Educational Adequacy Assessment - **DRAFT**

56%
324/576
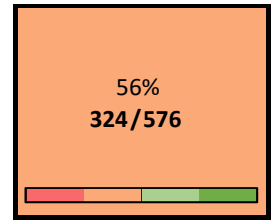
Performance Badge

School Name: Pagosa Springs Elementary

Address Line 1: 141 S 10th St.
**Address Line 2:** PO Box 1498
City: Pagosa Springs
State: CO
Zip Code: 81147

Date of Assessment: 5/9/2024
Time of Assessment: 8:00 AM

School / Campus Data		*comments*
Grades Served:	K-4	
Site Area (acres):	8	
Building Capacity:	626	
Current Enrollment:	511	
Number of Permanent Buildings:	1	
Number of Modular Buildings:	0	
Permanent Building Area (gsf):	67,000	
Modular Building Area (sf):	0	
Year Built:	1967	

1	*Property Boundary & Traffic Flow*			
		Total Score	51	out of	92

2	*Outdoor Spaces & Amenities*			
		Total Score	27	out of	60

3	*Administration & Staff Spaces*			
		Total Score	72	out of	144

4	*Core Program & Shared Spaces*			
		Total Score	119	out of	188

5	*Classrooms & Teaming Areas*			
		Total Score	55	out of	92

6	*Pre-K Areas*			
		Total Score	0	out of	0

7	*Safety & Security*			
		Total Score	139	out of	264

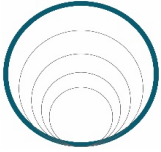|	**TOTAL BUILDING SCORE**	324	out of	576

(potential)
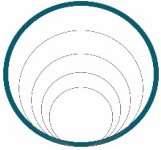
PROPERTY BOUNDARY & TRAFFIC FLOW

The property boundary is to be assessed for the following. This layer includes the property line, entry points, directional signage, traffic flow, etc.

1	Property Boundary & Traffic Flow		
Item		Score (1-4)	Comments / Observations

| 1A	Site Boundary & Entry Points		
1	School property boundaries are <u>delineated</u> from adjacent properties.	3	The site is delineated by open space, roadways and vehicular barriers.
2	Signs <u>direct</u> approaching buses, vehicles and pedestrians to appropriate entries to the school property.	3	Signage was observed to direct approaching vehicles.
3	There is a marquee / signage indicating the school's name near the primary entry and is clearly visible when approaching the school.	2	A marquee was observed near the primary entry drive, but it was difficult to read.
4	Entries to the school property are designed to <u>enhance</u> natural surveillance from the main entry / administration offices.	1	The main entry / administration area is setback within a courtyard and natural surveillance is obstructed.
5	There are traffic-calming measures (signage, cross walks, speed bumps, etc.) on adjacent public streets that <u>limit</u> vehicular speeds were students cross.	1	There is a sidewalk opposite the ROW from the school site, however no crosswalks /sidewalk connections were observed.
6	The school boundary can be <u>easily monitored</u> throughout the day and perimeter fencing / <u>barriers</u> allow for <u>natural surveillance</u> from within and beyond the school grounds.	2	Natural surveillance is possible across the play areas and parking areas, but steep grade at the entry drive makes site entry points difficult to monitor. Jersey barriers have been brought to the site to help control traffic flow, but is not an ideal long term solution.
7	The property boundary is well maintained, <u>attractive</u>, and <u>welcoming</u>.	1	The property line at S 10th Street is comprised of jersey barriers, chain-link fencing, and loose paved areas. No enhancements to create a welcoming or attractive presence was observed. The site appears aged and worn.
	Sub-total	13	*out of* 28

1B	Bus Parking & Loading Areas		
1	Bus unloading/loading areas are separate from vehicular traffic and <u>clearly marked</u> by signage, pavement and/or curb treatments.	2	Bus access is shared with visitor parking access. Vehicular loading is separate from the Bus loading. Signage was observed and painted striping.
2	There is enough queue length to eliminate bus traffic from backing up onto main streets.	3	The queue length is adequate for buses.
3	There is sufficient <u>capacity</u> in bus unloading/loading areas for the <u>orderly</u> and safe movement of students and buses.	3	There are 6-8 buses.
4	There is a <u>direct</u> and safe path from the bus unloading/loading area to the main entrance of the school.	3	A sidewalk was observed with a direct connection to the primary building entrance.
5	The route to the bus loading area is ADA accessible.	4	The loading area appeared to meet ADA.
	Sub-total	15	*out of* 20

PROPERTY BOUNDARY & TRAFFIC FLOW

The property boundary is to be assessed for the following. This layer includes the property line, entry points, directional signage, traffic flow, etc.

1	*Property Boundary & Traffic Flow*		
Item		Score (1-4)	Comments / Observations
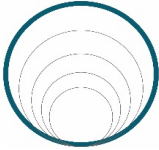
PROPERTY BOUNDARY & TRAFFIC FLOW

The property boundary is to be assessed for the following. This layer includes the property line, entry points, directional signage, traffic flow, etc.

1	Property Boundary & Traffic Flow		
Item		Score (1-4)	Comments / Observations

1C	Vehicular Parking & Loading Areas		
1	Parking lot entrances and exits are <u>clearly marked</u> and <u>delineated</u> for students, staff and visitors.	3	Minimal signage was observed.
2	Visitor parking is located directly <u>adjacent</u> to the main entry of the school.	2	Parking was located near the main entry, but was not designated for visitors via signage.
3	On-site staff/faculty parking is adequate.	3	
4	On-site visitor parking is adequate.	3	Parking is maximized on the site and limited by existing site constraints.
5	Parking lots are in <u>good condition</u>.	3	Some areas are showing need for asphalt repair, but is overall in good condition. Some areas have recently been repaved.
6	Parking areas can be <u>easily monitored</u> throughout the day.	1	The parking areas are difficult to monitor due to site grading and lack of windows. The ability to monitor is dependent on camera coverage.
7	Vehicular traffic flows in an <u>orderly</u> manner in and out of parking lots.	2	Traffic flow is an ongoing issue for this site. Efforts have been made to improve flow, but the solution is not accessible and lacks clear definition.
8	Student vehicular unloading/loading areas are separate from bus traffic and <u>clearly marked</u> by signage, pavement and/or curb treatments.	3	Student vehicular loading is separate from bus traffic with painted striping. Minimal signage was observed.
9	There is sufficient <u>capacity</u> in the vehicular unloading/loading area for the <u>orderly</u> and safe movement of students and cars.	1	The loading area is congested and occurs on a sloped drive.
10	There is a <u>direct</u> and safe path from the student vehicular loading area to the main entrance of the school.	1	A direct route was not observed.
11	The route to the vehicular loading area is ADA accessible.	1	The area did not appear to be accessible.
	Sub-total	23	*out of* 44

Total by Category	51	*out of*	92

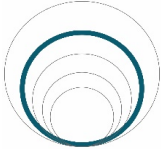|			
Safety and Security Total	42	*out of*	80

OUTDOOR SPACES & AMENITIES

This section focuses on outdoor spaces primarily used by students.

2	*Outdoor Spaces & Amenities*		
Item		Score (1-4)	Comment

2A	Bike Racks and Storage		
1	Bike racks are located in an area that is <u>easily monitored</u> throughout the day.	1	No bike racks were observed.
2	The number of bike racks provided are adequate.	DNE	
	Sub-total	1	*out of* 4

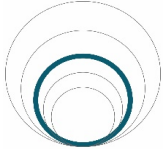| 2B	Playgrounds (elementary school only)		
1	The playground is located adjacent to the cafeteria.	1	The cafeteria is located in the center of the building and opposite from the play area.
2	The playground is easily accessible from the gymnasium.	1	The multi-purpose space is located in the center of the building and opposite from the play area and fields.
3	The playground equipment is appropriate for each of the age groups that attend the school. There should be a playground for 2-5 year olds (fenced) and 5-12 year olds.	3	The play equipment appeared age appropriate.
4	There is a mix of hard and soft surface play areas to provide students with a variety of opportunities.	2	There are soft and hard surfaces in the play area. There was limited hard surface games and could be enhanced.
5	Shade is provided for each grade level.	1	Shade was not observed in the play areas.
6	Adequate outdoor storage is provided.	2	There were several Conex containers on site that indicates a need for additional building storage.
7	The route to the playground is ADA accessible.	3	Most play areas were observed to be accessible.
8	There is at least one piece of ADA play equipment.	1	Accessible play equipment was not observed.
9	The playground surface and equipment is well maintained, <u>attractive</u> and in <u>good condition</u>.	3	Improvements were observed in the play area, but most areas are wood fiber and asphalt that needs maintenance and showing age.
	Sub-total	17	*out of* 36

OUTDOOR SPACES & AMENITIES

This section focuses on outdoor spaces primarily used by students.

2	Outdoor Spaces & Amenities		
Item		Score (1-4)	Comment

2C	Additional Amenities / Observations		
1	There are Programmed Outdoor Instructional Space that provides out-of-doors opportunities for students.	1	None was observed.
2	There are examples of <u>student involvement</u> with campus beautification such as landscape maintenance, gardens, memorials, art projects and/or other physical enhancements.	2	The marquee at the entrance has character, but overall there is a lack of physical enhancements.
3	There are no signs of <u>vandalism</u>, foul <u>odors</u>, or continuously occurring loud <u>noises</u> on school grounds.	4	None was observed.
4	The campus is easy to <u>comprehend</u> and navigate.	2	The campus lacks organization or relationships to interior spaces.
	Sub-total	9	*out of* 20

Total by Category	27	*out of*	60	

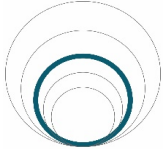|				
Safety and Security Total	12	*out of*	20	

ADMINISTRATION & STAFF SPACES

This section focuses on the main entry and administration space. This section also evaluates the Special Education, Intervention, and staff support spaces.

3	*Administration & Staff Spaces*		
Item		Score (1-4)	Comment

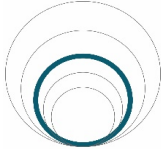| 3A	Main Entry & Visitor Lobby		
1 *	From the exterior, the main entry to the school building is well defined with architectural features such as signs, lighting, artwork, landscaping and/or landmarks such as flags.	2	The main entrance is setback in the courtyard and difficult to find for first time visitors.
2 *	The design of the main entry provides shelter from foul weather.	2	There is an overhang at the main entry doors, but the A-phone is exposed to weather.
3 *	Ample windows and glazed doors enhance natural surveillance of the main entry.	3	There are adequate windows at the entry to provide natural surveillance from the interior.
4 *	The main entrance into the school is a secure entry vestibule, defined by two or more doors where each door operates independently and electronically controlled by authorized adults.	1	There is electrified hardware at the main entry, but not a control vestibule.
5 *	Administration has a direct connection to the secure entry vestibule and unobstructed views of visitors approaching the main entry. The design of the vestibule provides a transaction window to the administration for credential verification.	1	A secure vestibule does not exist. The administration/receptionist is buried within the building and does not have a line of sight to the main entry doors.
* 6	Pedestrian flow through entry security devices are orderly.	2	Orderly, but not ideal in configuration.
7 *	The main entrance / lobby is attractive, cheerful, and inviting.	2	The entry has good natural light but lacks enhancements.
8 *	Motivational signs (temporary or permanent) reflect student pride, give positive messages and encourage student excellence.	2	Some school pride was evident in the decorations of the space.
	Sub-total	15	*out of* 32

3B	Administration Offices		
1	The current office spaces serve the needs of the administrative staff (number and size of offices).	4	The number serves the current needs Current but not enough for future. Staff indicated that a Dean of Students may join the school.
2	The current number of offices will serve the school's needs in the next five years.	2	See note above.
3	The current conference rooms are adequate in number.	3	No additional need was indicated.

ADMINISTRATION & STAFF SPACES

This section focuses on the main entry and administration space. This section also evaluates the Special Education, Intervention, and staff support spaces.

3	Administration & Staff Spaces		
Item		Score (1-4)	Comment
4	The administration area is <u>attractive</u>, <u>cheerful</u>, and <u>inviting</u> to students.	2	Staff has made efforts to enhance the space, but the hard surfaces and age/wear of the space lacks cheer and attraction.
5	A nurse office / health room is provided and is adequate in size.	4	
6	The administration staff has visual control of the nurse office/health room.	1	The nurse area is remote from office.
* 7	<u>Motivational signs</u> (temporary or permanent) reflect student pride, give positive messages and encourage student excellence.	3	Positive enhancements were observed.
	Sub-total	19	*out of* 28

3C	Student Support Spaces (counseling, psychologist, etc.)		
1	The current spaces that are provided or dedicated to Student Support serves the needs of the school (number and size of offices).	4	Additional need was not indicated.
2	The current number of student support spaces will serve the school's needs in the next five years.	3	
3	Student support spaces are distributed throughout the building for ease of access for students.	3	Support spaces are distrubuted around the building where space has provided for it.
* 4	The student support spaces are <u>attractive</u>, <u>cheerful</u>, and <u>inviting</u> to students.	2	Staff have made the spaces as welcoming as possible, but the age and lack of natural light detract from the quality of the space.
	Sub-total	12	*out of* 16

3D	Special Education / Intervention		
1	There is a Special Education Suite for full time sever needs (SSN).	1	A formal SSN suite or space that can adequately support a SSN student was not observed.
2	The SSN suite adequately serves the educational needs of students and staff.	1	The area used for special education does not have a dedicated restroom, changing area, or adequate storage.
3	There are spaces for break-out instruction distributed throughout the building to serve special education, speech, or other types of interventions.	2	Staff was meeting with students in the hallway. Desks and chairs were observed out side of the classroom and demonstrates the need for small group rooms.
4	The current spaces that are provided or dedicated to break-out instruction serves the needs of the school (number and size of offices).	1	None were observed.
* 5	The special education areas are <u>attractive</u>, <u>cheerful</u>, and <u>inviting</u> to students.	3	Staff have made the spaces as welcoming as possible, but the age and lack of natural light detract from the quality of the space.
	Sub-total	8	*out of* 20

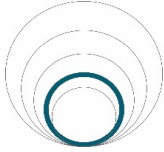| 3E	Teacher / Staff Support Spaces

ADMINISTRATION & STAFF SPACES

This section focuses on the main entry and administration space. This section also evaluates the Special Education, Intervention, and staff support spaces.

3	*Administration & Staff Spaces*		
Item		Score (1-4)	Comment
1	There is a lounge for faculty and staff to take a break and re-center.	4	
2	The lounge(s) is adequate in size and in a convenient location for faculty and staff.	4	The lounge is centrally located.
3	Dedicated collaboration spaces are distributed across the building/campus in locations that are easily accessible for faculty and staff. (teacher collaboration space)	1	Staff collaboration spaces were not observed.
4	Collaboration spaces provide faculty with furnishing and technology to support small and large group gatherings.	DNE	
	Sub-total	9	*out of* 12

3F	Physical Building Security		
* 1	What is the condition of the surveillance equipment? Are there concerning blind spots or a lack of cameras?	2	
* 2	What is the intrusion detection system? Is it centrally monitored by the district?		
* 3	What is the duress alarms / notification system in classrooms?		
* 4	Do all classrooms / required student spaces have two-way intercom system with call buttons? If no, indicate where needed.	3	
* 5	Is there a mass notification system for students and staff? How are messages distributed?		
* 6	Is there an appropriate number of two-way radios available for staff?		
* 7	Is there adequate radio coverage throughout the building and the site? Are there any "dead zones"?		
* 8	Is the building compartmentalized by cross-corridor doors?	1	
* 9	Are cross-corridor doors on electrified magnetic hold-opens that can be deployed via the duress alarm?	3	Cross corridor doors were observed and some were equipped with mag-holdopens, but not all.
	Sub-total	9	*out of* 36

	Total by Category	72	*out of* 144

	Safety and Security Total	32	*out of* 80

CORE PROGRAM & SHARED SPACES

This section focuses on the core and common spaces that are shared by the school.

4	*Core Program & Shared Spaces*		
Item		Score (1-4)	Comment

4A	Restrooms		
1	Restrooms are well distributed across the building.	3	
2	Restrooms can be monitored by staff from adjacent public spaces and provide a sense of safety (no doors at elementary level).	3	The restrooms are located off main corridors and zig-zag style to provide auditory surveillance.
3	Restrooms are in good condition.	2	Restrooms are well kept but showing signs of age and deterioration.
	Sub-total	8	*out of* 12

4B	Kitchen / Cafeteria		
1	The cafeteria is adequate in size.	4	
2	Students flow through the cafeteria is orderly.	4	
3	The cafeteria is adjacent to outdoor dining.	1	The cafeteria is internal to the building and does not have any exterior walls with no outdoor dining opportunities.
4	The cafeteria is located adjacent to playgrounds or other outdoor recreation space for students to use during lunch.	1	The cafeteria is located on the opposite side of the building from the play areas.
5	Food Service and Prep spaces are sized and located appropriately.	3	Kitchen has outdoor access and separate from student traffic and the primary outdoor spaces.
	Sub-total	13	*out of* 20

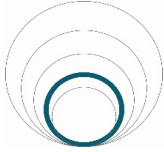| 4C	Gymnasium		
1	There gymnasium space(s) are adequate in number.	3	The multi-purpose space is used for gym/PE.
2	The gymnasium space(s) are adequate in size.	2	The multi-purpose space is used for gym/recreation activities. It lacks the equipment and finishes that are appropriate for athletics (sport court, wall pads, basketball hoops).
3	The gymnasium space(s) are located near public toilet rooms.	4	
4	The gymnasium spaces(s) have access to natural light.	1	The multi-purpose space is internal to the building with no natural light.
5	The gymnasium and athletic support space(s) support a variety of physical activities. (basketball, rock climbing, ropes, etc.)	3	The multi-purpose space has a variety of equipment to support PE.
6	The gymnasium and athletic support space(s) appear to meet the needs (storage, office space, etc.)	1	The multi-purpose space lacks storage for PE equipment, an office, wall pads, and sport court safety surfacing.
	Sub-total	14	*out of* 24
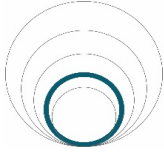
CORE PROGRAM & SHARED SPACES

This section focuses on the core and common spaces that are shared by the school.

4	*Core Program & Shared Spaces*		
Item		Score (1-4)	Comment

4C	Library / Media Center		
1	The library is centrally located within the building/campus for ease of access to staff and students.	3	
2	There is a visual connection to the library from interior spaces.	2	There are opportunities for visual connections to the corridor, but the windows have been covered with blinds or paper.
3	The library has flexible casework and furniture that can be adapted and support different modes of learning (individual study, small group, or a full-size class).	1	The casework and furniture are "traditional", fixed to the wall or difficult to move and reconfigure.
4	The library is adequately sized and can serve at least two elementary classes, or three middle/high school classes at one time.	3	
5	The library is adjacent/connected to a Maker Space or STEAM suite.	2	The library is traditional and lacks modern features such as a maker space / tinker space. There is an interactive board that can support presentations/instruction but lacks furniture to support a variety of student activities in that area.
6	The library is inviting and enhanced with color, lighting, artwork, and/or other physical means.	2	The library has been enhanced with staff effort, but lacks natural light.
7	The technology is modern, wireless, and integrated into the Media Center.	3	The limited technology available in the library has been well integrated into the space.
	Sub-total	16	*out of* 28

4D	STEM / Maker Space		
1	There is at least one space dedicated to STEM / Maker Space.	1	None was observed.
2	The STEM / Maker Space(s) that are provided have a variety of resources to support project based learning. (3-d printers, tools, materials, etc.)	DNE	
3	The STEM / Maker Space(s) have enough storage to support staff and student projects, as well as reduce clutter.	DNE	
4	The STEM or Maker Space(s) have the technology and infrastructure to support instruction. (teaching walls, display, technology)	DNE	
	Sub-total	1	*out of* 4

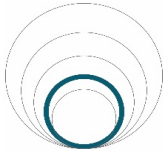| 4E	Art Classroom(s)		
1	There is at least one space dedicated to Art.	4	
2	The Art Room is adjacent to storage, flex lab (science, maker space, STEAM) or other spaces to maximize shared resources / materials.	1	The art room is not connected to other programmed spaces that could share resources.
3	The Art Room(s) have natural light or a connection to outdoors.	2	The art room has limited natural light with no connection to the outdoors.
4	The Art Room(s) have enough storage to support staff and student projects, as well as reduce clutter.	3	

4	*Core Program & Shared Spaces*		
Item		Score (1-4)	Comment

5	The interior finishes and casework are in good condition.	1	The room is well maintained but is showing major wear and tear.
6	The Art Room(s) that are provided are adequately sized.	4	
7	The Art Room(s) have the resources, technology and infrastructure to support instruction. (teaching walls, display, technology)	3	
	Sub-total	18	*out of* 28

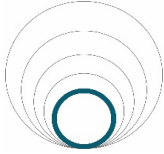| 4F	Music Classroom(s)		
1	There is at least one space dedicated to Music.	4	
2	There is at least one performing arts multi-purpose facility (stage / music room).	3	It appears that the music room can be used for performing arts with a mobile platform. There is a folding panel partition between the music room and the multi-purpose space.
3	The design and construction features maximize acoustical isolation from adjacent spaces.	2	Noise from the adjacent multi-purpose space was observed. There are more hard surfaces in the space than is typically seen in a music room. Classroom acoustics could be improved.
4	Adequate storage is provided to support the music programs (band, choir, etc.) and keep the space free and clear of clutter.	2	There was a lack of storage and clutter observed in the room.
5	The Music Room(s) that are provided are adequately sized.	4	
6	The Music Room(s) have the resources, technology and infrastructure to support instruction. (teaching walls, display, technology)	3	Technology was well integrated into the space for a teaching wall.
	Sub-total	18	*out of* 24

4G	Core Building Spaces Overall		
1	There is an abundance of natural light throughout the school, views to the exterior, and connections that improve wellness and strengthen student connection to the outdoors.	2	Overall, there is a lack of natural light in the building and several internal classroom and core programs.
* 2	The organization of interior spaces is easily <u>comprehended</u>.	2	Wayfinding was a challenge with each hallway appearing the same and a lack of signage.
* 3	The building overall is <u>attractive</u>, <u>cheerful</u>, and <u>inviting</u> to students.	2	The building lacks color, soft surfaces and natural light to create visually stimulating and engaging learning environments. The staff has made good efforts in their classroom spaces, but the building overall does not support principles of 21st century education.
* 4	<u>Motivational signs</u> (temporary or permanent) reflect student pride, give positive messages and encourage student excellence.	3	Positive messaging was observed.
* 5	Student displays <u>include</u> a wide range of student interests and cultural backgrounds.	4	There were several display areas that celebrate student work and student interests.
* 6	Interior walls are in <u>good condition</u>.	3	Most walls are made of durable materials.

CORE PROGRAM & SHARED SPACES

This section focuses on the core and common spaces that are shared by the school.

4	*Core Program & Shared Spaces*		
Item		Score (1-4)	Comment

	Item		Score (1-4)	Comment
*	7	Interior finishes are in good condition.	2	Most interior finishes are showing signs of age and deterioration, but are well maintained.
*	8	Interior ceilings and light fixtures are in good condition.	1	Damage was observed in several areas
*	9	Interior doors and windows are in good condition.	2	Showing signs of wear and tear.
	10	There are no continuously occurring loud noises in the interior spaces.	4	None observed.
*	11	There are no visible signs of vandalism in interior spaces.	4	None observed.
*	12	The interior air quality is fresh.	2	There were faint odors that indicate additional ventilation is needed.
		Sub-total	31	*out of* 48

Total by Category	119	*out of*	188

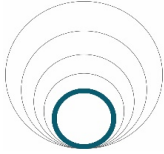| Safety and Security Total	30	*out of*	48

CLASSROOMS & TEAMING AREAS

This section focuses on the classrooms and extended learning spaces.

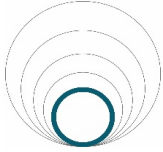| 5	Classrooms & Teaming Areas		
Item		Score (1-4)	Comment

5A	Classrooms		
1	Classrooms have flexible furniture that can be adapted to support different modes of instruction and Rotational Learning (lecture, group discussion, seminar, activity centers, etc.) that are appropriate to the age group they serve.	1	Furniture is "traditional" and difficult to reconfigure. There was a lack of variety.
2	Classrooms have a variety of seating options that can be adapted to meet individual students' needs.	1	There was a lack of variety in classroom furniture.
3	Classroom seating allows for student movement (fidget, rock, etc.).	1	None was observed.
4	There is more than one teaching wall designed with magnetic, writable, or tack-able surfaces.	3	Most spaces had at least two teaching surfaces (writable or digital) and tack surfaces. A few spaces were observed to have chalk boards.
* 5	Classrooms are adequate in size, with enough space to circulate around the room.	3	
6	Classrooms have windows that provide unobstructed views to the exterior.	2	There are a limited number of windows around the building, and where they occur are small and do not provide clear views to the exterior.
7	Classroom windows have operable sunshades that are easy to use and reduce glare when needed.	3	
8	Classrooms have a direct view to adjacent interior spaces.	2	Some classroom doors have sidelights, and some do not. Most vision windows in the doors were covered.
* 9	Door vision windows and/or windows that have a direct view to adjacent interior spaces are not obstructed by fixed/informal coverings (ex. paper, sticker or cloth).	1	Most views were obstructed.
10	There are Teaming Areas / places for students to collaborate outside of the classroom (ex. small group rooms, flexible classrooms, or wide hallways with furniture).	1	None observed. There were several desks in the hallway which demonstrates the need.
11	Classroom configuration and locations support a zoned classroom model, where each zone is organized around a specific age group and supports project-based learning that is collaborative and interactive. (ex. K-1, 2-3, 4-5)	2	Classrooms were zoned, but are not organized around space that supports project-based learning and collaboration outside of the classroom.
12	Classroom technology is modern, wireless, and integrated into the classroom.	3	
13	Power is distributed around the room and sufficient.	2	
14	Multimedia presentation capabilities are present (ex. a smartboard, projector or screen) and in good condition.	4	Most spaces had an interactive/digital display that was in good condition.
* 15	Motivational signs (temporary or permanent) reflect student work, pride, and give positive messages to encourage student excellence.	4	Teachers have made great efforts to enhance their classrooms and encourage student excellence.
* 16	There is adequate storage for students' backpacks and personal items (inside or outside the classroom).	3	Storage appears adequate, but lacks consistency in style. Hooks create visual clutter.

CLASSROOMS & TEAMING AREAS
This section focuses on the classrooms and extended learning spaces.

5	*Classrooms & Teaming Areas*		
Item		Score (1-4)	Comment
17 *	The color and finishes within the classroom are in good condition and do not overpower the activity within the classroom, display(s), and presentation.	3	
18 *	Classrooms are cheerful and welcoming to students.	2	There is a lack of natural light and finishes are showing signs of wear and age.
19 *	Classrooms are well-lit with LED fixtures.	2	The lighting appears to have been upgraded, but many are covered with fabric to indicate a need for dimmable fixtures. The light quality in several spaces appeared to be unevenly distributed.
20	Sinks are provided in classrooms.	4	
21	There are no continuously occurring loud noises within the classroom (from mechanical system or adjacent roadway traffic).	3	
22 *	Space is provided in the classroom for the entire class to get out of sight in an emergency and shelter-in-place.	4	
23 *	Classroom door hardware meets the state requirements for lockability/function.	1	The door hardware is a mix of solutions and does not provide the lock-down functionality per the CDE standards.
	Sub-total	55	*out of* 92

Total by Category		55	*out of* 92

Safety and Security Total		23	*out of* 36

PRE-K AREAS

This section focuses on the pre-k areas.

6	*Pre-K Areas*		
Item		Score (1-4)	Comment

	6A	**Classrooms**		
*	1	Pre-K has a separate, dedicated parking area for pick-up/drop-off.	DNE	
*	2	Pre-K has a separate, <u>secure</u> entrance from the main school building.	DNE	
	3	There is direct access between (2 minimum) Pre-K classrooms for supervision and quick access.	DNE	
	4	There are windows between the Pre-K classrooms and adjacent hallways / public areas to maximize visibility. This window has blinds/shades to control visibility.	DNE	
	5	The color and finishes within the classroom are in <u>good condition</u> and do not overpower the activity within the classroom, display(s), and presentation.	DNE	
	6	Classrooms have flexible furniture that can be adapted to support different types of activity centers.	DNE	
	7	Classrooms have age appropriate furnishings.	DNE	
*	8	Classrooms are <u>cheerful</u> and welcoming to students.	DNE	
*	9	Classrooms are <u>well-lit</u> with LED fixtures.	DNE	
*	10	There is adequate storage for students' backpacks and personal items (inside or outside the classroom).	DNE	
*	11	There is adequate storage within the classroom to support the needs of teachers and staff.	DNE	
*	12	Space is provided in the classroom for the entire class to get out of sight in an emergency and shelter-in-place.	DNE	
	13	There are no continuously occurring loud <u>noises</u> within the classroom (from mechanical system or adjacent roadway traffic).	DNE	
*	14	Classroom door hardware meets the state requirements for lockability/function.	DNE	
	15	Pre-K classrooms have direct access to the outdoor play area.	DNE	
	16	Pre-K has a dedicated play area (fenced) with age appropriate equipment and surfacing that meets licensing requirements.	DNE	
	17	Shade is provided in the Pre-K play area.	DNE	
	18	Adequate outdoor storage is provided in the Pre-K play area.	DNE	

		Sub-total	0	*out of*	0

Total by Category	0	*out of*	0

Safety and Security Total	0	*out of*	0