



## Educational Suitability Summary Report

Johnson (LBJ) High School and LASA – BLDG #014

Date: 10/13/2016 (Rev1 – 11/14/2016 CAC comments)

**Score 42% Unsatisfactory**

(REV2 – 12/16/2016 Additional LASA CAC Comments)

Johnson (LBJ) and LASA High School serve a student population of approximately 2,000 students in northeast Austin. LBJHS has approximately 900 students, while LASA's enrollment is 1,100. LASA and LBJ High School are currently sharing issues that include overpopulation, inadequate types of spaces, and mold/mildew on the lower levels. LBJ occupies the First Floor and portables; while LASA occupies the second floor, basement and numerous portables as well. Both programs share multiple spaces such as fine arts and athletics.

### Survey Overview

Students, staff and community members participated and completed the online ESA 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. Generally most respondents are proud of the individual programs and show enthusiasm for each.

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

An interview with the principals and staff of each program occurred at separate times. This summary provides a brief overview of the stated interviews.

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The interview with the principal, Ms. Henry, and other staff members indicated that many current programs are being held in inadequate spaces. Due to current enrollment, programs are using portables and other spaces not configured for their original uses. The LBJ faculty desire spaces such as community rooms, multipurpose rooms, conference rooms, full sized assembly spaces, a true football field, and additional science labs. Most of the concerns discussed by the faculty result from a lack of space due to high enrollment.

The LASA 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, including CTE, and support spaces.

Those that were interviewed during the LASA interview 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.

Both LBJ and LASA indicate 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. LASA staff members report that 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 from members of the LASA team. 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 LASA Principal feels there is a need for a University-style lecture hall, while the LBJ principal noted a general lack of large flexible spaces to accommodate the lecture style classes they provide their students. Both programs acknowledge a need for break out spaces for student collaboration.

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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 are requested to have 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 an old storage room. 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.

The theater was described as, inadequate in size, as it seats a maximum of five hundred people. The LASA staff indicates that this is not enough seating for a single grade *for both programs*, 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 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.

A portion of the interview with LASA included conversation around the needs of the library. The staff feels 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, outside of the space. 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. The library conversation with LBJ was similar, but was approached differently. The staff noted that the library is on the second floor and feels undersized due to many of its spaces being repurposed as offices, storage spaces and the fact it acts as an axillary computer lab at times. After further discussions, scheduling between the two programs on campus became a more apparent reason for the issues with the library space.

Both the LBJ and LASA interviews discussed the need for visual art spaces. Only two visual arts rooms exist in the repurposed performing arts space, these two, serve LBJ. 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. The need for additional art rooms is apparent, as indicated by both LBJ and LASA.

During the conversation with LASA it was reported that CTE programmed spaces are inadequate in size, storage, and more often than not, technologies. Three graphic design classes, the fire academy,

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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 older 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.

LBJ also discussed a need for specialty spaces and CTE. Due to current enrollment, the campus is housing many of their programs in portables. There is a desire to expand the audio/visual and school radio programs, but space is limited. The health science classrooms are too small for desired class sizes, and additional classrooms are needed to meet the demand. Career and technical education classes are inadequate in size and support space as well. *At the LASA CAC, both programs discussed a need for competition space for all "extras," such as cheerleading, dance, and robotics. Right now, the nearest robotics competition space is in Houston. The robotics space could be shared with Project-Lead-The-Way classes during the day and be used for robotics after school.*

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 (*LASA CAC comment: Science Department feel this should be non-existent*). Chemicals for instance, are stored in an unventilated closet. The LASA 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 LASA administration suite is housed on the 2<sup>nd</sup> 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.

A focused point of discussion brought up by the LASA staff was the general classrooms that vary widely in size 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

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equipment that is multimedia compatible with internet access and integral audiovisual capabilities. Foreign Languages Department for LASA also noted that 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.

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.

*LASA added comments from their CAC meeting that described the portables: The hike from the portables to the bathroom is too long, especially in poor weather. Bad for students because many classes start late because of the time it takes to get to and from the portables.*

The most critical issues expressed by the LBJ faculty are the lack of general building storage (indoor and outdoor), the lack of secure storage for files (short and long term), and the security concerns previously mentioned.

LASA faculty also agree that storage is an issue on campus. 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 LASA 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 2<sup>nd</sup> 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 LASA 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.

The primary concern of those LBJ staff members interviewed is security. They also concur that site lighting needs to be evaluated to ensure proper coverage. Security camera coverage is currently

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insufficient, and the staff would like to involve in the improvement of this issue. There is currently no secure vestibule at the main entrance, and there is a desire to add security staff to the campus. Another item that was discussed is the current lack of a perimeter fence to close off the campus from public use. *In addition, the few existing fences are broken, with chain-link material sticking out in a way that might cause an injury, especially when this is adjacent to a sports field. In addition, the breaks in the fence limit how useful it is for security.*

Lastly, the LASA 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 administration suite and science wing. *(LASA CAC Additional comment: Ants have contaminated culture tubes & petri dishes.)* Secondary issues reported by faculty include snakes, skunks, rats, and yellow jackets.

If renovations or additions were to occur on campus, both principals report 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 LASA interview group believes that advanced technologies, collegiate style teaching, and collaborative learning will be critical moving forward. LBJ also felt was asked about future planning. The school staff would like development to focus on improving technology, creating flexible open spaces for lecture style classes, adding a makerspace, and adding breakout spaces for student collaboration.

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

### Assessment Findings

The Educational Suitability Assessment of LBJ and LASA High School earned a 42% 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 most 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. 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,



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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. The general classroom spaces vary in suitability across the school. Some classes on the first floor are adequately sized, but separated by dated low quality accordion partitions. As a result, acoustics are poor, and there is limited display space. Faculty indicate that the accordion partitions are used, but would benefit from being updated for better acoustics and writable/tackable surfaces. The other classrooms, particularly on the second floor, are undersized and utilize dated furniture and equipment. Technology deficiencies are an issue across the campus. *Added LASA CAC comments: Science teachers have no place to prep labs because classrooms are used every period. Science classroom only meet standard because they are grandfathered.*

### Future Ready Student Development

The score is unsatisfactory.

The classroom spaces vary in size, and lack appropriate storage space to accommodate project-based learning. The number and size of classrooms needs increasing to accommodate a growing student population. Because of the high current enrollment, learning spaces have a lot of furniture and create very cramped, crowded spaces. 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 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. Both administration offices have no visibility of those entering the building. There is no campus door buzzer system, and no secure vestibule to control access the campus. Key card access is limited across the major entries. The campus exterior doors remain unlocked during school hours to allow student access from the portables; 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. *LASA CAC comments: No emergency (panic) button for LASA office.*

### Library/Media Center

The score is unsatisfactory.

The library is located on the second floor. The furniture is dated and does not accommodate for easy flexibility. The space accommodates social interaction, but is difficult to provide organization of different sized groups. Because of the location of the computers, using the media center for class and presentation purposes is difficult without interrupting everyone else using the library. Library technologies are reported as insufficient in quantity and quality of computers. The media center has a bank of computers in the center of the library that is too

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small to serve a full class. 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. Lighting levels are unsatisfactory as the majority of the library is served by dim, indirect fluorescents.

### 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. *LASA comments: Shop equipment is 40 years old. Ventilation system I shop is non-functioning (health hazard).*

### 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. Student storage is accommodated by several locker areas throughout the building. The school expressed the desire to repurpose these spaces for general storage or collaboration space for students. There are no Orchestra lockers and students have to carry their instruments around or store them in their own lockers. Utility closets and electrical rooms are currently housing various storage items

### General Building

The score is unsatisfactory.

The general appearance of the school is dated, and features a large courtyard at the public front. The arrangement of school spaces allows for nighttime use of public functions, but the public spaces are spread across opposite ends of the school (the gym is opposite the library, which is on the 2nd floor). The ability to secure these areas from the rest of the buildings during events is limited. 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, the corridors width is approximately 10'-0". The elevators are in poor condition.

### Higher Scoring Categories:

#### Environmental Quality

The score is average.

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



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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 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.

### 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. Natural light is limited, as the building features mostly small windows. The library lighting is unsatisfactory for reading. Light switches in most main spaces are not ideally located and often hidden behind furniture or under casework far from the entrances. The quality of conditioned air varies day to day and hour to hour. Air balancing is needed. *LASA CAC comment: Might be present, but do not work properly.*

### Exterior

The score is average.

Bus, vehicle, and pedestrian traffic are appropriately separated. The building is lacking clear signage and wayfinding as well as adequate lighting for nighttime use. The current student parking area is not lit. Outdoor learning spaces 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. 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. The main entrance to the school is directly off of a central courtyard that features stone seating, a variety of shade trees, multiple tables, and a few monumental signs. *LASA CAC Comments: Not adequate for LASA drop off & bus, same as student and staff parking.*

### 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.



DRAFT

PERKINS  
+ WILL

## Austin ISD Educational Suitability Assessment Criteria

School	Johnson (LBJ) High School and LASA	BLDG - 014
Name	Kris Kunkel & Sam Shipp	
Date	8/2/2016 (REV1 - 11/14/2016 ) LASA CAC comments added. REV2 - 12/16/2016 - Additional LASA comments.	
<b>Scoring Scale</b>		
Excellent	81%-100%	
Good	66%-80%	
Average	51%-65%	
Unsatisfactory	36%-50%	
Very Unsatisfactory	20%-35%	

## Overall Educational Suitability Score

42%

1 - Exterior	48%
2 - General Building	50%
3 - Academic & Co-Curricular Support	35%
4 - Future Ready Student Development	38%
5 - Library/Media Center	47%
6 - Security	20%
7 - Technology	40%
8 - Storage	40%
9 - Furniture, Fixtures & Equipment	60%
10 - Environmental Quality	52%
11 - Controllability of Systems	52%

1 - Exterior		1	2	3	4	5	N/A	7.75
1.1	Does the site permit desirable separation of vehicular, bus and pedestrian traffic?			3				1.00 <b>3.00</b>
	<p>1) Bus , car and pedestrian all happen at the same location.</p> <p>2) Cars and buses mix, pedestrians are separated.</p> <p>3) Buses, cars, and pedestrians are separate but stack space is small.</p> <p>4) Buses, cars, and pedestrians are separate but drop off does not have a canopy or a holding place like a commons or cafeteria.</p> <p>5) Buses, cars, and pedestrians are separate and drop off area has a canopy and destination.</p> <p>N/A) Does not apply.</p>							<p>Traffic is well separated onsite, but stack space is limited. 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. Recent information indicated that LASA does not use the loops, and prefers to use the road for bus drop off. <i>CAC comment: Contrary to what is written, cars, and buses AND pedestrians mix when LASA buses are parked along street near student parking lots. Recommend rating be changed to "1" instead of "3." Additional LASA CAC comments: Should be a 1 or 2 see map for LASA. (NOTE: The schools are now combined for scoring, and have to take into consideration, both programs at the campus.)</i></p>
1.2	Are opportunities provided for outdoor learning (outdoor classrooms, gardens, etc.)?		2					1.00 <b>2.00</b>
	<p>1) Outdoor space exists is not developed</p> <p>2) Outdoor space for learning exists but not connected to classroom learning areas.</p> <p>3. Outdoor learning spaces exist and are accessible but not in good condition.</p> <p>4. Outdoor learning spaces need minor improvements to function well.</p> <p>5. Outdoor learning spaces are in excellent condition.</p> <p>N/A) Does not apply.</p>							<p>There are many exterior spaces, including a large courtyard space, but they are in need of maintenance. There are no outdoor learning spaces.</p>
1.3	Are outdoor play spaces and playfields adequate in size and configuration?		2					1.00 <b>2.00</b>
	<p>1) Outdoor play space exists, not developed</p> <p>2) Outdoor play space exists but is not connected to gym or other athletic support areas or is too small.</p> <p>3. Outdoor play spaces exist, are connected to other athletic areas, are the right size, but are not in good condition.</p> <p>4. Outdoor play spaces need minor improvements to function well.</p> <p>5. Outdoor play spaces are in excellent condition.</p> <p>N/A) Does not apply.</p>							<p>The fields are in need of maintenance. Has many ruts and tripping hazards.</p>
1.4	Is the building easily identified with appropriate signage and community wayfinding?			3				0.25 <b>0.75</b>
	<p>1) Campus has no signage and no striping.</p> <p>2) Signage is faded/hidden.</p> <p>3) Signage &amp; striping visible but not apparent.</p> <p>4) Signage is visible but not good condition.</p> <p>5. Signage and wayfinding is visible and easy to use.</p> <p>N/A) Does not apply.</p>							<p>The signage overall is inadequate, although there are a few decorative signs in the public courtyard. Understanding where to go, once on campus may be difficult for visitors. <i>Additional LASA comments: No LASA signage in front of building. People often believe they are in the wrong place.</i></p>

2 - General Building		1	2	3	4	5	N/A	3.75	
2.1	Are interior circulation routes wide enough to safely and effectively accommodate student movement?				4			Comments	0.50 <b>2.00</b>
	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.							Additional LASA CAC comments: During passing periods stairwells feel too full. Stairwells are not 10' wide; just too narrow regardless.	
2.2	Are community use areas arranged so that the school can allow night functions without full school access?		2					Comments	0.75 <b>1.50</b>
	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 <b>0.25</b>
	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	23.00	
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 due to enrollment they undersized for the number of students that are in each section. The labs for recently renovated on the second floor, but are poorly equipped. Fume Hoods are needed, along with other requested equipment for these programs. The first floor science labs are in need of renovations, but the staff did not indicated additional need. CAC comment: not enough types of labs, due to current enrollment.
3.5	Are Science Classrooms/Labs <b>support</b> 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 <b>3.00</b>
	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 for LASA. LBJ noted that physical education spaces are appropriately configured.												
3.7	Are Physical Education and Athletic <b>support</b> spaces appropriately configured per the ed spec?	1											Comments	1.00 <b>1.00</b>
	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 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. <i>CAC comments: Issues with athletics are confirmed.</i> • There are so few showers that the cross country team has to wait and space out their showers. • At some events, the lack of showers means that the visitors are often provided use of BOTH the men's home and visitors' showers, while the home team is required to use the girls' showers. • The locker rooms are not secured, resulting in thefts. • The locker rooms themselves are too small & cramped. • Hallways leading to the gym are cramped. • The fields are full of potholes, and as a consequence, a number of team sports and clubs are not able to use them, because they are likely to lead to injuries as students trip on them.												
3.8	Are music, drama, or performance spaces appropriately configured per the ed spec?				4								Comments	1.00 <b>4.00</b>
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.	The areas are appropriately configured, but undersized due to current enrollment in these programs. <i>CAC comment: Given that both principals indicate that the theater is not appropriately configured, recommend changing rating from "4" to "2."</i>												
3.9	Are music, drama, or performance <b>support</b> spaces appropriately configured per the ed spec?		2										Comments	1.00 <b>2.00</b>
	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 general lack of storage in all performing arts spaces. The instruments are stacked against walls. 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 <b>support</b> 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 currently in the classroom spaces. The kiln is reported as inadequately ventilated, and is being removed to accommodate an additional class space, due to current enrollment.	
3.12	Are computer lab spaces appropriately configured?		2										Comments	1.00 2.00
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.												The computer classrooms vary in size and are irregularly shaped. This makes lecturing and efficient layouts difficult. The equipment is also at end of life and not sufficient enough to run some software.	
3.13	Are computer lab <b>support</b> 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. <i>CAC comment: The flooding mentioned in the science technology classes is particularly problematic because the flooding of the classrooms is likely to eventually cause damage to computer equipment. In addition, one of the other primary computer lab spaces is in the library interfering with other library-centered activities. Recommend changing rating from "2" to "1."</i>	

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	1.001.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good  N/A) Does not apply.													LASA: Special Education is currently held in standard classes. There is only one office and no space for ARDs. There are no specialized spaces for autistic students to cool off. LBJ: Special Education is currently held in an old science classroom. There are no dedicated toilet rooms and the classes lack necessary equipment. Additionally, the space's location within the building is poor. This function should be relocated closer to the front of the school and near a pickup and drop-off area.		
3.15	Are Special Education <b>support</b> spaces appropriately configured per the ed spec?						1							Comments	1.001.00
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	1.003.00
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. The space is sized adequately for lunch purposes. Other assembly or group function are ill-suited for the space, due to acoustics and layout of space.		

4 - Future Ready Student Development		1	2	3	4	5	N/A	19.00	
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 few spaces for project-based learning. The existing spaces for collaborative space are undersized for different sized groups.	
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 through out the campus.	
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 lack of storage throughout the building.	
4.4	Are there adequate places to display the evidence and artifacts of learning (both 2D and 3D)?		2					Comments	1.00 2.00
	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 second floor has a need for additional student work display space as well as visual communication tools. The first floor has locations for display of art work.	

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 <b>1.00</b>
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 inflexible due to limited size and current design. There are no intimate breakout spaces, or larger spaces to accommodate collaboration for varying sizes of groups.		
4.6	Does the building provide opportunities for informal interaction?	1						Comments	1.00 <b>1.00</b>
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 identified break out spaces for informal gathering.		
4.7	Does the building provide adequate opportunities for students to work independently?		2					Comments	1.00 <b>2.00</b>
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 little space to accommodate individual study aside from the library. <i>CAC comment: Agreement with 1st paragraph of overview in which it was listed that there were not enough study spaces.</i>		

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)			3				Comments	1.00 <b>3.00</b>
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 demand exceeds the capacity of the building. There is currently a need for additional labs and equipment. <i>CAC comment: In addition to the issues noted in the second paragraph, LBJ is starting a new P-Tech/Health Science program in 2017–2018 and beyond that is expected to require significant additional specialized space. LASA CAC additional comments: Some house in portables.</i>	
4.9	Do the career education spaces simulate real world or college environments? (High School Only)			3				Comments	1.00 <b>3.00</b>
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. There is a growing need for specialty equipment for different labs. <i>LASA CAC additional comments: Not classes held in portables.</i>	
4.10	Does the building have adequate visual communication tools?		2					Comments	1.00 <b>2.00</b>
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 staff reported a need for updated technology. Current technology is currently at an end of life period, and starting to become undependable.	

5 - Library/Media Center		1	2	3	4	5	N/A	13.00	
5.1	Is the Library/Media Center easily accessible for the occupants and visitors to the school?		2					Comments	0.50 1.00
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. The poor artificial lighting is inadequate. There is no direct access for the exterior.		
5.2	How well does the Library/Media Center support quiet study?		2					Comments	1.00 2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.							There is no separate presentation/class area available. Sub diving the space without distracting others is difficult. If more than one function occurs in the library, other functions are moved to other common areas. Quiet and independent study, is difficult due to the two school using the space throughout the day.		
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 lacks flexibility for multiple groups of varying sizes. Being located on the second floor makes it difficult to find for after school functions.		
5.4	How well does the Library/Media Center support collaborative work in small groups (4-8 students)?			3				Comments	1.00 3.00
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, located around the space.		



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)?		2					Comments	1.00 <b>2.00</b>
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Due to the current configuration of the library, it does not allow for large group functions easily. The varying height of ceiling and bookshelves make it difficult for large groups to easily meet.	
5.6	How well does the Library/Media Center support technology?		2					Comments	1.00 <b>2.00</b>
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 is reported as poor. There are technologies (tablets, laptops, media carts, etc.) available, but they are reportly in poor condition. A need for separate computer lab near the library has been requested by staff.	

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 <b>0.25</b>
	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 poses a problem, as doors are left unlocked through out the day. Staff reported that the security audits recommend the doors be locked through out the day.	
6.2	How adequate is site lighting and security for the campus overall?	1						Comments	1.00 <b>1.00</b>
	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.							Site lighting is needed throughout the campus. Special attention is needed at the parking areas, portables, and courtyard.	
6.3	Is the main office properly located and configured with a secure vestibule to the main corridor?	1						Comments	1.00 <b>1.00</b>
	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 for LASA 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. LBJ administration suite is near the main entrance, but has no visual coverage and minimal ability to control access.	
6.4	Is there enough interior transparency for faculty to affectively supervise students who are not in classrooms?	1						Comments	1.00 <b>1.00</b>
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.							There are numerous corridor turns, side areas , and outdoor nooks which create obstacles for the desired amount of 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
1) Very unsatisfactory - very few or no available computers or devices. Old/outdated technology 2) Unsatisfactory- few computers/devices. Some outdated technology 3) Average- A few computers/devices. A mix of new and outdated technology 4) Good - multiple computers or devices per room. Mostly new technology. 5) Very good - multiple computers and devices and new technology. N/A) Does not apply.								Technology throughout the campus is dated, broken, and poorly located within the majority of spaces.	
7.2	Is there an adequate number of power and data outlets in learning spaces?		2					Comments	1.00 2.00
1) Very unsatisfactory - none 2) Unsatisfactory - only for teacher 3) Average - for teacher and 1-2 students 4) Good - 2-3 outlets per wall 5) Very good - 3-4 per wall N/A) Does not apply.								Due to a heavy technology 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.								The staff currently uses most electrical rooms as storage closets. The offices and classrooms are generally in need of additional storage. Fine Arts needs additional storage. Administration needs general storage throughout the building.	
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 class storage is inconsistent from classroom to classroom. If casework is located in the classroom it is unsecured. In some cases, teachers bring loose shelving units and other furniture from home to supplement storage needs. The extra curricular storage is limited in the band and orchestra halls.	
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. <i>LASA CAC additional comments: This is for LBJ LASA uses 80% or more of its lockers.</i>	

9 - Furniture, Fixtures & Equipment		1	2	3	4	5	N/A	8.25	
9.1	What is the current condition of the furniture?			3				Comments	0.75 <b>2.25</b>
	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 not easily reconfigurable. <i>LASA CAC additional comments: 1st floor furniture belongs to LBJ, not LASA.</i>	
9.2	How well does furniture accommodate rapid reconfiguration of a space?			3				Comments	1.00 <b>3.00</b>
	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.							Furniture flexibility is generally adequate on the first floor, as the furniture is new. The second floor classroom furniture is typically the connected seat and desktop unit.	
9.3	Is the furniture ergonomic and size appropriate for grade level?			3				Comments	1.00 <b>3.00</b>
	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.							The first floor and second floors have appropriately sized furniture. <i>CAC comment: Actually, contrary to what is written in report, most of the LASA furniture is desk with attached chair combinations. In addition, there is not enough furniture, such that some students have to remain seated on the floor during a class. Recommend the rating be changed from a "4" to a "2."</i> (Note: this campus should be reviewed as one program. Some furniture is new at LBJ.) <i>LASA CAC additional comments: I say "3" for LASA.</i>	

10 - Environmental Quality		1	2	3	4	5	N/A	13.00	
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.								The majority of the spaces perform adequately. Some classes have older accordion partitions that perform poorly for function or acoustics.	
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 on the lower end. There is typically one or two small, punched openings per classroom. Many classrooms at the core of the building have no natural daylight.	



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 <b>3.00</b>
	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.												Due to the current design of the campus, the internal classrooms lack windows. The windows at exterior walls have small punched openings.	
10.5	Does the building have odor or pest problems?		2										Comments	1.00 <b>2.00</b>
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very Satisfactory N/A) Does not apply.												There are several areas through out the building that smell of mold and mildew. The most notable area are the basement area and athletics. <i>CAC comment: The report should also reference the raccoon problem noted elsewhere. Not only are there raccoon droppings and urine stains on the 2nd floor ceiling, but there was an occasion when a raccoon actually dropped THROUGH the ceiling.</i>	

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 <b>2.50</b>
1) No 5) Yes		LASA CAC additional comments: No.							
11.2	Are shades provided to control natural light in learning spaces?			3				Comments	1.00 <b>3.00</b>
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.							Due to current design the number of classrooms that have natural daylight is limited. The classrooms that do have windows, have blinds that are in poor condition.		
11.3	What is the quality of lighting controls in the classrooms?	1						Comments	1.00 <b>1.00</b>
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.							The conditions vary, but most classes are single switch.		



1.2 Courtyard







2.1 Corridor









3.16 Cafeteria



DRAFT



4.6 Potential Interaction



5.1 Library



8.1 Storage