



Educational Suitability Summary Report

Liberal Arts and Science Academy (LASA) – BLDG #014

Date: 8/2/2016

Score 41% Unsatisfactory

LASA High School serves a student population of approximately 1,100 students in northeast Austin. LASA currently shares a facility with LBJ High School, and overpopulation and mold/mildew on the lower levels are the factors responsible for deficiencies at this campus. LASA occupies the second floor, basement and portables at the campus. An interview with the principal and staff of each program occurred at separate times. Reference the LBJ High School report for a description of educational adequacy concerns at that campus.

Survey Overview

Students, staff and community members all participated and completed the online survey. Results expressed that the campus met only minimum standards when compared to other schools in central Texas. Some of the main areas that were highlighted as unsatisfactory include the Career Tech Labs, the physical condition of the building, and the inadequate administration space. There was a general consensus from the survey responses that indicated a lack of collaborative space and inadequate art spaces. The campus is overpopulated, and there were many dissatisfied responses concerning the number of portables onsite. The survey indicated a need for quiet study spaces, informal gathering areas, hands-on project space, and additional storage capacity. Lastly, the survey responses highlight a need to improve the overall appearance of the facility, the quality of learning spaces, and the condition of school grounds (secondary structures, sports fields, running track, etc.). The results between LASA and LBJ High School were similar due to the many shared areas of the building.

Ms. Crescenzi is the principal at LASA High School. Her survey responses indicated a need for an assembly space, direct instruction spaces, and hands-on project spaces. Although she expressed that shared spaces such as the gym, common spaces, and athletic fields are adequate, Ms. Crescenzi expressed that she was dissatisfied with many of the classrooms, career and tech labs (such as graphic design, health sciences, biotech and robotics), and journalism learning areas. She also highlighted that the building's overall condition is poor, listing examples such as leaks, mold, and broken doors. Mold is most common in the "basement" areas of Fine Arts and computer labs. The locker rooms area a maze of substandard spaces. There is one Art room for LASA's 1,100 students. Lastly, Ms. Crescenzi stressed that safety is an issue, and the campus needs improved signage and security cameras.

Interview Overview

The interview was attended by the principal, Ms. Crescenzi, the vice principal, and one representative from each department. When asked what existing programs are currently held in unsuitable spaces, they focused on multiple spaces throughout the campus. The Principal wants a sign outside the school and wayfind to the Administration area.

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While those interviewed expressed that the cafeteria is appropriately sized to accommodate a lunch crowd, they said that the space does not function well for meetings and other large assembly uses. To help improve performance for this type of use, staff request a properly functioning, built-in audiovisual system. Acoustics will also need to be improved as sound easily travels to and from the space.

The gym is appropriately configured according to the educational specifications, but does not have enough seating to accommodate heavily attended sports functions or assemblies of the entire student body. When possible, most sporting events are moved off campus. During large events, the faculty rents a sound system, because the built-in speakers are not functional. The attendees report that acoustics are a top concern for this space. Locker rooms are insufficient in number of lockers, number of showers, and the capacity of storage space. Some sports (i.e. cross country) do not have any storage available inside the building. Indoor storage is accessed only through the locker rooms. This is problematic for coaches of the opposite sex. The training room that was recently added to the facility is an improvement compared to previous conditions, but is still undersized. Locker Rooms and Coaches' offices are substandard, poorly ventilated and office locations do not meet fire code egress. The office space for coaches is minimal, and many coaches do not have offices. The campus needs additional coach office space with coach-specific storage options.

The available sports fields are another reported concern. No dedicated soccer field is available, and mobile goals are used on other fields during off-hours. Only one of three football fields is irrigated and well maintained. The principal indicates that no field meets UIL certification. The others frequently flood and are riddled with potholes resulting in student injuries. It was reported that due to poor site security, the fields and equipment are regularly vandalized. Only one storage shed exists for outdoor athletics equipment. Most equipment (i.e. sleds, goals, etc.) are dated and in poor condition. The tennis courts are in adequate condition but need minor cosmetic repairs.

The Principal feels there is a need for an Univeristy-style lecture hall. The performing arts spaces are also reported as undersized and lacking proper storage. The dance space is sized for groups smaller than twenty students. Cheerleading and other groups cannot practice in the space due to the low ceiling height. The campus needs a dedicated space to facilitate practice of this type. Additionally, a portable stereo is currently used, because a built-in system is not available. The band and orchestra halls rely heavily on mezzanine storage and have a large portion of floor space dedicated to instrument storage. This interferes with class space and requires additional time for set up and tear down of seating. These spaces need additional storage lockers representative of the number of students participating in these programs. The choir hall is inflexible due to the built-in risers. A small piano lab is using limited storage space. The faculty report that they are using space as efficiently as possible, but the enrollment is too large for the original design of the building. Fine arts spaces lack appropriate audiovisual equipment, so the teachers rely on dry erase boards. Ideally, choir faculty desire a more flexible space with practice rooms and storage on a mezzanine level. Band and orchestra practice rooms are small, dated, and are being converted into storage rooms. Seven languages are offered; there is a need for language carrels. The Principal endorses the concept of 'hoteling' with a telephone, for staff without offices.

The theater is inadequate in size, as it seats a maximum of five hundred people. The staff indicates that this is not enough seating for a single grade, and particularly limits the number of faculty and parents that can be in attendance. Technology is limited in the theater, and a projection screen is needed. The

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stage storage has reached maximum capacity, and items are being stacked to unsafe heights. Half of the theater shop space has been repurposed as storage. The faculty report that acoustics are a reoccurring problem; they report that whistling, potentially from wind, is constantly present in the performance space.

The library is undersized, and many of the books are outdated and unused. The faculty suggest that purchasing contemporary novels would increase student use of this space. The library also needs a dedicated computer lab. If such a space is provided, the librarian desires a visual connection between these spaces for appropriate monitoring. Additional magazine articles are also requested by the staff. They assert that meeting spaces, special collections storage, a reference room, and a technology (television carts, projectors, etc.) checkout room would further improve the functionality of the library.

Only two visual arts rooms exist in the repurposed performing arts space. As a result, the kiln exists within the classroom space and frequently off-gasses into the room. The staff request that the kiln is removed, and that the space is divided before the beginning of the school year. Both spaces need appropriate utility sinks and adequate storage space. It is reported that this area experiences flooding when the ice machine for dance is left on.

CTE programmed spaces are reported as inadequate in size, storage, and more often than not, technologies. Three graphic design classes, the fire academy, and a few additional programs are housed in portables. As a result, power connections, data connections, and available learning spaces are inadequate. The graphic design classes use inadequate computers that are at end of life. The audiovisual classroom needs a dedicated studio space adjacent to the existing classroom. A/V equipment is also reported as insufficient in both quality and quantity. Science technology classes are undersized, regularly flood during rain events, and operate with computers that cannot support required software. Woods, metals, and robotics labs are undersized, poorly ventilated, and limit the growth of these programs. Storage space is also limited. It is also reported by the faculty that a book room located next to the shop space does not have a ceiling and is frequently coated with dust from shop equipment. This further proves the faculty's concern that the shop equipment is not being properly exhausted.

A variety of CTE biology related programs share similar problems with inadequate secure storage, insufficient equipment, and unhealthy environmental conditions. The latter is a result of poorly functioning or inadequate ventilation systems. Chemicals for instance, are stored in an unventilated closet. The faculty report that a new chemical cabinet is purchased every year due to accelerated corrosion rates that are a side effect of this poor ventilation. Additional storage concerns result from shallow casework with inadequate locks. Faculty report the need for more equipment including, but not limited to, biology hoods, minus 80° freezer, and two additional physiographs.

The current administration suite is housed on the 2nd floor of the building, separate from the registrar and attendance offices. Due to its location, the administration has no visibility of those entering the main entrance. The facility also lacks adequate conference rooms for staff and parent/teacher meetings. There is also no secure storage for files or funds within the LASA administration suite. Standard offices and storage closets are currently being used for files, and their only vault is a faculty-purchased vault that is easily transported. Additionally, the faculty is dissatisfied with the limited number of adult restrooms.

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General classrooms vary widely across the campus, creating inequity. Class sizes are growing rapidly and have exceeded thirty students per classroom. Small individual desks and chairs are required to accommodate the increased number of students. The small, over-enrolled classroom spaces do not facilitate flexibility for different teaching methods. Storage space is primarily limited to built-in casework and a number of loose, teacher-provided furniture items. The classrooms need upgraded interactive teaching tools (i.e. innovation stations, etc.). Much of the technology present functions poorly, has cross-platform incompatibilities, and limits computer or document camera functionality. The interview team requests equipment that is multimedia compatible with internet access and integral audiovisual capabilities.

Special education classrooms are held in standard classroom spaces. These spaces lack appropriate “cool down” space for the large autistic student population. In regards to dedicated special education administration space, there is only one office and no ARD conference room.

Textbook storage for all class subjects is undersized. Offices, electrical closets, and classrooms currently house the bulk of materials. The language department in particular requests a dedicated literacy lab for textbook storage and language education. Dictionaries, other textbooks, and ceiling hung equipment are necessary for adequate use. The staff referenced headphones similar to Leander ISD literacy lab as an example of desired equipment. In order to save space and make the equipment and supplies universal, staff suggest making the equipment portable so that each class can schedule time for use. In addition to the literacy lab, the faculty would like a dedicated departmental conference room for teacher collaboration.

Desired programs and improvements include the following: a flexible multipurpose space attached to the library that would allow more specialized functions, a 2nd gym for less populated activities (dance, cheerleading, etc.), a recording space adjacent to choir, additional visual art spaces with natural light, collegiate style lecture halls associated with science labs and other secondary teaching spaces, and a dedicated digital animation studio. In addition to these specialized spaces, all campus programs need additional class and support spaces to accommodate the rapid population growth that the school is continuing to experience.

The interview team reports several safety and security concerns on campus. First, the site lighting needs to be improved across campus as the majority of exterior spaces are poorly illuminated (parking, sports fields, etc.). Additionally, they report that security camera coverage should be increased in a few areas including the corridors outside the performing arts spaces, outside Room 22 in the space referred to as the “dungeon,” and outside the stairwell adjacent to the cafeteria. Keycard access points are functional, but provide limited security benefits due to the constant student movement to and from the building and exterior spaces such as the portables. Students must be allowed to freely access the building for restrooms, lockers, and other functions not readily available in each portable. The main office does not have a secure vestibule or the ability to buzz in authorized visitors.

Lastly, the interview group reports numerous pest issues throughout campus. A primary issue is with raccoons and squirrels that travel through the plenum space and leave droppings and urine stains in the building. Cockroaches and ants are also reported as regularly occurring problems, particularly in the

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administration suite and science wing. Secondary issues reported by faculty include snakes, skunks, rats, and yellow jackets.

If renovations or additions were to occur on campus, the principal reports that the Texas sign in the front courtyard and the dedication bricks between the two fine arts entrances should be preserved.

In an effort to think forward to the next 20 years of teaching methods, the interview group believes that advanced technologies, collegiate style teaching, and collaborative learning will be critical moving forward.

The hottest issues facing the school are accommodating growth, addressing safety and security concerns, and improving teaching environments.

Assessment Findings

The Educational Suitability Assessment of LASA High School earned a 41% overall score and places the campus just within the category of “unsatisfactory.” The assessment consists of 11 categories to determine areas that need more attention.

Lower Scoring Categories:

Academic & Co-Curricular Support

The score is very unsatisfactory.

CTE programs should not be in portables. The faculty report that there is limited classroom flexibility due to over-enrollment. Although the majority of classes have flexible furniture, the number of students prohibits different group arrangements. Storage capacity is inadequate and limits classroom space as well. Special education functions are held in standard classrooms and lack the appropriate support spaces and equipment (see additional information in interview summary above). Science classrooms are adequately sized but insufficient in number. These classes also lack appropriate equipment, storage, and support space. Athletics, art, and music programs require more classroom, storage, and support space to accommodate the growing student population. The cafeteria is adequate for lunch crowds, but frequently receives complaints regarding the acoustic quality. The cafeteria’s low ceiling, poor equipment, and size limits its use for meetings and assemblies. Many computer labs need newer equipment to operate more advanced software (i.e. animation, engineering science, etc.). LASA has no dedicated Chemistry or Biology rooms with preparation rooms.

Future Ready Student Development

The score is very unsatisfactory.

The classroom spaces are adequately sized, but lack appropriate storage space to accommodate project-based learning. The number and size of classrooms needs increasing to accommodate a growing student population. Aside from the main courtyard and library, the building offers few spaces for informal interaction. Additionally, the school has dated visual communication tools that are reported as frequently broken (i.e. projectors, document readers, white boards, etc.). The staff members interviewed are particularly interested in more

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multimedia interactive systems.

Security

The score is very unsatisfactory.

The location of the administration office is unsatisfactory in configuration and proximity to the main entrance. The main office has no visibility of those entering the building, no campus door buzzer system, and no secure vestibule to control access the campus. The campus exterior doors remain unlocked during school hours to allow student access from the portables; however, this could provide access to the building for unauthorized visitors. Site lighting and security cameras need to be improved in several areas to discourage vagrancy and vandalism. Interior transparency is inadequate due to limited visibility from classrooms into the corridors.

Library/Media Center

The score is unsatisfactory.

The library is located on the second floor. The furniture is dated and does not accommodate flexibility. The space accommodates social interaction. Library technologies are insufficient in quantity and quality of computers. The Wi-Fi connectivity is a reported issue. Access to power and data outlets is limited which inhibits flexible layouts. More space could be made flexible if desktops were replaced with computer on wheels units.

Technology

The score is unsatisfactory.

Technology is inadequate throughout the campus. Much of the equipment is either at end of life or is reported as poorly functioning. Many spaces have an inadequate number of power and data outlets which hinders flexibility.

Storage

The score is unsatisfactory.

General building storage is inadequate, and is a primary concern of the faculty. The majority of classroom storage is in the form of built-in cabinets and loose furniture pieces provided by the faculty. Teacher storage options are limited to their personal desk space, and the furniture they provide. Some of these loose furniture pieces cause security concerns, because they are blocking a second means of egress in larger rooms. Additional cabinets are placed in corridors, further creating egress problems. Student storage is accommodated by several locker areas throughout the building. There are no Orchestra lockers and students have to carry their instruments around or store them in their own lockers.

Environmental Quality

The score is unsatisfactory.

The quality of the artificial lighting is average for classroom functions. Acoustics are adequate with only slight sounds traveling between the corridor and adjacent classroom spaces. Many of the learning spaces in the building (core classrooms, library, gyms, etc.) do not have access to natural light or exterior views. Windows are limited in size, and the amount of natural light is minimal. Several pest issues including raccoons, squirrels, snakes, ants, and roaches are

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reported throughout the campus. Strong mold and mildew odors emanate from many of the classrooms, restrooms, and extracurricular spaces. This is most evident in the gym locker rooms and jazz band hall. The faculty report that pests and odors are recurring issues.

Higher Scoring Categories:

Controllability of Systems

The score is average.

The classrooms have individual thermal controls and adequate shades for controlling natural light. However, artificial lighting controls consist of a single on/off switch in most spaces, and zoned or alternating row switching in some spaces. The quality of conditioned air varies day to day and hour to hour. Air balancing is needed.

Exterior

The score is average.

Bus, vehicle, and pedestrian traffic are appropriately separated. Signage is small, but adequate in directing visitors to the site. Outdoor learning space are limited in number, and require maintenance, supporting equipment, and shade to function appropriately. The sports fields are poorly lit, not irrigated, and regularly have potholes. This results in several safety and security issues (see additional information in interview summary above). The field equipment is also dated and needs upgrades. Shade is very limited on this campus. There is limited visitor parking and most ADA spaces are taken by staff, before ADA visitors arrive.

General Building

The score is average.

The library is located on the second floor and the cafeteria is not easily accessed from the main entrance. The gym is located far from the main entry, but in close proximity to parking for after-hours events. The configuration of the school does not allow for the building to be secured from the public spaces during after-hours use. The general appearance of the school is perceived as poor by the community. Finally, corridors are appropriate in width (+/- 10'-0") and well lit.

Furniture, Fixtures & Equipment

The score is good.

A mix of new and dated furniture is present throughout the school. While the majority of furniture pieces are age appropriate and ergonomic for the intended user, flexibility is limited by the lack of space and overpopulation.



Austin ISD Educational Suitability Assessment Criteria

School	LASA High School	BLDG - 014
Name	Kris Kunkel & Sam Shipp	
Date	8/2/2016	

Scoring Scale

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

Overall Educational Suitability Score	41%
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1 - Exterior	60%
2 - General Building	57%
3 - Academic & Co-Curricular Support	34%
4 - Future Ready Student Development	34%
5 - Library/Media Center	36%
6 - Security	20%
7 - Technology	40%
8 - Storage	40%
9 - Furniture, Fixtures & Equipment	75%
10 - Environmental Quality	48%
11 - Controllability of Systems	52%

1 - Exterior		1	2	3	4	5	N/A	9.75	
1.1	Does the site permit desirable separation of vehicular, bus and pedestrian traffic?					5		Comments	1.00 5.00
	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.							There is a large covered area that serves as a secondary entrance. The student parking is located in the back of the building. The traffic types are adequately separated.	
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.							There are many exterior spaces, including a large courtyard space, but they are all poorly maintained.	
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.							The fields are poorly maintained and ill equipped.	
1.4	Is the building easily identified with appropriate signage and community wayfinding?			3				Comments	0.25 0.75
	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.							The signage overall is inadequate, although there are a few decorative signs in the public courtyard.	

2 - General Building		1	2	3	4	5	N/A	4.25	
2.1	Are interior circulation routes wide enough to safely and effectively accommodate student movement?					5		Comments	0.50 2.50
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.									
2.2	Are community use areas arranged so that the school can allow night functions without full school access?		2					Comments	0.75 1.50
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.		The library is on the 2nd floor. The gym is difficult to get to, but does have a convenient access to an adjacent, rear parking area. There are many stairs with poor or no ADA accessibility.							
2.3	Does the general appearance of the school evoke pride for the students and community?	1						Comments	0.25 0.25
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.									

3 - Academic & Co-Curricular Support		1	2	3	4	5	N/A	22.00	
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.								
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.								
3.4	Are Science Classrooms/Labs appropriately configured per the ed spec?		2					Comments	1.00 2.00
	1) Very unsatisfactory 2) Unsatisfactory 3) Neutral 4) Satisfactory 5) Very Satisfactory N/A) Does not apply. (Elementary schools)							The science classrooms are appropriately configured, but undersized and poorly equipped.	
3.5	Are Science Classrooms/Labs support areas appropriately configured per the ed spec?	1						Comments	1.00 1.00
	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)							There are chemicals stored in unsecure cabinets and inadequately ventilated. There is a general lack of secure storage as aged casework is the primary storage mode.	

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				Comments	1.00 3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The physical education spaces are appropriately configured, but very undersized and poorly equipped.	
3.7	Are Physical Education and Athletic support spaces appropriately configured per the ed spec?	1						Comments	1.00 1.00
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.								The locker rooms and weight room are in very poor condition. The shower and toilets in the boys locker room lack privacy partitions at all fixtures. Both the boys and girls locker rooms are not ADA accessible and have no mirrors.	
3.8	Are music, drama, or performance 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.								The areas are appropriately configured, but very undersized.	
3.9	Are music, drama, or performance 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.								There is a severe lack of storage in all performing arts spaces. The instruments are stacked against virtually every wall. What little storage is present is on the mezzanine level and is not ADA accessible.	

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?	1						Comments		1.00	1.00						
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The visual arts classes are held in retrofitted music rooms, are undersized, and have no natural light.									
3.11	Are Visual Arts support spaces appropriately configured per the ed spec?	1						Comments		1.00	1.00						
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.								Casework and rack storage are all that exists in the class space. The kiln is inadequately ventilated and is being removed to accommodate an additional class space.									
3.12	Are computer lab spaces appropriately configured?	1						Comments		1.00	1.00						
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The computer classrooms are undersized and often irregularly shaped. This makes lecturing and efficient layouts difficult. The equipment is also noticeably at end of life and not sufficient enough to run necessary software.									
3.13	Are computer lab support spaces appropriately configured?	1						Comments		1.00	1.00						
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.								There is a minimal amount of 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?											1						Comments	1.00	1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.													Special Education is currently held in standard classes. There is only one office and no ARD space. There are no specialized spaces for autistic students to cool off.							
3.15	Are Special Education support spaces appropriately configured per the ed spec?											1						Comments	1.00	1.00
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.													The support spaces are inadequate in size, number, and proximity (storage, cooldown, restrooms, etc.).							
3.16	Are the student dining facilities appropriately configured?													3				Comments	1.00	3.00
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.													There are a variety of seating options in the cafeteria and the space is sized adequately for lunch purposes only. Any other assembly or group function is ill-suited for the space.							

4 - Future Ready Student Development		1	2	3	4	5	N/A	17.00	
4.1	Does the facility provide specialized space and opportunities for hands-on project-based learning?		2					Comments	1.00 2.00
	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.							There are a few spaces for project-based learning, but they are severely undersized.	
4.2	Are general classrooms large enough to support project-based learning and multiple teaching modalities?		2					Comments	1.00 2.00
	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.							There is a general lack of size and flexibility with classrooms across the board.	
4.3	Is there adequate storage and or support space to support project-based learning?	1						Comments	1.00 1.00
	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 a severe lack of storage throughout the building.	
4.4	Are there adequate places to display the evidence and artifacts of learning (both 2D and 3D)?	1						Comments	1.00 1.00
	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.							The faculty report a need for additional student work display space as well as visual communication tools.	

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?	1						Comments	1.00 1.00
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.								Spaces in the building are very inflexible due to limited size and furniture types. There are no intimate breakout spaces, or larger spaces to accommodate any sort of collaboration.	
4.6	Does the building provide opportunities for informal interaction?	1						Comments	1.00 1.00
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.								There are no gathering spaces.	
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.								There is very little space to accommodate individual study aside from the library.	

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)		2					Comments	1.00 2.00
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.								The CTE program demands far exceed the capacity of the building.	
4.9	Do the career education spaces simulate real world or college environments? (High School Only)			3				Comments	1.00 3.00
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.								The career education spaces are in adequate shape, and have a wide selection of equipment, but it is dated.	
4.10	Does the building have adequate visual communication tools?		2					Comments	1.00 2.00
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.								The school is in desperate need of functional, updated technology.	

5 - Library/Media Center		1	2	3	4	5	N/A	10.00	
5.1	Is the Library/Media Center easily accessible for the occupants and visitors to the school?		2					Comments	0.501.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The library is located on the second floor in the center of the building and currently provides no natural lighting and very poor artificial light.	
5.2	How well does the Library/Media Center support quiet study?		2					Comments	1.002.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								There is no presentation/class area available so these types of functions occur in the common area, disturbing other functions and independent study.	
5.3	How well does the Library/Media Center support social interaction?		2					Comments	1.002.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The library is small and lacks flexibility. It being located on the second floor makes it very difficult to use for after school functions.	
5.4	How well does the Library/Media Center support collaborative work in small groups (4-8 students)?		2					Comments	1.002.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								There is some space available at the small tables, but the number and size are not sufficient.	

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)?	1						Comments	1.001.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								A general lack of space in the library does not allow for large group functions.	
5.6	How well does the Library/Media Center support technology?		2					Comments	1.002.00
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.								The Wi-Fi coverage and capacity is poor. There are technologies (tablets, laptops, media carts, etc.) available, but they are in poor condition.	

6 - Security		1	2	3	4	5	N/A	3.25	
6.1	Does the facility have key card access at all major entries?	1						Comments	0.25 0.25
	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 several exterior entrances that lack key card access. The quantity of portables on site does pose a problem with the lack of key cards.	
6.2	How adequate is site lighting and security for the campus overall?	1						Comments	1.00 1.00
	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.							The site lighting is generally very poor, especially at the parking areas and portables.	
6.3	Is the main office properly located and configured with a secure vestibule to the main corridor?	1						Comments	1.00 1.00
	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.							The administration suite is located on the 2nd floor and is quite far from the main entrance. The faculty have no visual coverage or ability to remotely filter and allow visitor access.	
6.4	Is there enough interior transparency for faculty to affectively supervise students who are not in classrooms?	1						Comments	1.00 1.00
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.							The are numerous corridor turns, side areas for lockers, and outdoor nooks which allow students to easily congregate without supervision.	

7 - Technology		1	2	3	4	5	N/A	4.00	
7.1	How well equipped are the facilities with instructional technology?		2					Comments	1.00 2.00
<div>1) Very unsatisfactory - very few or no available computers or devices. Old/outdated technology</div> <div>2) Unsatisfactory- few computers/devices. Some outdated technology</div> <div>3) Average- A few computers/devices. A mix of new and outdated technology</div> <div>4) Good - multiple computers or devices per room. Mostly new technology.</div> <div>5) Very good - multiple computers and devices and new technology.</div> <div>N/A) Does not apply.</div>								Technology across the board is dated, broken, and poorly located within the vast majority of spaces.	
7.2	Is there an adequate number of power and data outlets in learning spaces?		2					Comments	1.00 2.00
<div>1) Very unsatisfactory - none</div> <div>2) Unsatisfactory - only for teacher</div> <div>3) Average - for teacher and 1-2 students</div> <div>4) Good - 2-3 outlets per wall</div> <div>5) Very good - 3-4 per wall</div> <div>N/A) Does not apply.</div>								Due to a heavy tech load, power and data outlets are insufficient in the majority of spaces.	

8 - Storage		1	2	3	4	5	N/A	6.00	
8.1	Is there adequate general storage in the building?	1						Comments	1.00 1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								There are combustibles currently being stored in electrical rooms. The offices and classrooms are generally dominated and cluttered with storage.	
8.2	Is there adequate classroom storage?		2					Comments	1.00 2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The extra curricular storage is poor, especially in the band and orchestra halls. The class storage is relegated to mostly casework and is unsecure more often than not.	
8.3	Is there adequate student storage?			3				Comments	1.00 3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The lockers are reported to remain unused throughout the school year.	

9 - Furniture, Fixtures & Equipment		1	2	3	4	5	N/A	10.25	
9.1	What is the current condition of the furniture?			3				Comments	0.75 2.25
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.								All furniture on the first floor is new. The second floor furniture is dated and inflexible.	
9.2	How well does furniture accommodate rapid reconfiguration of a space?				4			Comments	1.00 4.00
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.								All furniture flexibility is generally adequate on the first floor and barely flexible on the second floor.	
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.									

10 - Environmental Quality		1	2	3	4	5	N/A	12.00	
10.1	How are acoustics in classrooms in general?			3				Comments	1.00 3.00
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.								Some classes have dated accordion partitions that perform poorly for function or acoustics. The majority of the spaces perform adequately.	
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?		2					Comments	1.00 2.00
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.								The window to wall ratio is very low. There is typically one or two small, punched openings per classroom. Many classrooms at the core of the building have no natural light at all.	

10 - Environmental Quality - Continued							
	1	2	3	4	5	N/A	
10.4 Is there access to outside views from learning spaces?		2					Comments 1.00 2.00
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.							A general lack of windows prevents access to outside views in most of the areas. Due to the small window size, when a view is present, it is minimal and viewable only in certain areas of the space.
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.							There are several areas that smell of mold and mildew.

11 - Controllability of Systems										1	2	3	4	5	N/A	6.50				
11.1	Does the classroom thermostat allow for individual control?													5		Comments		0.50	2.50	
1) No																				
5) Yes																				
11.2	Are shades provided to control natural light in learning spaces?												3				Comments		1.00	3.00
1) No, windows are covered with boards/paper															There is very little natural light to control and what little there is, is served by blinds that are in poor condition.					
2) No, windows have no light control																				
3) Yes, but poor condition blinds																				
4) Yes, blinds																				
5) Blackout shades																				
N/A) Does not apply.																				
11.3	What is the quality of lighting controls in the classrooms?									1						Comments		1.00	1.00	
1) Single switch only per room															The conditions vary, but most classes are single switch.					
2) Alternating rows switch off																				
3) Alternating lamps in single fixtures switch off																				
4) Tri level switching																				
5) Dimmable																				
N/A) Does not apply.																				



Photo 1. Cafeteria



Photo 2. Corridor



Photo 3. Courtyard



Photo 4. Library



Photo 5. Auditorium



Photo 6. Playfields



Photo 7. Proposed
Collaboration Space



Photo 8. Science



Photo 9. Fine Arts