not apply.		Does not look like an elementary campus. Although well maintained, interior wood panel in corridors give campus a dated feeling.							See Photo 4	

3 - Academic & Co-Curricular Support		1	2	3	4	5	N/A		35.00
3.2	Are Pre-K and Kinder classrooms appropriately configured per the ed spec? (elementary school only)						N/A	Comments	0.00 0.00
	1) Very unsatisfactory - Too small, awkward layout, does not meet needs 2) Unsatisfactory - Too small, only one area for all teaching methods, limited flexibility 3) Neutral - Moderate size, two areas for different teaching methods, some flexibility, access to student storage/casework 4) Satisfactory - Good size, at least two zones for different teaching methods, flexibility and student storage, not new 5) Very Satisfactory - Good size, two zones for different teaching methods, flexibility and student storage/casework, adequate display area and visual teaching tools N/A) Does not apply.	School serves only grades 1st through 5th.							
3.3	Do Pre-K and Kinder have appropriate support spaces such as restrooms and storage per the ed spec? (elementary only)						N/A	Comments	0.00 0.00
	1) Very unsatisfactory - No storage, casework, or restrooms 2) Unsatisfactory - unsatisfactory size or condition of storage, casework, or restrooms 3) Neutral - Moderate size or moderate condition storage, casework, and restrooms 4) Satisfactory - Satisfies ed spec for storage, casework, and restrooms 5) Very Satisfactory - exceeds ed spec for storage, casework, and restrooms N/A) Does not apply.	School serves only grades 1st through 5th.							
3.4	Are Science Classrooms/Labs appropriately configured per the ed spec?						N/A	Comments	0.00 0.00
	1) Very unsatisfactory 2) Unsatisfactory 3) Neutral 4) Satisfactory 5) Very Satisfactory N/A) Does not apply. (Elementary schools)								
3.5	Are Science Classrooms/Labs support areas appropriately configured per the ed spec?						N/A	Comments	0.00 0.00
	1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, do not meet needs 3) Average - Connected, moderate size, but need some renovations or updates 4) Good - Connected, good size, meets needs, functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply. (Elementary schools)								

3 - Academic & Co-Curricular Support - Continued		1	2	3	4	5	N/A		
3.6	Are Physical Education and Athletic spaces appropriately configured per the ed spec?			3					
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Comments	1.00 3.00
								Flooring is new and size is appropriate. Small storage room attached. Equipment is dated.	
								See Photo 5	
3.7	Are Physical Education and Athletic support spaces appropriately configured per the ed spec?		2						
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.								Comments	1.00 2.00
								See Photo 6	
3.8	Are music, drama, or performance spaces appropriately configured per the ed spec?				4				
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Comments	1.00 4.00
								In a new separate building but far from stage area of the cafeteria.	
								See Photo 7	
3.9	Are music, drama, or performance support spaces appropriately configured per the ed spec?				4				
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.								Comments	1.00 4.00
								New separate building with adequate storage.	

3 - Academic & Co-Curricular Support - Continued		1	2	3	4	5	N/A		
3.10	Are Visual Arts spaces appropriately configured per the ed spec?				4			Comments	1.00 4.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Needs some additional storage.	
3.11	Are Visual Arts support spaces appropriately configured per the ed spec?				4			Comments	1.00 4.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.								Could use additional storage and renovate small attached restrooms.	
3.12	Are computer lab spaces appropriately configured?				4			Comments	1.00 4.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Appropriate layout and connectivity. Could be larger room.	
3.13	Are computer lab support spaces appropriately configured?		2					Comments	1.00 2.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.								Needs storage space.	

3 - Academic & Co-Curricular Support - Continued		1	2	3	4	5	N/A		
3.14	Are Special Education spaces appropriately configured per the ed spec?		2					Comments	1.00 2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Two typical classrooms in the older wing serving special education students and life skills. <i>SPED comments: Life Skills classroom in building. Restroom not wheelchair accessible. Sink in classroom.</i>	See Photo 8
3.15	Are Special Education support spaces appropriately configured per the ed spec?		2					Comments	1.00 2.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.								Restrooms are too small to support life skills students. Restroom updated with only grab rails.	See Photo 9
3.16	Are the student dining facilities appropriately configured?				4			Comments	1.00 4.00
1) Very unsatisfactory - Too small, poor circulation, inflexible seating in poor condition 2) Unsatisfactory - Too small or inadequate circulation, seating in poor condition 3) Average - moderate size, with adequate circulation, seating in okay condition 4) Good - good size, adequate circulation, seating in good condition 5) Very good - good size, adequate circulation, seating in good condition, with more than one option for eating space (ex: connection to outdoor eating space) N/A) Does not apply.								Handwash sink needs updating.	

4 - Future Ready Student Development		1	2	3	4	5	N/A	25.00			
4.1	Does the facility provide specialized space and opportunities for hands-on project-based learning?			3				Comments	1.00	3.00	
1) Very unsatisfactory - No project space 2) Unsatisfactory - Non-dedicated, undersized or otherwise inadequate 3) Average - Limited dedicated spaces of moderate size and layout, equipment and furniture appropriate but need updates 4) Good - Dedicated spaces of adequate size and layout, most of the equipment and furniture is appropriate for program 5) Very good - Dedicated spaces of adequate size and layout, equipment and furniture appropriate for program N/A) Does not apply.									Enough classrooms due to under enrollment. Dedicated room for 5th grade science and math. Newer wings have some wider space in corridors to allow for some learning opportunities.		
4.2	Are general classrooms large enough to support project-based learning and multiple teaching modalities?			3				Comments	1.00	3.00	
1) Very unsatisfactory -too small to move, set for lecture only, no connectivity, no flexibility 2) Unsatisfactory - adequate size but set for lecture only, no connectivity, no flexibility 3) Neutral - have flexibility and space for hands on or project based learning 4) Satisfactory - have flexibility and space for hands on or project based learning and connectivity for global learning 5) Very Satisfactory - space for hands on learning, flexibility for different groupings, and connectivity for global classrooms N/A) Does not apply.											
4.3	Is there adequate storage and or support space to support project-based learning?				4			Comments	1.00	4.00	
1) Very unsatisfactory - none 2) Unsatisfactory-minimal casework/storage 3) Average - moderately sized casework 4) Good - large casework/cabinets/support 5) Very good - walk-in storage/ample support space N/A) Does not apply.									There is sufficient storage in classrooms. Older wings have slightly worn cabinets, but are adequate.		
4.4	Are there adequate places to display the evidence and artifacts of learning (both 2D and 3D)?			3				Comments	1.00	3.00	
1) Very unsatisfactory - No display cases or wall space for display 2) Unsatisfactory - 1 wall in classrooms or very few spaces for display 3) Average - 2 walls in classrooms or some hallway spaces for display 4) Good - 3 walls in classrooms or multiple hallway spaces for display 5) Very good - ample classroom display space or many hallway spaces, including display cases N/A) Does not apply.									Some classrooms have accordian partition between classrooms.		

4 - Future Ready Student Development - Continued		1	2	3	4	5	N/A				
4.5	Does the building provide adequate opportunities for students/teachers to collaborate in varying group sizes?			3					Comments	1.00	3.00
1) Very unsatisfactory - no common spaces or meeting rooms or in very poor condition 2) Unsatisfactory - a few common spaces or meeting rooms in unsatisfactory condition 3) Average - a few common spaces and meeting areas needing updates 4) Good - multiple common spaces and meeting rooms in good condition 5) Very good - adequate common spaces and meeting rooms of excellent quality N/A) Does not apply.											
4.6	Does the building provide opportunities for informal interaction?			3					Comments	1.00	3.00
1) Very unsatisfactory - no gathering areas or areas in very poor condition 2) Unsatisfactory - one exterior or interior common space with no seating or unsatisfactory condition 3) Average - one exterior or interior common space with seating needing updates 4) Good - 2 exterior or interior common spaces with appropriate seating/good condition 5) Very good - multiple exterior and interior commons spaces with appropriate seating in excellent condition N/A) Does not apply.		Seating is limited to picnic table at small playground area.									
4.7	Does the building provide adequate opportunities for students to work independently?		2						Comments	1.00	2.00
1) Very unsatisfactory - None/poor condition 2) Unsatisfactory - One area far from classrooms in unsatisfactory condition 3) Average - one area for independent work with appropriate furniture needing updates 4) Good - clusters or small rooms adjacent to classrooms with furniture in good condition 5) Very good - multiple clusters or small rooms adjacent to classrooms with appropriate furniture in excellent condition N/A) Does not apply.		Newer wings have some space in wider corridors but no furniture allocated.									

4 - Future Ready Student Development - Continued		1	2	3	4	5	N/A		
4.8	Does the building support career education per house bill 5? (High School only)						N/A	Comments	0.00 0.00
1) Very unsatisfactory - No dedicated spaces 2) Unsatisfactory -Some spaces being used for both career education and other subjects 3) Average - A few dedicated career ed spaces, but inadequate configuration/ equipment for needs 4) Good - Some dedicated career ed spaces with adequate configuration and equipment for program needs 5) Very good - Dedicated career ed spaces with good configuration and equipment for program needs - new condition N/A) Does not apply.									
4.9	Do the career education spaces simulate real world or college environments? (High School Only)						N/A	Comments	0.00 0.00
1) Very unsatisfactory - No dedicated spaces, lack of necessary equipment 2) Unsatisfactory - Non-dedicated, undersized or otherwise inadequate 3) Average - A few dedicated spaces of moderate size/layout, equipment and furniture appropriate but need updates 4) Good - Dedicated spaces of adequate size and layout, most of the equipment and furniture is appropriate for program 5) Very good - Dedicated spaces of adequate size and layout, equipment and furniture appropriate for program N/A) Does not apply.									
4.10	Does the building have adequate visual communication tools?				4			Comments	1.00 4.00
1) Very unsatisfactory - No vis comm tools 2) Unsatisfactory - outdated, poorly functioning, or insufficient 3) Good - mix of old and new whiteboards/projectors/etc. 4) Good - projectors, marker boards, smart boards in most spaces - good condition 5) Very good - projectors, marker boards, smart boards in most spaces - new condition N/A) Does not apply.		Most classrooms have a whiteboard and innovation station.							

5 - Library/Media Center		1	2	3	4	5	N/A			20.50
5.1	Is the Library/Media Center easily accessible for the occupants and visitors to the school?			3				Comments	0.50	1.50
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Centrally located within the building.		
5.2	How well does the Library/Media Center support quiet study?				4			Comments	1.00	4.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Some different built-in bench seating for individuals is provided for individual study.		
								See Photo 10		
5.3	How well does the Library/Media Center support social interaction?			3				Comments	1.00	3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The library is divided into two zones, table area and the story steps. Lacks more casual seating area and furniture for social interaction.		
5.4	How well does the Library/Media Center support collaborative work in small groups (4-8 students)?				4			Comments	1.00	4.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Tables and chairs can be reconfigured easily.		

5 - Library/Media Center - Continued		1	2	3	4	5	N/A			
5.5	How well does the Library/Media Center support collaborative work in larger groups (10-25)?					5		Comments	1.00	5.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Two zones are best suited for groups of this size.		
5.6	How well does the Library/Media Center support technology?			3				Comments	1.00	3.00
1) Very unsatisfactory - Very inadequate power outlets, no Wi-Fi capability, no computers, tablets, laptops, media carts or screens for use 2) Unsatisfactory - Some power, no Wi-Fi capability, outdated and inadequate technology available 3) Average - Some power outlets, network connectivity, technology available 4) Good - Adequate power outlets available, network connectivity, appropriate number of computers/tablets/laptops/media carts or screens available 5) Very good - Adequate power outlets available, good network connectivity, computers, tablets, laptops and media carts or screens available and adequate for number of students N/A) Does not apply.										

6 - Security		1	2	3	4	5	N/A	9.50
6.1	Does the facility have key card access at all major entries?		2					0.25 0.50
1) Very unsatisfactory - No entries 2) Unsatisfactory - 1/4 of major entries have key card access 3) Average 1/2 of entries have key card access 4) Good - 3/4 of major entries have key card access 5) Very good - all of major entries have key card access N/A) Does not apply.		There are many exterior doors and many do not have keycard access.						
6.2	How adequate is site lighting and security for the campus overall?			3				1.00 3.00
1) No exterior lighting, no secure perimeter 2) Lighting is limited to front entry only, parking lot lighting poor, security is minimal 3) Lighting at all night-use entries and parking lot, but poor condition. Security is moderate 4) Lighting at all night-use entries and parking lots, good condition, signage less visible. Perimeter is well secured, but needs updates. 5) Signage, parking lots, and entries are well lit, visible and easy to use. Perimeter is very secure. N/A) Does not apply.		Noted that additional security camera training is needed.						
6.3	Is the main office properly located and configured with a secure vestibule to the main corridor?			3				1.00 3.00
1) Very unsatisfactory - No secure vestibule, office located far from main entry. Allows visitors access to school unsupervised. 2) Unsatisfactory - No secure vestibule, office located somewhat far from main entry, minimal supervision of visitors. 3) Average - Office close to entry, views of front door, but no secure vestibule 4) Good - Office is well-located with a secure vestibule, but needs updates 5) Very good - Office well-located with secure vestibule and all appropriate security features. N/A) Does not apply.								
6.4	Is there enough interior transparency for faculty to affectively supervise students who are not in classrooms?			3				1.00 3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.		Classroom wings vary with the amount of visibility into corridor from classrooms. Newer wings have more with windows next to the door. Older wings have only a narrow window panel in door.						

7 - Technology		1	2	3	4	5	N/A	6.00
7.1	How well equipped are the facilities with instructional technology?			3				3.00
<p>1) Very unsatisfactory - very few or no available computers or devices. Old/outdated technology</p> <p>2) Unsatisfactory- few computers/devices. Some outdated technology</p> <p>3) Average- A few computers/devices. A mix of new and outdated technology</p> <p>4) Good - multiple computers or devices per room. Mostly new technology.</p> <p>5) Very good - multiple computers and devices and new technology.</p> <p>N/A) Does not apply.</p>								<p>Comments</p> <p>Computer room needs updated computers.</p>
								1.00
								3.00
								See Photo 11
7.2	Is there an adequate number of power and data outlets in learning spaces?			3				3.00
<p>1) Very unsatisfactory - none</p> <p>2) Unsatisfactory - only for teacher</p> <p>3) Average - for teacher and 1-2 students</p> <p>4) Good - 2-3 outlets per wall</p> <p>5) Very good - 3-4 per wall</p> <p>N/A) Does not apply.</p>								<p>Comments</p> <p>Better in newer wings but limited in the older wing.</p>
								1.00
								3.00

8 - Storage		1	2	3	4	5	N/A			14.00
8.1	Is there adequate general storage in the building?				4			Comments	1.00	4.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Well organized book rooms and other storage rooms. Curriculum room stores instructional material as well set up as a gathering/meeting room.	See Photo 12	
8.2	Is there adequate classroom storage?					5		Comments	1.00	5.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Tall cabinets are provided.	See Photo 13	
8.3	Is there adequate student storage?					5		Comments	1.00	5.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Sufficient cabinets are provided.		

9 - Furniture, Fixtures & Equipment		1	2	3	4	5	N/A			12.75
9.1	What is the current condition of the furniture?					5		Comments	0.75	3.75
1) Very unsatisfactory - damaged/non-functioning 2) Unsatisfactory - torn, bent, wrong size 3) Average - scratched/dented/marked 4) Good - not new but sturdy and clean 5) Very good - new N/A) Does not apply.								Most furniture is new and allows for some flexibility in layout.		
9.2	How well does furniture accommodate rapid reconfiguration of a space?					5		Comments	1.00	5.00
1) Very Unsatisfactory - Furniture is fixed or very heavy 2) Unsatisfactory - Furniture does not allow desks to be configured as individuals, small groups, or large groups 3) Average - Mix of furniture that can reconfigure and that cannot 4) Good - Furniture is flexible for multiple configurations of space 5) Very good - furniture is flexible for multiple configurations of space, easy to move and stack N/A) Does not apply.										
9.3	Is the furniture ergonomic and size appropriate for grade level?				4			Comments	1.00	4.00
1) Very unsatisfactory - desk with attached chair combinations too small for grade level 2) Unsatisfactory -desk with attached chair combinations 3) Average - mix of classrooms with tables/loose chairs and desks with fixed seats 4) Good - tables with loose chairs 5) Very good - tables with loose chairs that allow students to bounce in seat N/A) Does not apply.								Most furniture is new in classrooms.		

10 - Environmental Quality		1	2	3	4	5	N/A	13.00	
10.1	How are acoustics in classrooms in general?		2					Comments	1.00 2.00
1) Recognized word/sound from adjacent classroom/corridor 2) audible sound from adjacent classroom/corridor 3) slight sound from outside room 4) walls to deck insulated only white noise from mechanical system 5) Able to hear quiet speaking from across the room N/A) Does not apply.								Older rooms have accordion walls and are also connected restrooms. Sound is easily transmitted from each room.	See Photo 14
10.2	Is the classroom artificial lighting adequate quality?			3				Comments	1.00 3.00
1) Very unsatisfactory - sporadic lights work, glare, less than 20 FC 2) Unsatisfactory - 10-19 FC or serious glare 3) Average- 20-29 FC minor glare 4) Good - 30-39 FC and no glare 5) Very good - 40+ FC and no glare N/A) Does not apply.									
10.3	Is there access to natural light in classrooms?			3				Comments	1.00 3.00
1) No learning spaces have natural light 2) 1-25% of learning spaces have natural light or windows are too small to let in light 3) 26-50% of learning spaces have natural light 4) 51-75% of learning spaces have natural light 5) 76-100% of learning spaces have natural light N/A) Does not apply.									

10 - Environmental Quality - Continued							1	2	3	4	5	N/A			
10.4	Is there access to outside views from learning spaces?			3									Comments	1.00	3.00
1) No learning spaces have views 2) 1-25% of learning spaces have views or windows are too small to see out 3) 26-50% of learning spaces have views 4) 51-75% of learning spaces have views 5) 76-100% of learning spaces have views N/A) Does not apply.												Some classrooms both new and old have small windows with minimal views.			
10.5	Does the building have odor or pest problems?		2										Comments	1.00	2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very Satisfactory N/A) Does not apply.												Roach and rodent problems were mentioned.			

11 - Controllability of Systems		1	2	3	4	5	N/A	8.50	
11.1	Does the classroom thermostat allow for individual control?					5		0.50	2.50
1) No 5) Yes									
11.2	Are shades provided to control natural light in learning spaces?			3				1.00	3.00
1) No, windows are covered with boards/paper 2) No, windows have no light control 3) Yes, but poor condition blinds 4) Yes, blinds 5) Blackout shades N/A) Does not apply.		Blinds function but are dated, scratched, bent and discolored.							
11.3	What is the quality of lighting controls in the classrooms?			3				1.00	3.00
1) Single switch only per room 2) Alternating rows switch off 3) Alternating lamps in single fixtures switch off 4) Tri level switching 5) Dimmable N/A) Does not apply.		Two switches provided in newer classrooms only one switch in older classrooms.							



Photo 1. Outdoor play/
common areador
Playground



Photo 2. TPlayground/
trackrack/Playfield Area



Photo 3. Classroom
corridor
classroom
corridor



Photo 4. Corridors



Photo 5. GyGymm



Photo 6. Gym Storage Storage



Photo 7. Music Room
music Room



Photo 8. S
Special Education
Education Room



Photo 9. Special Education Restroom



Photo 10. Library Window Seating
Seating by Window
Seating



Photo 11.
Computer Roomcomputer
Lab



Photo 12. Curriculum Storage



Photo13. Classroom furniture and storage



Photo 14. Classroom folding partition