

## APPENDIX IX – 3





## 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 2017

### **I. 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. MYFP provides a prioritized list of needed repairs, renovations, and replacements that should be addressed. The repairs will be completed in the order defined by the MYFP, following the guidelines stated in the USP. **Timing will depend on available funds. There is no guarantee that any project listed in the MYFP will be completed. It is dependent upon funding.**

**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.

### **II. EXECUTIVE SUMMARY**

The District utilizes the multi-year facilities plan to select projects as funds are available. It is based on the results of the assessments using the FCI and ESS.

FCI is a measurement of the condition of a facility at any given time. Low scores are priorities in deciding which projects to seek to address for the MYFP. The composite score is based on a percentage regarding the condition of facility components: grounds (10 percent), parking (5 percent), roofing (20 percent), building structures (30 percent), building systems (20 percent), special systems, (10 percent) and technology/communications systems (5 percent).

ESS is a measurement of the quality or appropriateness of the design of a school for educational purposes. The ESS evaluates: (i) the quality of the grounds, including playgrounds, 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 (i.e., art, music, band, 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 ESS has less opportunity for change or affected weathering. Age does not change the appropriateness of a design, so we don't have an expected lifecycle for repairs and eventual replacement. Therefore, the ESS scores are less likely to change unless improvements dollars are allocated and improvements made.

Both the FCI and the ESS are living documents that are updated as improvements to facilities are completed, or as systems are seen to be deteriorating. The data is available on all schools, and the District utilizes these documents to establish and assist in prioritizing the District's Capital Improvement Projects.

The MYFP provides an equitable framework for prioritizing short-term and long-term needs for facilities. The MYFP assigns priorities in the following order: (1) resolution of health and safety issues at any school, (2) schools that score below 2.0 on the FCI or below the District average on the ESS, and (3) racially concentrated schools that score below 2.5 on the FCI. These priorities align with the guidance provided by the USP.

While the Unitary Status Plan requires that the District renew the FCI and the ESS biennially, the District actually updates these two indices on a continual basis. Processes are in place to evaluate conditions any time changes are made to determine a change in score is appropriate. While few changes are made to ESS scores, FCI scores change frequently. Therefore, the biennial update is merely a snapshot of these two tools at the time that the Multi-Year Facility Plan is updated.

### **III. FACILITIES FUNDING**

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 latter 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.

This MYFP is dependent on having adequate funding. Without funding, projects cannot be completed. Therefore the MYFP is focused on defining the projects that need to be completed and the order in which they will be addressed. It is not a guarantee that the projects will be completed within the next three years.

- 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. The state no longer provides capital funds as part of its formula for schools.



- 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.

#### **IV. IMPLEMENTATION PROCESS**

The first priority for major repairs, renovations, and replacements must be facility conditions that impact the health and safety of the District's students and staff. Those items cannot wait for a biennial 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. The repairs will be completed in the order defined by the MYFP, following the guidelines stated in the USP. Timing will depend on available funds. There is no guarantee that any project listed in the MYFP will be completed. It is dependent upon funding.**

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 as we did in the 2015 MYFP. If this is not the intent of the court, the District will adjust the process accordingly.

It is difficult to blend the FCI and ESS list of priorities. The District has kept the lists separate as it did in the 2015 MYFP. They must be budgeted separately.

#### **Priority between FCI and ESS projects**

Having appropriate funding is the largest and most important component of the MYFP. 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.

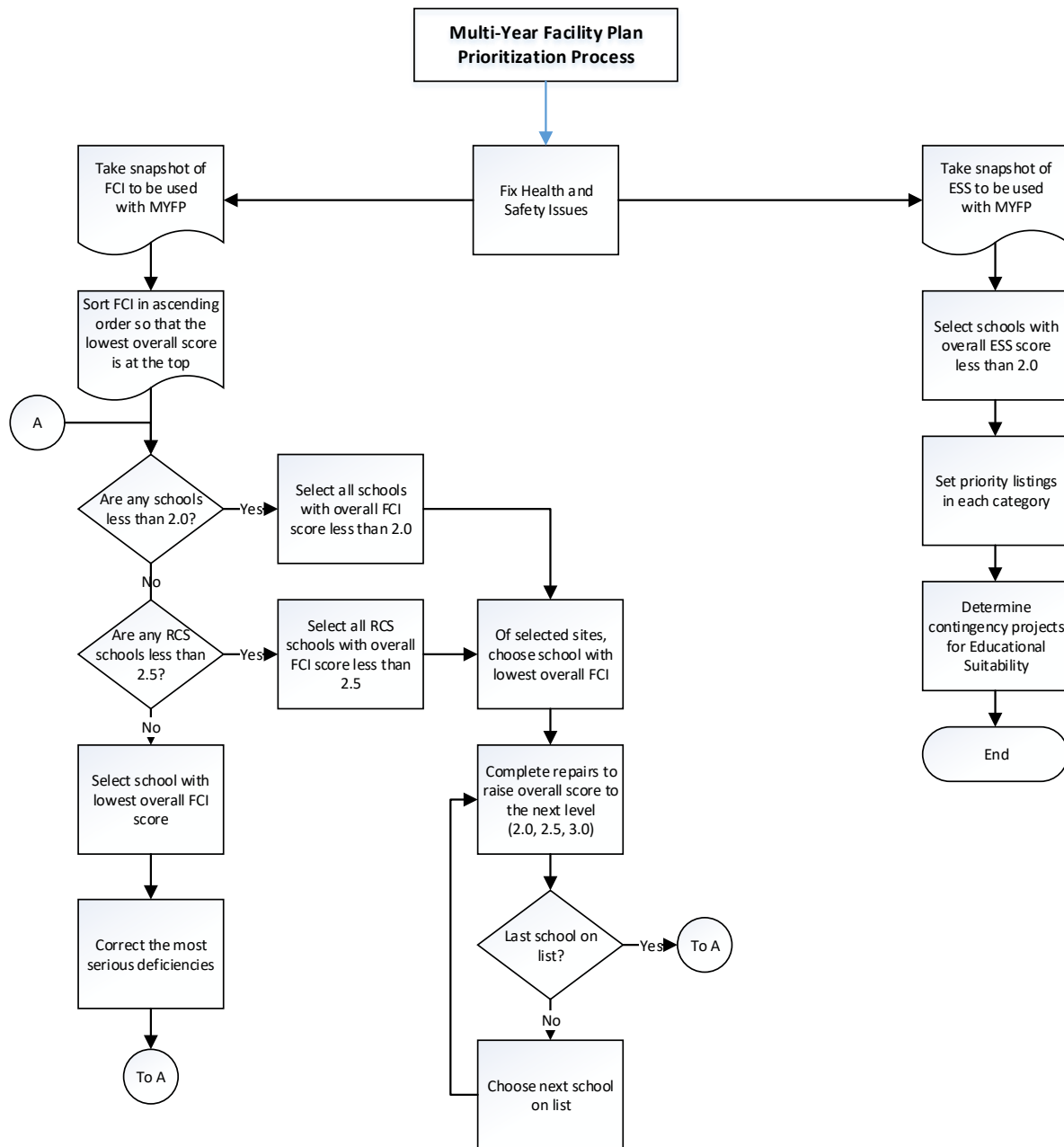
In times when TUSD has limited capital funds, the FCI will take priority, and in times of normal funding, or when School Bonds are approved, the decision tree likely will permit improving both.

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.



## V. PROCESS FLOW

A graphical view of the process is provided below.



This Flowchart is independent of funding. It shows how to prioritize projects.

Actual completion of projects is entirely dependent upon funding. If funds are not available, projects will not be completed.



## VI. PRIORITIZED LIST OF PROJECTS BASED ON FCI

MYFP provides a prioritized list of needed repairs, renovations, and replacements that should be addressed. The repairs will be completed in the order defined by the MYFP, following the guidelines stated in the USP. Timing will depend on available funds. There is no guarantee that any project listed in the MYFP will be completed. It is dependent upon funding.

School	Project	Estimate
Safford	Roofing Renovations	400,000.00
	HVAC Upgrades	1,000,000.00
	Security Upgrades	125,000.00
	Building Upgrades	1,025,000.00
Hollinger	Building Upgrades	1,400,000.00
	Roofing Renovations	400,000.00
	Grounds Improvements	80,000.00
	HVAC Upgrades	185,000.00
	Security Upgrades	125,000.00
Roskrige	Building Upgrades	250,000.00
	Roofing Renovations	500,000.00
	Grounds Improvements	200,000.00
Cholla	Building Upgrades	165,000.00
	Grounds Improvements	350,000.00
	Security Upgrades	250,000.00
	Security Upgrades	100,000.00
Robison	Roofing Renovations	200,000.00
	Security Upgrades	50,000.00
	Building Upgrades	300,000.00
Santa Rita	Security Upgrades	285,000.00
	HVAC Upgrades	1,190,000.00
	Roofing Renovations	2,000,000.00
	Building Upgrades	75,000.00
2110 Warehouse	Roofing Renovations	110,000.00
	Security Upgrades	150,000.00
	Grounds Improvements	75,000.00
Campbell Warehouse	Roofing Renovations	100,000.00
	Security Upgrades	70,000.00
	Grounds Improvements	100,000.00
Sabino	Plumbing Upgrades	200,000.00
	Security Upgrades	1,200,000.00
Secrist	HVAC Upgrades	185,000.00
	Roofing Renovations	800,000.00
	Building Upgrades	100,000.00



	Grounds Improvements	1,100,000.00
	Security Upgrades	100,000.00
Rincon/UHS	HVAC Upgrades	320,000.00
	Security Upgrades	400,000.00
	Plumbing Upgrades	1,000,000.00
Catalina	Roofing Renovations	1,500,000.00
	Security Upgrades	50,000.00
	Building Upgrades	100,000.00
Wakefield	Roofing Renovations	400,000.00
	Building Upgrades	495,000.00
	Security Upgrades	450,000.00
Starr/TAPP	Roofing Renovations	500,000.00
	Building Upgrades	10,000.00
	Security Upgrades	250,000.00

## **I. PRIORITIZED LIST OF PROJECTS BASED ON ESS**

**MYFP provides a prioritized list of needed repairs, renovations, and replacements that should be addressed. The repairs will be completed in the order defined by the MYFP, following the guidelines stated in the USP. Timing will depend on available funds. There is no guarantee that any project listed in the MYFP will be completed. It is dependent upon funding.**

Please note that we have not estimated the cost for these projects. Cost estimates for most of these would be a project in itself. We will move forward with actual estimates if and when we have funds available for these types of projects.

<b><u>School</u></b>	<b><u>Project</u></b>
TAPP	Improve exterior lighting
	Improve perimeter fencing
	Improve access control
	Improve parent drop-off
	Improve classroom storage
	Improve technology environment
	Improve safety of technology devices
	Improve textbook electronic materials
	Improve building ventilation and replace/repair noisy heat pumps
Howell	Improve intercom system
	Improve cafeteria space
	Improve food service prep area
	Improve Health Office
	Improve faculty work space
	Improve technology in the classroom
	Improve textbook electronic devices



Pueblo Gardens	Improve perimeter fencing Improve non-instruction clinic space Improve safety of technology devices Improve technology in the classroom Improve performing arts storage Improve physical education hard surfaces
Sewell	Improve access control Improve parent dropoff Improve technology equipment in the buildings Improve technology in the classroom Improve textbook supplemental materials/kits
Warren	Improve crosswalk safety Improve Fire Marshall reports for the school Improve administration space Improve classroom storage Improve size of performing arts area
Bloom	Improve perimeter fence height Add storage to Performing Arts Add storage to Music
Roberts-Naylor	Improve exterior lighting
Palo Verde	Improve classroom storage Improve safety of technology devices Improve textbook supplemental materials/kits Improve science classroom storage Install eyewash and showers in science classrooms
Henry	Improve parent pick-up area Improve Fire Marshall's Report Provide additional storage for Performing Arts and Music
Gale	Improve Food Service prep area Provide technology equipment for lab Provide COWs Improve Instruction resource room Improve textbook electronic materials Improve performing arts storage Improve music environment, size, location, and storage
Robison	Improve performing arts storage Improve parent pick-up area
Carillo	Improve fence height Improvement placement of exterior signage Provide intercom system and speakers for cafeteria and classrooms Provide technology equipment for the building and classrooms Improve size and condition of library Provide supplemental materials, books, and electronics for library
Myers-Ganoung	Provide access control Evaluate and improve placement of exterior signage Improve technology equipment for classrooms Improve library and purchase additional materials



## ATTACHMENT A - FCI VALUE INDEX

**TUSD Facilities Condition Index (FCI)****FCI - Tracked Categories**

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Building Square Footage  
 Date of Original Construction and Latest Addition  
 Utility Cost  
 Grounds  
 Parking Lots & Drives  
 Roofing  
 Building & Structure  
 Building Systems including HVAC Systems  
 Technology & Communication Systems  
 Portable Classrooms & Condition  
 Upkeep Cost

**VALUE INDEX**

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**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.



## FCI Main Sheet

School #		Building Square Footage	Original Build/Last Addition	Utility Costs	Site Conditions		Building Conditions					FCI	RCS
					Grounds	Parking Lots & Drives	Roofing	Building & Structure	Building Systems	Special Systems	Tech/ Comm Systems		
	ELEMENTARY SCHOOLS				5%	5%	20%	30%	20%	5%	15%	100%	
120	BANKS ES	53,968	2002/2005	110,550	4.30	3.00	3.50	3.11	2.85	4.67	4.00	3.40	
125	BLENMAN ES	64,072	1942/2008	116,321	3.85	2.00	1.25	2.63	2.50	3.33	2.50	2.37	
128	BLOOM ES	40,726	1972/2012	69,390	2.78	3.00	4.00	3.13	2.45	3.75	3.00	3.15	
131	BONILLAS ES	50,340	1953/2004	98,960	4.10	2.00	3.00	2.61	2.50	3.75	3.00	2.83	
140	BORMAN ES	40,473	1976/1996	100,477	4.25	3.00	3.00	2.88	2.70	1.75	4.00	3.05	
143	BORTON ES	33,988	1927/2004	98,440	4.09	2.00	3.00	2.91	3.28	4.33	2.50	3.02	
161	CARRILLO ES	53,260	1930/2004	74,018	4.00	3.00	5.00	2.27	2.35	5.00	3.00	3.20	*
167	CAVETT ES	54,919	1956/1996	101,852	3.50	3.00	2.00	2.94	2.35	2.83	2.50	2.60	*
170	COLLIER ES	33,502	1973	98,592	2.55	3.00	4.00	2.75	2.00	4.67	3.00	2.99	
179	CRAGIN ES	60,557	1950/2003	93,749	3.81	2.00	1.50	3.00	2.40	2.83	3.00	2.56	
185	DAVIDSON ES	34,542	2006	122,494	4.01	3.00	3.50	3.33	3.38	3.67	4.00	3.51	
191	DAVIS ES	35,770	1902/1992	83,147	3.80	3.00	2.00	2.59	2.63	1.75	4.00	2.73	
211	DUNHAM ES	36,389	1973/1994	107,073	3.10	2.00	1.50	3.00	2.00	2.33	3.00	2.42	
215	ERICKSON ES	51,352	1967/1992	84,323	2.95	3.00	2.00	2.91	2.35	2.33	3.00	2.61	
218	FORD ES	38,477	1971/1996	80,369	2.34	3.00	2.50	2.83	2.20	3.75	3.00	2.69	
225	FRUCHTHENDLER ES	39,318	1971/1980	78,874	2.65	3.00	2.00	3.00	2.73	2.83	3.00	2.72	
228	GALE ES	33,628	1968/1992	109,738	3.70	3.00	2.00	2.94	2.35	2.33	3.00	2.66	
231	GRIJALVA ES	53,918	1988/2010	145,555	4.05	3.00	2.00	2.94	1.80	3.75	3.00	2.63	*
238	HENRY ES	34,778	1971/1993	81,641	3.75	3.00	2.50	2.75	2.73	2.50	3.00	2.78	
239	HOLLADAY ES	37,545	1951/2004	80,503	3.80	3.00	2.50	2.82	2.73	4.33	2.50	2.82	
245	HOWELL ES	42,967	1950/2004	96,834	3.06	3.00	2.50	2.67	2.70	1.75	4.00	2.83	
251	HUDLOW ES	42,277	1959/2008	92,797	3.01	3.00	2.00	3.00	1.75	4.67	4.00	2.78	
257	HUGHES ES	26,642	1927/2006	76,088	3.50	3.00	1.00	2.69	2.75	2.33	3.00	2.45	
266	JOHNSON PRIMARY ES	52,581	1991	93,604	4.70	3.00	3.00	2.83	3.00	2.50	4.00	3.16	
275	KELLOND ES	55,306	1955/2004	101,337	3.84	3.00	2.50	2.75	2.50	4.67	3.50	2.93	
281	LINEWEAVER ES	43,692	1956/2004	94,172	3.26	2.00	2.00	2.88	2.75	4.67	3.00	2.76	
287	LYNN/URQUIDES ES	72,904	1950/1993	173,645	3.50	3.00	2.50	3.06	2.55	4.33	3.00	2.92	*
290	MALDONADO ES	43,450	1988/2010	98,915	1.95	3.00	3.00	2.94	2.10	3.08	3.00	2.76	*
293	MANZO ES	41,826	1939/2004	69,289	3.65	2.00	1.50	2.70	2.55	5.00	3.00	2.60	*
295	MARSHALL ES	46,122	1963/1996	73,800	3.31	3.00	4.00	3.25	2.75	5.00	3.00	3.34	
308	MILLER ES	44,952	1981/2010	123,555	2.58	1.00	5.00	2.88	2.10	4.00	3.00	3.11	*
311	MISSION VIEW ES	45,097	1922/2004	87,560	4.29	3.00	2.00	2.88	2.23	2.50	3.00	2.65	*
317	MYERS/GANOUNG ES	64,822	1959/1991	108,391	3.10	1.00	5.00	2.82	2.05	3.42	3.00	3.08	
323	OCHOA ES	37,580	1921/2004	82,154	4.34	3.00	2.00	2.67	3.03	1.25	3.00	2.68	*
327	OYAMA ES	53,968	2002/2005	168,086	3.60	3.00	3.50	3.22	2.45	4.33	4.00	3.30	*
353	ROBISON ES	41,308	1949/2004	96,110	4.30	2.00	1.25	2.63	2.58	2.50	3.00	2.44	*
395	SEWELL ES	40,617	1959/1960	83,784	3.78	4.00	1.75	2.88	2.35	1.25	3.00	2.58	
410	SOLENG TOM ES	46,710	1987/2010	83,144	3.05	1.00	4.50	2.94	2.55	1.25	3.00	3.01	
413	STEELE ES	42,293	1960/1993	74,650	2.70	3.00	3.00	3.13	2.75	2.33	3.00	2.94	
417	TOLSON ES	50,218	1972/2004	93,472	2.89	3.00	2.00	3.00	4.10	2.50	3.00	2.99	*
419	TULLY ES	54,883	1956/2003	112,655	2.35	3.00	5.00	2.69	2.00	1.25	3.00	2.99	
431	VAN BUSKIRK ES	52,043	1956/2004	107,415	2.73	3.00	5.00	2.91	2.75	3.42	3.00	3.33	*
435	VESEY ES	56,598	1968/2009	110,794	3.60	2.00	3.00	2.88	2.38	3.83	3.00	2.86	*
440	WARREN ES	34,899	1973/2004	125,645	1.95	3.00	4.00	2.94	2.00	2.50	3.00	2.91	*
443	WHEELER ES	51,082	1959/1994	99,638	3.36	2.00	2.00	2.88	2.73	2.17	4.00	2.78	
449	WHITE ES	65,683	1959/2009	127,530	3.76	3.00	2.50	3.00	2.15	2.50	3.00	2.74	*
455	WHITMORE ES	46,675	1959/2004	75,192	2.45	3.00	3.50	3.00	2.53	3.75	4.00	3.17	
461	WRIGHT ES	50,283	1953/2004	104,768	2.75	3.00	3.00	2.83	2.53	2.50	3.00	2.82	
	K-8 SCHOOLS												
510	BOOTH-FICKETT	162,488	1959/1991	277,488	3.10	3.00	1.00	3.00	2.90	1.25	3.00	2.50	
197	DIETZ	49,882	1960/1994	104,323	2.71	3.00	2.00	2.75	2.00	2.50	3.00	2.49	
203	DRACHMAN	36,007	1996	92,718	2.95	3.00	2.50	3.17	2.75	3.75	4.00	3.09	
233	HOLLINGER	56,103	1931/1996	149,494	3.73	2.00	1.00	2.71	2.33	3.33	2.50	2.31	*
277	LAWRENCE (3-8)	50,523	1995	101,556	2.60	3.00	1.25	2.89	2.53	3.00	3.00	2.50	
523	McCORKLE	103,112	2011	200,412	4.65	4.00	4.00	3.70	4.00	5.00	3.00	3.84	*
305	MILES	34,285	1921/2004	100,427	4.01	3.00	2.00	2.91	2.30	2.37	3.00	2.65	
521	MORGAN MAXWELL	83,205	1973/1995	170,822	4.20	3.00	5.00	2.85	2.85	2.50	3.00	3.36	*
329	PUEBLO GARDENS	41,817	1950/2004	97,495	3.30	5.00	5.00	2.63	2.00	4.67	3.00	3.29	*
525	ROBERTS-NAYLOR	104,297	1961/1992	168,908	2.30	3.00	1.25	2.89	3.48	2.50	3.00	2.65	
351	ROBINS	62,086	1993/2009	117,248	3.14	3.00	3.00	3.45	2.05	3.42	3.00	2.97	*
371	ROSE	78,175	1993	162,532	3.55	2.00	2.50	2.94	2.68	4.33	3.00	2.86	*
595	ROSKRUGE	78,704	1914/1996	150,109	2.70	3.00	1.00	2.83	2.23	4.33	2.50	2.37	*
535	SAFFORD	124,739	1904/2004	289,502	3.30	3.00	1.00	2.33	2.05	3.67	2.50	2.18	*
	MIDDLE SCHOOLS												
502	DODGE MS	47,211	1954/1993	117,043	3.45	4.00	4.00	2.67	2.55	2.75	4.00	3.22	
505	DOOLEN MS	124,686	1942/2006	349,142	3.90	3.00	1.00	2.88	2.65	1.25	2.50	2.38	
511	GRIDLEY MS	84,276	1973/1995	215,961	2.68	3.00	1.00	2.75	2.68	3.08	3.00	2.45	
515	MAGEE MS	107,001	1963/1994	173,235	3.50	3.00	1.50	2.89	2.55	2.75	3.00	2.59	
520	MANSFELD MS	115,532	1930/2008	185,421	2.63	3.00	1.75	2.68	2.73	2.83	3.00	2.57	
527	PISTOR MS	117,753	1969/1993	198,034	3.73	1.00	1.75	3.11	2.48	2.50	3.00	2.59	*
537	SECRIST MS	69,354	1972/1994	224,506	2.20	2.00	1.50	2.50	2.48	2.75	2.50	2.27	



## FCI Main Sheet

School #		Building Square Footage	Original Build/Last Addition	Utility Costs	Site Conditions		Building Conditions					FCI	RCS
					Grounds	Parking Lots & Drives	Roofing	Building & Structure	Building Systems	Special Systems	Tech/ Comm Systems		
550	UTTERBACK MS	143,812	1957/1992	294,727	2.93	2.00	2.00	3.00	3.00	1.83	3.00	2.69	*
555	VAIL MS	108,969	1954/1993	235,204	2.83	2.00	1.50	3.00	3.18	2.42	3.00	2.65	
557	VALENCIA MS	95,775	1993/2008	229,252	3.45	3.00	3.00	3.11	3.80	3.33	2.50	3.16	*
	HIGH SCHOOLS												
610	CATALINA HS	352,512	1955/1997	580,247	3.03	3.00	1.50	2.58	2.00	2.75	2.50	2.29	
615	CHOLLA HS	329,605	1968/2009	718,635	2.53	3.00	1.50	2.67	2.55	1.75	3.00	2.42	*
195	MARY MEREDITH K-12	22,670	2004/2009	107,059	2.80	3.00	3.50	3.13	4.00	4.00	5.00	3.68	
620	PALO VERDE HS	339,627	1961/1973	646,855	3.08	2.00	2.50	2.85	2.15	2.08	2.50	2.52	
630	PUEBLO HS	362,740	1954/1995	639,334	3.48	3.00	4.00	2.95	2.65	1.83	2.50	3.01	*
640/675	RINCON HS/UHS	363,614	1957/2009	595,059	3.28	2.00	1.50	2.85	1.60	1.67	3.00	2.27	
645	SABINO HS	322,441	1971/2010	510,032	2.53	2.00	1.00	2.75	2.15	2.33	3.00	2.25	
650	SAHUARO HS	319,839	1966/2008	619,416	3.73	3.00	2.00	2.85	2.23	2.33	3.00	2.60	
655	SANTA RITA HS	337,613	1967/2010	725,593	3.13	2.00	1.25	2.75	1.65	2.00	2.50	2.14	
660	TUCSON HS	630,557	1924/2011	1,021,521	3.58	3.00	1.75	2.67	2.85	1.33	3.00	2.57	*
	CHILDCARE CENTERS												
149	BRICHTA	42,194		89,061	2.93	2.00	2.50	2.72	2.93	4.33	4.00	2.96	
389	SCHUMAKER	40,606		112,761	2.51	2.00	2.50	3.00	2.80	3.50	3.00	2.81	
	ALTERNATIVE ED PROGRAMS												
674	PROJECT MORE HS	30,250	1977/1996	55,615	2.93	3.00	3.00	3.14	2.80	1.67	2.50	2.86	
678	SOUTHWEST ED. CTR (678)	32,727	1972	59,603	2.78	3.00	1.00	3.00	2.65	4.50	5.00	2.89	
676	TEENAGE PARENT PROG (STARR)	28,738		71,966	2.53	3.00	2.00	3.00	2.25	2.67	2.50	2.53	
	SUPPORT FACILITIES												
01D	AJO WAY SER CTR (PFCI)	0		0	2.73	3.00	3.00	2.00	2.05	2.00	2.50	2.37	
02D	CAMP COOPER	4,653		2,041	3.03	3.00	3.00	2.00	2.60	2.00	5.00	2.87	
08E	CARPENTERS HALL	14,042		30,954	2.83	2.00	2.00	2.88	2.23	3.00	5.00	2.85	
074	CHERRY FIELD (##TUCSON HS)	0		78,781	4.08	3.00	3.00	3.11	3.75	3.00	4.00	3.39	
578	DRAKE ALTER MS	0		0	3.05	3.00	3.00	2.67	2.60	4.00	4.00	3.02	
	DIRECT LINK	8,280		18,687	3.00	3.00	2.00	2.36	2.20	4.00	4.00	2.65	
520	DUFFY SERVICE CENTER	32,986		76,082	3.00	2.00	3.00	2.60	2.35	2.50	2.50	2.60	
	FACILITIES WAREHOUSE	0		#	3.00	4.00	3.00	3.00	2.05	4.00	3.00	2.91	
	FACILITIES (PFCI)	77,783		199,576	2.85	4.00	3.50	3.13	1.80	3.00	2.50	2.87	
06D	FINANCE BUILDING	19,818	1956/1997	177,164	2.70	3.00	2.50	2.88	2.05	1.00	4.00	2.71	
673	FINE ARTS (PFCI)	2,375		3,515	3.00	3.00	3.00	3.00	1.85	3.50	2.50	2.72	
07D	FOOD SERVICES	57,624	1960/1998	181,644	3.05	3.00	2.50	3.00	2.83	1.50	2.50	2.72	
08D	LIRC	36,115	1973	73,983	3.00	4.00	3.00	3.00	2.65	3.00	5.00	3.28	
09D	MORROW ED CTR	55,606	1941/1957	141,149	2.05	3.00	2.00	2.72	2.08	4.00	3.00	2.53	
10D	MORROW ED CTR ANNEX	6,421	1965	12,491	2.95	3.00	3.00	3.00	2.65	3.00	4.50	3.15	
11D	PROPERTY CONTROL (PFCI)	900		15,264	2.90	4.00	4.00	3.17	2.05	2.00	2.50	2.98	
03D	RISK MANAGEMENT (CHAP. II)	0	1983	60	3.00	3.00	3.00	3.00	2.05	3.50	4.00	2.99	
12D	ROSEMONT SER CTR (PFCI)	0	1963	#	3.00	2.00	3.00	2.06	2.05	2.50	4.00	2.60	
13D	STARR CENTER (TAPP)	0	1965/1974	#	2.80	3.00	1.00	3.00	2.05	3.33	2.50	2.34	
16D	TRANSPORTATION CENTRAL	0	1956/1988	#	3.05	4.00	1.50	3.13	2.25	5.00	4.00	2.89	
15D	TRANSPORTATION EAST	6,880	1974/1982	23,328	3.05	5.00	3.00	2.00	2.05	4.00	4.00	2.81	
	TRANSPORTATION WEST	0	2013	36,568	3.28	5.00	5.00	5.00	4.80	5.00	5.00	4.87	
560	WAKEFIELD	102,972		155,763	3.10	3.00	1.00	2.54	2.77	1.25	3.00	2.33	
17D	WAREHOUSE-1940 Winsett	0	1975	0	3.00	1.00	1.00	2.80	2.45	2.00	4.00	2.43	
18D	WAREHOUSE-2050 Winsett	11,200		9,743	3.05	4.00	5.00	2.25	2.45	2.00	2.50	2.99	
19D	WAREHOUSE-2110 Winsett	91,630	1975	9,588	3.00	1.00	1.00	2.67	2.45	2.00	2.50	2.17	
20D	WAREHOUSE-480 Campbell	29,810	1951/1978	20,338	3.00	2.00	1.00	2.00	2.45	2.00	4.00	2.24	
	CLOSED SCHOOLS												
19D	BROADWAY (PROJ PASS HS)	4,604		0	1.98	3.00	3.00	2.70	2.25	3.00	3.00	2.71	
503	CARSON MS	94,682		28,990	1.80	3.00	2.00	2.67	1.60	1.67	3.00	2.29	
173	CORBETT ES	53,367		22,012	3.25	3.00	2.00	2.83	2.65	2.67	2.00	2.53	
513	HOHOKAM MS	39,170		17,171	2.35	2.00	3.00	2.89	2.65	3.00	2.00	2.66	
680	HOWENSTINE HS	#		#	2.90	2.00	3.00	2.38	2.65	3.00	2.00	2.54	
263	JEFFERSON PK ES	41,690		8,527	1.60	3.00	3.00	2.25	2.20	1.00	3.00	2.45	
269	KEEN ES	40,181		14,138	2.50	2.00	2.00	3.13	2.65	2.00	1.00	2.34	
288	LYONS ES	#		#	4.30	3.00	3.00	3.00	2.65	1.00	3.00	2.90	
299	MENLO PARK ES	#		#	2.73	3.00	3.00	2.25	2.25	2.67	3.00	2.59	
672	PACE ALTERNATIVE HS	54,940		17,981	2.75	1.00	2.00	2.88	2.10	1.67	4.00	2.55	
338	REYNOLDS ES	#		#	2.95	3.00	3.00	2.40	2.65	1.00	1.00	2.35	
341	RICHEY ES	#		#	2.35	3.00	3.00	2.75	2.45	1.50	2.00	2.56	
347	ROBERTS ES	#		#	1.40	3.00	3.00	2.25	2.65	3.00	1.00	2.33	
359	ROGERS ES	93,430		56,738	3.00	3.00	4.00	2.67	2.65	3.33	2.00	2.90	



FCI Sorted by MYFP Priorities											
Rank	School #	School Name	Site Conditions		Building Conditions						
			Grounds	Parking Lots & Drives	Roofing	Building & Structure	Building Systems	Special Systems	Tech/Comm Systems	FCI	RCS
			5%	5%	20%	30%	20%	5%	15%	100%	
1	535	SAFFORD	3.30	3.00	1.00	2.33	2.05	3.67	2.50	2.18	*
2	233	HOLLINGER	3.73	2.00	1.00	2.71	2.33	3.33	2.50	2.31	*
3	595	ROSKRUGE	2.70	3.00	1.00	2.83	2.23	4.33	2.50	2.37	*
4	615	CHOLLA HS	2.53	3.00	1.50	2.67	2.55	1.75	3.00	2.42	*
5	353	ROBISON ES	4.30	2.00	1.25	2.63	2.58	2.50	3.00	2.44	*
6	655	SANTA RITA HS	3.13	2.00	1.25	2.75	1.65	2.00	2.50	2.14	
7	19D	WAREHOUSE-2110 Winsett	3.00	1.00	1.00	2.67	2.45	2.00	2.50	2.17	
8	20D	WAREHOUSE-480 Campbell	3.00	2.00	1.00	2.00	2.45	2.00	4.00	2.24	
9	645	SABINO HS	2.53	2.00	1.00	2.75	2.15	2.33	3.00	2.25	
10	537	SECRIST MS	2.20	2.00	1.50	2.50	2.48	2.75	2.50	2.27	
11	640/675	RINCON HS/UHS	3.28	2.00	1.50	2.85	1.60	1.67	3.00	2.27	
12	610	CATALINA HS	3.03	3.00	1.50	2.58	2.00	2.75	2.50	2.29	
13	560	WAKEFIELD	3.10	3.00	1.00	2.54	2.77	1.25	3.00	2.33	
14	13D	STARR CENTER (TAPP)	2.80	3.00	1.00	3.00	2.05	3.33	2.50	2.34	
15	01D	AJO WAY SER CTR (PFCI)	2.73	3.00	3.00	2.00	2.05	2.00	2.50	2.37	
16	125	BLENNMAN ES	3.85	2.00	1.25	2.63	2.50	3.33	2.50	2.37	
17	505	DOOLEN MS	3.90	3.00	1.00	2.88	2.65	1.25	2.50	2.38	
18	211	DUNHAM ES	3.10	2.00	1.50	3.00	2.00	2.33	3.00	2.42	
19	17D	WAREHOUSE-1940 Winsett	3.00	1.00	1.00	2.80	2.45	2.00	4.00	2.43	
20	511	GRIDLEY MS	2.68	3.00	1.00	2.75	2.68	3.08	3.00	2.45	
21	257	HUGHES ES	3.50	3.00	1.00	2.69	2.75	2.33	3.00	2.45	
22	197	DIETZ	2.71	3.00	2.00	2.75	2.00	2.50	3.00	2.49	
23	510	BOOTH-FICKETT	3.10	3.00	1.00	3.00	2.90	1.25	3.00	2.50	
24	277	LAWRENCE (3-8)	2.60	3.00	1.25	2.89	2.53	3.00	3.00	2.50	
25	620	PALO VERDE HS	3.08	2.00	2.50	2.85	2.15	2.08	2.50	2.52	
26	09D	MORROW ED CTR	2.05	3.00	2.00	2.72	2.08	4.00	3.00	2.53	
27	676	TEENAGE PARENT PROG (STARR)	2.53	3.00	2.00	3.00	2.25	2.67	2.50	2.53	
28	179	CRAGIN ES	3.81	2.00	1.50	3.00	2.40	2.83	3.00	2.56	
29	660	TUCSON HS	3.58	3.00	1.75	2.67	2.85	1.33	3.00	2.57	*
30	520	MANSFELD MS	2.63	3.00	1.75	2.68	2.73	2.83	3.00	2.57	
31	395	SEWELL ES	3.78	4.00	1.75	2.88	2.35	1.25	3.00	2.58	
32	515	MAGEE MS	3.50	3.00	1.50	2.89	2.55	2.75	3.00	2.59	
33	527	PISTOR MS	3.73	1.00	1.75	3.11	2.48	2.50	3.00	2.59	*
34	167	CAVETT ES	3.50	3.00	2.00	2.94	2.35	2.83	2.50	2.60	*
35	520	DUFFY SERVICE CENTER	3.00	2.00	3.00	2.60	2.35	2.50	2.50	2.60	
36	293	MANZO ES	3.65	2.00	1.50	2.70	2.55	5.00	3.00	2.60	*
37	650	SAHUARO HS	3.73	3.00	2.00	2.85	2.23	2.33	3.00	2.60	
38	12D	ROSEMONT SER CTR (PFCI)	3.00	2.00	3.00	2.06	2.05	2.50	4.00	2.60	
39	215	ERICKSON ES	2.95	3.00	2.00	2.91	2.35	2.33	3.00	2.61	
40	231	GRIJALVA ES	4.05	3.00	2.00	2.94	1.80	3.75	3.00	2.63	*
41	311	MISSION VIEW ES	4.29	3.00	2.00	2.88	2.23	2.50	3.00	2.65	*
42	555	VAIL MS	2.83	2.00	1.50	3.00	3.18	2.42	3.00	2.65	
43		DIRECT LINK	3.00	3.00	2.00	2.36	2.20	4.00	4.00	2.65	
44	305	MILES	4.01	3.00	2.00	2.91	2.30	2.37	3.00	2.65	
45	525	ROBERTS-NAYLOR	2.30	3.00	1.25	2.89	3.48	2.50	3.00	2.65	
46	228	GALE ES	3.70	3.00	2.00	2.94	2.35	2.33	3.00	2.66	
47	323	OCHOA ES	4.34	3.00	2.00	2.67	3.03	1.25	3.00	2.68	*
48	550	UTTERBACK MS	2.93	2.00	2.00	3.00	3.00	1.83	3.00	2.69	*
49	218	FORD ES	2.34	3.00	2.50	2.83	2.20	3.75	3.00	2.69	
50	06D	FINANCE BUILDING	2.70	3.00	2.50	2.88	2.05	1.00	4.00	2.71	
51	07D	FOOD SERVICES	3.05	3.00	2.50	3.00	2.83	1.50	2.50	2.72	
52	225	FRUCHTHENDLER ES	2.65	3.00	2.00	3.00	2.73	2.83	3.00	2.72	
53	673	FINE ARTS (PFCI)	3.00	3.00	3.00	3.00	1.85	3.50	2.50	2.72	
54	191	DAVIS ES	3.80	3.00	2.00	2.59	2.63	1.75	4.00	2.73	
55	449	WHITE ES	3.76	3.00	2.50	3.00	2.15	2.50	3.00	2.74	*
56	290	MALDONADO ES	1.95	3.00	3.00	2.94	2.10	3.08	3.00	2.76	*
57	281	LINEWEAVER ES	3.26	2.00	2.00	2.88	2.75	4.67	3.00	2.76	
58	238	HENRY ES	3.75	3.00	2.50	2.75	2.73	2.50	3.00	2.78	
59	251	HUDLOW ES	3.01	3.00	2.00	3.00	1.75	4.67	4.00	2.78	
60	443	WHEELER ES	3.36	2.00	2.00	2.88	2.73	2.17	4.00	2.78	
61	389	SCHUMAKER	2.51	2.00	2.50	3.00	2.80	3.50	3.00	2.81	
62	15D	TRANSPORTATION EAST	3.05	5.00	3.00	2.00	2.05	4.00	4.00	2.81	
63	461	WRIGHT ES	2.75	3.00	3.00	2.83	2.53	2.50	3.00	2.82	



			FCI Sorted by MYFP Priorities								
			Site Conditions		Building Conditions						
Rank	School #		Grounds	Parking Lots & Drives	Roofing	Building & Structure	Building Systems	Special Systems	Tech/Comm Systems	FCI	RCS
64	239	HOLLADAY ES	3.80	3.00	2.50	2.82	2.73	4.33	2.50	2.82	
65	131	BONILLAS ES	4.10	2.00	3.00	2.61	2.50	3.75	3.00	2.83	
66	245	HOWELL ES	3.06	3.00	2.50	2.67	2.70	1.75	4.00	2.83	
67	08E	CARPENTERS HALL	2.83	2.00	2.00	2.88	2.23	3.00	5.00	2.85	
68	674	PROJECT MORE HS	2.93	3.00	3.00	3.14	2.80	1.67	2.50	2.86	
69	435	VESEY ES	3.60	2.00	3.00	2.88	2.38	3.83	3.00	2.86	*
70	371	ROSE	3.55	2.00	2.50	2.94	2.68	4.33	3.00	2.86	*
71		FACILITIES (PFCI)	2.85	4.00	3.50	3.13	1.80	3.00	2.50	2.87	
72	02D	CAMP COOPER	3.03	3.00	3.00	2.00	2.60	2.00	5.00	2.87	
73	16D	TRANSPORTATION CENTRAL	3.05	4.00	1.50	3.13	2.25	5.00	4.00	2.89	
74	678	SOUTHWEST ED. CTR (678)	2.78	3.00	1.00	3.00	2.65	4.50	5.00	2.89	
75	440	WARREN ES	1.95	3.00	4.00	2.94	2.00	2.50	3.00	2.91	*
76		FACILITIES WAREHOUSE	3.00	4.00	3.00	3.00	2.05	4.00	3.00	2.91	
77	287	LYNN/URQUIDES ES	3.50	3.00	2.50	3.06	2.55	4.33	3.00	2.92	*
78	275	KELLOND ES	3.84	3.00	2.50	2.75	2.50	4.67	3.50	2.93	
79	413	STEELE ES	2.70	3.00	3.00	3.13	2.75	2.33	3.00	2.94	
80	149	BRICHTA	2.93	2.00	2.50	2.72	2.93	4.33	4.00	2.96	
81	351	ROBINS	3.14	3.00	3.00	3.45	2.05	3.42	3.00	2.97	*
82	11D	PROPERTY CONTROL (PFCI)	2.90	4.00	4.00	3.17	2.05	2.00	2.50	2.98	
83	03D	RISK MANAGEMENT (CHAP. II)	3.00	3.00	3.00	3.00	2.05	3.50	4.00	2.99	
84	170	COLLIER ES	2.55	3.00	4.00	2.75	2.00	4.67	3.00	2.99	
85	419	TULLY ES	2.35	3.00	5.00	2.69	2.00	1.25	3.00	2.99	
86	417	TOLSON ES	2.89	3.00	2.00	3.00	4.10	2.50	3.00	2.99	*
87	18D	WAREHOUSE-2050 Winsett	3.05	4.00	5.00	2.25	2.45	2.00	2.50	2.99	
88	630	PUEBLO HS	3.48	3.00	4.00	2.95	2.65	1.83	2.50	3.01	*
89	410	SOLENG TOM ES	3.05	1.00	4.50	2.94	2.55	1.25	3.00	3.01	
90	578	DRAKE ALTER MS	3.05	3.00	3.00	2.67	2.60	4.00	4.00	3.02	
91	143	BORTON ES	4.09	2.00	3.00	2.91	3.28	4.33	2.50	3.02	
92	140	BORMAN ES	4.25	3.00	3.00	2.88	2.70	1.75	4.00	3.05	
93	317	MYERS/GANOUNG ES	3.10	1.00	5.00	2.82	2.05	3.42	3.00	3.08	
94	203	DRACHMAN	2.95	3.00	2.50	3.17	2.75	3.75	4.00	3.09	
95	308	MILLER ES	2.58	1.00	5.00	2.88	2.10	4.00	3.00	3.11	*
96	10D	MORROW ED CTR ANNEX	2.95	3.00	3.00	3.00	2.65	3.00	4.50	3.15	
97	128	BLOOM ES	2.78	3.00	4.00	3.13	2.45	3.75	3.00	3.15	
98	557	VALENCIA MS	3.45	3.00	3.00	3.11	3.80	3.33	2.50	3.16	*
99	266	JOHNSON PRIMARY ES	4.70	3.00	3.00	2.83	3.00	2.50	4.00	3.16	
100	455	WHITMORE ES	2.45	3.00	3.50	3.00	2.53	3.75	4.00	3.17	
101	161	CARRILLO ES	4.00	3.00	5.00	2.27	2.35	5.00	3.00	3.20	*
102	502	DODGE MS	3.45	4.00	4.00	2.67	2.55	2.75	4.00	3.22	
103	08D	LIRC	3.00	4.00	3.00	3.00	2.65	3.00	5.00	3.28	
104	329	PUEBLO GARDENS	3.30	5.00	5.00	2.63	2.00	4.67	3.00	3.29	*
105	327	OYAMA ES	3.60	3.00	3.50	3.22	2.45	4.33	4.00	3.30	*
106	431	VAN BUSKIRK ES	2.73	3.00	5.00	2.91	2.75	3.42	3.00	3.33	*
107	295	MARSHALL ES	3.31	3.00	4.00	3.25	2.75	5.00	3.00	3.34	
108	521	MORGAN MAXWELL	4.20	3.00	5.00	2.85	2.85	2.50	3.00	3.36	*
109	074	CHERRY FIELD (##TUCSON HS)	4.08	3.00	3.00	3.11	3.75	3.00	4.00	3.39	
110	120	BANKS ES	4.30	3.00	3.50	3.11	2.85	4.67	4.00	3.40	
111	185	DAVIDSON ES	4.01	3.00	3.50	3.33	3.38	3.67	4.00	3.51	
112	195	MARY MEREDITH K-12	2.80	3.00	3.50	3.13	4.00	4.00	5.00	3.68	
113	523	McCORKLE	4.65	4.00	4.00	3.70	4.00	5.00	3.00	3.84	*
114		TRANSPORTATION WEST	3.28	5.00	5.00	5.00	4.80	5.00	5.00	4.87	



# EDUCATIONAL SUITABILITY SCORE (ESS)



## Educational Suitability Score (ESS)

1	2	3	4	5
<b>Poor Condition</b> 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.  <b>This score requires priority status 1 for safety issues.</b>	<b>Fair Condition</b> 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.	<b>Acceptable Condition</b> 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.	<b>Good Condition</b> 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.	<b>Excellent Condition</b> 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.

## Security and Supervision

Component	Description	What to Look For
Lighting	The school site should be properly lit during morning hours and after hours. <b>SCORE: 1 2 3 4 5</b>	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. <b>SCORE: 1 2 3 4 5</b>	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. <b>SCORE: 1 2 3 4 5</b>	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:
Parent/Carpool Drop off	The school site should have an adequate location for parent /carpool drop offs and pick ups. <b>SCORE: 1 2 3 4 5</b>	The parent/carpool 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. <b>SCORE: 1 2 3 4 5</b>	The school bus pick up/drop off should be clearly marked and monitored both before and after school. Signage must be visible.  Comments:
Crosswalk	The school site should have adequate cross walks for the campus. <b>SCORE: 1 2 3 4 5</b>	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:
Signage and way finding	Notable interior and exterior signage should be adequate for the needs of the school <b>SCORE: 1 2 3 4 5</b>	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:
Supervision	Hallways, Common areas should have adequate supervision at all times <b>SCORE: 1 2 3 4 5</b>	All students are supervised in classrooms, hallways and common areas. Administrators, teachers, and other staff members are utilized in providing this supervision.  Comments:



Emergency Alarm and drills	<p>The buildings will have adequate fire and smoke detectors/alarms. The school has kept current with mandatory drills including lockdowns.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p>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.</p> <p>Comments:</p>
Fire Marshall Reports	<p>Compliance with Fire Marshall Inspection Reports.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p>Main office maintains write ups and corrective actions taken for Fire Marshall reports.</p> <p>Comments:</p>
Securable Door	<p>Every room should have a working locking mechanism that can be locked from inside or outside of the classroom.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p>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.</p> <p>Comments:</p>
Intercom system	<p>Every room should have access to an intercom system.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p>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).</p> <p>Comments:</p>
Asbestos	<p>Areas of the school that contain asbestos have been identified.</p> <p><b>SCORE: 1 2 3 4 5</b></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>
<b>Security &amp; Supervision Total Points=</b>		



## Non-Instructional Spaces

Component	Description	What to Look For
<b>Administration</b>	<p>Administrative spaces should be Configured and equipped appropriately. Located for easy access and for ease of front door control.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<ul style="list-style-type: none"> <li>• Administrative office/clerical space appropriate for size of school.</li> <li>• Adequate reception space for visitors.</li> <li>• Storage area for consumable materials and secured storage.</li> <li>• Adult restrooms.</li> <li>• Principals' office with space for meetings of four people.</li> <li>• Additional meeting space for 10 people. No public access to Faculty mailboxes.</li> </ul> <p>Comments:</p>
<b>Cafeteria</b>	<p>A multi-purpose room or rooms capable of seating one-third of the capacity of the school for dining.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<ul style="list-style-type: none"> <li>• The cafeteria has good circulation, routing, appropriate storage, and seating.</li> <li>• Is acoustically isolated.</li> <li>• There is space to store all the tables and chairs for multipurpose usage.</li> <li>• The area for the cafeteria line is designed for the flow of traffic for each lunch period and allows all students adequate eating time during each lunch period.</li> <li>• Tables, benches and/or seats are designed to maximize space and allow flexibility in the use of the space.</li> </ul> <p>Comments:</p>
<b>Food Service and Prep</b>	<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.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<ul style="list-style-type: none"> <li>• The kitchen design reflects the different functions that occur in the area</li> <li>• Space is available for the preparation and refrigeration of the foods to accommodate maximum number of students planned for the school.</li> <li>• Office and changing space is available for the food preparation staff.</li> <li>• The restroom area for the food preparation staff is available and shall comply with local department of health requirements.</li> <li>• The delivery area is separate from other traffic and does not provide an unsecured access point into the school.</li> <li>• Safety equipment is available.</li> </ul> <p>Comments:</p>



<b>Clinic</b>	<p>Each school will have a health clinic.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<ul style="list-style-type: none"> <li>• desk</li> <li>• two patient beds</li> <li>• filing cabinets</li> <li>• ADA accessible restroom</li> <li>• Storage for dry and refrigerated medications</li> </ul> <p>Comments:</p>
<b>Counseling</b>	<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.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<ul style="list-style-type: none"> <li>• reception/waiting area to facilitate the confidential nature of counseling</li> <li>• office space to accommodate 4-6 students in a confidential setting</li> <li>• locked storage for student records</li> <li>• computer/printer for confidential material</li> <li>• phone for confidential call</li> </ul> <p>Comments:</p>
<b>Custodial and Maintenance</b>	<p>There shall be an adequate Area for receiving supplies. Custodial closets with floor Mop and sink in each major Building area.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<ul style="list-style-type: none"> <li>• ground floor receiving area with direct access for delivery truck</li> <li>• loading/unloading area</li> <li>• shelving for bulk storage of equipment and supplies</li> </ul> <p>Comments:</p>



<b>Students Restrooms</b>	<p>Restroom stalls shall be sufficient to accommodate the maximum planned enrollment and shall be located on campus to allow for supervision</p> <p><b>SCORE:</b>   1   2   3   4   5</p>	<ul style="list-style-type: none"> <li>• restrooms are adequate in number and are located appropriately</li> <li>• restrooms are well-ventilated</li> <li>• floor and wall surfaces are washable</li> <li>• fixtures are appropriate</li> <li>• toilet and urinal partitions and one place for privacy</li> <li>• restroom ratio should be 1 to 50 girls, 1 to 75 for boys</li> </ul> <p>Comments:</p>
<b>Faculty Lounge/Work Space</b>	<p>The faculty shall have a space for dining with a lounge and work area</p> <p><b>SCORE:</b>   1   2   3   4   5</p>	<ul style="list-style-type: none"> <li>• should be sized appropriately for the school</li> <li>• work space should be equipped with a copier and include other instructional materials</li> <li>• restrooms should be nearby and/or conveniently located near the teacher area</li> <li>• work space should be separated to allow non-instructional time</li> </ul> <p>Comments:</p>
<b>Book or Resource Storage</b>	<p>The school shall have storage for text , equipment and other Resources</p> <p><b>SCORE:</b>   1   2   3   4   5</p>	<ul style="list-style-type: none"> <li>• 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</li> </ul> <p>Comments:</p>
<b>Non-Instructional Total Points=</b>		



## Early Childhood Classroom

Component	Description	What to look for
<b>Environment</b>	<p>Room should provide an inviting and stimulating environment for learning.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p><b>Spatial Configuration (immovable):</b> Does it support the instructional program?</p> <p><b>Lighting:</b> Appropriate natural light/ lighting levels?</p> <p><b>Acoustics:</b> Are there impediments to hearing the teacher? Is there noise transfer between classrooms?</p> <p><b>HVAC/Temperature:</b> Is there proper ventilation and consistent and adequate climate control?</p> <p><b>Aesthetics:</b> Is it an inviting learning environment?</p> <p>Comment:</p>
<b>Size</b>	<p>Meet the square footage standards(restroom, storage, teacher prep, wet and dry areas) 650 to 800 SF.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p>Allow for various areas of learning and play in the classroom</p> <p>Comments:</p>
<b>Location</b>	<p>Room should be appropriately located for the program.</p> <p><b>SCORE: 1 2 3 4 5</b></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>
<b>Storage/Fixed Equipment</b>	<p>The room should have adequate storage space and fixed equipment to the program.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p><b>Storage:</b> Rooms have adequate, age appropriate casework and storage.</p> <p><b>Fixed Equipment:</b> 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>
<b>Early Childhood Classroom Total Points=</b>		



## Kindergarten Classroom

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



**General Classroom**

Component	Description	What to Look For
<b>Environment</b>	<p>The room should provide an inviting/stimulating environment for learning.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<ul style="list-style-type: none"> <li>Does it support the instructional program?</li> <li>Appropriate natural light/lighting levels?</li> <li>Are acoustic materials in place to allow different activities to occur at the same time without interference?</li> <li>Is there proper ventilation and consistent and adequate climate control?</li> <li>Is it an inviting learning environment?</li> </ul> <p>Comments:</p>
<b>Size</b>	<p>The room should meet square footage standard of 625 sq feet or more.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p>Allows for desks and tables for areas of learning.</p> <p>Comments:</p>
<b>Location</b>	<p>The room should be appropriately located for the program.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p>A room that is appropriately located and shielded from noise producing activities or functions.</p> <p>Comments:</p>
<b>Storage/Fixed Equipment</b>	<p>The room should have adequate storage space and fixed equipment appropriate to the program.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p>Storage: Permanent casework and space for teaching materials and records.</p> <p>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.</p> <p>Comments:</p>
<b>General Classroom Total Points=</b>		



## Technology – Building and Classrooms K-12

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



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



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



<b>Classroom - High School</b>	<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"> <li>• 1 Teacher Instructional Station Per Classroom: 1 Interactive Board, 1 Mounted Projector, 1 Laptop</li> <li>• 1 Document Camera</li> <li>• 1 Media Player</li> <li>• 5 Computers in every Classroom</li> </ul> <p>Comments:</p>
<b>Network Infrastructure</b>	<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"> <li>• WAN – 1 Gigabit to school site</li> <li>• LAN – 1 Gigabit to desktop</li> <li>• Wireless access available campus wide</li> </ul> <p>Comments:</p>
<b>TUSD Guidelines</b>	<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>
<b>Internet Safety Guidelines</b>	<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>
<b>Technology Total Points=</b>		



## Instructional Resource Room

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



## Exceptional Education Self Contained Classroom

Component	Description	What to look for
<b>Environment</b>	Room should provide a inviting/stimulating environment for learning. SCORE: 1 2 3 4 5	<b>Spatial Configuration (immovable):</b> Does it support the instructional program? <b>Lighting:</b> Appropriate natural light /lighting levels? <b>Acoustics:</b> Are there impediments to hearing the teacher? Is there noise transfer between classrooms? <b>HVAC/Temperature:</b> Is there proper ventilation and consistent and adequate climate control? <b>Aesthetics:</b> Is it an inviting learning environment?  Comments:
<b>Size</b>	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:
<b>Location</b>	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:
<b>Storage/Fixed Equipment</b>	The room should have adequate storage space and fixe equipment appropriate to the program. SCORE: 1 2 3 4 5	<b>Storage:</b> Room(s) have adequate permanent casework and storage for teacher and student needs. <b>Fixed equipment:</b> The restroom should be close to the classroom with a changing area large enough to accommodate a hoyer 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:
<b>ExEd Self Contained Room Total Points=</b>		



**TUSD Library/Media Center**

<b>Component</b>	<b>Description</b>	<b>What to Look For</b>
<b>Environment</b>	The room should provide an inviting/stimulating environment for learning. SCORE: 1 2 3 4 5	<ul style="list-style-type: none"> <li>Does it support the instructional program?</li> <li>Appropriate natural light/lighting levels?</li> <li>Are acoustic materials in place to allow different activities to occur at the same time without interference?</li> <li>Is there proper ventilation and consistent and adequate climate control?</li> <li>Is it an inviting learning environment?</li> </ul> Comments:
<b>Size</b>	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	<ul style="list-style-type: none"> <li>Elementary: 6 SF/student (min. 1000 SF)</li> <li>Middle School: 6 SF/student (min. 1200 SF)</li> <li>High School: 6 SF/student (min. 1500 SF) up to 1200 students</li> </ul> Comments:
<b>Location</b>	The room should be appropriately located for the program. SCORE: 1 2 3 4 5	The library/media center should be centrally located to support access of all students and away from noisy parts of the building.  Comments:
<b>Shelving/Storage /Fixed Equip</b>	The room should have adequate shelving, storage space and fixed equipment appropriate to the program. SCORE: 1 2 3 4 5	<ul style="list-style-type: none"> <li>Adequate permanent shelving and enough storage for materials and technology.</li> <li>Are there computers for the library catalog, library research, student use, research and report writing to drop capacity?</li> <li>Can equipment should be properly secured.</li> <li>Bookcases are ideally located on the perimeter or are low enough to users to be supervised.</li> <li>The space should include an office for the library staff, work room with sink, high ceilings, flexible spaces, and window coverings.</li> </ul> Comments:
<b>Library Media Center Total Points=</b>		



**Textbooks/Learning Resources:**

<b>Component</b>	<b>Description</b>	<b>What to Look For</b>
<b>Textbooks</b>	There are adequate textbooks available.  SCORE: 1 2 3 4 5	Textbooks in classrooms meet the standard quantity and quality based on Board Policy.  Comments:
<b>Supplemental Materials/Kits</b>	There are supplemental materials and instructional resources available. SCORE: 1 2 3 4 5	Supplemental materials and kits/instructional resources that compliment the curriculum are Readily available for use in all classrooms.  Comments:
<b>Library Books</b>	There are sufficient library books available.  SCORE: 1 2 3 4 5	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:
<b>Electronic Resources</b>	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:
<b>Textbook Total Points=</b>		



## TUSD Science Classrooms K-12

Component	Description	What to Look For
<b>Environment</b>	<p>The room should provide an inviting/stimulating environment for learning.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p><b>Spatial Configuration (immovable):</b> Classrooms are flexibly designed to insure full student access to laboratory stations and lecture areas.</p> <p><b>Lighting:</b> Appropriate natural light/lighting levels?</p> <p><b>Acoustics:</b> Are there impediments to hearing the teacher? Is there noise transfer between classrooms?</p> <p><b>HVAC/Temperature:</b> Is there proper ventilation and consistent and adequate climate control?</p> <p><b>Aesthetics:</b> Is it an inviting learning environment?</p> <p>Comments:</p>
<b>Storage/Fixed Equip/Safety</b>	<p>The room should have adequate storage space and fixed equipment appropriate to the program and to maintain a clean, safe &amp; functional area.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p><b>Storage:</b></p> <ul style="list-style-type: none"> <li>• space for teaching materials and adequate permanent casework</li> <li>• separate secured storage areas area provided for volatile, flammable, and corrosive chemicals and cleaning agents</li> </ul> <p><b>Fixed Equipment:</b></p> <ul style="list-style-type: none"> <li>• tile flooring</li> <li>• sinks</li> <li>• safety equipment (shower, eyewash, fire extinguisher, GFI outlets, aprons, heat-resistant gloves)</li> <li>• Fume hoods in 50% of the rooms, water and gas in all spaces (no gas at MS level)</li> </ul> <p><b>Safety Data Sheets in all classrooms and central location</b></p> <p>Comments:</p>



<b>Science Instruction Equipment</b>	<p>The room should have necessary supplies/materials/equipment for current science instructional needs (i.e. inquiry, experiential, integrated, project-based)</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<b>Instructional Resources</b> <b>K-12</b> <ul style="list-style-type: none"> <li>• 1 Computer</li> <li>• Projector/interactive white board</li> <li>• Document Camera</li> <li>• Goggles (1/student)</li> <li>• Counter space and cupboards for materials/supplies and long term student projects</li> </ul> <b>Secondary</b> <ul style="list-style-type: none"> <li>• Lab tables/stations</li> <li>• 1 Dissecting Microscope/classroom</li> <li>• 6-8 Microscopes/classroom (w/recessed electrical boxes)</li> <li>• Probeware (electronic devices to measure conditions such as temperature, ph balance, etc.) for data collection</li> <li>• 1 rolling demonstration table</li> <li>• Measurement Tools (electronic balances, beakers/vials, etc)</li> </ul> <p>Comments:</p>
<b>ADA Guidelines</b>	<p>Science Instruction for <i>all</i> students</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p><b>All ADA regulations and guidelines must be met</b></p> <p>Comments:</p>
<b>Safety Guidelines</b>	<p>Safe learning environment</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p><b>Safety Data Sheets in all classrooms</b>  <b>TUSD Safety Survey completed annually</b>  <b>Locked chemical storage units</b>  <b>Goggles used consistently</b>  <b>Secondary classrooms: eye wash station, fume hoods used appropriately, fire extinguishers in classrooms/lab storage</b></p> <p>Comments:</p>
<b>Science Classroom Total Points=</b>		



## Performing Arts

Component	Description	What to Look For
Environment	<p>The room should provide an inviting and stimulating environment for learning.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p><b>Spatial configuration (immovable):</b> Supports the instructional program</p> <p><b>Lighting:</b> Appropriate lighting levels</p> <p><b>Acoustics:</b> No noise transfer between spaces</p> <p><b>HVAC/Temperature:</b> Proper ventilation and consistent/adequate climate control</p> <p><b>Aesthetics:</b> Inviting learning/performing environment</p> <p>Comments:</p>
Size	<p><b>ES:</b> Can be with the cafeteria /multi-purpose space but should have a stage with curtains and lights. Combination cafeteria, PE and performing arts space is the standard for elementary schools.</p> <p><b>MS/HS:</b> The auditorium should have fixed seating for one grade level.</p> <p>HS: three spaces minimum – auditorium, small theater, black box.</p> <p><b>SCORE: 1 2 3 4 5</b></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>
Location	<p>The room should be appropriately located for the program.</p> <p><b>SCORE: 1 2 3 4 5</b></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 &amp; after-school access with the means to restrict access to other spaces and easy access to restrooms and water fountains.</p> <p>Comments:</p>
Storage/Fixed Equip	<p>The room should have adequate storage space and fixed equipment appropriate to the program.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p><b>MS/HS:</b> 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>
Performing Arts Total Points=		



## 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><b>SCORE: 1 2 3 4 5</b></p>	<p><b>Spatial configuration (immovable):</b> Size/height of instrumental and choral rehearsal rooms should be sufficient to allow movement of students and instruments and various presentation arrangements. Rehearsal room should be visible from office or practice rooms</p> <p><b>Lighting:</b> Appropriate natural light/lighting levels</p> <p><b>Acoustics:</b> 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.</p> <p><b>HVAC/Temperature:</b> Proper ventilation and consistent/adequate climate control.</p> <p><b>Aesthetics:</b> 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><b>680 SF (ES) Minimum</b></p> <p><b>680 SF (MS) 2 rooms minimum standard</b></p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p><b>See above table for rating information</b></p> <p>Comments:</p>
Location	<p>The room should be appropriately located for the program.</p> <p><b>SCORE: 1 2 3 4 5</b></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>
Storage/Fixed Equip	<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><b>SCORE: 1 2 3 4 5</b></p>	<p><b>Storage:</b> Room(s) have adequate locked casework (cabinets and bookshelves), and appropriate storage.</p> <p><b>Fixed Equipment:</b> There should be sinks, 200-500 SF storage, depending on type of program. High ceilings, acoustical wall coverings, technology equipment appropriate to the program. <b>ES:</b> 200-500 SF storage, depending on type of program. <b>MS:</b> 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>
<b>Music Room Total Points=</b>		



## Visual Arts

Component	Description	What to Look For
Environment	<p>The room should provide an inviting, creative and stimulating environment for learning.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p><b>Spatial configuration (immovable):</b> Space supports the instructional program</p> <p><b>Lighting:</b> Appropriate natural light/flexible lighting levels</p> <p><b>Acoustics:</b> No impediments to hearing the teacher. No noise transfer between classrooms.</p> <p><b>HVAC/Temperature:</b> Proper ventilation and consistent/adequate climate control. Kilns are located in their own area or in furnace areas.</p> <p><b>Aesthetics:</b> Inviting learning environment complete with display areas and enclosed glass cases for 2d &amp; 3D artwork.</p> <p>Comments:</p>
Size	<p>The room should meet the square footage standards.</p> <p><b>All levels: 680 SF minimum</b></p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p><b>See above table for rating information</b></p> <p>Comments:</p>
Location	<p>The room should be appropriately located for the program.</p> <p><b>SCORE: 1 2 3 4 5</b></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><b>SCORE: 1 2 3 4 5</b></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 &amp; 3D artwork, hard surfaced flooring, easily cleanable surfaces, and technology equipment. Room(s) should have the flexibility for varied lighting (light/dark), large moveable tables and chairs.</p> <p>Comments:</p>
<b>Visual Arts Room Total Points=</b>		



## Physical Education

Component	Description	What to Look For
<b>Environment</b>	<p>The facilities should provide an inviting/stimulating environment for activities.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p><b>Spatial Configuration (immovable):</b> Does it support the instructional/activity program?</p> <p><b>Lighting:</b> Appropriate lighting levels?</p> <p><b>Acoustics:</b> Are there impediments to hearing the teacher/coach? Is there a separation device between programs?</p> <p><b>HVAC/Temperature:</b> Is there proper ventilation and consistent and adequate climate control?</p> <p><b>Aesthetics:</b> Is it an inviting learning environment?</p> <p>Comments:</p>
<b>Size</b>	<p><b>Elementary School:</b></p> <p>Gym or interior activity space.</p> <p>Outside playground area includes, 2 courts, 1 backstop, 1 game field and playground equipment.</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p>ES: 4600 SF</p> <p>Comments:</p>
<b>Size</b>	<p><b>Middle School:</b> Gym or covered competition court, 1 additional court, 1 backstop, 1 game field.</p> <p>Boys/girls lockers 2000 SF each</p> <p>Storage/Office 600 SF</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p>MS: 4600 SF</p> <p>Comments:</p>
<b>Size</b>	<p><b>High School:</b> Competition court, 3 additional courts, seating for entire student body. Competition and practice gym;</p> <p>Fitness room; multi-purpose</p> <p>Boys/girls lockers 2000 SF each</p> <p>Storage/Office 600 SF</p> <p><b>SCORE: 1 2 3 4 5</b></p>	<p>HS: 8000 SF</p> <p>Comments:</p>



<b>Location</b>	The facilities should be appropriately located for the program. <b>SCORE: 1 2 3 4 5</b>	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:
<b>Storage/Fixed Equip</b>	The facilities should have adequate storage space and fixed equipment appropriate to the program. <b>SCORE: 1 2 3 4 5</b>	<b>Storage:</b> There should be adequate and appropriate storage for PE equipment and game accessories. <b>Fixed Equipment</b> - water fountains backboards, safety padding, MS: bleachers to accommodate spectators, HS: Bleachers to accommodate student body. HS Dance: wooden floor and mirrored wall.  Comments:
<b>Grounds: Turf</b>	Turf area useable for school related activity.  SCORE: 1 2 3 4 5	<b>Playgrounds and play fields on campus are useable for school activities.</b>  Comments:
<b>Grounds: Hard Surfaces</b>	Courts and hard surfaces are useable for school related activity.  SCORE: 1 2 3 4 5	<b>Play courts and other hard surfaces are adequate for school related activities.</b>  Comments:
<b>Grounds: Play Equipment</b>	Play equipment is available and useable for school related activity.  SCORE: 1 2 3 4 5	<b>Age appropriate play equipment is available and in safe condition for students.</b>  Comments:
<b>Physical Education Total Points=</b>		



## Educational Suitability Score

	Security Supervise	Non-Instruct Space	Early Childhood Classroom	Kindergarten 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	FSS Raw Average (used for no data)	FSS Weighted 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%		
<b>ELEMENTARY SCHOOLS</b>	( )																
BANKS ES	4.2	4.8	No Data	5.0	5.0	4.9	5.0	5.0	5.0	5.0	5.0	4.8	5.0	5.0	4.3	4.85	4.87
BLENNMAN ES	3.2	4.2	5.0	4.5	4.8	3.9	4.8	No Data	5.0	4.0	3.4	4.3	4.8	4.8	5.0	4.38	4.35
BLOOM ES	3.4	3.0	3.0	3.0	3.0	4.4	3.3	3.3	3.0	3.0	3.0	2.5	2.8	3.0	3.0	3.10	3.15
BONILLAS MAGNET ES	4.1	4.0	No Data	4.3	4.0	4.1	5.0	4.0	4.5	3.0	4.2	4.0	4.0	4.0	4.0	4.08	4.07
BORMAN ES	4.3	4.6	5.0	5.0	4.8	4.7	5.0	5.0	4.8	5.0	5.0	1.0	4.5	No Data	4.4	4.50	4.63
BORTON ES	3.8	4.3	2.3	4.3	5.0	4.1	5.0	No Data	5.0	5.0	4.6	4.5	4.3	3.8	4.9	4.33	4.48
CARRILLO ES	3.8	4.1	No Data	3.3	3.0	3.9	3.5	No Data	2.5	2.0	3.0	3.8	3.8	4.0	3.2	3.37	3.23
CAVETT ES	4.5	4.9	5.0	5.0	5.0	4.9	5.0	4.8	5.0	5.0	5.0	4.5	5.0	5.0	4.7	4.88	4.90
COLLIER ES	4.8	4.8	5.0	5.0	5.0	4.9	5.0	No Data	5.0	5.0	5.0	4.5	4.8	5.0	4.7	4.88	4.91
CRAGIN ES	3.5	3.0	3.0	3.0	3.5	4.3	3.3	3.0	3.0	3.3	3.0	3.0	3.0	3.0	3.0	3.18	3.26
DAVIDSON ES	4.2	5.0	5.0	4.8	4.5	4.6	4.3	4.8	5.0	4.5	5.0	5.0	4.0	No Data	4.7	4.66	4.63
DAVIS MAGNET ES	3.5	3.4	No Data	4.0	3.3	3.7	2.8	No Data	3.3	3.3	3.0	3.0	3.0	3.8	3.0	3.30	3.29
DRACHMAN ES	4.3	4.9	No Data	5.0	4.5	4.3	5.0	5.0	5.0	3.8	5.0	1.0	4.5	No Data	3.6	4.29	4.39
DUNHAM ES	3.6	3.6	3.3	3.3	3.0	3.9	3.0	No Data	3.5	3.3	3.6	No Data	3.0	No Data	4.1	3.42	3.38
ERICKSON ES	3.6	3.6	4.0	4.0	4.0	4.6	3.0	4.0	3.0	3.0	3.8	3.0	3.0	3.0	3.2	3.52	3.60
FORD ES	4.8	4.4	No Data	5.0	5.0	4.7	5.0	No Data	5.0	5.0	5.0	3.5	4.5	No Data	4.4	4.70	4.80
FRUCHTHENDLER ES	4.1	5.0	No Data	5.0	4.3	4.6	4.5	No Data	4.8	4.3	4.8	4.8	4.8	4.5	5.0	4.63	4.54
GALE ES	3.3	2.9	3.5	4.0	3.0	4.1	2.8	No Data	3.8	3.3	3.0	2.8	2.0	3.0	3.1	3.18	3.21
GRIJALVA ES	4.2	4.0	5.0	5.0	5.0	4.6	5.0	No Data	5.0	4.0	4.8	3.3	3.0	3.0	4.1	4.29	4.45
HENRY ES	3.2	3.0	No Data	3.0	3.0	4.4	4.0	3.0	3.0	3.3	3.0	2.8	2.5	3.0	3.0	3.15	3.20
HOLLADAY ES	3.8	2.6	No Data	5.0	4.8	4.7	3.8	4.3	4.0	4.3	5.0	2.8	4.0	4.5	4.1	4.11	4.27
HOWELL ES	3.2	2.6	3.0	3.0	3.0	3.4	3.0	3.0	3.0	2.8	3.0	3.0	3.0	3.0	3.0	3.00	3.02
HUDLOW ES	3.9	4.0	5.0	5.0	5.0	4.4	4.0	5.0	3.5	3.8	5.0	3.0	3.0	3.0	4.7	4.15	4.29
HUGHES ES	3.8	4.1	No Data	4.5	5.0	4.1	2.5	No Data	4.8	4.3	4.8	5.0	4.8	4.8	5.0	4.41	4.42
JOHNSON PRIMARY ES	4.4	4.8	5.0	5.0	5.0	4.3	4.0	5.0	5.0	3.3	5.0	4.8	5.0	5.0	4.4	4.66	4.63
KELLOND ES	3.4	3.1	No Data	3.0	3.0	4.1	3.3	3.0	3.0	3.5	3.0	3.8	4.8	3.0	3.0	3.35	3.30
LAWRENCE ES	3.5	4.4	No Data	No Data	3.8	4.3	4.0	No Data	4.0	2.8	3.0	No Data	3.5	No Data	3.1	3.64	3.62
LINEWEAVER ES	3.8	3.6	No Data	5.0	4.8	4.3	4.8	4.5	5.0	4.0	5.0	3.5	3.5	3.8	4.7	4.30	4.42
LYNN/JRQUIDES ES	4.8	4.6	5.0	4.0	5.0	4.7	5.0	4.5	5.0	4.5	5.0	3.3	3.8	No Data	4.3	4.53	4.66
MALDONADO ES	3.5	3.6	4.0	3.8	3.0	4.1	3.5	No Data	4.5	3.3	3.0	3.0	2.0	2.5	3.0	3.33	3.36
MANZO ES	4.2	3.6	4.0	4.0	3.0	3.9	5.0	4.0	4.0	3.5	5.0	3.0	3.0	3.0	3.6	3.78	3.79
MARSHALL ES	4.2	3.9	3.8	3.8	3.8	4.0	3.0	3.8	4.0	3.3	3.0	3.0	3.0	3.0	3.4	3.51	3.56
MILLER ES	3.4	3.8	3.8	4.0	3.0	4.3	3.3	3.5	3.8	3.5	3.0	3.0	3.0	3.0	3.1	3.42	3.39
MISSION VIEW ES	3.9	3.6	4.0	4.0	4.0	4.1	5.0	4.0	3.3	4.0	2.8	3.8	3.0	4.0	3.1	3.77	3.83
MYERS/GANOUNG ES	3.3	3.4	4.0	4.0	3.0	3.7	3.0	4.0	2.8	2.8	3.4	3.0	3.0	3.0	3.0	3.29	3.25
OCHOA ES	3.6	4.5	5.0	5.0	5.0	4.0	5.0	No Data	4.3	4.0	5.0	2.5	5.0	5.0	4.4	4.45	4.48
OYAMA ES	3.6	4.4	No Data	4.8	5.0	4.4	5.0	5.0	5.0	5.0	1.8	4.5	5.0	5.0	1.8	4.31	4.39
ROBISON ES	3.3	3.3	No Data	3.0	3.0	4.6	3.0	3.0	3.0	3.3	3.0	3.0	3.8	3.0	3.1	3.24	3.23
SEWELL ES	3.7	3.8	No Data	3.0	3.0	3.6	3.0	3.3	3.0	2.8	3.0	3.0	3.0	3.0	3.0	3.15	3.12
SOLENG TOM ES	4.5	4.7	4.8	5.0	No Data	4.0	4.5	No Data	4.5	4.0	5.0	4.0	4.3	No Data	4.4	4.47	4.45
STEELE ES	4.2	4.6	4.3	5.0	5.0	4.6	4.5	5.0	5.0	5.0	5.0	4.3	4.3	4.3	4.6	4.62	4.71
TOLSON ES	3.5	3.1	3.3	3.3	3.3	4.0	3.3	No Data	4.5	3.8	3.0	3.3	2.8	3.8	3.3	3.42	3.47
TULLY MAGNET ES	4.3	4.0	5.0	4.0	3.8	3.1	4.8	No Data	4.0	3.5	1.6	3.0	3.0	3.0	3.4	3.61	3.60
VAN BUSKIRK ES	4.2	4.4	5.0	4.8	5.0	4.6	5.0	4.8	4.5	4.5	5.0	4.3	4.3	4.3	4.6	4.60	4.67
VESEY ES	4.1	4.2	No Data	5.0	5.0	4.3	4.8	No Data	5.0	4.3	2.6	4.5	5.0	5.0	4.8	4.50	4.49
WARREN ES	3.3	2.8	3.3	3.3	2.8	4.0	3.0	3.0	3.3	3.0	3.0	2.8	3.5	3.3	3.1	3.15	3.13
WHEELER ES	3.3	3.3	3.0	3.0	3.3	4.4	3.0	3.0	3.5	3.5	3.0	3.0	3.0	3.0	3.1	3.23	3.28
WHITE ES	3.9	3.9	No Data	4.3	3.8	3.9	2.8	3.0	3.8	2.5	3.6	3.0	3.0	3.0	3.8	3.43	3.43
WHITMORE ES (#WHIT ANNEX)	4.3	4.4	No Data	4.8	5.0	4.6	4.5	5.0	4.0	5.0	5.0	4.3	4.5	4.0	3.9	4.51	4.62
WRIGHT ES	4.3	4.9	4.3	5.0	5.0	4.1	5.0	4.5	5.0	5.0	5.0	No Data	4.5	5.0	4.9	4.75	4.76
<b>K-8 SCHOOLS</b>																	
BOOTH-FICKETT	4.3	4.7	No Data	4.8	4.8	4.0	5.0	5.0	4.8	3.5	3.6	5.0	5.0	No Data	4.4	4.52	4.47
DIETZ	4.6	4.6	No Data	5.0	5.0	4.6	4.8	No Data	5.0	4.3	5.0	3.5	3.8	4.3	4.1	4.49	4.60
HOLLINGER	3.6	4.8	5.0	5.0	5.0	4.1	4.3	4.8	5.0	2.0	5.0	4.5	4.3	5.0	3.6	4.39	4.37
McCORKLE	4.4	5.0	5.0	5.0	5.0	4.3	5.0	No Data	5.0	4.5	5.0	4.8	5.0	4.8	4.7	4.81	4.80
MILES ELC (K-8)	4.1	4.4	5.0	4.3	5.0	3.4	3.8	4.8	5.0	4.3	5.0	5.0	4.3	4.5	4.1	4.46	4.50
MORGAN-MAXWELL	4.6	5.0	4.8	4.3	4.0	5.0	4.8	5.0	5.0	5.0	5.0	4.0	4.3	4.3	4.6	4.63	4.63
PUEBLO GARDENS	3.4	2.9	3.0	3.0	3.0	3.1	3.0	No Data	3.0	3.0	3.0	2.8	3.5	3.0	2.9	3.04	3.05
ROBERTS-NAYLOR	3.3	3.4	No Data	3.0	3.0	4.1	3.0	3.0	3.0	3.0	3.0	3.0	3.8	3.0	3.0	3.19	3.16
ROBINS	4.3	5.0	No Data	5.0	5.0	3.7	5.0	No Data	5.0	5.0	3.2	3.7	4.3	5.0	4.3	4.49	4.51
ROSE	4.6	5.0	5.0	5.0	5.0	4.3	5.0	No Data	5.0	5.0	5.0	4.3	5.0	No Data	4.3	4.80	4.83
ROSKRUGE MAGNET	3.9	2.8	No Data	5.0	4.3	4.6	2.8	2.8	4.5	4.0	3.2	3.3	3.0	3.0	1.9	3.49	3.66
SAFFORD MAGNET	4.1	5.0	No Data	4.5	4.5	4.7	4.5	4.8	4.8	3.5	4.6	4.5	4.3	4.5	4.4	4.47	4.44
<b>MIDDLE SCHOOLS</b>																	
DODGE MAGNET MS	3.8	3.3	No Data	No Data	3.5	4.0	3.3	No Data	3.5	4.0	3.0	3.0	3.8	No Data	3.1	3.48	3.52
DOOLEN MS	3.5	4.7	No Data	No Data	4.8	4.1	5.0	5.0	5.0	2.5	3.8	4.3	4.8	4.5	4.0	4.30	4.28
GRIDLEY MS	3.4	3.2	No Data	No Data	3.0	4.0	3.0	3.0	3.8	3.0	3.6	3.0	4.0	3.0	3.1	3.32	3.30
MAGEE MS	3.7	3.2	No Data	No Data	3.0	4.1	3.0	3.5	3.8	3.0	3.4	3.8	3.8	No Data	3.3	3.46	3.41
MANSFELD MS	4.2	4.7	No Data	No Data	5.0	4.3	4.5	5.0	5.0	4.5	5.0	4.0	4.5	5.0	3.2	4.53	4.63



PISTOR MS	3.2	3.9	No Data	No Data	3.0	3.9	4.8	4.0	5.0	3.8	4.8	4.3	4.3	3.8	3.8	4.02	3.93
SECRIST MS	2.6	4.7	No Data	No Data	4.8	2.9	4.8	4.3	5.0	4.5	4.6	4.3	5.0	5.0	4.3	4.35	4.32
UTTERBACK MAGNET MS	3.2	3.4	No Data	No Data	3.0	3.9	3.0	2.8	3.5	3.3	3.2	4.0	4.0	3.3	3.3	3.37	3.29
VAIL MS	3.3	3.4	No Data	No Data	4.0	3.6	3.0	3.8	5.0	3.0	3.4	4.3	4.0	3.8	3.9	3.72	3.72
VALENCIA MS	4.2	4.8	No Data	No Data	4.8	4.7	5.0	5.0	5.0	4.3	4.0	3.8	4.8	4.8	4.6	4.58	4.60
<b>HIGH SCHOOLS</b>																	
CATALINA MAGNET HS	4.0	4.8	No Data	No Data	3.5	3.1	4.3	4.5	4.8	5.0	4.8	5.0	5.0	4.5	5.0	4.48	4.32
CHOLLA MAGNET HS	4.0	3.2	No Data	No Data	3.0	3.7	3.5	3.3	3.8	3.0	2.2	3.8	3.3	2.5	3.6	3.29	3.26
MARY MEREDITH K-12	4.0	4.6	No Data	No Data	4.8	4.0	3.0	5.0	4.8	3.8	2.2	No Data	No Data	No Data	2.2	3.82	3.94
PALO VERDE MAGNET HS	3.5	3.2	No Data	No Data	2.8	4.0	3.3	3.0	4.0	3.0	2.6	3.0	3.5	3.3	3.0	3.23	3.19
PUEBLO MAGNET HS	4.4	4.7	No Data	No Data	5.0	3.6	No Data	4.8	5.0	2.0	4.8	3.5	5.0	5.0	4.2	4.32	4.32
RINCON/UNIVERSITY HS	3.6	4.2	No Data	No Data	4.3	3.7	4.3	4.8	5.0	4.3	4.0	4.8	4.8	4.8	4.9	4.40	4.34
SABINO HS	3.3	3.3	No Data	No Data	3.0	4.0	3.0	No Data	3.3	3.3	3.4	3.8	3.3	3.5	3.0	3.34	3.30
SAHUARO HS	3.8	3.7	No Data	No Data	2.8	3.6	3.3	3.3	3.3	2.8	3.4	4.8	4.8	3.5	4.3	3.62	3.42
SANTA RITA HS	3.7	3.9	No Data	No Data	2.8	3.9	3.5	3.0	3.3	3.0	4.0	4.0	4.0	3.5	3.6	3.54	3.40
TUCSON MAGNET HS	2.9	4.7	No Data	No Data	5.0	4.1	4.8	5.0	5.0	4.5	4.8	4.5	3.5	5.0	5.0	4.52	4.56
<b>ALTERNATIVE ED PROGRAMS</b>																	
PROJECT MORE HS	3.4	2.9	No Data	No Data	3.0	3.9	3.5	No Data	3.5	3.3	3.0	No Data	No Data	No Data	3.0	3.27	3.27
SOUTHWEST ED. CTR (678)	3.2	4.9	No Data	No Data	4.5	4.4	No Data	No Data	No Data	5.0	5.0	No Data	No Data	No Data	5.0	4.58	4.54
TEENAGE PARENT PROG	2.9	2.6	No Data	No Data	3.0	3.9	No Data	No Data	2.5	3.0	3.0	No Data	No Data	No Data	No Data	2.99	3.01

NOTE: For categories with "No Data", the average score is multiplied by the weight



Educational Suitability Score - Sorted per USP Priorities

	Security Super rise	Non-Instruct Space	Early Childhood Classroom	Kindergarten Classroom	General Classroom	Technology	Instruction Resource Room	Ex&d Self Contained	Library Media Center	Textbooks / Learning Resources	Science Classroom	Performing Arts	Music	Visual Art	Physical Education	ESS Weighted 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%	
TEENAGE PARENT PROG	2.9	2.6	No Data	No Data	3.0	3.9	No Data	No Data	2.5	3.0	3.0	No Data	No Data	No Data	No Data	<b>3.01</b>
HOWELL ES	3.2	2.6	3.0	3.0	3.0	3.4	3.0	3.0	3.0	2.8	3.0	3.0	3.0	3.0	3.0	<b>3.02</b>
PUEBLO GARDENS	3.4	2.9	3.0	3.0	3.0	3.1	3.0	No Data	3.0	3.0	3.0	2.8	3.5	3.0	2.9	<b>3.05</b>
SEWELL ES	3.7	3.8	No Data	3.0	3.0	3.6	3.0	3.3	3.0	2.8	3.0	3.0	3.0	3.0	3.0	<b>3.12</b>
WARREN ES	3.3	2.8	3.3	3.3	2.8	4.0	3.0	3.0	3.3	3.0	3.0	2.8	3.5	3.3	3.1	<b>3.13</b>
BLOOM ES	3.4	3.0	3.0	3.0	3.0	4.4	3.3	3.3	3.0	3.0	3.0	2.5	2.8	3.0	3.0	<b>3.15</b>
ROBERTS-NAYLOR	3.3	3.4	No Data	3.0	3.0	4.1	3.0	3.0	3.0	3.0	3.0	3.0	3.8	3.0	3.0	<b>3.16</b>
PALO VERDE MAGNET HS	3.5	3.2	No Data	No Data	2.8	4.0	3.3	3.0	4.0	3.0	2.6	3.0	3.5	3.3	3.0	<b>3.19</b>
HENRY ES	3.2	3.0	No Data	3.0	3.0	4.4	4.0	3.0	3.0	3.3	3.0	2.8	2.5	3.0	3.0	<b>3.20</b>
GALE ES	3.3	2.9	3.5	4.0	3.0	4.1	2.8	No Data	3.8	3.3	3.0	2.8	2.0	3.0	3.1	<b>3.21</b>
ROBISON ES	3.3	3.3	No Data	3.0	3.0	4.6	3.0	3.0	3.0	3.3	3.0	3.0	3.8	3.0	3.1	<b>3.23</b>
CARRILLO ES	3.8	4.1	No Data	3.3	3.0	3.9	3.5	No Data	2.5	2.0	3.0	3.8	3.8	4.0	3.2	<b>3.23</b>
MYERS/GANOUNG ES	3.3	3.4	4.0	4.0	3.0	3.7	3.0	4.0	2.8	2.8	3.4	3.0	3.0	3.0	3.0	<b>3.25</b>
CHOLLA MAGNET HS	4.0	3.2	No Data	No Data	3.0	3.7	3.5	3.3	3.8	3.0	2.2	3.8	3.3	2.5	3.6	<b>3.26</b>
CRAGIN ES	3.5	3.0	3.0	3.0	3.5	4.3	3.3	3.0	3.0	3.3	3.0	3.0	3.0	3.0	3.0	<b>3.26</b>
PROJECT MORE HS	3.4	2.9	No Data	No Data	3.0	3.9	3.5	No Data	3.5	3.3	3.0	No Data	No Data	No Data	3.0	<b>3.27</b>
WHEELER ES	3.3	3.3	3.0	3.0	3.3	4.4	3.0	3.0	3.5	3.5	3.0	3.0	3.0	3.0	3.1	<b>3.28</b>
UTTERBACK MAGNET MS	3.2	3.4	No Data	No Data	3.0	3.9	3.0	2.8	3.5	3.3	3.2	4.0	4.0	3.3	3.3	<b>3.29</b>
DAVIS MAGNET ES	3.5	3.4	No Data	4.0	3.3	3.7	2.8	No Data	3.3	3.3	3.0	3.0	3.0	3.8	3.0	<b>3.29</b>
GRIDLEY MS	3.4	3.2	No Data	No Data	3.0	4.0	3.0	3.0	3.8	3.0	3.6	3.0	4.0	3.0	3.1	<b>3.30</b>
KELLOND ES	3.4	3.1	No Data	3.0	3.0	4.1	3.3	3.0	3.0	3.5	3.0	3.8	4.8	3.0	3.0	<b>3.30</b>
SABINO HS	3.3	3.3	No Data	No Data	3.0	4.0	3.0	No Data	3.3	3.3	3.4	3.8	3.3	3.5	3.0	<b>3.30</b>
MALDONADO ES	3.5	3.6	4.0	3.8	3.0	4.1	3.5	No Data	4.5	3.3	3.0	3.0	2.0	2.5	3.0	<b>3.36</b>
DUNHAM ES	3.6	3.6	3.3	3.3	3.0	3.9	3.0	No Data	3.5	3.3	3.6	No Data	3.0	No Data	4.1	<b>3.38</b>
MILLER ES	3.4	3.8	3.8	4.0	3.0	4.3	3.3	3.5	3.8	3.5	3.0	3.0	3.0	3.0	3.1	<b>3.39</b>
SANTA RITA HS	3.7	3.9	No Data	No Data	2.8	3.9	3.5	3.0	3.3	3.0	4.0	4.0	4.0	3.5	3.6	<b>3.40</b>
MAGEE MS	3.7	3.2	No Data	No Data	3.0	4.1	3.0	3.5	3.8	3.0	3.4	3.8	3.8	No Data	3.3	<b>3.41</b>
SAHUARO HS	3.8	3.7	No Data	No Data	2.8	3.6	3.3	3.3	3.3	2.8	3.4	4.8	4.8	3.5	4.3	<b>3.42</b>
WHITE ES	3.9	3.9	No Data	4.3	3.8	3.9	2.8	3.0	3.8	2.5	3.6	3.0	3.0	3.0	3.8	<b>3.43</b>
TOLSON ES	3.5	3.1	3.3	3.3	3.3	4.0	3.3	No Data	4.5	3.8	3.0	3.3	2.8	3.8	3.3	<b>3.47</b>
DODGE MAGNET MS	3.8	3.3	No Data	No Data	3.5	4.0	3.3	No Data	3.5	4.0	3.0	3.0	3.8	No Data	3.1	<b>3.52</b>
MARSHALL ES	4.2	3.9	3.8	3.8	3.8	4.0	3.0	3.8	4.0	3.3	3.0	3.0	3.0	3.0	3.4	<b>3.56</b>
TULLY MAGNET ES	4.3	4.0	5.0	4.0	3.8	3.1	4.8	No Data	4.0	3.5	1.6	3.0	3.0	3.0	3.4	<b>3.60</b>
ERICKSON ES	3.6	3.6	4.0	4.0	4.0	4.6	3.0	4.0	3.0	3.0	3.8	3.0	3.0	3.0	3.2	<b>3.60</b>
LAWRENCE ES	3.5	4.4	No Data	No Data	3.8	4.3	4.0	No Data	4.0	2.8	3.0	No Data	3.5	No Data	3.1	<b>3.62</b>
ROSKRUGE MAGNET	3.9	2.8	No Data	5.0	4.3	4.6	2.8	2.8	4.5	4.0	3.2	3.3	3.0	3.0	1.9	<b>3.66</b>
VAIL MS	3.3	3.4	No Data	No Data	4.0	3.6	3.0	3.8	5.0	3.0	3.4	4.3	4.0	3.8	3.9	<b>3.72</b>
MANZO ES	4.2	3.6	4.0	4.0	3.0	3.9	5.0	4.0	4.0	3.5	5.0	3.0	3.0	3.0	3.6	<b>3.79</b>
MISSION VIEW ES	3.9	3.6	4.0	4.0	4.0	4.1	5.0	4.0	3.3	4.0	2.8	3.8	3.0	4.0	3.1	<b>3.83</b>
PISTOR MS	3.2	3.9	No Data	No Data	3.0	3.9	4.8	4.0	5.0	3.8	4.8	4.3	4.3	3.8	3.8	<b>3.93</b>
MARY MEREDITH K-12	4.0	4.6	No Data	No Data	4.8	4.0	3.0	5.0	4.8	3.8	2.2	No Data	No Data	No Data	2.2	<b>3.94</b>
BONILLAS MAGNET ES	4.1	4.0	No Data	4.3	4.0	4.1	5.0	4.0	4.5	3.0	4.2	4.0	4.0	4.0	4.0	<b>4.07</b>
HOLLADAY ES	3.8	2.6	No Data	5.0	4.8	4.7	3.8	4.3	4.0	4.3	5.0	2.8	4.0	4.5	4.1	<b>4.27</b>
DOOLEN MS	3.5	4.7	No Data	No Data	4.8	4.1	5.0	5.0	5.0	2.5	3.8	4.3	4.8	4.5	4.0	<b>4.28</b>
HUDLOW ES	3.9	4.0	5.0	5.0	5.0	4.4	4.0	5.0	3.5	3.8	5.0	3.0	3.0	3.0	4.7	<b>4.29</b>
SECRIST MS	2.6	4.7	No Data	No Data	4.8	2.9	4.8	4.3	5.0	4.5	4.6	4.3	5.0	5.0	4.3	<b>4.32</b>
CATALINA MAGNET HS	4.0	4.8	No Data	No Data	3.5	3.1	4.3	4.5	4.8	5.0	4.8	5.0	5.0	4.5	5.0	<b>4.32</b>
PUEBLO MAGNET HS	4.4	4.7	No Data	No Data	5.0	3.6	No Data	4.8	5.0	2.0	4.8	3.5	5.0	5.0	4.2	<b>4.32</b>
RINCON/UNIVERSITY HS	3.6	4.2	No Data	No Data	4.3	3.7	4.3	4.8	5.0	4.3	4.0	4.8	4.8	4.8	4.9	<b>4.34</b>
BLNMAN ES	3.2	4.2	5.0	4.5	4.8	3.9	4.8	No Data	5.0	4.0	3.4	4.3	4.8	4.8	5.0	<b>4.35</b>
HOLLINGER	3.6	4.8	5.0	5.0	5.0	4.1	4.3	4.8	5.0	2.0	5.0	4.5	4.3	5.0	3.6	<b>4.37</b>
OYAMA ES	3.6	4.4	No Data	4.8	5.0	4.4	5.0	5.0	5.0	5.0	1.8	4.5	5.0	5.0	1.8	<b>4.39</b>
DRACHMAN ES	4.3	4.9	No Data	5.0	4.5	4.3	5.0	5.0	5.0	3.8	5.0	1.0	4.5	No Data	3.6	<b>4.39</b>
LINEWEAVER ES	3.8	3.6	No Data	5.0	4.8	4.3	4.8	4.5	5.0	4.0	5.0	3.5	3.5	3.8	4.7	<b>4.42</b>
HUGHES ES	3.8	4.1	No Data	4.5	5.0	4.1	2.5	No Data	4.8	4.3	4.8	5.0	4.8	4.8	5.0	<b>4.42</b>
SAFFORD MAGNET	4.1	5.0	No Data	4.5	4.5	4.7	4.5	4.8	4.8	3.5	4.6	4.5	4.3	4.5	4.4	<b>4.44</b>
SOLENG TOM ES	4.5	4.7	4.8	5.0	No Data	4.0	4.5	No Data	4.5	4.0	5.0	4.0	4.3	No Data	4.4	<b>4.45</b>
GRUALVA ES	4.2	4.0	5.0	5.0	5.0	4.6	5.0	No Data	5.0	4.0	4.8	3.3	3.0	3.0	4.1	<b>4.45</b>
BOOTH-FICKETT	4.3	4.7	No Data	4.8	4.8	4.0	5.0	5.0	4.8	3.5	3.6	5.0	5.0	No Data	4.4	<b>4.47</b>
BORTON ES	3.8	4.3	2.3	4.3	5.0	4.1	5.0	No Data	5.0	5.0	4.6	4.5	4.3	3.8	4.9	<b>4.48</b>
OCHOA ES	3.6	4.5	5.0	5.0	5.0	4.0	5.0	No Data	4.3	4.0	5.0	2.5	5.0	5.0	4.4	<b>4.48</b>
VESEY ES	4.1	4.2	No Data	5.0	5.0	4.3	4.8	No Data	5.0	4.3	2.6	4.5	5.0	5.0	4.8	<b>4.49</b>
MILES ELC (K-8)	4.1	4.4	5.0	4.3	5.0	3.4	3.8	4.8	5.0	4.3	5.0	5.0	4.3	4.5	4.1	<b>4.50</b>
ROBINS	4.3	5.0	No Data	5.0	5.0	3.7	5.0	No Data	5.0	5.0	3.2	3.7	4.3	5.0	4.3	<b>4.51</b>
FRUCHTHENDLER ES	4.1	5.0	No Data	5.0	4.3	4.6	4.5	No Data	4.8	4.3	4.8	4.8	4.8	4.5	5.0	<b>4.54</b>
SOUTHWEST ED. CTR (678)	3.2	4.9	No Data	No Data	4.5	4.4	No Data	No Data	No Data	5.0	5.0	No Data	No Data	No Data	5.0	<b>4.54</b>
TUCSON MAGNET HS	2.9	4.7	No Data	No Data	5.0	4.1	4.8	5.0	5.0	4.5	4.8	4.5	3.5	5.0	5.0	<b>4.56</b>
VALENCIA MS	4.2	4.8	No Data	No Data	4.8	4.7	5.0	5.0	5.0	4.3	4.0	3.8	4.8	4.8	4.6	<b>4.60</b>



DIETZ	4.6	4.6	No Data	5.0	5.0	4.6	4.8	No Data	5.0	4.3	5.0	3.5	3.8	4.3	4.1	<b>4.60</b>
WHITMORE ES (#WHIT ANNEX)	4.3	4.4	No Data	4.8	5.0	4.6	4.5	5.0	4.0	5.0	5.0	4.3	4.5	4.0	3.9	<b>4.62</b>
MANSFELD MS	4.2	4.7	No Data	No Data	5.0	4.3	4.5	5.0	5.0	4.5	5.0	4.0	4.5	5.0	3.2	<b>4.63</b>
DAVIDSON ES	4.2	5.0	5.0	4.8	4.5	4.6	4.3	4.8	5.0	4.5	5.0	5.0	4.0	No Data	4.7	<b>4.63</b>
MORGAN-MAXWELL	4.6	5.0	4.8	4.3	4.0	5.0	4.8	5.0	5.0	5.0	5.0	4.0	4.3	4.3	4.6	<b>4.63</b>
BORMAN ES	4.3	4.6	5.0	5.0	4.8	4.7	5.0	5.0	4.8	5.0	5.0	1.0	4.5	No Data	4.4	<b>4.63</b>
JOHNSON PRIMARY ES	4.4	4.8	5.0	5.0	5.0	4.3	4.0	5.0	5.0	3.3	5.0	4.8	5.0	5.0	4.4	<b>4.63</b>
LYNN/URQUIDES ES	4.8	4.6	5.0	4.0	5.0	4.7	5.0	4.5	5.0	4.5	5.0	3.3	3.8	No Data	4.3	<b>4.66</b>
VAN BUSKIRK ES	4.2	4.4	5.0	4.8	5.0	4.6	5.0	4.8	4.5	4.5	5.0	4.3	4.3	4.3	4.6	<b>4.67</b>
STEELE ES	4.2	4.6	4.3	5.0	5.0	4.6	4.5	5.0	5.0	5.0	5.0	4.3	4.3	4.3	4.6	<b>4.71</b>
WRIGHT ES	4.3	4.9	4.3	5.0	5.0	4.1	5.0	4.5	5.0	5.0	5.0	No Data	4.5	5.0	4.9	<b>4.76</b>
FORD ES	4.8	4.4	No Data	5.0	5.0	4.7	5.0	No Data	5.0	5.0	5.0	3.5	4.5	No Data	4.4	<b>4.80</b>
McCORKLE	4.4	5.0	5.0	5.0	5.0	4.3	5.0	No Data	5.0	4.5	5.0	4.8	5.0	4.8	4.7	<b>4.80</b>
ROSE	4.6	5.0	5.0	5.0	5.0	4.3	5.0	No Data	5.0	5.0	5.0	4.3	5.0	No Data	4.3	<b>4.83</b>
BANKS ES	4.2	4.8	No Data	5.0	5.0	4.9	5.0	5.0	5.0	5.0	5.0	4.8	5.0	5.0	4.3	<b>4.87</b>
CAVETT ES	4.5	4.9	5.0	5.0	5.0	4.9	5.0	4.8	5.0	5.0	5.0	4.5	5.0	5.0	4.7	<b>4.90</b>
COLLIER ES	4.8	4.8	5.0	5.0	5.0	4.9	5.0	No Data	5.0	5.0	5.0	4.5	4.8	5.0	4.7	<b>4.91</b>

NOTE: For categories with "No Data", the average score is multiplied by the weight