

APPENDIX IX – 1



MULTI-YEAR FACILITIES PLAN

Tucson Unified School District

Based on the results of the assessments using the FCI and the ESS, the District shall develop a multi-year plan for facilities repairs and improvements

USP IX (A) (1-3)

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MULTI-YEAR FACILITIES PLAN

I. USP LANGUAGE

USP section IX (A) (1-3) states:

In addition [to developing the Facilities Condition Index (“FCI”)], by July 1, 2014, the District shall develop an Educational Suitability Score (“ESS”) for each school that evaluates: (i) the quality of the grounds, including playgrounds and playfields and other outdoor areas, and their usability for school-related activities; (ii) library condition; (iii) capacity and utilization of classrooms and other rooms used for school-related activities; (iv) textbooks and other learning resources; (v) existence and quality of special facilities and laboratories (e.g., art, music, band and shop rooms, gymnasium, auditoriums, theaters, science and language labs); (vi) capacity and use of cafeteria or other eating space(s); and (vii) current fire and safety conditions, and asbestos abatement plans.

The District shall assess the conditions of each school site biennially using its amended FCI and the ESS.”

Based on the results of the assessments using the FCI and the ESS, the District shall develop a multi-year plan for facilities repairs and improvements with priority on facility conditions that impact the health and safety of a school’s students and on schools that score below a 2.0 on the FCI and/or below the District average on the ESS.

The District shall give the next priority to Racially Concentrated Schools that score below 2.5 on the FCI.

II. DEFINITIONS

Multi-Year Facility Plan (MYFP) – A Capital Improvement Program (CIP) derived from the priority needs for major repairs and improvements to be completed by the District based on the FCI and ESS scores.

Facility Condition Index (FCI) – Rates the condition of school buildings along multiple structural dimensions and provides a composite score for each school’s condition.

Educational Suitability Score (ESS) - Rates the suitability to provide an equitable education of all facilities that house educational programs, using the seven factors identified by the USP.

Racially Concentrated School (RCS) - A racially concentrated school is any school in which any racial or ethnic group exceeds 70% of the school's total enrollment, and any other school specifically defined as such by the Special Master in consultation with the Parties.

III. EXECUTIVE SUMMARY

Based on the results of the assessments using the FCI and ESS, the District is utilizing this multi-year plan for facilities repairs and improvements pursuant to the USP's requirements.

The FCI is completed but is a living document that is updated as improvements to facilities are completed. The data is available on all schools, and the District will utilize this living document to establish and assist in prioritizing the District's Capital Improvement Projects (CIP). The FCI is the primary tool the district uses to prioritize the CIP. For purposes of the MYFP, the data is a snapshot and will be refreshed every two years from the living document.

The ESS Rubric was ready for review by the Superintendent's Leadership Team at the end of the 2013-14 school year. During this review, the plan to have the ESS information collected on a self-evaluation format was transformed in the Fall of 2014 into a new data collection process. In November 2014 the leadership team finally approved the process. As a part of this process, survey teams were established and data collection was completed in January and February, 2015. The District will analyze the data collected and utilize that analysis to inform any adjustment of the MYFP as may be needed. The ESS is a living document, and will be refreshed every two years, similar to the FCI.

In implementing the Multi-Year Facility Plan, TUSD shall, at a minimum:

- Refresh the FCI data and assure that the data reflected is current and accurate. The document will be refreshed every two years.
 - Attachment A – FCI Value Index explains the scores.
 - Attachment B – FCI Data is a copy of the FCI data as of Feb 20, 2015.
- Refresh the ESS data and assure that the data reflected is current and accurate. The document will be refreshed every two years.
 - Attachment D – ESS Rubric is the scorecard for the ESS evaluation. The second page explains the scores.
 - Attachment E – ESS Data is a copy of the ESS data as of Feb 20, 2015.
- Create a prioritized list of schools based on the lowest overall FCI score to rank schools that have the same FCI score.
 - Attachment C – FCI Data Analysis lists all schools along with their FCI score. The category scores are the raw (unweighted) scores. The overall score is a weighted average. The weighting percentages are in the first row.

- Develop a multi-year plan that addresses the physical and education needs of District facilities assuring priority is given to schools where the needs are greatest. Consideration will be given schools that are Racially Concentrated to assist the District in meeting its USP obligations.
 - Attachment F – 2015-17 Multi-Year Plan Prioritization shows the order in which schools will be repaired based on FCI scores
 - Attachment G – 2015-17 Multi-Year Plan Prioritization shows the order in which schools will be repaired based on ESS Scores
- Bi-annually TUSD will update the Multi-Year Facilities Plan to provide a new three year projection. In effect, the Multi-Year Facilities Plan will be followed for two years, at which time a new plan will be created based on the updated FCI and ESS scores.

IV. BACKGROUND

The mission of the TUSD Operations Division is to provide facilities that are clean, safe, energy efficient, sustainable, comfortable, and conducive to efficient and effective educational and support activities, and to protect students, employees, grounds, and property. Facilities Operations aims to provide consistent, reliable data and a transparent, easy to follow program that will enable the District to effectively and efficiently manage the facility capital program.

Repair and maintenance priorities are those that require both significant planning and funding. TUSD active facilities include 49 elementary schools, 10 middle schools, 10 high schools, 13 K-8 schools, five alternative schools, 2 early learning facilities, and various administrative/support buildings. The total of school and administrative support space throughout the TUSD (including portable buildings) is over 9 million square feet.

A component-by-component assessment of the District's buildings, grounds, and equipment assists the Operations Division in long range budget planning and projections for the District. A prioritized list of needs and resources helps the Operations Staff communicate facility needs to Finance & Budget, Administration and the Board.

FCI and ESS Development: In 2013 and 2014, the District amended the original FCI and developed the ESS rubric¹ with input from the Special Master and Plaintiffs as required by the USP. In the winter of the 2013-14 school year, the District reassessed its facilities using the FCI. After presenting the footprint for the ESS in the fall of the 2014-15 school year for internal review, the District made changes to allow for review from Curriculum, Safety and Security. The process of evaluations was changed to be independent from the direct site or school staff. The evaluation for each site started with a discussion with the site administrator following a pre-established set of questions. The ESS rubric was completed by a diverse group of District Administrators² and was ready for review as the 2013-14 school year was ending.

With the start of the 2014-15 school year, the effort to have the ESS Rubric and implementation reviewed once again was moving forward. Based on the first review by the Superintendent's Leadership Team, a new data collection process was developed.

Final approval was given by the leadership teams to a plan that utilized available experienced educators to perform the needed surveys instead of self-evaluation.

The District submitted the ESS rubric for Special Master and Plaintiff comments on October 28, 2014. Questions from the Special Master and Plaintiffs were answered in November, 2014, and the weighted ESS categories were finalized and approved December 2014.

Evaluation Teams³ were established and data collection was completed in January and February, 2015.

The FCI and ESS are living documents, meaning the scores will change as facility improvements are made and also will change as the facility ages. These two tools will compliment each other, first getting an accurate snapshot of the building condition from the FCI, and then showing the impact that certain areas of disrepair have on the learning environment.

The Facility Condition Index (FCI): The FCI data is the focus for building improvement and replacement. FCI determines the "status" of the facility at any a given time. It provides a clear, accurate and detailed view of the facilities with an accurate baseline of the current conditions and remaining system life of the district building assets. The age of an asset is recorded on the FCI and is considered when scoring a particular asset. The FCI answers the following questions:

- What is the current condition of our facilities?
The lower scores of 1.0 through 2.5 indicate a facility is in poor condition. Middle scores are 2.5 to 3.0. A score above 4 indicates a facility is in good condition.
- How do we improve the index ratings and thus current conditions?
The conditions, or categories, that have a low score are given priority for improvements, replacement, and construction projects. Once completed, the score is re-evaluated. If a score of 1.0 is replaced with a 4 or 5 after completion of the improvements, the overall score will increase as well. The extent of the increase in score will depend on the weight given to that particular category.
- Is our level of funding appropriate?
Funding should match the life cycle of a facility's components. For example, if a roof has a life cycle of 15 years with normal repair and normal wear, then a new roof should be constructed toward the end of the 15 years. If the roof reaches 20 years, that would suggest funding has not been available to address the FCI concerns.
- Given a particular budget, what will happen to the condition of our assets over time?

As assets age, the FCI score declines. If funding is adequate, the assets are repaired/replaced before the FCI score gets too low. If funding is insufficient, the overall scores will deteriorate over time.

- What should we do first?
After addressing any health and safety issues, we should always address the lowest scores first. This will reflect not only priority, but adequate budget and appropriate budget decisions as well.

TUSD deployed teams comprised of architectural, mechanical (including HVAC and plumbing), civil, structural, and electrical assessors that collected and updated building conditions at each facility. This process included site and drainage systems, play equipment, parking areas, structure, roofing, interior, mechanical, plumbing, electrical, communication, alarm, life safety, ADA, and technology systems. In addition, these field teams were tasked with evaluating the condition of existing fixtures and equipment and working with district staff to determine compliance.

The FCI uses the following categories to reflect the general condition of the buildings:

- Building & Structure
- Building Systems
- Roofing
- Technology/Communication Systems
- Special Systems
- Grounds
- Parking Lots and Drives

Educational Suitability Score (ESS): The ESS uses a functional equity approach that evaluates instructional, library, performance, physical education, and support spaces to measure a facility's suitability to provide an equitable education. The Educational Suitability Assessment team, made up of experienced educators and administrators, was trained for two days on the concepts, and routinely met to discuss issues of importance for consistency as they recorded conditions at each facility.

The ESS uses the following categories to reflect the suitability of the facility:

- PE Interior and Outdoor Space
- Media Center
- General Classroom/Flexible Learning Space
- Kindergarten
- Early Childhood Classrooms
- Self-Contained Classroom
- Instructional Resource Rooms
- Non-instruction Space
- Science
- Fine Arts, Music, Art Rooms
- Computer Lab and Technology
- Safety and Security

- Textbooks/Learning Resources

The ESS is a sum of the values for each educational suitability criteria question addressed. It is then weighted for total possible points (5). Educational suitability criteria questions were based on the function of the facility assessed: elementary, middle, high, K-8, K-12 or vocational.

The data collected from both the FCI and the ESS identifies if a school has major overall needs (overall FCI score less than 2.0) and specific categorical needs (individual FCI scores less than 2.0 in one or more categories). The MYFP Implementation Process, through the FCI, assures Racially Concentrated Schools are not overlooked and are given a higher level of consideration. The findings of the analysis reported in Attachments F and G will be programmed into the work of the Facilities Department to assure the overall effort of the Multi-Year Facility is consistently supported by the maintenance and repair work. This will assure the District is addressing its most critical needs in an equitable manner.

Strategic Plan: TUSD is involved in the First Year of a community-based Strategic Plan. To be successful in both the USP and the Strategic Plan, the District is focusing both plans in a common direction. The Strategic Plan Facilities goals are: 1) Green Planning, 2) Long-Range Facilities, 3) Preventative Maintenance, 4) Technology Plan and 5) Safety and Security. The Strategic Plan will utilize the USP tools, including the FCI, the ESS and the TCI, to support the Goals.

I. ROLES AND RESPONSIBILITIES

The TUSD Architecture and Engineering (A&E) department is responsible for design and construction services for new school facilities; additions to existing schools; renewals (renovations) of existing school facilities; completion of capital improvement work orders; minor facility improvements; and the purchase, installation, and relocation of temporary classroom facilities. The A&E department provides project and construction management services and on-site inspection staff to guarantee quality assurance of TUSD projects.

A&E will manage any project suggested by the MYFP, with specific direction coming from the A&E Program Manager and Senior Project Manager. A&E developed the Facility Conditions Index, and will continue to maintain it. The Educational Suitability Score was developed by a diverse group of District administrators, who are identified under References in this document. It will be maintained by the A&E Senior Project Manager.

A&E will update District leadership, the Governing Board, Plaintiffs, and the Special Master on the status of the FCI, ESS, and the Multi-Year Facility Plan as part of the Annual Report. A&E will be responsible for providing responses to any questions.

A&E and the Chief of Operations will provide any changes to this plan for inclusion in the USP Annual Report.

II. FACILITES FUNDING

School facilities should be designed and maintained to provide an effective learning environment that is educationally adequate to deliver the curriculum. There must be good communication between facilities planning, design and construction, and facilities maintenance. Finally, processes to enable feedback from the operations and maintenance of facilities to planning and design are important to enhance the quality of new and renovated schools.

The TUSD Facilities Division is part of TUSD Operations as is TUSD Architecture & Engineering (A&E), which is where the budgets for significant school or building repair or improvement projects are developed.

Although the Multi-Year Facilities Plan is managed through the idea of preventative maintenance and successful repair, it is the major projects that significantly change a school's Facility Condition Index (FCI). Typical funding for these projects can come from, but are not limited to, available Capital Funds (610), Outlay or Capital Overrides, School Bonds, Adjacent Ways (Fund 620), and Desegregation Funds. To a lesser degree projects are either partially funded or could be funded from Gifts and Donations, Grants, or SFB (School Facilities Board) Building Renewal Grants. These later three are directed funds from the donor, with no allowance for change or flexibility to choose the recipient building or department. To a lesser degree, both Bonds and Desegregation have limited direction, but require steps for compliance.

Controls for district spending come from The Uniform System of Financial Records (USFR). The USFR has been developed by the Office of the Auditor General and the Arizona Department of Education pursuant to Arizona Revised Statutes (A.R.S.) §15-271. The USFR prescribes the minimum internal control policies and procedures to be used by Arizona school districts for accounting, financial reporting, budgeting, attendance reporting, and various other compliance requirements. These policies and procedures are in conformity with generally accepted practices and federal and state laws. However, districts may use alternative policies and procedures if they provide the same level of internal control over accounting, financial reporting, and compliance with state and federal laws.

This MYFP is dependent on having adequate funding.

- A. Capital Funds** – Fund designated for any capital expenditure including capital overrides. These funds, once placed into Fund 610 are discretionary funds for capital or facilities improvements or repairs, and capital purchases.
- B. School Bonds** - If a district determines that it has needs beyond the capacity of the district's maintenance and operations budget, it may suggest that the board issue a bond. The school board decides whether or not to call a bond election for part or all of the items initially identified by the district staff. The District currently has no outstanding bonds.
- C. Adjacent Way Funds** - Fund designated for expenditures related to the improvement of public ways adjacent to school property.

- D. Desegregation Funds** - These funds are provided pursuant to A.R.S. §15-910(g) through district levy of specific taxes. Funds are used by the district as directed by the Unitary Status Plan, or as otherwise permitted by that statute.
- E. Gifts and Donation** – These Funds (530) consist of donations to the School District. Some are specific, and the donor’s request must be followed if the monies are accepted. Others have no direction, and may be used at the District’s discretion on how they benefit the school(s).
- F. School Facilities Board (SFB) Monies** - These monies can be used for major renovations and repairs of a building, for upgrades to building systems (e.g. heating, cooling, plumbing, etc.) that will maintain or extend the useful life of a building, and for infrastructure costs. The School Facilities Board distributes building renewal monies in the form of a grant on each project they deem appropriate. These funds are not discretionary, and must be used in accordance with the grant and SFB regulated processes. ARS §15-2002.A.3 requires the SFB to perform preventative maintenance inspections on 20 school districts every 30 months.

III. IMPLEMENTATION PROCESS

The first priority for major repairs, renovations, and replacements must be the facility conditions that impact the health and safety of a school’s students and staff. Those items cannot wait for a bi-annual review. They will be addressed as they occur, or as they are identified as a safety issue, and will always be completed ahead of whatever condition is next on the prioritized list, consistent with the USP.

MYFP provides a prioritized list of needed repairs, renovations, and replacements that should be addressed. Depending on the available budget, the repairs will be completed in the order defined by the MYFP, following the guidelines stated in the USP. Once the budget is exhausted, further repairs will be deferred to the following fiscal year when funds become available.

The USP language gives priority to schools with an ESS score below the District average. By definition, that would always be roughly half of the schools. Because recommendations were made to have the ESS be similar in process to the FCI, such as making the ESS a weighted system to give priorities to important components, it also makes sense to treat the ESS in the same manner as the FCI in evaluating school priorities. We are, therefore, using the same threshold of 2.0 for the first priority of schools. If this is not the intent of the court, the District will adjust the process accordingly.

The process to blend the FCI and ESS list of priorities was difficult. When the process was first outlined, the FCI and ESS scores were reviewed together. In the first selection, there were no schools below 2.0. That meant completing all ESS components below 2.0 before anything could be completed on the FCI. It appeared to give more emphasis to the ESS. The solution proposed by the District is to keep the lists separate, and to budget for them separately.

The Special Master requested that the process for developing key plans include more up-front collaboration with the Plaintiffs in order to reduce conflict toward the end of the process and to facilitate completion and agreement on this plan. The Plaintiffs have been involved in determining key components of the FCI and ESS, as well as participating in the ESS audits.

The process will follow the steps outlined below. A graphical view of the process is also provided.

FCI Process Flow:

1. As stated earlier, The FCI and ESS are living documents, being constantly updated as repairs are completed. Repairs are communicated through the A&E group, who in turn updates the FCI. In order to avoid a constantly fluctuating plan, the first step in creating the MYFP must be to “freeze” the assessments by identifying a specific point in time, then ignoring any changes until the first formal review is completed. The USP requires the formal reviews to be every two years. For the first release of the prioritized list of the MYFP, the copies of the FCI and ESS will be dated February 20, 2015.
2. A list of schools will be compiled whose overall FCI score is below 2.0. (note: There are no overall scores below 2.0 as of February 2015).
3. The components of all of the listed schools must be reviewed to understand what is causing the scores to be low.
4. The A&E team will determine which of the components will have the most impact on improving the schools based on the budget available. They will have some discretion to choose the projects that will have the biggest impact, but must justify their decisions based on the ranking of the schools.
5. The A&E team will work with Facilities to complete the selected repairs, renovations, and improvements.
6. After all schools with FCI scores below 2.0 have been repaired, a list of Racially Concentrated schools will be compiled whose FCI score falls below 2.5. The District will repeat steps 3-5 for the Racially Concentrated schools.
7. If budget permits, all Racially Concentrated schools with FCI scores below 2.5 to be repaired, the District then will select the remaining school with the lowest overall FCI score and repeat steps 3-5 for that school.
8. Repeat Step 7 until the bi-annual review of the Multi-Year Plan and start again with Step #2.

ESS Process Flow

1. The first step must be to “freeze” the assessment by taking a point in time, then ignoring changes to the living document until the first formal review. The USP requires the formal reviews to be every two years. For the first release of the prioritized list of the MYFP, the ESS will be dated February 25, 2015. Some of the evaluations have not yet been received

by the District. Those schools are listed as “Waiting for Update”. Attachments E and G will be updated once all evaluations are received.

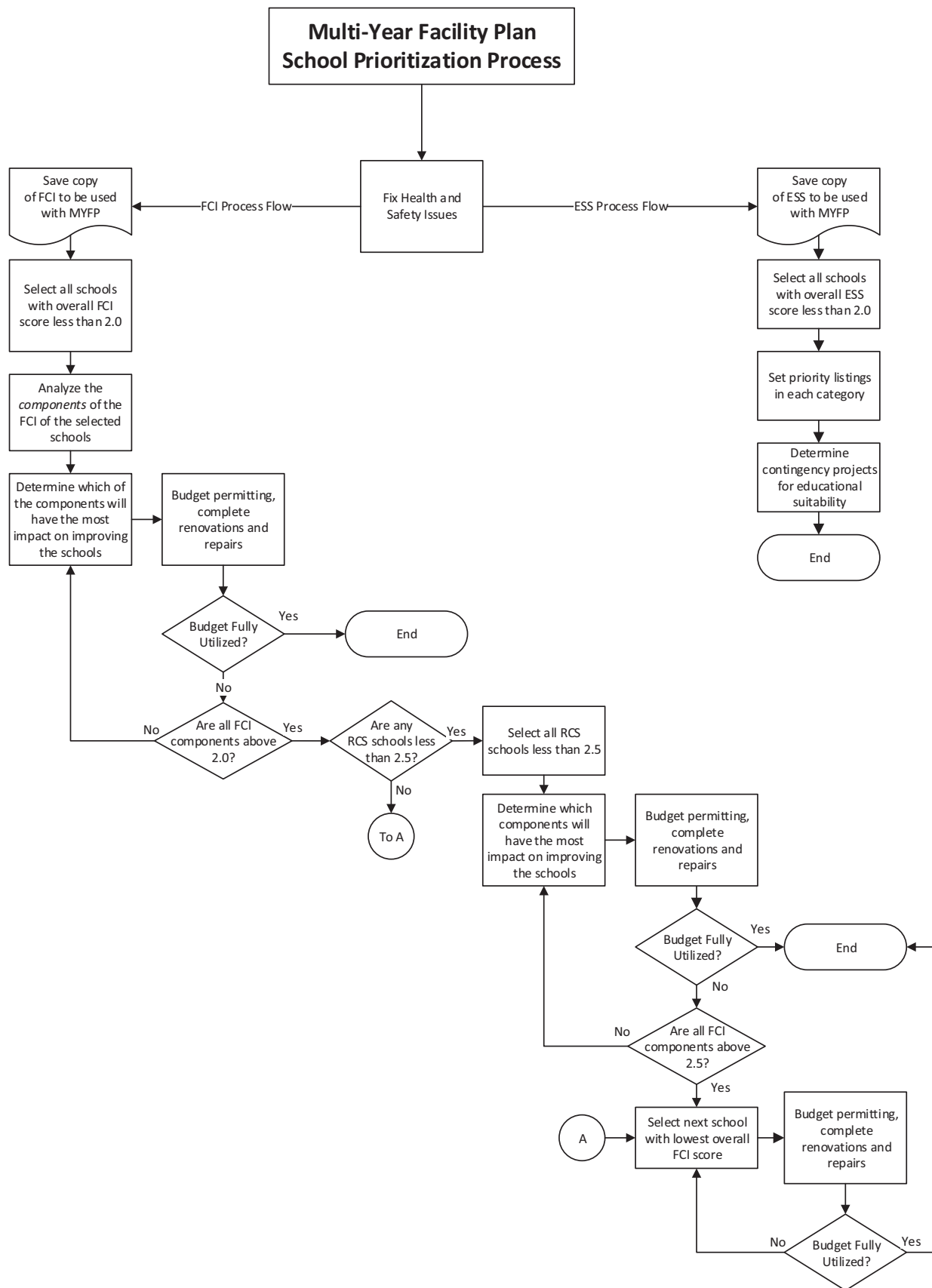
2. A list of schools will be compiled whose overall ESS score is below 2.0 and listed in ascending order of the actual overall ESS score.
3. The components of all of the listed schools must be reviewed to understand what is causing the scores to be low.
4. The Curriculum team will determine which of the components will have the most impact on improving the schools based on the budget available. They will have some discretion to choose the projects that will have the biggest impact, but must justify their decisions based on the ranking of the schools.
5. The Curriculum team will work with A&E and Facilities to complete the selected repairs, renovations, and improvements.
6. If budget permits all schools with ESS scores below 2.0 to be repaired, the District then will select the remaining school with the lowest overall ESS score and repeat steps 3-5 for that school.
7. Repeat Step 6 until the bi-annual review of the Multi-Year Plan and start again with Step #2.

Priority between FCI and ESS projects

The decision between which ESS and FCI projects will be undertaken first will be based on a number of conditions. Having appropriate funding is the largest and most important component. The FCI protects the District’s ESS investments, keeping both them and the building’s students and employees safe, sound and without exposure to the elements. Additionally, ESS and FCI improvements often overlap where some improvements within FCI will be seen in ESS. For this reason the FCI naturally will take priority over the ESS until all overall FCI scores are over 3.0. It is the district’s intent to be ready to address ESS issues, although these typically are funded out of contingency funds rather than facilities budgets.

In times when TUSD has limited capital funds, the FCI will take priority, and in times of normal funding, or when School Bonds are approved, the decision tree likely will permit improving both.

Experience has shown that it is difficult to calculate the cost of correcting items such as classrooms that are sized incorrectly, spaces with inappropriate adjacencies, the lack of a variety of teaching and learning spaces, etc. A priority plan was developed for suitability improvements based on the overall suitability score of a particular school and team experience in correcting the overall deficiencies based on that score. Low Suitability Scores for each facility are included in Attachment G and should serve as a starting place for long range planning.



REFERENCES

¹ The ESS committee started by reviewing the existing TUSD Education Specification Standards for Elementary/K-8/Middle and High Schools. The criteria used by School Facilities Board (SFB) when reviewing schools was also examined and discussed. TUSD Planning Department provided information regarding square footage and capacity calculations.

As this ESS tool was unfamiliar to TUSD Staff, the group decided to look to the internet to see if other school districts across the nation had developed such a plan. The format that the Houston School District in Texas used was the model that was determined to be the best fit for evaluating our schools here in Tucson.

ESS Committee searched to see what type of ESS Tools were being used at other school districts across the nation. These were the reports we reviewed:

Facilities Inventory & Classification System – Kentucky School Score Report

Baltimore County Public Schools Facility Assessment – William C. March Middle School

Wyoming Department of Education Statewide School Facilities Assessment

Educational Suitability & Tech Readiness Reference Guide for Houston Independent School District. (This one from Houston is what we modeled our rubric off of).

² ESS Committee of TUSD Administrators

- Sue Heathcote – Committee Lead, Senior Project Manager
- Martha Taylor – Director, Advanced Learning
- Amy Cislak – Asst. Principal, University High
- Brian Lambert – Program Manager, Student Equity
- Holly Colonna – Director, Guidance, Counseling, Prevention
- Karen Ward - Counselor
- Bob Kramer – Ed. Tech. Intergration Specialist
- Chuck McCollum – Coordinator, Career Technology Education
- Karl Oxnam – Resource Teacher, Career Technology Education
- Herman House – Director, Interscholastics
- Red Morrow – Program Coordinator, Interscholastics
- Joan Gilbert – Program Coordinator, Science
- Carolyn Eldridge – Dir. Int. Elem & K8 Leadership
- Joan Ashcraft – Director, Fine Arts Department
- Susan Pearson – Textbook Specialist

³ ESS Evaluations Teams:

Team 1:

- Richard Gastellum
- Barbara Sotomayer
- Sheila Govern

Team 2:

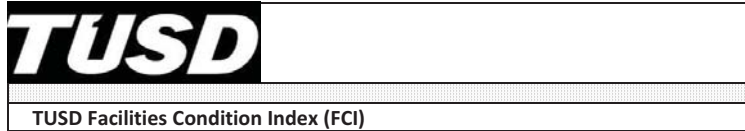
- Vivi Watt
- Dan Gastellum

Team 3:

- Frank Moraga
- Miguel Ortega

Team 4:

- John Michel
- Kelly Langford
- Carolyn Eldridge



VALUE INDEX


Excellent Condition = 5 A facility or building system of the facility with a rating of value of “5” would be a building or element that is new or that has been renovated to as close to new as could be expected. The element that is new or that has been renovated to be as close to new as could be expected the facility should fully support and enhance the educational mission.

Good Condition = 4 A facility or building system of the facility with a rating of value of “4” would be a building or element that has been properly maintained or renovated to a condition that regular preventative maintenance and regular life cycle replacement has kept the facility or building element is better than average condition. The facility should support the needs of the educational mission.

Acceptable Condition = 3 A facility or building system of the facility with a rating of value of “3” would be a building or element that has been maintained to a condition that regular preventative and attention to work orders keep the facility or element in acceptable condition. Along with regular life cycle replacement the facility can be maintained in acceptable condition. The facility should fully support and enhance the educational mission.

Fair Condition = 2 A facility or Building system of the facility with a rating of value of “2” would be a building or element that has been maintained to a condition that it is usable but requires attention to work orders to keep the facility or element operational. The facility condition should have a minimal impact on the educational mission.

Poor Condition = 1 A facility or building system of the facility with a rating of value of “1” would be a building or element that has not been well maintained or has aged to the point that replacement should be considered prior to any renovation work. There will be no signs of preventative maintenance or life cycle replacement and there are numerous work orders trying to keep the facility or element viable. The facility condition would present challenges to accomplishing the educational mission.

School #		Building Square Footage	Site Conditions				Building Conditions						FCI (WEIGHTED AVG)	Racially Concentrated School
			Grounds	Parking Lots & Drives	Roofing	Building & Structure	Environment	Building Systems	Classroom A/C	Special Systems	Tech/ Comm Systems			
CATEGORY WEIGHTS			5%	5%	20%	30%	<input checked="" type="checkbox"/>	20%	<input checked="" type="checkbox"/>	5%	15%	100%		
ELEMENTARY SCHOOLS														
120	BANKS ES	53,968	4.30	3.00	3.00	3.00	<input checked="" type="checkbox"/>	3.65	<input checked="" type="checkbox"/>	3.67	4.00	3.38		
327	OYAMA ES	53,968	3.60	3.00	3.00	3.00	<input checked="" type="checkbox"/>	3.20	<input checked="" type="checkbox"/>	4.33	4.00	3.29	*	
185	DAVIDSON ES	34,542	4.31	3.00	3.00	3.00	<input checked="" type="checkbox"/>	3.25	<input checked="" type="checkbox"/>	3.33	4.00	3.28		
266	JOHNSON PRIMARY ES	52,581	4.70	3.00	3.00	3.00	<input checked="" type="checkbox"/>	2.65	<input checked="" type="checkbox"/>	3.33	4.10	3.20		
128	BLOOM ES	40,726	2.78	3.00	4.00	3.00	<input checked="" type="checkbox"/>	2.83	<input checked="" type="checkbox"/>	3.67	3.00	3.19		
440	WARREN ES	34,899	3.20	3.00	4.00	3.00	<input checked="" type="checkbox"/>	2.45	<input checked="" type="checkbox"/>	3.33	3.40	3.18	*	
287	LYNN/URQUIDES ES	72,904	3.50	3.00	3.00	3.00	<input checked="" type="checkbox"/>	2.90	<input checked="" type="checkbox"/>	3.67	3.70	3.14	*	
295	MARSHALL ES	46,122	3.31	3.00	4.00	3.00	<input checked="" type="checkbox"/>	2.25	<input checked="" type="checkbox"/>	4.00	3.00	3.12		
231	GRIJALVA ES	53,918	4.05	3.00	3.00	3.00	<input checked="" type="checkbox"/>	2.45	<input checked="" type="checkbox"/>	4.33	3.70	3.11	*	
323	OCHOA ES	37,580	4.34	3.00	3.00	3.00	<input checked="" type="checkbox"/>	3.00	<input checked="" type="checkbox"/>	3.33	3.20	3.11	*	
170	COLLIER ES	33,502	2.55	3.00	4.00	3.00	<input checked="" type="checkbox"/>	2.45	<input checked="" type="checkbox"/>	3.67	3.00	3.10		
455	WHITMORE ES (#WHIT ANNEX)	46,675	2.45	3.00	4.00	3.00	<input checked="" type="checkbox"/>	2.05	<input checked="" type="checkbox"/>	3.33	3.40	3.06		
143	BORTON ES	33,988	4.09	2.00	3.00	3.00	<input checked="" type="checkbox"/>	3.00	<input checked="" type="checkbox"/>	3.67	3.00	3.04		
290	MALDONADO ES	43,450	3.09	3.00	3.00	3.00	<input checked="" type="checkbox"/>	2.45	<input checked="" type="checkbox"/>	3.33	3.70	3.02	*	
275	KELLOND ES	55,306	3.84	3.00	3.00	3.00	<input checked="" type="checkbox"/>	2.45	<input checked="" type="checkbox"/>	4.00	3.10	3.00		
449	WHITE ES	65,683	3.76	3.00	3.00	3.00	<input checked="" type="checkbox"/>	2.45	<input checked="" type="checkbox"/>	3.33	3.20	2.97	*	
410	SOLENG TOM ES	46,710	3.05	1.00	4.00	3.00	<input checked="" type="checkbox"/>	2.25	<input checked="" type="checkbox"/>	3.33	3.00	2.97		
311	MISSION VIEW ES	45,097	4.34	3.00	3.00	3.00	<input checked="" type="checkbox"/>	2.40	<input checked="" type="checkbox"/>	3.33	3.00	2.96	*	
245	HOWELL ES	42,967	3.16	3.00	3.00	3.00	<input checked="" type="checkbox"/>	2.45	<input checked="" type="checkbox"/>	3.33	3.20	2.94		
413	STEELE ES	42,293	3.56	3.00	3.00	3.00	<input checked="" type="checkbox"/>	2.73	<input checked="" type="checkbox"/>	2.33	3.00	2.94		
203	DRACHMAN ES	36,007	2.95	3.00	2.00	3.00	<input checked="" type="checkbox"/>	2.25	<input checked="" type="checkbox"/>	4.00	4.60	2.94	*	
140	BORMAN ES	40,473	4.25	3.00	3.00	3.00	<input checked="" type="checkbox"/>	1.45	<input checked="" type="checkbox"/>	4.00	3.80	2.92		
435	VESEY ES	56,598	3.60	2.00	3.00	3.00	<input checked="" type="checkbox"/>	2.63	<input checked="" type="checkbox"/>	3.33	3.00	2.92	*	
251	HUDLOW ES	42,277	3.01	3.00	3.00	3.00	<input checked="" type="checkbox"/>	2.45	<input checked="" type="checkbox"/>	3.00	3.20	2.92		
191	DAVIS MAGNET ES	35,770	3.80	3.00	3.00	3.00	<input checked="" type="checkbox"/>	2.25	<input checked="" type="checkbox"/>	3.00	3.20	2.92	*	
167	CAVETT ES	54,919	3.50	3.00	3.00	3.00	<input checked="" type="checkbox"/>	2.45	<input checked="" type="checkbox"/>	3.67	2.80	2.92	*	
238	HENRY ES	34,778	3.75	3.00	3.00	3.00	<input checked="" type="checkbox"/>	2.05	<input checked="" type="checkbox"/>	3.33	3.20	2.89		
161	CARRILLO ES	53,260	2.90	3.00	3.00	3.00	<input checked="" type="checkbox"/>	2.25	<input checked="" type="checkbox"/>	2.33	3.40	2.87	*	
419	TULLY MAGNET ES	54,883	2.55	3.00	3.00	3.00	<input checked="" type="checkbox"/>	2.25	<input checked="" type="checkbox"/>	3.33	3.00	2.84	*	
257	HUGHES ES	26,642	3.48	3.00	3.00	3.00	<input checked="" type="checkbox"/>	2.25	<input checked="" type="checkbox"/>	2.33	3.00	2.84		
417	TOLSON ES	50,218	3.94	3.00	3.00	3.00	<input checked="" type="checkbox"/>	2.05	<input checked="" type="checkbox"/>	2.00	3.20	2.84	*	
461	WRIGHT ES	50,283	2.81	3.00	3.00	3.00	<input checked="" type="checkbox"/>	2.45	<input checked="" type="checkbox"/>	2.00	3.00	2.83		
218	FORD ES	38,477	2.34	3.00	3.00	3.00	<input checked="" type="checkbox"/>	2.00	<input checked="" type="checkbox"/>	3.67	3.20	2.83		
395	SEWELL ES	40,617	3.78	4.00	2.00	3.00	<input checked="" type="checkbox"/>	2.45	<input checked="" type="checkbox"/>	3.33	3.00	2.80		
215	ERICKSON ES	51,352	2.95	3.00	2.00	3.00	<input checked="" type="checkbox"/>	2.45	<input checked="" type="checkbox"/>	3.00	3.40	2.75		
317	MYERS/GANOUNG ES	64,822	2.78	1.00	3.00	3.00	<input checked="" type="checkbox"/>	2.25	<input checked="" type="checkbox"/>	3.00	3.00	2.74		
225	FRUCHTHENDLER ES	39,318	3.05	3.00	2.00	3.00	<input checked="" type="checkbox"/>	2.45	<input checked="" type="checkbox"/>	3.33	3.00	2.71		
353	ROBISON ES	41,308	4.50	2.00	2.00	3.00	<input checked="" type="checkbox"/>	2.25	<input checked="" type="checkbox"/>	3.33	3.00	2.69	*	
443	WHEELER ES	51,082	3.36	2.00	2.00	3.00	<input checked="" type="checkbox"/>	2.45	<input checked="" type="checkbox"/>	2.33	3.20	2.65		
179	CRAGIN ES	60,557	3.81	2.00	2.00	3.00	<input checked="" type="checkbox"/>	2.25	<input checked="" type="checkbox"/>	2.67	3.00	2.62		
239	HOLLADAY ES	37,545	3.80	3.00	2.00	3.00	<input checked="" type="checkbox"/>	2.25	<input checked="" type="checkbox"/>	2.67	2.60	2.61		
308	MILLER ES	44,952	2.93	1.00	1.00	3.00	<input checked="" type="checkbox"/>	2.80	<input checked="" type="checkbox"/>	2.67	3.70	2.54	*	
431	VAN BUSKIRK ES	52,043	2.73	3.00	1.00	3.00	<input checked="" type="checkbox"/>	2.65	<input checked="" type="checkbox"/>	3.00	3.00	2.52	*	
The following elementary schools are below the 2.50 rating														
293	MANZO ES	41,826	3.65	2.00	3.00	2.00	<input checked="" type="checkbox"/>	2.25	<input checked="" type="checkbox"/>	2.33	3.00	2.50	*	
228	GALE ES	33,628	3.70	3.00	2.00	2.00	<input checked="" type="checkbox"/>	2.65	<input checked="" type="checkbox"/>	3.00	3.00	2.46		
125	BLENMAN ES	64,072	3.80	2.00	1.00	3.00	<input checked="" type="checkbox"/>	2.55	<input checked="" type="checkbox"/>	3.33	2.60	2.46		
281	LINEWEAVER ES	43,692	3.61	2.00	2.00	2.00	<input checked="" type="checkbox"/>	2.80	<input checked="" type="checkbox"/>	2.67	3.00	2.42		
131	BONILLAS MAGNET ES	50,340	4.10	2.00	2.00	2.00	<input checked="" type="checkbox"/>	2.20	<input checked="" type="checkbox"/>	4.00	3.00	2.39	*	
211	DUNHAM ES	36,389	2.70	2.00	1.00	3.00	<input checked="" type="checkbox"/>	2.45	<input checked="" type="checkbox"/>	2.33	3.00	2.39		
K-8 SCHOOLS														

Attachment D - ESS Rubric

EDUCATIONAL SUITABILITY SCORE (ESS)

Educational Suitability Score (ESS)

1	Poor Condition An area that is missing any one of the safety components and less than 50% of other components This area would not support or enhance the educational goals of TUSD. This score requires priority status 1 for safety issues.	2	Fair Condition An area that meets all of the safety components and at least 60% of other components This area would only partially support or enhance the educational goals of TUSD.	3	Acceptable Condition An area that meets all of the safety components and at least 75% of other components This classroom would support and/or enhance the educational goals of TUSD.	4	Good Condition An area that meets all of the safety components and at least 85% of other components This area would support and enhance the educational goals of TUSD.	5	Excellent Condition An area that meets all of the safety components and all of the other components This area fully supports and enhances the educational goals of TUSD.
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Security and Supervision

Component	Description	What to Look For
Lighting	The school site should be properly lit during morning hours and after hours. SCORE: 1 2 3 4 5	Paths, parking lots, walk ways and entrances to classrooms, gyms, cafeteria and other multipurpose rooms are well lit. Bathrooms and other outdoor entrances are easily seen for the public to use during events where natural light is not available. Comments:
Fencing	The school site should be properly fenced. SCORE: 1 2 3 4 5	The school site is appropriately fenced and gated. Entrances and egresses are limited, where appropriate. Comments:

Entry Points and Access Control	Points of entry limit public access and are controlled for student & staff safety. SCORE: 1 2 3 4 5	Visitors enter into school through designated entry points only where they are greeted by an employee and assigned a visitor badge. School design or configuration allows for control of entrances to the school. Public entrances are easily supervised and controlled with a security vestibule or via front door camera/intercom system. Comments: The parent/carpool pick up/drop off should be clearly marked and monitored both before and after school. Signage must be visible. Comments:
Parent/Carpool Drop off	The school site should have an adequate location for parent /carpool drop offs and pick ups. SCORE: 1 2 3 4 5	The school bus pick up/drop off should be clearly marked and monitored both before and after school. Signage must be visible. Comments:
Bus pick up/drop off	The school site should have an adequate location for school bus pick up and drop off. SCORE: 1 2 3 4 5	Marked abutting crosswalks are identified to be specific for the location and size of the school and labeled and supervised before and after school. Comments:
Crosswalk	The school site should have adequate cross walks for the campus. SCORE: 1 2 3 4 5	Adequate signage or graphics direct the public to major spaces (entrance, gym, auditorium, etc...) of the school and grounds. Traffic and Parking signs are adequate to regulate visitor traffic. All buildings are identifiable from a distance and rooms are identified with numbers/signs. Comments:
Signage and way finding	Notable interior and exterior signage should be adequate for the needs of the school SCORE: 1 2 3 4 5	

Supervision	Hallways, Common areas should have adequate supervision at all times SCORE: 1 2 3 4 5	All students are supervised in classrooms, hallways and common areas. Administrators, teachers, and other staff members are utilized in providing this supervision. Comments: Every building will have fire/smoke alarms that are tested monthly for mandatory reported drills. The school has kept current with the monthly fire drills mandated by State Law. Lockdown drills are also practiced per board policy. Comments:
Emergency Alarm and drills	The buildings will have adequate fire and smoke detectors/alarms. The school has kept current with mandatory drills including lockdowns. SCORE: 1 2 3 4 5	Every building will have fire/smoke alarms that are tested monthly for mandatory reported drills. The school has kept current with the monthly fire drills mandated by State Law. Lockdown drills are also practiced per board policy. Comments:
Fire Marshall Reports	Compliance with Fire Marshall Inspection Reports. SCORE: 1 2 3 4 5	Main office maintains write ups and corrective actions taken for Fire Marshall reports. Comments:
Securable Door	Every room should have a working locking mechanism that can be locked from inside or outside of the classroom. SCORE: 1 2 3 4 5	Every employee should have the necessary keys or access control key cards to enter building during school hours, lock and unlock classroom doors and offices during the day. Comments:
Intercom system	Every room should have access to an intercom system. SCORE: 1 2 3 4 5	All classrooms, offices and areas frequented by students and staff will have working intercom or public address speakers. Administrators and designees will have phones connected to the intercom system and every school office will be equipped with a panic button that is integrated with the access control system (if so equipped). Comments:

Asbestos	<p>Areas of the school that contain asbestos have been identified.</p> <p>SCORE: 1 2 3 4 5</p>	<p>TUSD Facilities monitors the status of our buildings that contain asbestos material. Sites are inspected annually and conditions recorded. Main office of site maintains book identifying areas of asbestos material throughout the building.</p> <p>Comments:</p>
<p>Security & Supervision Total Points=</p>		

Non-Instructional Spaces

Component	Description	What to Look For
<p>Administration</p>	<p>Administrative spaces should be configured and equipped appropriately. Located for easy access and for ease of front door control.</p> <p>SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none"> • Administrative office/clerical space appropriate for size of school. • Adequate reception space for visitors. • Storage area for consumable materials and secured storage. • Adult restrooms. • Principals' office with space for meetings of four people. • Additional meeting space for 10 people. Faculty mailboxes have no public access. <p>Comments:</p>
<p>Cafeteria</p>	<p>A multi-purpose room or rooms capable of seating one-third of the capacity of the school for dining.</p> <p>SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none"> • The cafeteria has good circulation, routing, appropriate storage, and seating. • Is acoustically isolated. • There needs to be a space to store all the tables and chairs for multipurpose usage. • The area for the cafeteria line is designed for the flow of traffic for each lunch period and should allow all students adequate eating time during each lunch period. • Tables, benches and/or seats are designed to maximize space and allow flexibility in the use of the space. <p>Comments:</p>

<p>Food Service and Prep</p>	<p>Food service and prep spaces are appropriately sized and located. The kitchen area should have separate areas for pickup and delivery. There needs to be adequate storage and fixed equipment. SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none"> • The kitchen design reflects the different functions that occur in the area • Space is available for the preparation and refrigeration of the foods to accommodate maximum number of students planned for the school. • Office and changing space is available for the food preparation staff. • The restroom area for the food preparation staff is available and shall comply with local department of health requirements. • The delivery area is separate from other traffic and does not provide an unsecured access point into the school. • Safety equipment is available. <p>Comments:</p>
<p>Clinic</p>	<p>Each school will have a health clinic. SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none"> • desk • two patient beds • filing cabinets • ADA accessible restroom • Storage for dry and refrigerated medications <p>Comments:</p>
<p>Counseling</p>	<p>There will be an office area for the psychologist/counseling program which provides for confidentiality and may be shared with other support service programs. SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none"> • reception/waiting area to facilitate the confidential nature of counseling • office space to accommodate 4-6 students in a confidential setting • locked storage for student records • computer/printer for confidential material • phone for confidential call <p>Comments:</p>

<p>Custodial and Maintenance</p>	<p>There shall be an adequate Area for receiving supplies. Custodial closets with floor Mop and sink in each major Building area.</p> <p>SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none"> ● ground floor receiving area with direct access for delivery truck ● loading/unloading area ● shelving for bulk storage of equipment and supplies <p>Comments:</p>
<p>Students Restrooms</p>	<p>Restroom stalls shall be sufficient to accommodate the maximum planned enrollment and shall be located on campus to allow for supervision</p> <p>SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none"> ● restrooms are adequate in number and are located appropriately ● restrooms are well-ventilated ● floor and wall surfaces are washable ● fixtures are appropriate ● toilet and urinal partitions and one place for privacy ● restroom ratio should be 1 to 50 girls, 1 to 75 for boys <p>Comments:</p>
<p>Faculty Lounge/Work Space</p>	<p>The faculty shall have a space for dining with a lounge and work area</p> <p>SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none"> ● should be sized appropriately for the school ● work space should be equipped with a copier and include other instructional materials ● restrooms should be nearby and/or conveniently located near the teacher area ● work space should be separated to allow non-instructional time <p>Comments:</p>
<p>Book or Resource Storage</p>	<p>The school shall have storage for text , equipment and other Resources</p> <p>SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none"> ● textbook storage room(s) shall be on the first floor of the school and have adequate fixed casework with an adjustable shelving to allow convenient access and use <p>Comments:</p>
<p>Non-Instructional Total Points=</p>		

Early Childhood Classroom

Component	Description	What to look for
Environment	<p>Room should provide an inviting and stimulating environment for learning.</p> <p>SCORE: 1 2 3 4 5</p>	<p>Spatial Configuration (immovable): Does it support the instructional program?</p> <p>Lighting: Appropriate natural light/ lighting levels?</p> <p>Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms?</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Is it an inviting learning environment?</p> <p>Comment:</p>
Size	<p>Meet the square footage standards(restroom, storage, teacher prep, wet and dry areas) 650 to 800 SF.</p> <p>SCORE: 1 2 3 4 5</p>	<p>Allow for various areas of learning and play in the classroom</p> <p>Comments:</p>
Location	<p>Room should be appropriately located for the program.</p> <p>SCORE: 1 2 3 4 5</p>	<p>Room should be shielded from noise-producing activities and functions. Close access to fenced outdoor play area and also to bus bay.</p> <p>Comments:</p>
Storage/Fixed Equipment	<p>The room should have adequate storage space and fixed equipment to the program.</p> <p>SCORE: 1 2 3 4 5</p>	<p>Storage: Rooms have adequate, age appropriate casework and storage.</p> <p>Fixed Equipment: There should be a restroom in the classroom with room for a 2'x4' changing table with storage and toilet training potty chairs. Fixtures should be sized age appropriate, including bubblers, wash sinks and technology equipment.</p> <p>Comments:</p>
Early Childhood Classroom Total Points=		

Kindergarten Classroom

Component	Description	What to Look For
Environment	The room should provide an inviting/stimulating environment for learning. SCORE: 1 2 3 4 5	<ul style="list-style-type: none"> • Does it support the instructional program? • Appropriate natural light/lighting levels? • Are acoustic materials in place to allow different activities to occur at the same time without interference? • Is there proper ventilation and consistent and adequate climate control? • Is it an inviting learning environment? Comments:
Size	The room should meet square footage standards of 525 sq feet or more. SCORE: 1 2 3 4 5	Allows for various areas of learning. Comments:
Location	The room should be appropriately located for the program. SCORE: 1 2 3 4 5	The room should be appropriately located, shielded from noise producing activities or functions. Comments:
Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program. SCORE: 1 2 3 4 5	Storage: Storage space for teaching materials and records and for children’s clothing and personal items. Fixed Equipment: locked wardrobe cabinet, large file drawers, counters at age appropriate height, sink with fountain, and restroom located within the classroom. Comments:
Kindergarten Classroom Total Points=		

General Classroom

Component	Description	What to Look For
Environment	The room should provide an inviting/stimulating environment for learning. SCORE: 1 2 3 4 5	<ul style="list-style-type: none"> • Does it support the instructional program? • Appropriate natural light/lighting levels? • Are acoustic materials in place to allow different activities to occur at the same time without interference? • Is there proper ventilation and consistent and adequate climate control? • Is it an inviting learning environment? Comments:
Size	The room should meet square footage standard of 625 sq feet or more. SCORE: 1 2 3 4 5	Allows for desks and tables for areas of learning. Comments:
Location	The room should be appropriately located for the program. SCORE: 1 2 3 4 5	A room that is appropriately located and shielded from noise producing activities or functions. Comments:
Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program. SCORE: 1 2 3 4 5	Storage: Permanent casework and space for teaching materials and records. Fixed Equipment: Grades 1-5: locked wardrobe, one wall of cabinets and/or shelving, large file drawers, counters at age appropriate height, and sink with fountain. Grades 6-12: locked wardrobe cabinet, some cabinets and/or bookshelves. Sink with fountain. All classrooms should have flexible spaces for group learning. Comments:
General Classroom Total Points=		

Technology – Building and Classrooms K-12

Component	Description	What to Look For
Environment	<p>The room should provide an inviting/stimulating environment for learning.</p> <p>SCORE: 1 2 3 4 5</p> <p>:</p>	<p>Spatial Configuration (immovable): Classrooms/Labs are flexibly designed to insure full student access to computers including adequate table and chair height.</p> <p>Lighting: Appropriate natural light/lighting levels?</p> <p>Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms?</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Is it an inviting learning environment?</p> <p>Comments:</p>
Safety - Devices	<p>The room should be safe for students and teachers.</p> <p>SCORE: 1 2 3 4 5</p>	<p>Wires and cabling – Wires and cables should be neatly bundled and affixed in such a way to prevent possibility of harm to students and/or breakage to technology devices.</p> <p>Comments:</p>
Technology Equipment – Building - Elementary	<p>Minimum recommendations for allocations of technologies at an Elementary School.</p> <p>The room should have necessary technology equipment for current instructional /assessment needs.</p> <p>SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none"> • 1 - Desk-top Computer Lab of 30 with 1 printer and headsets and Desk-top Computers to capacity of drops in Library • 1 Interactive Board in Library • 1 Printer in Library • 1 Printer for every 4 teachers • 1 Dedicated Avenues Computer and Scanner • 1 Dedicated ATI Computer and Scanner • 1 COW • 1 Multi-functional Copier <p>Comments:</p>

<p>Classroom - Elementary</p>	<p>Minimum recommendations for allocation of technologies in an Elementary School classroom SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none"> • 1 Teacher Instructional Station Per Classroom: • 1 Interactive Board, 1 Mounted Projector, 1 Laptop • 4 Computers in every 2nd and 3rd Grade Classrooms • 1 Document Camera • 1 Media Player • 2 Computers in every Classroom <p>Comments:</p>
<p>Building – K-8</p>	<p>Minimum recommendations for allocation of technologies at a K-8 School SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none"> • 1-Desk-top Computer Lab of 30 with 1 printer and headsets • Add Desk-top Computers to capacity of drops in Library • 1 Interactive Board in Library • 1 Printer in Library • 1 Printer for every 4 teachers • 1 Dedicated Avenues Computer and Scanner • 1 Dedicated ATI Computer and Scanner • 1 COW • 1 Multi-functional Copier <p>Comments:</p>
<p>Classroom – K-8</p>	<p>Minimum recommendations for allocation of technologies in a K-8 School Classroom SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none"> • 1 Teacher Instructional Station Per Classroom: 1 Interactive Board, 1 Mounted Projector, 1 Laptop • 4 Computers in every 2nd and 3rd Grade Classrooms • 1 Document Camera • 1 Media Player • 2 Computers in every Classroom K, 1, 4, & 5 • 4 Computers in every Classroom: 6, 7 & 8 <p>Comments:</p>

<p>Building – Middle School</p>	<p>Minimum recommendations for allocation of technologies at a Middle School SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none"> ● 2- Desk-top Computer Labs of 30 with 1 printer and headsets ● Add Desk-top Computers to capacity of drops in Library ● 1 Interactive Board in Library ● 1 Printer in Library ● 2 Functional Science Labs ● Dedicated ATI Computer and Scanner for every 800 Students for ATI ● 1 Printer for every 4 teachers ● 1 Dedicated Avenues Computer and Scanner ● 1 COW for every 200 Students ● 2 Multi-functional Copiers ● 2 Per Grade Level Student Response Systems (Clickers) <p>Comments:</p>
<p>Classroom – Middle School</p>	<p>Minimum recommendations for allocation of technologies in a Middle School classroom SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none"> ● 1 Teacher Instructional Station Per Classroom: ● 1 Interactive Board, 1 Mounted Projector, 1 Laptop ● 1 Document Camera ● 1 Media Player ● 4 Computers in every Classroom <p>Comments:</p>
<p>Building - High School</p>	<p>Minimum recommendations for allocation of technologies at a High School SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none"> ● Per 300 students – 1 Desk-top Computer Lab of 35 with 1 printer and headsets ● Add Desk-top Computers to capacity of drops in Library ● 1 Interactive Board in Library ● 1 Printer in Library ● 2 Dedicated ATI Computers and 2 scanners ● 1 Printer for every 4 teachers ● 2 COWs for Core Departments* ● 2 Multi functional Copiers ● 3 Per Department - Student Response Systems (Clickers) <p>* May vary depending on department size Comments:</p>

<p>Classroom - High School</p>	<p>Minimum recommendations for allocation of technologies in a High School classroom</p> <p>SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none"> • 1 Teacher Instructional Station Per Classroom: • 1 Interactive Board, 1 Mounted Projector, 1 Laptop • 1 Document Camera • 1 Media Player • 5 Computers in every Classroom <p>Comments:</p>
<p>Network Infrastructure</p>	<p>Wide Area Network (WAN)</p> <p>Local Area Network (LAN)</p> <p>Wireless Access</p> <p>SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none"> • WAN – 1 Gigabit to school site • LAN – 1 Gigabit to desktop • Wireless access available campus wide <p>Comments:</p>
<p>TUSD Guidelines</p>	<p>Technology access for <i>all</i> students</p> <p>SCORE: 1 2 3 4 5</p>	<p>Governing Board policy regarding use of technology displayed in plain site.</p> <p>Comments:</p>
<p>Internet Safety Guidelines</p>	<p>Safe computing environment</p> <p>SCORE: 1 2 3 4 5</p>	<p>NETS – Internet safety handbooks will be made available to parents and students upon request.</p> <p>Comments:</p>
<p>Technology Total Points=</p>		

Instructional Resource Room

Component	Description	What to look for
Environment	<p>The room should provide an inviting/stimulating environment for learning.</p> <p>SCORE: 1 2 3 4 5</p>	<p>Spatial Configuration (immovable): Does it support the instructional program and allow for collaborative learning opportunities?</p> <p>Lighting: Appropriate natural/lighting levels?</p> <p>Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms?</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Is it an inviting learning environment?</p> <p>Comments:</p>
Size	<p>The room should meet the square footage standards (including teacher preparation, storage).</p> <p>SCORE: 1 2 3 4 5</p>	<p>450 SF</p> <p>Comments:</p>
Location	<p>The room should be appropriately located for the program.</p> <p>SCORE: 1 2 3 4 5</p>	<p>The room should be near the general education classrooms and shielded from noise-producing activities or functions.</p> <p>Comments:</p>
Storage/Fixed Equipment	<p>The room should have adequate storage space and fixed equipment appropriate to the program.</p> <p>SCORE: 1 2 3 4 5</p>	<p>Storage: Rooms have adequate permanent casework; teacher and student storage.</p> <p>Fixed Equipment: Room(s) have program/technology equipment appropriate to the program.</p> <p>Comments:</p>
Instructional Resource Room Total Points=		

Exceptional Education Self Contained Classroom

Component	Description	What to look for
Environment	Room should provide a inviting/stimulating environment for learning. SCORE: 1 2 3 4 5	Spatial Configuration (immovable): Does it support the instructional program? Lighting: Appropriate natural light /lighting levels? Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Is it an inviting learning environment? Comments:
Size	Meet the square footage standards (restrooms, storage, teacher prep, wet and dry areas) SCORE: 1 2 3 4 5	850' ES 900' MS and HS Comments:
Location	The classroom should be appropriately located for the program. SCORE: 1 2 3 4 5	The classroom(s) should be shielded from noise-producing activities and located centrally. Comments:

<p>Storage/Fixed Equipment</p>	<p>The room should have adequate storage space and fix equipment appropriate to the program. SCORE: 1 2 3 4 5</p>	<p>Storage: Room(s) have adequate permanent casework and storage for teacher and student needs. Fixed equipment: The restroom should be close to the classroom with a changing area large enough to accommodate a hoier lift, changing table and 2 adults with the student in a wheelchair. There should be a storage room for special equipment required to meet the students' IEP and personal needs. Comments:</p>
<p>ExEd Self Contained Room Total Points=</p>		

TUSD Library/Media Center

Component	Description	What to Look For
<p>Environment</p>	<p>The room should provide an inviting/stimulating environment for learning. SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none"> • Does it support the instructional program? • Appropriate natural light/lighting levels? • Are acoustic materials in place to allow different activities to occur at the same time without interference? • Is there proper ventilation and consistent and adequate climate control? • Is it an inviting learning environment? <p>Comments:</p>
<p>Size</p>	<p>The room must be of sufficient size to house the library material and additional activities that are done there. SCORE: 1 2 3 4 5</p>	<p>Comments:</p> <ul style="list-style-type: none"> • Elementary: 6 SF/student (min. 1000 SF) • Middle School: 6 SF/student (min. 1200 SF) • High School: 6 SF/student (min. 1500 SF) up to 1200 students <p>Comments:</p>
<p>Location</p>	<p>The room should be appropriately located for the program. SCORE: 1 2 3 4 5</p>	<p>The library/media center should be centrally located to support access of all students and away from noisy parts of the building. Comments:</p>

<p>Shelving/Storage /Fixed Equip</p>	<p>The room should have adequate shelving, storage space and fixed equipment appropriate to the program. SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none"> • Adequate permanent shelving and enough storage for materials and technology. • Are there computers for the library catalog, library research, student use, research and report writing to drop capacity? • Can equipment should be properly secured. • Bookcases are ideally located on the perimeter or are low enough to users to be supervised. • The space should include an office for the library staff, work room with sink, high ceilings, flexible spaces, and window coverings. <p>Comments:</p>
<p>Library Media Center Total Points=</p>		

Textbooks/Learning Resources:

Component	Description	What to Look For
<p>Textbooks</p>	<p>There are adequate textbooks available. SCORE: 1 2 3 4 5</p>	<p>Textbooks in classrooms meet the standard quantity and quality based on Board Policy. Comments:</p>
<p>Supplemental Materials/Kits</p>	<p>There are supplemental materials and instructional resources available. SCORE: 1 2 3 4 5</p>	<p>Supplemental materials and kits/instructional resources that compliment the curriculum are readily available for use in all classrooms. Comments:</p>
<p>Library Books</p>	<p>There are sufficient library books available. SCORE: 1 2 3 4 5</p>	<p>Quantity of library books meet the standard based on student enrollment. Per R7-6-221. Equipment for Libraries and Media Centers/Research Area, there should be ten books per student. Comments:</p>

Electronic Resources	Electronic resources are readily available. SCORE: 1 2 3 4 5	Technology is readily available to access electronic resources necessary to compliment the curriculum. Comments:
Textbook Total Points=		

TUSD Science Classrooms K-12

Component	Description	What to Look For
Environment	The room should provide an inviting/stimulating environment for learning. SCORE: 1 2 3 4 5	<p>Spatial Configuration (immovable): Classrooms are flexibly designed to insure full student access to laboratory stations and lecture areas.</p> <p>Lighting: Appropriate natural light/lighting levels?</p> <p>Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms?</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Is it an inviting learning environment?</p> <p>Comments:</p>

<p>Storage/Fixed Equip/Safety</p>	<p>The room should have adequate storage space and fixed equipment appropriate to the program and to maintain a clean, safe & functional area.</p> <p>SCORE: 1 2 3 4 5</p>	<p>Storage:</p> <ul style="list-style-type: none"> • space for teaching materials and adequate permanent casework • separate secured storage areas area provided for volatile, flammable, and corrosive chemicals and cleaning agents <p>Fixed Equipment:</p> <ul style="list-style-type: none"> • tile flooring • sinks • safety equipment (shower, eyewash, fire extinguisher, GFI outlets, aprons, heat-resistant gloves) • Fume hoods in 50% of the rooms, water and gas in all spaces (no gas at MS level) <p>Safety Data Sheets in all classrooms and central location</p> <p>Comments:</p>
<p>Science Instruction Equipment</p>	<p>The room should have necessary supplies/materials/equipment for current science instructional needs (i.e. inquiry, experiential, integrated, project-based)</p> <p>SCORE: 1 2 3 4 5</p>	<p>Instructional Resources</p> <p>K-12</p> <ul style="list-style-type: none"> • 1 Computer • Projector/interactive white board • Document Camera • Goggles (1/student) • Counter space and cupboards for materials/supplies and long term student projects <p>Secondary</p> <ul style="list-style-type: none"> • Lab tables/stations • 1 Dissecting Microscope/classroom • 6-8 Microscopes/classroom (w/recessed electrical boxes) • Probeware (electronic devices to measure conditions such as temperature, ph balance, etc.) for data collection • 1 rolling demonstration table • Measurement Tools (electronic balances, beakers/vials, etc.) <p>Comments:</p>

<p>ADA Guidelines</p>	<p>Science Instruction for <i>all</i> students</p> <p>SCORE: 1 2 3 4 5</p>	<p>All ADA regulations and guidelines must be met</p> <p>Comments:</p>
<p>Safety Guidelines</p>	<p>Safe learning environment</p> <p>SCORE: 1 2 3 4 5</p>	<p>Safety Data Sheets in all classrooms TUSD Safety Survey completed annually Locked chemical storage units Goggles used consistently Secondary classrooms: eye wash station, fume hoods used appropriately, fire extinguishers in classrooms/lab storage</p> <p>Comments:</p>
<p>Science Classroom Total Points=</p>		

Performing Arts

Component	Description	What to Look For
<p>Environment</p>	<p>The room should provide an inviting and stimulating environment for learning.</p> <p>SCORE: 1 2 3 4 5</p>	<p>Spatial configuration (immovable): Supports the instructional program Lighting: Appropriate lighting levels Acoustics: No noise transfer between spaces HVAC/Temperature: Proper ventilation and consistent/adequate climate control Aesthetics: Inviting learning/performing environment</p> <p>Comments:</p>

	<p>ES: Can be with the cafeteria /multipurpose space but should have a stage with curtains and lights. Combination cafeteria, physical education and performing arts space is the standard for elementary schools. MS/HS: The auditorium should have fixed seating for one grade level. HS: three spaces minimum – auditorium, small theater, black box. SCORE: 1 2 3 4 5</p>	<p>Performing arts spaces including auditorium, stage, seating, green room, dressing rooms, sound booth, lighting booth, etc. meet instructional space guidelines/standards. (See above) Sprung floors (floors that absorb shock) are required in locations where dance occurs. Lights, sound and curtain controls must be located in one place.</p> <p>Comments:</p>
<p>Location</p>	<p>The room should be appropriately located for the program. SCORE: 1 2 3 4 5</p>	<p>The performing arts space should be located on the ground floor and acoustically isolated from the quiet spaces. There should be convenient public & after-school access with the means to restrict access to other spaces and easy access to restrooms and water fountains.</p> <p>Comments:</p>
<p>Storage/Fixed Equip</p>	<p>The room should have adequate storage space and fixed equipment appropriate to the program. SCORE: 1 2 3 4 5</p>	<p>MS/HS: The performing arts space should have adequate and appropriate storage, curtain, lighting, sound system w/ability to patch into an iPod, and technology equipment appropriate to the program.</p> <p>Comments:</p>
<p>Performing Arts Total Points=</p>		

Music

Component	Description	What to Look For
Environment	<p>The room should provide an inviting/stimulating environment for learning. Any practice room or office should have visibility to rehearsal space.</p> <p>SCORE: 1 2 3 4 5</p>	<p>Spatial configuration (immovable): Size and height of instrumental and choral rehearsal rooms should be sufficient to allow for movement of students and instruments and various presentation arrangements. Office or practice rooms should provide visibility to rehearsal room.</p> <p>Lighting: Appropriate natural light/lighting levels</p> <p>Acoustics: Size and height of instrumental and choral rehearsal rooms should be sufficient for acoustical properties of sound, blend, intonation, and speech to be distinguished. Flooring should be hard surface. HVAC/Temperature: Proper ventilation and consistent/adequate climate control.</p> <p>Aesthetics: An inviting learning environment with the capability of exhibiting pictures, student work, posters of community music events, etc.</p> <p>Comments:</p>
Size	<p>The rooms should meet the square footage standards.</p> <p>680 SF (ES) Minimum</p> <p>680 SF (MS) 2 rooms minimum standard</p> <p>SCORE: 1 2 3 4 5</p>	<p>See above table for rating information</p> <p>Comments:</p>
Location	<p>The room should be appropriately located for the program.</p> <p>SCORE: 1 2 3 4 5</p>	<p>All music rooms shall be located away from traditional classrooms to minimize sound transmission, should provide convenient access to the auditorium, and contain practice rooms which allow adequate visibility and close proximity for supervision.</p> <p>Comments:</p>

<p>Storage/Fixed Equip</p>	<p>The room should have adequate locked storage space for large and small instruments, music stands and racks; fixed sound system including recording devices; and updated technology.</p> <p>SCORE: 1 2 3 4 5</p>	<p>Storage: Room(s) have adequate locked casework (cabinets and bookshelves), and appropriate storage.</p> <p>Fixed Equipment: There should be sinks, 200-500 SF storage, depending on type of program. High ceilings, acoustical wall coverings, technology equipment appropriate to the program. ES: 200-500 SF storage, depending on type of program. MS: 200-500 SF storage per program (choir, band, etc). There should be a conducting podium, 2 rooms, plus space for practice rooms, office and storage.</p> <p>Comments:</p>
<p>Music Room Total Points=</p>		

Visual Arts

Component	Description	What to Look For
<p>Environment</p>	<p>The room should provide an inviting, creative and stimulating environment for learning.</p> <p>SCORE: 1 2 3 4 5</p>	<p>Spatial configuration (immovable): Space supports the instructional program</p> <p>Lighting: Appropriate natural light/flexible lighting levels</p> <p>Acoustics: No impediments to hearing the teacher. No noise transfer between classrooms.</p> <p>HVAC/Temperature: Proper ventilation and consistent/adequate climate control. Kilns are located in their own area or in furnace areas.</p> <p>Aesthetics: Inviting learning environment complete with display areas and enclosed glass cases for 2d & 3D artwork.</p> <p>Comments:</p>
<p>Size</p>	<p>The room should meet the square footage standards.</p> <p>All levels: 680 SF minimum</p> <p>SCORE: 1 2 3 4 5</p>	<p>See above table for rating information</p> <p>Comments:</p>
<p>Location</p>	<p>The room should be appropriately located for the program.</p> <p>SCORE: 1 2 3 4 5</p>	<p>Rooms should be located appropriately for the instructional program.</p> <p>Comments:</p>

Storage/Fixed Equip	<p>The room should have adequate storage space and fixed equipment appropriate to the program.</p> <p>SCORE: 1 2 3 4 5</p>	<p>Storage: Room(s) have adequate permanent casework, appropriate materials, project storage, and separate storage closet and portfolio cabinets for posters 24x36.</p> <p>Fixed Equipment: At least 2 sinks w/clay traps, kiln w/appropriate ventilation located in its own room or furnace room, safe electrical outlets, display areas for 2D & 3D artwork, hard surfaced flooring, easily cleanable surfaces, and technology equipment.</p> <p>Room(s) should have the flexibility for varied lighting (light/dark), large moveable tables and chairs.</p> <p>Comments:</p>
Visual Arts Room Total Points=		

Physical Education

Component	Description	What to Look For
Environment	<p>The facilities should provide an inviting/stimulating environment for activities.</p> <p>SCORE: 1 2 3 4 5</p>	<p>Spatial Configuration (immovable): Does it support the instructional/activity program?</p> <p>Lighting: Appropriate lighting levels? Acoustics: Are there impediments to hearing the teacher/coach? Is there a separation device between programs?</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Is it an inviting learning environment?</p> <p>Comments:</p>
Size	<p>Elementary School: Gym or interior activity space. Outside playground area includes, 2 courts, 1 backstop, 1 game field and playground equipment.</p> <p>SCORE: 1 2 3 4 5</p>	<p>ES: 4600 SF</p> <p>Comments:</p>

Size	Middle School Gym or covered competition court, 1 additional court, 1 backstop, 1 game field. Boys/girls lockers 2000 SF each Storage/Office 600 SF SCORE: 1 2 3 4 5	MS: 4600 SF Comments:
Size	High School Competition court, 3 additional courts, seating for entire student body. Competition and practice gym Fitness room; multi-purpose Boys/girls lockers 2000 SF each Storage/Office 600 SF SCORE: 1 2 3 4 5	HS: 8000 SF Comments:
Location	The facilities should be appropriately located for the program. SCORE: 1 2 3 4 5	The gymnasium is secured from other parts of the campus for evening and weekend events or for public use purposes. Snack bar and public restroom facilities. Comments:
Storage/Fixed Equip	The facilities should have adequate storage space and fixed equipment appropriate to the program. SCORE: 1 2 3 4 5	Storage: There should be adequate and appropriate storage for PE equipment and game accessories. Fixed Equipment - water fountains backboards, safety padding, MS: bleachers to accommodate spectators, HS: Bleachers to accommodate student body. HS Dance: wooden floor and mirrored wall. Comments:

<p>Grounds: Turf</p>	<p>Turf area useable for school related activity. SCORE: 1 2 3 4 5</p>	<p>Playgrounds and play fields on campus are useable for school activities. Comments:</p>
<p>Grounds: Hard Surfaces</p>	<p>Courts and hard surfaces are useable for school related activity. SCORE: 1 2 3 4 5</p>	<p>Play courts and other hard surfaces are adequate for school related activities. Comments:</p>
<p>Grounds: Play Equipment</p>	<p>Play equipment is available and useable for school related activity. SCORE: 1 2 3 4 5</p>	<p>Age appropriate play equipment is available and in safe condition for students. Comments:</p>
<p>Physical Education Total Points=</p>		

ATTACHMENT E - ESS DATA

	Security Supervision		Non-Instruct Space		Early Childhood Classroom		Kinder Classroom		General Classroom		Technology		Instruction Resource Room		ExEd Self Contained		Library Media Center		Textbooks / Learning Resources		Science Classroom		Performing Arts		Music		Visual Art		Physical Education		ESS Score		Comments						
	8.0%	2.0%	4.5%	4.0%	17.0%	8.0%	8.0%	7.0%	8.5%	8.0%	9.0%	8.0%	8.0%	8.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	100%						
TUSD																																							
ELEMENTARY SCHOOLS																																							
BANKS ES	0.307	0.096	0.213	0.200	0.850	0.297	0.350	0.425	0.400	0.450	0.400	0.200	0.190	0.200	0.200	0.171	4.75																						
BLENMAN ES	0.252	0.084	0.225	0.180	0.808	0.217	0.333	0.366	0.400	0.360	0.400	0.190	0.170	0.190	0.200	0.200	4.25																						
BLOOM ES	0.234	0.060	0.135	0.170	0.510	0.309	0.228	0.276	0.240	0.240	0.240	0.240	0.240	0.240	0.240	0.240	3.07																						
BONILLAS MAGNET ES	0.302	0.080	0.179	0.170	0.680	0.240	0.350	0.340	0.360	0.270	0.336	0.160	0.160	0.160	0.160	0.160	3.95																						
BORMAN ES	0.345	0.091	0.225	0.200	0.808	0.297	0.350	0.425	0.380	0.450	0.400	0.180	0.177	0.180	0.177	0.177	4.54																						
BORTON ES	0.307	0.085	0.101	0.170	0.850	0.263	0.350	0.363	0.400	0.450	0.400	0.150	0.150	0.150	0.150	0.150	4.40																						
CARRILLO ES	0.283	0.082	0.148	0.130	0.510	0.263	0.245	0.280	0.200	0.200	0.200	0.200	0.200	0.200	0.200	0.200	3.15																						
CAVETT ES	0.326	0.098	0.225	0.200	0.850	0.297	0.350	0.404	0.400	0.450	0.400	0.200	0.189	0.200	0.200	0.189	4.77																						
COLLIER ES	0.382	0.096	0.225	0.200	0.850	0.343	0.350	0.412	0.400	0.450	0.400	0.200	0.189	0.200	0.200	0.189	4.87																						
CRAGIN ES	0.277	0.060	0.135	0.120	0.595	0.343	0.228	0.255	0.240	0.240	0.240	0.240	0.240	0.240	0.240	0.240	3.26																						
DAVIDSON ES	0.314	0.100	0.225	0.190	0.765	0.274	0.298	0.404	0.400	0.405	0.400	0.160	0.182	0.180	0.180	0.180	4.51																						
DAVIS MAGNET ES	0.271	0.069	0.148	0.160	0.553	0.297	0.193	0.280	0.260	0.293	0.240	0.120	0.150	0.120	0.120	0.150	3.27																						
DRACHMAN ES	0.320	0.098	0.188	0.200	0.765	0.251	0.350	0.425	0.400	0.338	0.400	0.040	0.167	0.143	0.143	0.167	4.26																						
DUNHAM ES	0.265	0.071	0.146	0.130	0.510	0.217	0.210	0.280	0.280	0.280	0.280	0.280	0.280	0.280	0.280	0.280	3.24																						
ERICKSON ES	0.289	0.071	0.180	0.160	0.680	0.274	0.210	0.340	0.240	0.270	0.304	0.120	0.120	0.120	0.120	0.120	3.51																						
FORD ES	0.388	0.089	0.208	0.200	0.850	0.297	0.350	0.393	0.400	0.450	0.400	0.185	0.177	0.177	0.177	0.177	4.71																						
FRUCHTHENDLER ES	0.326	0.100	0.204	0.200	0.723	0.274	0.315	0.386	0.380	0.380	0.380	0.190	0.180	0.200	0.200	0.180	4.43																						
GALE ES	0.240	0.058	0.158	0.160	0.510	0.331	0.193	0.268	0.300	0.293	0.240	0.110	0.080	0.120	0.120	0.120	3.19																						
GRIJALVA ES	0.326	0.080	0.225	0.200	0.850	0.274	0.350	0.356	0.400	0.360	0.384	0.130	0.120	0.120	0.120	0.120	4.34																						
HENRY ES	0.209	0.060	0.138	0.120	0.510	0.309	0.280	0.255	0.240	0.240	0.255	0.110	0.100	0.120	0.120	0.120	3.10																						
HOLLADAY ES	0.283	0.051	0.181	0.200	0.808	0.309	0.263	0.361	0.320	0.383	0.400	0.160	0.160	0.160	0.160	0.160	4.17																						
HOWELL ES	0.258	0.051	0.135	0.120	0.510	0.183	0.210	0.255	0.240	0.248	0.240	0.120	0.120	0.120	0.120	0.120	2.93																						
HUDLOW ES	0.308	0.080	0.225	0.200	0.850	0.309	0.280	0.425	0.280	0.388	0.400	0.120	0.120	0.120	0.120	0.120	4.24																						
HUGHES ES	0.302	0.082	0.194	0.180	0.850	0.240	0.175	0.367	0.380	0.380	0.380	0.190	0.200	0.200	0.200	0.200	4.32																						
JOHNSON PRIMARY ES	0.327	0.096	0.225	0.200	0.850	0.297	0.280	0.425	0.400	0.293	0.400	0.190	0.200	0.200	0.200	0.200	4.56																						
KELLOND ES	0.222	0.062	0.145	0.120	0.510	0.240	0.228	0.255	0.240	0.315	0.240	0.150	0.120	0.120	0.120	0.120	3.16																						
LAWRENCE ES	0.283	0.089	0.143	0.143	0.638	0.297	0.280	0.305	0.320	0.320	0.320	0.248	0.143	0.126	0.126	0.126	3.56																						
LINEWEAVER ES	0.283	0.071	0.189	0.200	0.808	0.251	0.333	0.383	0.400	0.360	0.400	0.140	0.150	0.140	0.150	0.140	4.30																						
LYNN/JURQUIDES ES	0.327	0.091	0.225	0.160	0.850	0.286	0.350	0.383	0.400	0.405	0.400	0.130	0.176	0.176	0.176	4.51																							
MALDONADO ES	0.240	0.071	0.180	0.150	0.510	0.286	0.245	0.277	0.360	0.293	0.240	0.100	0.120	0.120	0.120	0.120	3.27																						
MANZO ES	0.332	0.071	0.180	0.160	0.510	0.217	0.350	0.340	0.320	0.320	0.320	0.315	0.144	0.144	0.144	0.144	3.70																						
MARSHALL ES	0.308	0.078	0.169	0.150	0.638	0.274	0.210	0.319	0.320	0.293	0.240	0.120	0.137	0.137	0.137	0.137	3.49																						
MILLER ES	0.271	0.076	0.169	0.160	0.510	0.343	0.228	0.298	0.300	0.315	0.240	0.120	0.126	0.126	0.126	0.126	3.39																						
MISSION VIEW ES	0.314	0.071	0.180	0.160	0.680	0.240	0.350	0.340	0.260	0.360	0.224	0.150	0.160	0.126	0.126	0.126	3.73																						
MYERS/GANOUNG ES	0.240	0.069	0.180	0.160	0.510	0.206	0.210	0.340	0.240	0.248	0.272	0.120	0.120	0.120	0.120	0.120	3.13																						
OCHOA ES	0.289	0.090	0.225	0.200	0.850	0.229	0.350	0.371	0.320	0.360	0.400	0.200	0.200	0.200	0.200	0.200	4.38																						
OYAMA ES	0.287	0.089	0.194	0.190	0.850	0.354	0.350	0.425	0.400	0.450	0.444	0.180	0.200	0.200	0.200	0.200	4.39																						
ROBISON ES	0.240	0.067	0.140	0.120	0.510	0.274	0.210	0.255	0.240	0.293																													

ATTACHMENT E - ESS DATA

WRIGHT ES	0.345	0.098	0.191	0.200	0.850	0.240	0.350	0.383	0.400	0.450	0.400	0.187	0.180	0.200	0.194	4.67
K-8 SCHOOLS																
BOOTH-FICKETT	0.320	0.093	0.199	0.190	0.808	0.249	0.350	0.425	0.380	0.315	0.288	0.200	0.200	0.177	0.175	4.37
DIETZ	0.345	0.091	0.197	0.200	0.850	0.274	0.333	0.372	0.400	0.383	0.400	0.140	0.150	0.170	0.165	4.47
HOLLINGER	0.265	0.096	0.225	0.200	0.850	0.286	0.298	0.404	0.400	0.180	0.200	0.180	0.170	0.200	0.145	4.30
McCORKLE	0.351	0.100	0.225	0.200	0.850	0.251	0.350	0.402	0.400	0.405	0.400	0.190	0.200	0.190	0.189	4.70
MILES ELC (K-8)	0.302	0.089	0.225	0.170	0.850	0.183	0.263	0.404	0.400	0.383	0.400	0.200	0.170	0.170	0.166	4.38
MORGAN-MAXWELL	0.345	0.100	0.214	0.170	0.680	0.309	0.333	0.425	0.400	0.450	0.400	0.160	0.170	0.180	0.185	4.51
PUEBLO GARDENS	0.246	0.058	0.135	0.120	0.510	0.206	0.210	0.248	0.240	0.270	0.240	0.110	0.110	0.120	0.114	2.94
ROBERTS-NAYLOR	0.258	0.069	0.143	0.120	0.510	0.331	0.210	0.255	0.240	0.270	0.240	0.120	0.150	0.120	0.120	3.16
ROBINS	0.340	0.100	0.200	0.200	0.850	0.251	0.350	0.378	0.400	0.450	0.400	0.147	0.170	0.200	0.170	4.46
ROSE	0.369	0.100	0.225	0.200	0.850	0.251	0.350	0.401	0.400	0.450	0.400	0.170	0.200	0.189	0.171	4.73
ROSKRUGE MAGNET	0.289	0.056	0.152	0.200	0.723	0.274	0.193	0.234	0.360	0.360	0.256	0.130	0.120	0.120	0.075	3.54
SAFFORD MAGNET	0.326	0.100	0.197	0.180	0.765	0.286	0.315	0.404	0.380	0.315	0.368	0.180	0.170	0.180	0.175	4.34
MIDDLE SCHOOLS																
DODGE MAGNET MS	0.308	0.067	0.157	0.139	0.595	0.320	0.228	0.296	0.280	0.360	0.240	0.120	0.150	0.139	0.126	3.52
DOOLEN MS	0.258	0.093	0.190	0.169	0.808	0.286	0.350	0.425	0.400	0.225	0.304	0.170	0.190	0.180	0.160	4.21
GRIDLEY MS	0.222	0.064	0.147	0.131	0.510	0.320	0.210	0.255	0.300	0.270	0.288	0.120	0.160	0.120	0.126	3.24
MAGEE MS	0.246	0.064	0.150	0.133	0.510	0.263	0.210	0.298	0.300	0.270	0.272	0.150	0.150	0.133	0.131	3.28
MANSFIELD MS	0.314	0.093	0.198	0.176	0.850	0.240	0.315	0.425	0.400	0.405	0.400	0.160	0.180	0.200	0.127	4.48
PISTOR MS	0.228	0.078	0.180	0.160	0.510	0.309	0.333	0.340	0.400	0.338	0.384	0.170	0.170	0.150	0.152	3.90
SECRET MS	0.185	0.093	0.191	0.169	0.808	0.137	0.333	0.361	0.400	0.405	0.368	0.170	0.200	0.200	0.171	4.19
UTTERBACK MAGNET MS	0.234	0.069	0.150	0.134	0.510	0.309	0.210	0.234	0.280	0.293	0.256	0.160	0.160	0.130	0.131	3.26
VAIL MS	0.240	0.069	0.164	0.146	0.680	0.240	0.210	0.319	0.400	0.270	0.272	0.170	0.160	0.150	0.154	3.64
VALENCIA MS	0.314	0.096	0.203	0.181	0.808	0.331	0.350	0.425	0.400	0.383	0.320	0.150	0.190	0.190	0.183	4.52
HIGH SCHOOLS																
CATALINA MAGNET HS	0.295	0.096	0.197	0.175	0.595	0.160	0.298	0.383	0.380	0.450	0.384	0.200	0.200	0.180	0.200	4.19
CHOLLA MAGNET HS	0.283	0.064	0.143	0.127	0.510	0.229	0.245	0.276	0.300	0.270	0.176	0.150	0.130	0.100	0.143	3.15
MARY MEREDITH K-12	0.308	0.091	0.171	0.152	0.808	0.320	0.210	0.425	0.380	0.338	0.176	0.152	0.152	0.152	0.087	3.92
PALO VERDE MAGNET HS	0.252	0.064	0.140	0.125	0.468	0.229	0.228	0.255	0.320	0.270	0.208	0.120	0.140	0.130	0.120	3.07
PUEBLO MAGNET HS	0.326	0.093	0.189	0.168	0.850	0.194	0.294	0.404	0.400	0.180	0.384	0.140	0.200	0.200	0.167	4.19
RINCON/UNIVERSITY HS	0.289	0.084	0.194	0.172	0.723	0.206	0.298	0.404	0.400	0.383	0.320	0.190	0.190	0.190	0.194	4.24
SABINO HS	0.215	0.067	0.148	0.131	0.510	0.320	0.210	0.279	0.260	0.293	0.272	0.150	0.130	0.140	0.120	3.25
SAHUARO HS	0.271	0.073	0.157	0.140	0.468	0.194	0.228	0.276	0.260	0.248	0.272	0.190	0.190	0.140	0.171	3.28
SANTA RITA HS	0.295	0.078	0.157	0.140	0.468	0.263	0.245	0.255	0.260	0.270	0.320	0.160	0.160	0.140	0.143	3.35
TUCSON MAGNET HS	0.207	0.093	0.198	0.176	0.850	0.240	0.333	0.425	0.400	0.405	0.384	0.180	0.140	0.200	0.200	4.43
ALTERNATIVE ED PROGRAMS																
PROJECT MORE HS	0.247	0.058	0.140	0.124	0.510	0.217	0.245	0.264	0.280	0.293	0.240	0.124	0.124	0.124	0.120	3.11
SOUTHWEST ED. CTR. (678)	0.215	0.098	0.195	0.173	0.765	0.263	0.304	0.369	0.347	0.450	0.400	0.173	0.173	0.173	0.200	4.30
TEENAGE PARENT PROG	0.193	0.053	0.130	0.116	0.510	0.297	0.203	0.246	0.200	0.270	0.240	0.116	0.116	0.116	0.116	2.92

* Evaluations were completed February 25, 2015. However, the updates have not yet been turned in to the District. This attachment will be updated once all evaluations are in.

Multiyear Facilities Plan

School #	TUSD	Building Square Footage	Site Conditions		Building Conditions							FCI	RCS
			Grounds	Parking Lots & Drives	Roofing	Roofing & Structure	Environment	Building Systems	Classroom A/C	Special Systems	Tech/ Comm Systems		
CATEGORY WEIGHTS			5%	5%	20%	30%	10%	20%	10%	5%	15%	100%	
No Schools with FCI below 2.00													
Schools with FCI below 2.50													
131	BONILLAS MAGNET ES	50,340	4.10	2.00	2.00	2.00	2.00	2.20	2.20	4.00	3.00	2.39	*
329	PUEBLO GARDENS	41,817	3.18	2.00	1.00	3.00	2.20	2.20	4.00	3.00	2.45	*	
655	SANTA RITA HS	337,613	3.08	2.00	1.00	3.00	2.38	2.38	3.33	2.40	2.36		
211	DUNHAM ES	36,389	2.70	2.00	1.00	3.00	2.45	2.45	2.33	3.00	2.39		
281	LINEWEAVER ES	43,692	3.61	2.00	2.00	2.00	2.80	2.80	2.67	3.00	2.42		
125	BLENNMAN ES	64,072	3.80	2.00	1.00	3.00	2.55	2.55	3.33	2.60	2.46		
228	GALE ES	33,628	3.70	3.00	2.00	2.00	2.65	2.65	3.00	3.00	2.46		
511	GRIDLEY MS	84,276	2.83	3.00	1.00	3.00	2.55	2.55	2.33	3.00	2.47		
Schools with FCI of 2.50 and Above													
293	MANZO ES	41,826	3.65	2.00	3.00	2.00	2.25	2.25	2.33	3.00	2.50	*	
555	VAIL MS	108,969	3.03	2.00	1.00	3.00	2.90	2.90	2.67	3.00	2.51		
431	VAN BUSKIRK ES	52,043	2.73	3.00	1.00	3.00	2.65	2.65	3.00	3.00	2.52	*	
620	PALO VERDE MAGNET HS	339,627	2.98	2.00	2.00	3.00	2.63	2.63	2.33	2.20	2.52		
308	MILLER ES	44,952	2.93	1.00	1.00	3.00	2.80	2.80	2.67	3.70	2.54	*	
233	HOLLINGER	56,103	3.73	2.00	2.00	3.00	2.00	2.00	3.00	2.80	2.56	*	
595	ROSKRUGE MAGNET	78,704	2.70	3.00	1.00	3.00	2.80	2.80	3.67	3.00	2.58	*	
239	HOLLADAY ES	37,545	3.80	3.00	2.00	3.00	2.25	2.25	2.67	2.60	2.61		
537	SECRIST MS	69,354	2.80	2.00	2.00	3.00	2.80	2.80	2.67	2.60	2.62		
179	CRAGIN ES	60,557	3.81	2.00	2.00	3.00	2.25	2.25	2.67	3.00	2.62		
277	LAWRENCE (3-8)	50,523	2.70	3.00	1.00	3.00	2.65	2.65	3.33	3.70	2.64		

- * Priority to racially concentrated schools w/ FCI below 2.50
- 2.00 Category rating 2.00 and below
- 2.50 Category rating 2.50 and below
- RCS Racially Concentrated School (RCS)

18 Schools with highest priority issues analyzed based on a 15 year facility life cycle and a three year base plan.

Project list is based on 2/3 of three year base plan if fully funded.


Multiyear Facilities Plan Project List

Project planning is dependent upon funding availability.

PROJECT LIST	PROJECT DESCRIPTION	ESTIMATE
PUEBLO GARDENS	Roofing Renovations	\$357,531
BONILLAS MAGNET ES	Roofing Renovations	\$427,268
BONILLAS MAGNET ES	Interior Upgrades	\$144,748
BONILLAS MAGNET ES	Parking Lot Renovations	\$66,044
PUEBLO GARDENS	Parking Lot Renovations	\$48,484
SANTA RITA HS	Roofing Renovations	\$2,748,504
DUNHAM ES	Roofing Renovations	\$318,361
BLENNMAN ES	Roofing Renovations	\$370,281
GRIDLEY MS	Roofing Renovations	\$780,532
LINEWEAVER ES	Roofing Renovations	\$167,034
GALE ES	Roofing Renovations	\$142,919
LINEWEAVER ES	Interior Upgrades	\$129,697
GALE ES	Interior Upgrades	\$110,972
SANTA RITA HS	Parking Lot Renovations	\$214,200
DUNHAM ES	Parking Lot Renovations	\$87,995
LINEWEAVER ES	Parking Lot Renovations	\$49,469
BLENNMAN ES	Parking Lot Renovations	\$36,852
VAIL MS	Roofing Renovations	\$758,164
VAN BUSKIRK ES	Roofing Renovations	\$227,518
MILLER ES	Roofing Renovations	* see note 1
PALO VERDE HS	Roofing Renovations	\$1,856,075
MANZO ES	Interior Upgrades	\$119,731
MILLER ES	Parking Lot Renovations	\$40,590
MANZO ES	Parking Lot Renovations	\$34,596
VAIL MS	Parking Lot Renovations	\$58,872
PALO VERDE HS	Parking Lot Renovations	\$361,317

Note 1 - Miller Roof Renovation has been submitted as a School Facilities Board Grant.

ATTACHMENT G - 2015-17 MULTI-YEAR PLAN PRIORITIZATION ESS

	Security Supervision	Non-Instruct Space	Early Childhood Classroom	Kinder Classroom	General Classroom	Technology	Instruction Resource Room	ExEd Self Contained	Library Media Center	Textbooks / Learning Resources	Science Classroom	Performing Arts	Music	Visual Art	Physical Education	ESS Score	
	8.0%	2.0%	4.5%	4.0%	17.0%	8.0%	7.0%	8.5%	8.0%	9.0%	8.0%	4.0%	4.0%	4.0%	4.0%	100%	
TEENAGE PARENT PROG	0.193	0.053	0.130	0.116	0.510	0.297	0.203	0.246	0.200	0.270	0.240	0.116	0.116	0.116	0.116	2.92	1.00
HOWELL ES	0.258	0.051	0.135	0.120	0.510	0.183	0.210	0.255	0.240	0.248	0.240	0.120	0.120	0.120	0.120	2.93	3.00
PUEBLO GARDENS	0.246	0.058	0.135	0.120	0.510	0.206	0.210	0.248	0.240	0.270	0.240	0.110	0.110	0.120	0.114	2.94	3.00
SEWELL ES	0.271	0.076	0.137	0.120	0.510	0.194	0.210	0.276	0.240	0.248	0.240	0.120	0.120	0.120	0.120	3.00	4.00
WARREN ES	0.203	0.056	0.146	0.130	0.468	0.274	0.210	0.255	0.260	0.270	0.240	0.110	0.140	0.130	0.126	3.02	5.00
PALO VERDE MAGNET HS	0.252	0.064	0.140	0.125	0.468	0.229	0.228	0.255	0.320	0.270	0.208	0.120	0.140	0.130	0.120	3.07	6.00
BLOOM ES	0.234	0.060	0.135	0.120	0.510	0.309	0.228	0.276	0.240	0.270	0.240	0.100	0.110	0.120	0.120	3.07	7.00
ROBISON ES	0.240	0.067	0.140	0.120	0.510	0.274	0.210	0.255	0.240	0.293	0.240	0.120	0.130	0.120	0.126	3.08	8.00
HENRY ES	0.209	0.060	0.138	0.120	0.510	0.309	0.280	0.255	0.240	0.293	0.240	0.110	0.100	0.120	0.120	3.10	9.00
PROJECT MORE HS	0.247	0.058	0.140	0.124	0.510	0.217	0.245	0.264	0.280	0.293	0.240	0.124	0.124	0.124	0.120	3.11	10.00
MYERS/GANOUNG ES	0.240	0.069	0.180	0.160	0.510	0.206	0.210	0.340	0.220	0.248	0.272	0.120	0.120	0.120	0.120	3.13	11.00
CHOLLA MAGNET HS	0.283	0.064	0.143	0.127	0.510	0.229	0.245	0.276	0.300	0.270	0.176	0.150	0.130	0.100	0.143	3.15	12.00
CARRILLO ES	0.283	0.082	0.148	0.130	0.510	0.263	0.245	0.280	0.200	0.180	0.240	0.150	0.150	0.160	0.128	3.15	13.00
KELLONDE ES	0.222	0.062	0.145	0.120	0.510	0.240	0.228	0.255	0.240	0.315	0.240	0.150	0.150	0.120	0.120	3.16	14.00
ROBERTS-NAYLOR	0.258	0.069	0.143	0.120	0.510	0.331	0.210	0.255	0.240	0.270	0.240	0.120	0.150	0.120	0.120	3.16	15.00
GALE ES	0.240	0.058	0.158	0.160	0.510	0.331	0.193	0.268	0.300	0.293	0.240	0.110	0.080	0.120	0.126	3.19	16.00
WHEELER ES	0.252	0.067	0.135	0.120	0.553	0.309	0.210	0.255	0.280	0.315	0.240	0.120	0.120	0.120	0.126	3.22	17.00
DUNHAM ES	0.265	0.071	0.146	0.130	0.510	0.217	0.210	0.280	0.280	0.293	0.288	0.132	0.120	0.132	0.166	3.24	18.00
GRIDLEY MS	0.222	0.064	0.147	0.131	0.510	0.320	0.210	0.255	0.300	0.270	0.288	0.120	0.160	0.120	0.126	3.24	19.00
SABINO HS	0.215	0.067	0.148	0.131	0.510	0.320	0.210	0.279	0.260	0.293	0.272	0.150	0.130	0.140	0.120	3.25	20.00
UTTERBACK MAGNET MS	0.234	0.069	0.150	0.134	0.510	0.309	0.210	0.234	0.280	0.293	0.256	0.160	0.160	0.130	0.131	3.26	21.00
CRAGIN ES	0.277	0.060	0.135	0.120	0.595	0.343	0.228	0.255	0.240	0.293	0.240	0.120	0.120	0.120	0.120	3.26	22.00
MALDONADO ES	0.240	0.071	0.180	0.150	0.510	0.286	0.245	0.277	0.360	0.293	0.240	0.120	0.080	0.100	0.120	3.27	23.00
DAVIS MAGNET ES	0.271	0.069	0.148	0.160	0.553	0.297	0.193	0.280	0.260	0.293	0.240	0.120	0.120	0.150	0.120	3.27	24.00
SAHUARO HS	0.271	0.073	0.157	0.140	0.468	0.194	0.228	0.276	0.260	0.248	0.272	0.190	0.190	0.140	0.171	3.28	25.00

Site	ESS Needs	Recommendation to Raise ESS
<p>Teenage Parent Program ESS – 2.92</p>	<p>ESS Score was brought down in Security section with a 1 in lighting & fencing.</p> <p>Missing asbestos Reports brought Security Score down.</p> <p>ESS Score of 2 was given in general classroom and in technology environment ratings because of poor ventilation & use of noisy heat pumps.</p>	<p>Improve exterior lighting as funding permits. Improve perimeter fencing as funding permits.</p> <p>Provide book with asbestos information to the site.</p> <p>Improve overall building ventilation and replace/repair noisy heat pumps as funding permits.</p>
<p>Howell Elemenary School ESS – 2.93</p>	<p>Intercom speakers inaudible on exterior of building.</p> <p>ESS Score was brought down in Non-Instructional Space with a 2 in Food Service Prep. Cafeteria space also rated a 2.</p> <p>Additional issue with Non-Instructional Space is a 2 in the Clinic.</p> <p>Faculty Work Space also impacts Non-Instructional Score as it received a 2.</p> <p>Technology scored low due to no interactive white boards in classrooms. Classroom scored a 2. Additionally the TUSD Board Policy and the Internet Safety Guidelines were missing.</p>	<p>Repair or replace exterior intercom speakers as funding permits.</p> <p>Food Service Prep area was small with no locking storage; Cafeteria space inadequate Investigate both areas and enlarging space and correct funds permitting.</p> <p>Only one cot in Health Office and no confidential space. Investigate room for expansion and enlarge as funding permits.</p> <p>Increase Faculty Work Space size if possible as funding permits.</p> <p>Review TCI and evaluate what is needed to improve. Provide interactive white boards as funding permits. Provide missing Board Policy and Internet Safety Guidelines.</p>
<p>Pueblo Gardens ESS – 2.94</p>	<p>ESS Score was brought down in both the Performing Arts as well as Music due to lack of proper storage.</p> <p>Missing asbestos Reports brought Security Score down.</p> <p>Internet safety guidelines missing and Governing Board Policy not posted which lowered the Technology ESS score.</p>	<p>Add storage as funding permits.</p> <p>Provide book with asbestos information to the site.</p> <p>Provide missing internet safety guidelines and Governing Board policy.</p>

<p>Sewell Elementary School ESS – 3.0</p>	<p>ESS Safety Score was low due to front office cannot supervise front entry – missing asbestos book.</p> <p>Technology for building equipment and classroom scored a 2. Board policy and internet safety guidelines were missing.</p> <p>Textbooks/Learning Resources had a 2 score in the supplemental material/kits.</p>	<p>Improve line of sight for office staff and front door or install camera/buzzer door access as funding permits. Provide book with asbestos reports.</p> <p>Review TCI and evaluate what is needed to improve. Provide equipment as funding permits. Provide missing internet safety guide and board policy.</p> <p>Investigate what is lacking as far as supplemental material and provide to site as funding permits.</p>
<p>Warren Elementary School ESS – 3.02</p>	<p>ESS Safety Score was impacted by no abutting crosswalk (1). Also missing Fire Marshal Reports and No Asbestos Report available.</p> <p>Non-Instructional space was scored 2 in both Admin Space and Food Space.</p> <p>Classroom space lacking appropriate storage (2).</p> <p>Technology Internet Safety Guidelines missing (2).</p> <p>Performing Arts – stage is small and hard surface (2).</p>	<p>Investigate need for abutting crosswalk with School Safety and create and man the crossing as necessary, funding permitting. Provide book with asbestos information and copy of Fire Marshall reports to the site.</p> <p>Investigate the inadequate areas and increase size/improve condition as funding permits.</p> <p>Add storage as funding permits.</p> <p>Provide Internet Safety Guidelines.</p> <p>Investigate enlarging stage and improving surfacing as funding permits.</p>
<p>Palo Verde High School ESS – 3.07</p>	<p>ESS Score was brought down in Science area because rooms were lacking shower and eye wash stations.</p> <p>Missing asbestos reports brought Security Score down.</p> <p>Internet safety guidelines missing and Governing Board Policy was not posted which lowered the Technology ESS score.</p>	<p>Install necessary eyewash and showers in science classrooms as funding permits. Cost savings alternative is to add portable eyewash bottles.</p> <p>Provide book with asbestos information to the site.</p> <p>Provide missing internet safety guidelines and Governing Board policy.</p>
<p>Bloom Elementary School ESS – 3.07</p>	<p>ESS Score in Security was brought down because</p>	<p>Improve perimeter fence height as funding permits.</p>

	<p>perimeter fencing was low and asbestos reports were missing.</p> <p>ESS Score was brought down in both the Performing Arts as well as Music due to lack of proper storage.</p> <p>Technology score was brought down because the Internet Safety Guidelines were not available.</p>	<p>Provide book with asbestos information to the site</p> <p>Add storage as funding permits.</p> <p>Provide missing internet safety guidelines</p>
<p>Robison Elementary School ESS - 3.08</p>	<p>ESS Score in Security brought down due to Parent pick up area. Missing asbestos report book.</p> <p>Internet safety guidelines missing and Governing Board Policy was not posted which lowered the Technology ESS score.</p> <p>Performing arts storage lacking.</p>	<p>Review size of drop off and lengthen if space is available and as funding permits. Provide book with asbestos information to the site</p> <p>Provide missing internet safety guidelines and Governing Board policy.</p> <p>Provide additional storage as funding permits.</p>
<p>Henry Elementary School ESS – 3.10</p>	<p>ESS Score in Security was brought down because perimeter fencing was low.</p> <p>ESS Score in Security brought down due to Parent pick up area.</p> <p>Asbestos & Fire Marshall reports were missing.</p> <p>Missing Internet Safety Guide.</p> <p>Performing Arts and Music storage inadequate.</p>	<p>Improve perimeter fence height as funding permits.</p> <p>Review size of drop off and lengthen if space is available and as funding permits.</p> <p>Provide book with asbestos information and copy of Fire Marshall reports to the site.</p> <p>Provide missing internet safety guide.</p> <p>Provide additional storage as funding permits.</p>

<p>Project More High School ESS – 3.11</p>	<p>ESS Safety Score was low due to front office cannot supervise front entry – missing asbestos book.</p> <p>Drop off space not available for parents to drop students (1).</p> <p>Non-Instructional space was scored a 2 in clinic .</p> <p>Internet safety guidelines missing and Governing Board Policy was not posted which lowered the Technology ESS score – 1 each area.</p>	<p>Improve line of sight for office staff and front door or install camera/buzzer door access as funding permits. Provide book with asbestos reports.</p> <p>Determine if space for student drop off is necessary at this campus and provide if space is available.</p> <p>ESS notes the clinic space is small; investigate inadequate areas and increase size/improve condition as funding permits.</p> <p>Provide missing internet safety guide and board policy.</p>
<p>Myers-Ganoung Elementary School ESS – 3.13</p>	<p>Front office cannot supervise front entry – poor directional signage – missing asbestos book.</p> <p>Technology had insufficient technology equipment for elementary classroom. Missing guidelines for internet safety.</p> <p>Library score low due to environment and insufficient books.</p>	<p>Improve line of sight for office staff and front door or install camera/buzzer door access as funding permits. Evaluate and improve placement of exterior signage. Provide book with asbestos reports.</p> <p>Review TCI and evaluate what is needed to improve. Provide equipment as funding permits. Provide missing internet safety guide and board policy.</p> <p>Further evaluate the environment to determine what can be done to improve. Provide improvements as well as additional books as funding permits.</p>
<p>Carrillo Elementary School ESS – 3.15</p>	<p>ESS Score in Security was brought down because perimeter fencing was low (2). Poor directional signage – missing asbestos book also scored 2.</p> <p>Intercom scored 2 because it was missing in cafeteria and some classrooms.</p> <p>Technology for the building and classroom both scored (2). Lacking equipment. Missing TUSD guidelines on technology use.</p> <p>Library scored 2 in both</p>	<p>Improve perimeter fence height as funding permits. Evaluate and improve placement of exterior signage. Provide book with asbestos reports.</p> <p>Investigate need and provide adequate intercom system and speakers for all rooms.</p> <p>Review TCI and evaluate what is needed to improve. Provide equipment as funding permits. Provide missing board policy.</p> <p>Investigate the inadequate areas and</p>

	<p>environment and size.</p> <p>Textbooks/Learning Resources scored a 2 in supplemental material as common core focus without adequate budget. Library books rated 1 and noted no funding & no staffing. Inadequate electronic materials available (2).</p>	<p>increase size/improve condition as funding permits.</p> <p>Investigate what is lacking as far as supplemental material, library books and electronic materials and provide to site as funding permits.</p>
<p>Kellond Elementary School ESS – 3.16</p>	<p>ESS Score in Security brought down due to busbay area being too small for the amount of busses</p> <p>Missing asbestos & Fire Marshall reports.</p> <p>Internet safety guidelines missing and Governing Board Policy was not posted which lowered the Technology ESS score.</p>	<p>Review size of busbay and lengthen if space is available and as funding permits.</p> <p>Provide book with asbestos & Fire Marshall information to the site</p> <p>Provide missing internet safety guidelines and Governing Board policy.</p>
<p>Roberts-Naylor K-8 ESS – 3.16</p>	<p>ESS Score was brought down in Security section with a 2 in lighting.</p>	<p>Improve exterior lighting as funding permits.</p>
<p>Gale Elementary School ESS – 3.19</p>	<p>Missing asbestos reports brought Security Score down.</p> <p>ESS score was brought down in Technology Equipment (2). Note says lacks computers in lab; no COW.</p> <p>Similar rating in Textbook/ Learning Resources mentioned lack of available technology to access electronic resources. (2)</p> <p>Performing Arts Storage not adequate. (2)</p> <p>Music score was low as each component was given (2); environment, size, location, storage.</p>	<p>Provide missing asbestos report.</p> <p>Review TCI and evaluate what is needed to improve. Provide equipment as funding permits.</p> <p>See comment above.</p> <p>Provide storage as funding permits.</p> <p>Review options of moving this class to larger room with a better location.</p>