

# Facility Master Plan 2025-2035

## OCTOBER 2025

## McAllen Independent School District


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# 1.0 INTRODUCTION

MGT is pleased to have had the opportunity to work with McAllen Independent School District on this Facility Master Plan for years 2025-2035. In April of 2025, McAllen Independent School District contracted with MGT to develop a facility master plan report to address the long-term facility needs of the District's schools. The School Facility Master Plan serves as a critical tool for evaluating the district's infrastructure, identifying necessary improvements, and efficiently leveraging available resources based on community input and best practice facility standards. By prioritizing projects and establishing a framework for continual improvement, this plan empowers MISD to focus on upgrading its existing facilities, ensuring they meet the evolving needs of students and staff. The goal is to establish a comprehensive facility assessment report that identifies and prioritizes facility needs and presents an effective and efficient implementation of projects over the planning period. This proactive approach enhances learning environments, addresses current and future educational challenges, and ensures sustainability and resilience in our school facilities, supporting educational excellence for years to come.

The project included the following tasks:

- Project initiation
- Programmatic review of school facilities to establish facility standards
- Facility assessments
- Analysis of school and community demographics
- Analysis of school capacity and utilization
- Standards for ranking building needs
- Budget estimates
- Prioritization and budgeting
- Preparation and presentation of final facilities master plan

This report consists of 12 sections. Sections 1-10 describe the methodology, approach, community engagement and the data gathered to develop the facilities master plan. Sections 11-12 describe the results of the analysis. The sections are as follows:

- Section 1.0 – Introduction
- Section 2.0 – Methodology
- Section 3.0 – Educational Programs
- Section 4.0 – Demographics Overview
- Section 5.0 – Economic Overview
- Section 6.0 – Educational Landscape
- Section 7.0 - Enrollment Projections
- Section 8.0 – Capacity and Utilization
- Section 9.0 – Facility Assessments

- Section 10.0 – Public Engagement
- Section 11.0 – Findings and Recommendations
- Section 12.0 – Planning and Budgeting Assumptions

## History of the District

The roots of what is today McAllen Independent School District (MISD) sprouted long before its formal establishment. The very first one-room schoolhouse opened its doors in 1908, welcoming just twenty students under a single teacher's guidance.

By March 22, 1915, the Texas Legislature officially chartered McAllen Common School District No. 11 as an independent district, marking a pivotal moment in local public education. This transition empowered the community to grow and govern its schools, mirroring the town itself, which had incorporated just a few years prior in 1911 as McAllen flourished around the railroad and agricultural trade.

Through the 1920s and 1930s, MISD steadily expanded, building facilities like Sam Houston Elementary around 1920 and numerous other campuses to serve a booming population. Notably, in 1909, McAllen High School welcomed its first class, graduating four students in 1913, long before its move to a sprawling new campus in 1963 outfitted with on-site natural gas turbine generators.

As McAllen transformed, it earned the nickname "City of Palms" and became a key border-crossing economy after the 1941 construction of the international bridge. MISD evolved alongside, adding schools and supporting diverse programs. By the 1960s, the district was serving tens of thousands of students through numerous elementary, middle, and high schools. Today, MISD spans 31 campuses, from elementary through early-college high school, serving just over 20,000 students.

### DISTRICT MILESTONES & HIGHLIGHTS

- **Growth & Infrastructure**: McAllen High, the district's original high school, expanded in 1963 to serve over 2,400 students on a 40-acre campus.
- **Athletic & Community Anchors**: MISD built the impressive Veterans Memorial Stadium in 1976, now known as DQ Fan Field, seating 13,500; one of South Texas's largest high school venues.
- **Academic Innovation**: Advanced learning options are hallmarks of the district: Achieve Early College and Lamar Academy (est. 2001) offer pathways for students to earn college credit and prestigious programs like IB.
- **Community & Cultural Ties**: MISD's evolution reflects the growing role of McAllen itself, as the border city surged in population to nearly 149,000 by 2024, with its economy transitioning from agriculture to trade, healthcare, and cross-border commerce.

*Exhibit 1.0 Early Photo of McAllen High School*




## Facilities Master Plan Objectives

The goal of the Facilities Master Plan is to assess current and future space requirements, identify the facilities necessary to meet those needs, and establish maintenance and construction priorities. The plan will also recommend a resource allocation strategy for the District. The intended outcome is a ten-year directive that aligns with the District's Strategic Plan, creating a vision for the future use of facilities that supports 21st Century Learning objectives. This plan will foster an environment that cultivates the skills outlined in the McAllen ISD Strategic Plan, such as critical thinking, collaboration, innovation, and effective communication, ensuring MISD facilities empower students to thrive in an evolving world.

### MISD STRATEGIC PLAN

To develop a forward-thinking Facilities Master Plan, it is essential to align with the vision and priorities outlined in MISD's Strategic Plan. The District's Strategic Goals emphasize student achievement, staff development, responsible financial stewardship, and modernized facility planning. These goals are supported by targeted strategies that include creating a secure and engaging learning environment, attracting and retaining high-quality staff, preparing future-ready students, and building strong partnerships with families, businesses, and the broader community.

The Facilities Master Plan will serve as a blueprint to support these objectives by providing safe, adaptable, and innovative learning spaces that foster academic rigor, personalized learning, and collaborative teaching. Facilities must reflect the District's commitment to world-class standards, community engagement, and operational excellence, ensuring that every learner is supported in

becoming a principled, adaptable, and globally competitive citizen. By aligning physical spaces with strategic priorities, the Master Plan will help sustain MISD's mission while advancing its goals well into the future.

## District Profile

McAllen ISD is located in the heart of the Rio Grande Valley in South Texas, serving a vibrant and diverse community that reflects the rich cultural heritage of the region. The District spans a dynamic urban environment and is bordered by other regional school systems including Edinburg CISD and Pharr-San Juan-Alamo ISD.

MISD serves approximately **20,000 students** across **30 campuses**, which include:

- 21 elementary schools (PK–5)
- 6 middle schools (6–8)
- 3 high schools (9–12), including one early college campus
- Additional specialty and alternative education programs, including Advanced Academics and Career & Technical Education (CTE) initiatives

The District takes pride in its nationally recognized academic programs, innovative use of instructional technology, and commitment to student-centered learning environments that prepare all learners for success beyond graduation.

### MISSION STATEMENT

McAllen ISD is committed to providing a quality education for all students through a safe and supportive environment that fosters academic excellence, character development, and lifelong learning. In partnership with families and the broader community, MISD ensures that every student is empowered to adapt, innovate, and thrive in a rapidly changing world.

### DISTRICT GOALS & STRATEGIES

**Goal 1:** Student Achievement/Student Focus
**Goal 2:** People Development
**Goal 3:** Facility Priorities
**Goal 4:** Financial Priorities

**Strategy 1: Branding**
We will effectively and continuously communicate and market the district's mission, strengths, successes and diverse opportunities for every learner.

**Strategy 2: Attract/Retain High Quality Staff**
We will attract, recruit, develop and retain high quality staff.

**Strategy 3: Engaging Learning Environment**
We will foster a secure, supportive, rigorous and engaging learning environment.

**Strategy 4: Rigorous/World Class Standards Customized for Every Learner**
We will utilize national and global standards to customize learning for every learner.

**Strategy 5: Partnerships with Business/Civic/Education Organizations**
We will develop and strengthen bonds with the business, education, and civic community to provide engaging learning opportunities.

**Strategy 6: Future-Ready Students**
We will foster principled students who learn, adapt, and innovate in response to their ever-changing environment.

**Strategy 7: Financial Priorities**
We will conduct a budget development, implementation, and monitoring process that reflects sound business and fiscal practices that support district goals.

## DISTRICT LEADERSHIP

MISD is governed by a Board of Trustees and led by a superintendent who oversees the day-today operations of the District. The board makes important decisions related to policies, budgets, and the overall direction of the District. At the time of this report, the Board of Trustees consisted of the following members:

**Aaron D. Rivera, President**
*Place 5*
Term Expires: 2027

**Dr. Elizabeth Kittleman, Secretary**
*Place 1*
Term Expires: 2027

**Erica de la Garza-Lopez, Trustee**
*Place 4*
Term Expires 2027

**Sofia M. Peña, Trustee**
*Place 6*
Term Expires: 2029

**Lucia Regalado, Vice-President**
*Place 2*
Term Expires: 2027

**Robert J. Carreon, Trustee**
*Place 3*
Term Expires: 2029

**Roberto A. Haddad, Trustee**
*Place 7*
Term Expires: 2029

**Dr. René Gutiérrez, Superintendent**
*Since November 2023*

*Exhibit 1.1 Map of McAllen Independent School District (Source: Google Maps)*




## Executive Summary

The McAllen Independent School District (MISD) Facilities Master Plan (FMP) provides a comprehensive assessment of existing school and support facilities, identifies system and program needs, and establishes a framework for long-range capital improvement. The plan is designed to guide district leadership in prioritizing facility investments that enhance safety, equity, functionality, and educational quality across all campuses.

### PURPOSE AND APPROACH

MGT Consulting conducted districtwide facility assessments encompassing **Building Condition**, **Educational Suitability**, **Technology Readiness**, and **Grounds Condition**. Each building system was evaluated and scored, producing both individual campus results. In parallel, enrollment projections, functional capacities, and utilization analyses were completed to assess how effectively the district's facilities align with current and future student needs. Together, these analyses form the foundation for a data-driven prioritization of renovation, modernization, and new construction projects.

### KEY DISTRICTWIDE FINDINGS

- **Overall Facility Performance:** MISD facilities are structurally sound and well maintained, with a districtwide average combined score of 76.39, falling within the Good range. However, substantial variation exists among campuses, particularly between newer and legacy facilities.

- **Enrollment and Capacity Balance:** The district maintains generally efficient space use (87.27% utilization), though imbalances exist—overcrowding at Gonzalez ES, Milam ES, and Morris MS, and underutilization at Roosevelt, Castaneda, and Garza Elementary Schools.
- **Facility Equity and Modernization:** Newer facilities such as UTRGV Collegiate Academy and Dr. Pablo Perez Elementary demonstrate high performance, while older campuses require system upgrades, classroom additions, and modernization to ensure equitable access to quality learning environments.
- **Building Systems and Infrastructure Renewal:** Deferred maintenance is concentrated in aging HVAC units, outdated lighting, and legacy electrical systems. Most schools still rely on fluorescent lighting and partial control systems, underscoring the need for districtwide LED and EMS upgrades.
- **Safety, Security, and Accessibility:** Most campuses meet safety standards, yet several require fire alarm replacements, vestibule reconfigurations at the high schools and De Leon MS, and expansion of access control and camera coverage.
- **Technology and Learning Readiness:** The district's digital infrastructure is strong, but older campuses need upgraded data cabling, increased electrical capacity, and standardized technology integration to fully support 1:1 learning and instructional technology.

## MAJOR RECOMMENDATIONS

The FMP outlines a strategic, phased approach centered on the following priorities:

1. Replace portable classrooms with permanent, modern instructional wings at Gonzalez ES, Milam ES, and Morris MS.
2. Provide equitable gymnasium facilities by enclosing or constructing new elementary gyms at Perez, Castaneda, Sanchez, Hendricks, and Houston Elementary Schools.
3. Implement districtwide LED lighting, HVAC control, access control, and camera system upgrades for improved safety and operational efficiency.
4. Modernize data cabling at all elementary schools to enhance connectivity and support instructional technology.
5. Invest in infrastructure renewal, including roof replacements, HVAC and plumbing upgrades, and energy management systems, through a structured maintenance and life cycle plan.
6. Develop a Performing Arts Center (PAC) to provide a state-of-the-art venue that reflects McAllen ISD's national excellence in music and fine arts, supports student performance and community engagement, and ensures equitable access to arts education.
7. Construct a new Career and Technical Education (CTE) facility to centralize advanced workforce programs, expand access to industry-aligned certifications, and provide

modern labs and collaborative spaces that prepare students for postsecondary success and regional economic needs.

## Past Bond Measures & Facility Needs

In 2015, McAllen ISD proposed a $297 million bond package following a volunteer committee's initial recommendation of $440 million to address widespread equity and facility needs. Planned upgrades included:

- Renovating aging campuses and prioritizing equity across older and newer attendance zones
- Enhancing library resources, computer labs, and classroom environments across the district.
- Improvements to science and technology, CTE, energy efficiency, safety and security, and aging building systems (such as HVAC).

Despite strong support from District leadership, the bond failed to pass, and many facility needs remained unmet.

The facility condition assessment at that time highlighted critical issues such as outdated infrastructure, reliance on portable classrooms, and unequal amenities among schools.

## Facility Needs Overview

McAllen ISD continues to experience significant facility pressures:

- Many campuses still rely on portable classrooms over 20 years old
- Remaining aging HVAC, plumbing, and electrical systems
- Increasing demand for modern 21st-century learning environments, including upgraded libraries, labs, tech-ready classrooms, and CTE program spaces (e.g., career and technical education)

These conditions are collectively reflected in this document (2025-2035 McAllen Independent School District Facility Master Plan).

## Financial Health & Capacity

McAllen ISD has maintained an exceptionally strong financial position and transparency record:

- For the 2022–23 school year, MISD received a Superior "A" rating with a perfect score under Texas's School FIRST accountability system for the 20th time in 21 years

- The district has earned the Certificate of Achievement in Excellence in Financial Reporting from the Government Finance Officers Association for 14 consecutive years (2010–2023)
- MISD consistently receives the Meritorious Budget Award from ASBO International (2016–24)
- It has also earned Transparency Stars from the Texas Comptroller for both public debt and general finance practices
- Moody's Investors Service assigned the district an Aa2 underlying rating and an Aaa enhanced rating on its 2020 refunding bond series—highlighting low risk, strong reserves, and manageable debt

Debt data shows that as of June 30, 2024, total long-term obligations—including general obligation debt, maintenance notes, leases, and subscription-based IT arrangements—amounted to approximately $73.9 million, down 16 percent from the prior year. General Obligation debt was reduced to about $30.4 million, significantly lower than recent years.

# 2.0 METHODOLOGY

To develop a facility assessment report, MGT gathers and analyzes both quantitative and qualitative data. The quantitative data includes facility assessments and capacity, enrollment projections, and demographic analysis. Qualitative data is gathered from conversations with district officials familiar with educational programs and facilities, as well as community input gathered through several methods. This qualitative data typically provides the "why" behind the numbers. Both forms of data are critical to the preparation of a comprehensive plan for the district that will meet the community's needs in the future.

The overall methodology includes all the following components:

## Project Initiation

The planning process began with MGT staff reviewing the goals of the project with district staff during the project initiation meeting. Lines of communication were established, and the work plan and project schedule were reviewed and finalized.

## Programmatic Review

MGT met with school district leaders and staff to develop an understanding of the educational programs being delivered from the school facilities. These discussions were used to establish facility standards by which the facilities could be evaluated for educational suitability.

## Enrollment Projections

MGT prepared enrollment projections for the school district and compared these with district estimates. Understanding current and future enrollment in a district is critical: funding, staffing, and facility decisions hinge on having accurate information about enrollment.

## Capacity and Utilization

It is important to understand that building capacity and utilization are dependent on the educational programs offered at a given school and that capacity and utilization can change with a modification in the planned programming. For example, the capacity of a school can be decreased by deciding to change a grade 3 classroom, currently housing 24 students, into a Title I support space that houses 3-8 students at various times.

MGT worked with district staff to understand the current program offerings and the current capacity and utilization numbers for each building. Current and future utilization was calculated by dividing current and projected enrollments by the capacity of each facility. Utilization is expressed as a percentage with a preferred utilization being between 85% to 95%.

## Facilities Assessment

Facility assessments were conducted at each school site using MGT's BASYS® Facility Assessment software. The assessments included:

- Building Condition which evaluates the physical condition of all building systems.
- Educational Suitability or Functionality which evaluates the ability of the facility to support and enhance educational program delivery.
- Grounds Condition which evaluates the physical condition of all site systems.
- Technology Readiness which evaluates the level to which the building infrastructure supports information technology.

Each assessment results in a score based on a 100-point scale. Scores are interpreted as shown on the following chart.

| NUMERICAL SCORE | INTERPRETATION |
|---|---|
| 90 – 100 | New or like new, Excellent |
| 80 – 89 | Good |
| 70 – 79 | Fair |
| 60 – 69 | Poor |
| Below 60 | Unsatisfactory |

The scoring is structured to measure the level of deficiencies as related to the total value of the building. Consequently, scores can be used to calculate the budgets required to remediate the deficiencies identified in the assessments. The BASYS® software produces a detailed report for each facility assessment which includes each deficiency identified. The results of the assessment were reviewed with school staff to ensure accuracy and completeness.

## Public Input

Public input and support are important to developing a facility assessment report that meets the priorities and needs of the community. The community engagement process included an in-person and virtual community meeting to explain the Facility Master Planning process as well as live and online polling.

The format of the in-person community meeting began with an overview of the process followed by an electronic survey of the audience. The survey included questions relevant to the facilities plan, and responses to each question were immediately presented in the form of bar graphs, word walls, and free response lists.

In addition, a survey was conducted via the internet. This survey contained the same questions asked in the in-person community meetings. The results from the survey and in-person community meetings were tabulated to guide the long-range planning.

# 3.0 Educational Programs

Working with District leadership, MGT developed the **Educational Suitability and Technology Readiness Reference Guide (see Appendix B)** to define the facility standards. These standards are based on the district's current educational specifications and design practices. This document was reviewed and approved by the district and used as the basis for the Educational Suitability assessments. The standards define four components for each type of instructional space:

- Learning environment – Does the space provide an appropriate physical configuration, HVAC, lighting, acoustical treatment, etc. to support student learning?
- Size – Does the space meet the defined size standard for square footage?
- Location – Does the space exist in the right location?
- Storage/Fixed Equipment – Does the space have what teachers and students need to be successful, including safety equipment, permanent cabinetry, and technology?

In addition, the Guide defines standards for non-instructional areas like cafeteria, administration, and health suite and deals with safety issues like security vestibules, fencing, and bus/parent traffic patterns.

In addition to curricular areas, MGT discussed the district's current and planned technology structures in support of instruction. Instructional Technology staff reviewed standards and assisted in the development of the tool used to assess Technology Readiness. The Technology Readiness assessment reviews how well the infrastructure in the schools supports technology. It does not include an evaluation of the IT software or equipment. Instead, it reviews the infrastructure required to support current and future technology: electrical service to support charging of devices, wireless access, video streaming capacity, etc.

All MGT staff who conducted assessments were trained to use this document as the standard when assessing each school.

## Educational Suitability Assessment

As described, MGT developed the Educational Suitability and Technology Readiness Reference Guide as the tool to ensure inter-rater reliability among the various assessors.

The guide was used to calibrate the MGT software, BASYS (Building Assessment System). BASYS is based on a 100-point scoring system with an emphasis on building functionality. The Guide was also used to train the assessors who visited each school and documented the suitability scores. (See Section 7.0 for the Educational Suitability Assessment data.)

MGT's trained evaluators assessed each school based on the standards defined in the Guide. Each evaluator met with the school principal to review the program(s) at each site and then walked through the school to observe the spaces available to support the planned programs.

Assessments were entered into the BASYS software as each evaluation was completed and all data was reviewed by the district. Site visits were scheduled by MGT through the District to ensure knowledgeable staff were available at each site during the visit.

# 4.0 Demographics Overview

For demographic and the majority of the economic analysis, the following zip codes for McAllen, and cities in Hidalgo County were used:

| McAllen Zip Codes | |
|---|---|
| 78501 | 78504 |
| 78502 | 78505 |
| 78503 | |

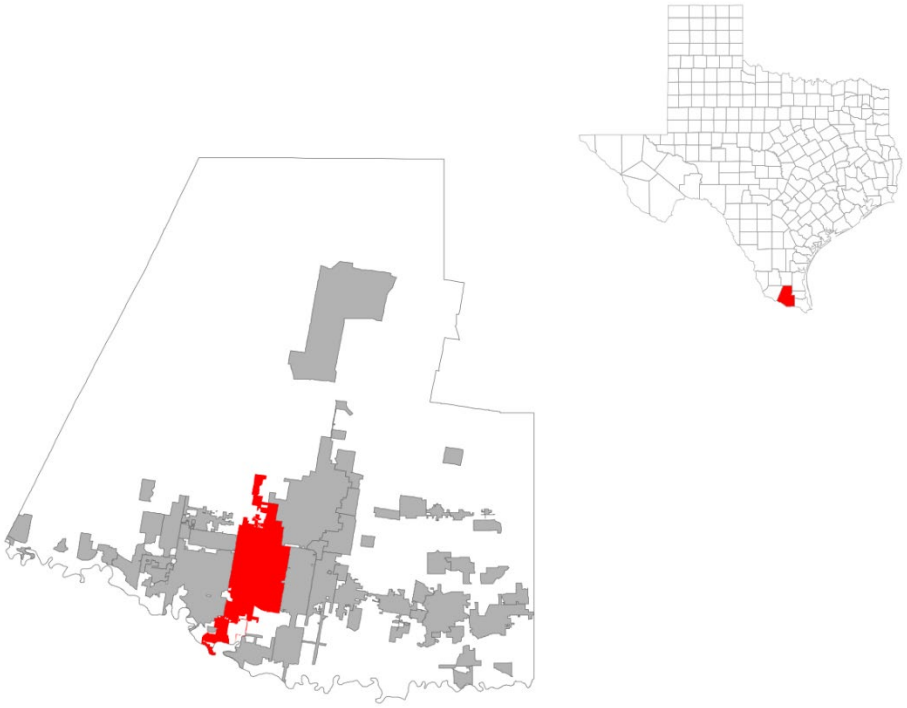
| Hidalgo County | | |
|---|---|---|
| Alamo | Hidalgo | Palmview |
| Alton | La Joya | Peñitas |
| Donna | La Villa | Pharr |
| Edcouch | McAllen | Progreso |
| Edinburg | Mercedes | Progreso Lakes |
| Elsa | Mission | San Juan |
| Granjeno | Palmhurst | Sullivan City |
| Weslaco | | |

The population in the McAllen Zip Codes is projected to grow by 10% (14,710 individuals) by 2034. Hidalgo County is projected to increase its population by 10% as well. The state of Texas will increase by 14% in the same period. The nation is estimated to increase 4% by 2034.

*Exhibit 4.0.1. Population of McAllen Zip Codes, Hidalgo County, Texas, and Nation, 2024-2034.*

| Area | 2024 Population | 2034 Population | Change | % Change |
|---|---|---|---|---|
| McAllen Zip Codes | 148,859 | 163,568 | 14,710 | 10% |
| Hidalgo County | 906,021 | 999,211 | 93,190 | 10% |
| Texas | 30,912,083 | 35,256,823 | 4,344,740 | 14% |
| Nation | 336,486,167 | 351,040,055 | 14,553,887 | 4% |

Source: LIGHTCAST, Q1 2025 Data Set.



Source: US Census

## Population by Age

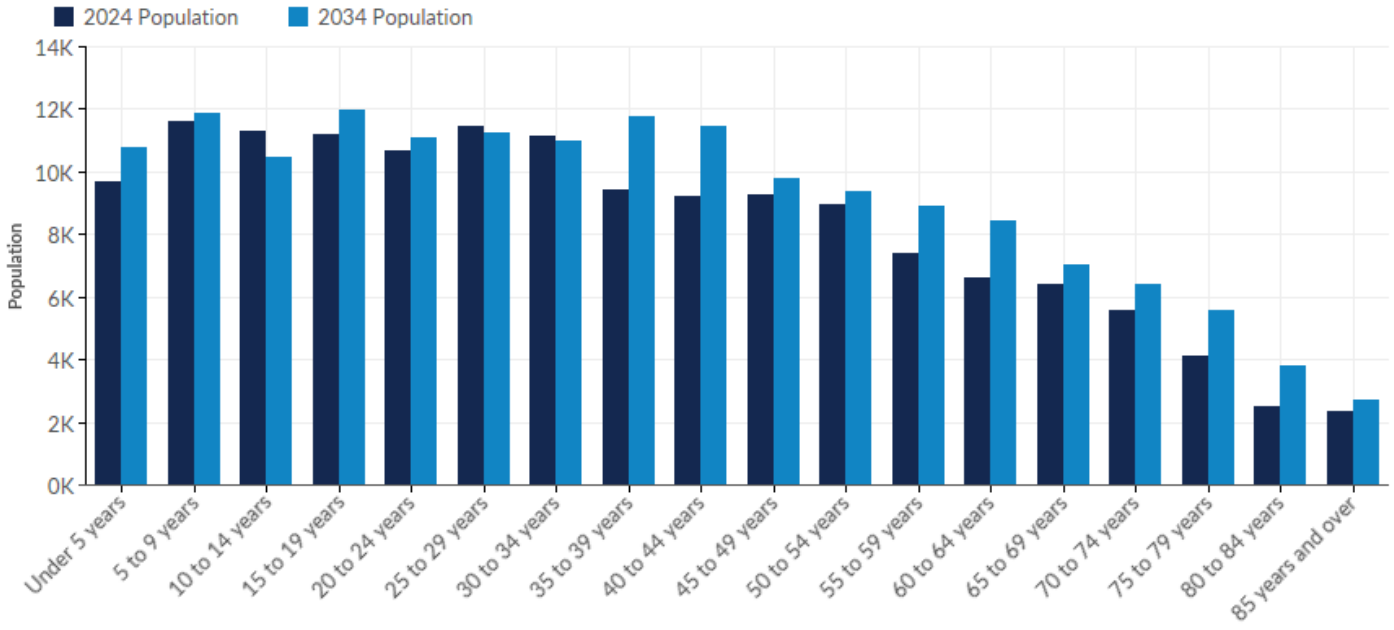
The projection of future data by Lightcast involves applying a cohort model to the data, anticipating the birth, death, and migration rates based on historical data, and adjusting for Census estimates. By advancing the population's age forward by one year and applying birth, death, and migration rates to the population, the cohort model generates demographic data for the projected years. Every year for which projections are made, this process is repeated. Following the cohort model's execution, forecasted years of data are contrasted to national estimates provided by the Census Bureau and are then modified to reflect the population's published growth rate.

McAllen demographics indicate a projected increase in the traditional K-12 age population (5 to 19 years) by 2034. In the county, these cohorts are expected to show a net grow of 1% (203 individuals). The 5 to 9 year group is anticipated to increase by 2% (260 individuals), while the 10 to 14 year cohort is projected to shrink by 7% (844 individuals). The 15 to 19 year group will see a growth of 7% (786 individuals).

Hidalgo County's K-12 age population (5 to 19 years) is projected to decrease by 4% (8,772 individuals) by 2034. The 5 to 9 year group will grow by 1% (856 individuals). The 10 to 14 year group is expected to decrease by 10% (8,135 individuals); and the 15 to 19 year group by 2% (1,493 individuals).

Compared to the state of Texas, the 2034 K-12 is estimated to increase by 5% (323,241 individuals). The percentage of the population in the 5 to 9 age range will experience an 8% (177,185 individuals) increase in the state, while the 10 to 14 cohort will see a 3% (56,050 individuals increase. The population in the 15 to 19 age range is projected to increase by 4% (90,006 individuals) over the next 10 years.

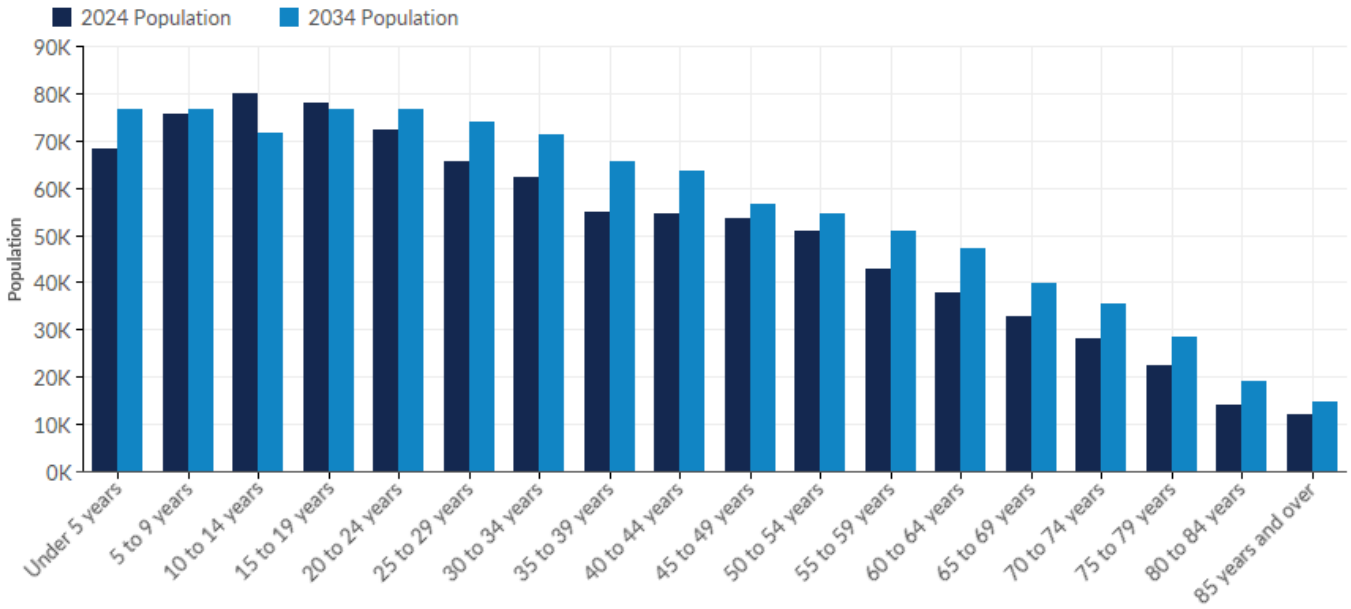
*Exhibit 4.0.2. Population in McAllen by Age Cohort 2024-2034.*




| Age Cohort | 2024 Population | 2034 Population | Change | % Change | 2034 % of Cohort |
|---|---|---|---|---|---|
| Under 5 years | 9,696 | 10,793 | 1,096 | 11% | 7% |
| 5 to 9 years | 11,599 | 11,860 | 260 | 2% | 7% |
| 10 to 14 years | 11,284 | 10,440 | (844) | (7%) | 6% |
| 15 to 19 years | 11,200 | 11,987 | 786 | 7% | 7% |
| 20 to 24 years | 10,684 | 11,066 | 382 | 4% | 7% |
| 25 to 29 years | 11,460 | 11,241 | (220) | (2%) | 7% |
| 30 to 34 years | 11,139 | 10,979 | (159) | (1%) | 7% |
| 35 to 39 years | 9,421 | 11,766 | 2,345 | 25% | 7% |
| 40 to 44 years | 9,213 | 11,427 | 2,214 | 24% | 7% |
| 45 to 49 years | 9,289 | 9,800 | 512 | 6% | 6% |
| 50 to 54 years | 8,930 | 9,364 | 435 | 5% | 6% |
| 55 to 59 years | 7,383 | 8,892 | 1,509 | 20% | 5% |
| 60 to 64 years | 6,614 | 8,428 | 1,815 | 27% | 5% |
| 65 to 69 years | 6,404 | 7,047 | 643 | 10% | 4% |
| 70 to 74 years | 5,547 | 6,391 | 844 | 15% | 4% |
| 75 to 79 years | 4,118 | 5,549 | 1,431 | 35% | 3% |
| 80 to 84 years | 2,515 | 3,813 | 1,298 | 52% | 2% |
| 85 years and over | 2,363 | 2,726 | 362 | 15% | 2% |
| Total | 148,859 | 163,568 | 14,710 | 10% | 100% |

Source: LIGHTCAST, Q1 2025 Data Set.

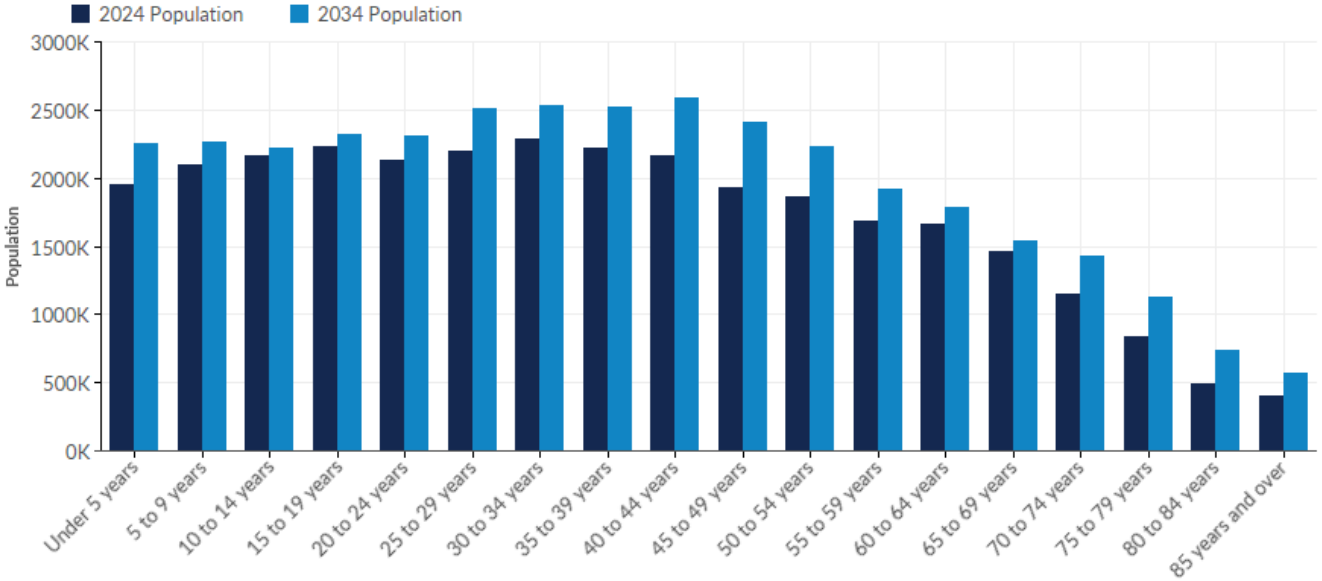
*Exhibit 4.0.3. Population in Hidalgo County by Age Cohort 2024-2034.*



| Age Cohort | 2024 Population | 2034 Population | Change | % Change | 2034 % of Cohort |
|---|---|---|---|---|---|
| Under 5 years | 68,273 | 76,505 | 8,232 | 12% | 8% |
| 5 to 9 years | 75,745 | 76,601 | 856 | 1% | 8% |
| 10 to 14 years | 79,897 | 71,762 | (8,135) | (10%) | 7% |
| 15 to 19 years | 77,974 | 76,481 | (1,493) | (2%) | 8% |
| 20 to 24 years | 72,234 | 76,756 | 4,522 | 6% | 8% |
| 25 to 29 years | 65,447 | 73,829 | 8,382 | 13% | 7% |
| 30 to 34 years | 62,365 | 71,312 | 8,947 | 14% | 7% |
| 35 to 39 years | 54,934 | 65,674 | 10,740 | 20% | 7% |
| 40 to 44 years | 54,454 | 63,422 | 8,968 | 16% | 6% |
| 45 to 49 years | 53,640 | 56,469 | 2,829 | 5% | 6% |
| 50 to 54 years | 50,759 | 54,585 | 3,826 | 8% | 5% |
| 55 to 59 years | 42,810 | 50,840 | 8,029 | 19% | 5% |
| 60 to 64 years | 37,885 | 47,300 | 9,415 | 25% | 5% |
| 65 to 69 years | 32,880 | 39,852 | 6,972 | 21% | 4% |
| 70 to 74 years | 28,084 | 35,582 | 7,498 | 27% | 4% |
| 75 to 79 years | 22,404 | 28,433 | 6,029 | 27% | 3% |
| 80 to 84 years | 14,126 | 19,233 | 5,107 | 36% | 2% |
| 85 years and over | 12,110 | 14,577 | 2,466 | 20% | 1% |
| Total | 906,021 | 999,211 | 93,190 | 10% | 100% |

Source: LIGHTCAST, Q1 2025 Data Set.

*Exhibit 4.0.4. Population in Texas by Age Cohort 2024-2034.*



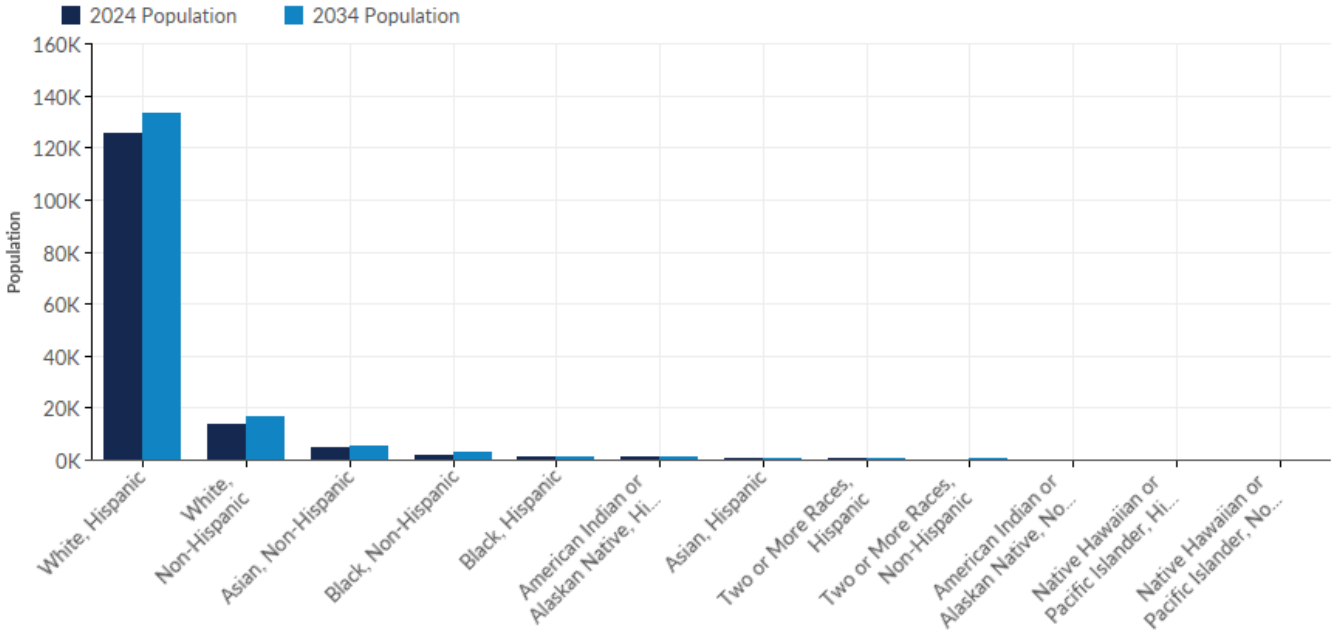
| Age Cohort | 2024 Population | 2034 Population | Change | % Change | 2034 % of Cohort |
|---|---|---|---|---|---|
| Under 5 years | 1,953,317 | 2,258,245 | 304,928 | 16% | 6% |
| 5 to 9 years | 2,092,265 | 2,269,450 | 177,185 | 8% | 6% |
| 10 to 14 years | 2,159,148 | 2,215,198 | 56,050 | 3% | 6% |
| 15 to 19 years | 2,226,904 | 2,316,910 | 90,006 | 4% | 7% |
| 20 to 24 years | 2,134,158 | 2,310,881 | 176,724 | 8% | 7% |
| 25 to 29 years | 2,196,411 | 2,508,757 | 312,346 | 14% | 7% |
| 30 to 34 years | 2,284,380 | 2,531,839 | 247,459 | 11% | 7% |
| 35 to 39 years | 2,222,894 | 2,525,440 | 302,546 | 14% | 7% |
| 40 to 44 years | 2,161,309 | 2,583,312 | 422,003 | 20% | 7% |
| 45 to 49 years | 1,926,666 | 2,409,464 | 482,798 | 25% | 7% |
| 50 to 54 years | 1,858,494 | 2,235,919 | 377,425 | 20% | 6% |
| 55 to 59 years | 1,687,044 | 1,920,315 | 233,271 | 14% | 5% |
| 60 to 64 years | 1,667,016 | 1,779,804 | 112,788 | 7% | 5% |
| 65 to 69 years | 1,458,827 | 1,541,069 | 82,241 | 6% | 4% |
| 70 to 74 years | 1,146,724 | 1,422,933 | 276,209 | 24% | 4% |
| 75 to 79 years | 836,987 | 1,121,584 | 284,596 | 34% | 3% |
| 80 to 84 years | 494,717 | 740,326 | 245,609 | 50% | 2% |
| 85 years and over | 404,823 | 565,379 | 160,557 | 40% | 2% |
| Total | 30,912,083 | 35,256,823 | 4,344,740 | 14% | 100% |

Source: LIGHTCAST, Q1 2025 Data Set.

## Population by Race and Ethnicity

In McAllen, the overall population is projected to increase by *10%* (14,710 individuals), with notable rises among all racial and ethnic groups. White, Non-Hispanic individuals will remain the largest group, comprising 82% of the total population in 2034, despite a lower percentage growth of 6%. In contrast, Hispanic populations, including those of different racial backgrounds, are projected to see a 7% increase. Black and Asian populations (both Non-Hispanic and Hispanic) will also see significant growth, around 54% and 21%, respectively.

*Exhibit 4.0.5. Population in McAllen by Race/Ethnicity 2024-2034.*

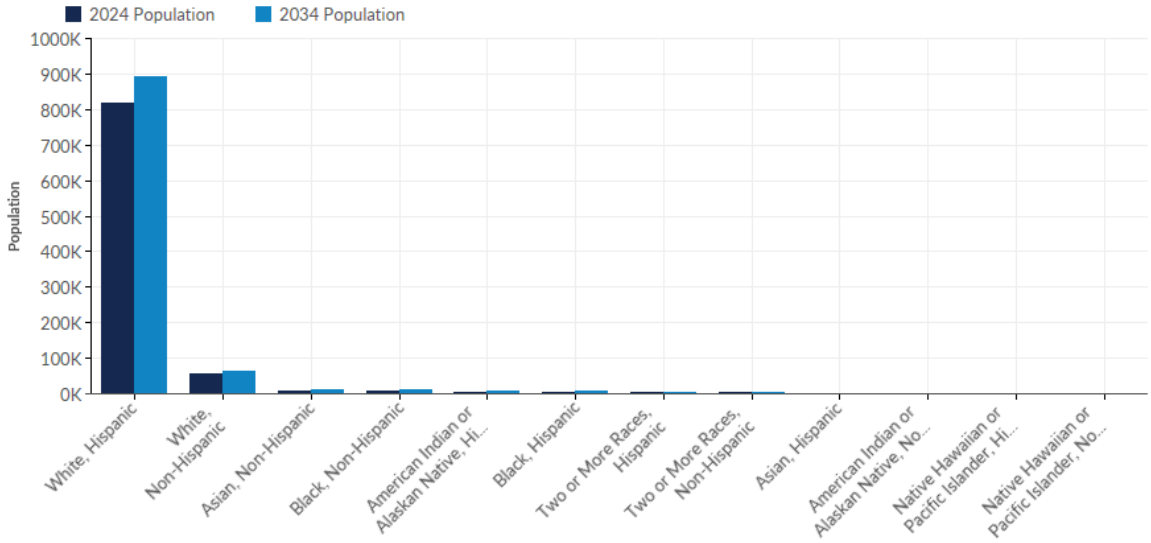



| Race/Ethnicity | 2024 Population | 2034 Population | Change | % Change | 2034 % of Cohort |
|---|---|---|---|---|---|
| White, Hispanic | 125,527 | 133,416 | 7,889 | 6% | 82% |
| White, Non-Hispanic | 13,534 | 16,905 | 3,371 | 25% | 10% |
| Asian, Non-Hispanic | 4,564 | 5,504 | 940 | 21% | 3% |
| Black, Non-Hispanic | 1,578 | 2,786 | 1,209 | 77% | 2% |
| Black, Hispanic | 1,143 | 1,416 | 273 | 24% | 1% |
| American Indian or Alaskan Native, Hispanic | 1,070 | 1,465 | 396 | 37% | 1% |
| Asian, Hispanic | 622 | 777 | 155 | 25% | 0.5% |
| Two or More Races, Hispanic | 341 | 484 | 143 | 42% | 0.3% |
| Two or More Races, Non-Hispanic | 229 | 382 | 153 | 67% | 0.2% |
| American Indian or Alaskan Native, Non-Hispanic | 112 | 154 | 43 | 38% | 0.1% |
| Native Hawaiian or Pacific Islander, Hispanic | 100 | 181 | 81 | 81% | 0.1% |
| Native Hawaiian or Pacific Islander, Non-Hispanic | 39 | 98 | 58 | 148% | 0.1% |
| Total | 148,859 | 163,568 | 14,710 | 10% | 100% |

Source: LIGHTCAST, Q1 2025 Data Set.

All racial and ethnic groups are expected to experience significant increases in population, with Hidalgo County's total population expected to grow by 10%. With a 9% increase, White, Non-Hispanic people will still make up the largest group in 2034, accounting for 89% of the overall population. Hispanic populations, including those of all racial backgrounds, are expected to experience a 9% increase. Significant growth is also anticipated for the Black and Asian (both Non-Hispanic and Hispanic) populations, which will increase by about 65% and 23%, respectively.

*Exhibit 4.0.6. Population in Hidalgo County by Race/Ethnicity 2024-2034.*

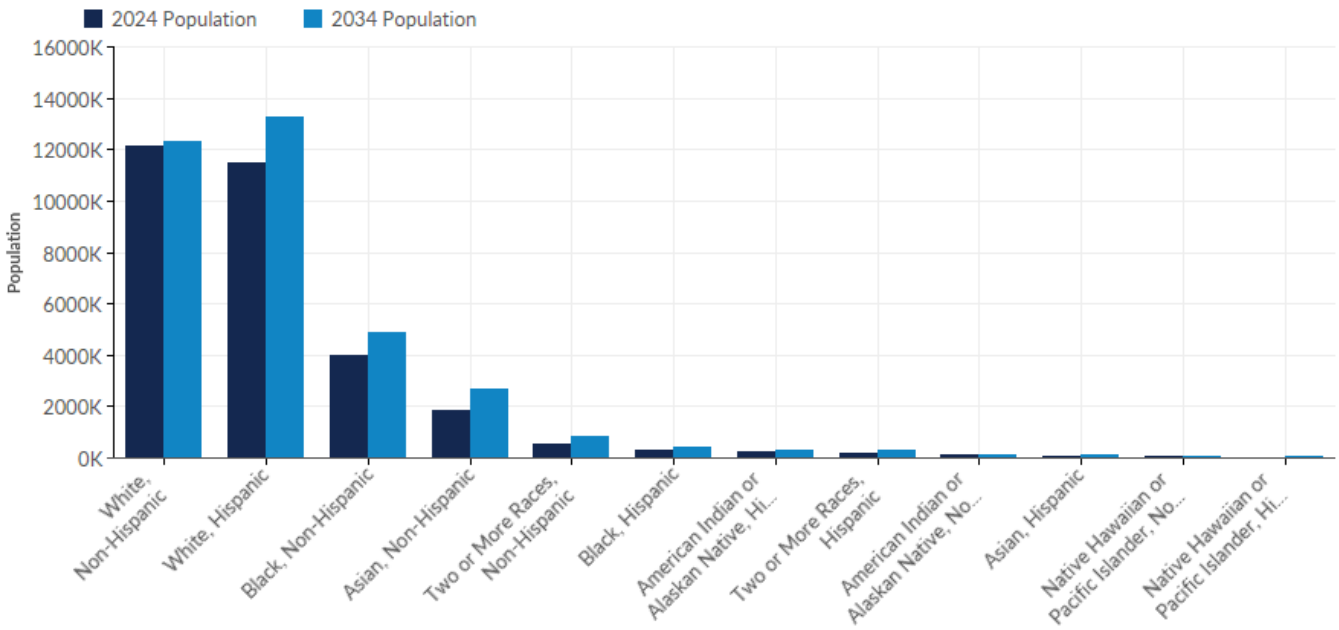



| Race/Ethnicity | 2024 Population | 2034 Population | Change | % Change | 2034 % of Cohort |
|---|---|---|---|---|---|
| White, Hispanic | 818,310 | 890,753 | 72,443 | 9% | 89% |
| White, Non-Hispanic | 55,832 | 62,948 | 7,117 | 13% | 6% |
| Asian, Non-Hispanic | 9,274 | 11,359 | 2,085 | 22% | 1% |
| Black, Non-Hispanic | 6,351 | 11,877 | 5,526 | 87% | 1% |
| American Indian or Alaskan Native, Hispanic | 4,652 | 5,843 | 1,191 | 26% | 1% |
| Black, Hispanic | 4,281 | 5,663 | 1,382 | 32% | 1% |
| Two or More Races, Hispanic | 2,941 | 4,203 | 1,261 | 43% | 0.4% |
| Two or More Races, Non-Hispanic | 1,983 | 3,365 | 1,382 | 70% | 0.3% |
| Asian, Hispanic | 1,255 | 1,586 | 331 | 26% | 0.2% |
| American Indian or Alaskan Native, Non-Hispanic | 580 | 719 | 138 | 24% | 0.1% |
| Native Hawaiian or Pacific Islander, Hispanic | 378 | 576 | 198 | 52% | 0.1% |
| Native Hawaiian or Pacific Islander, Non-Hispanic | 183 | 319 | 136 | 74% | 0.03% |
| Total | 906,021 | 999,211 | 93,190 | 10% | 100% |

Source: LIGHTCAST, Q1 2025 Data Set.

In Texas, by 2034, the population will see notable increases in its racial and ethnic composition. The data shows an overall population growth of 14%, with an increase of 4,344,740 individuals. With 38% of the population in 2034, White, Hispanic population will continue to shape the demographic landscape, despite a comparatively slow growth rate of 15%. By contrast, Hispanic populations are expected to rise significantly, increasing by 17% to account for 41% of the overall population by 2034. Rises of 24% and 45%, respectively, in the Black and Asian (both non-Hispanic and Hispanic) populations are expected within the same timeframe.

*Exhibit 4.0.7. Population in Texas by Race/Ethnicity 2024-2034.*



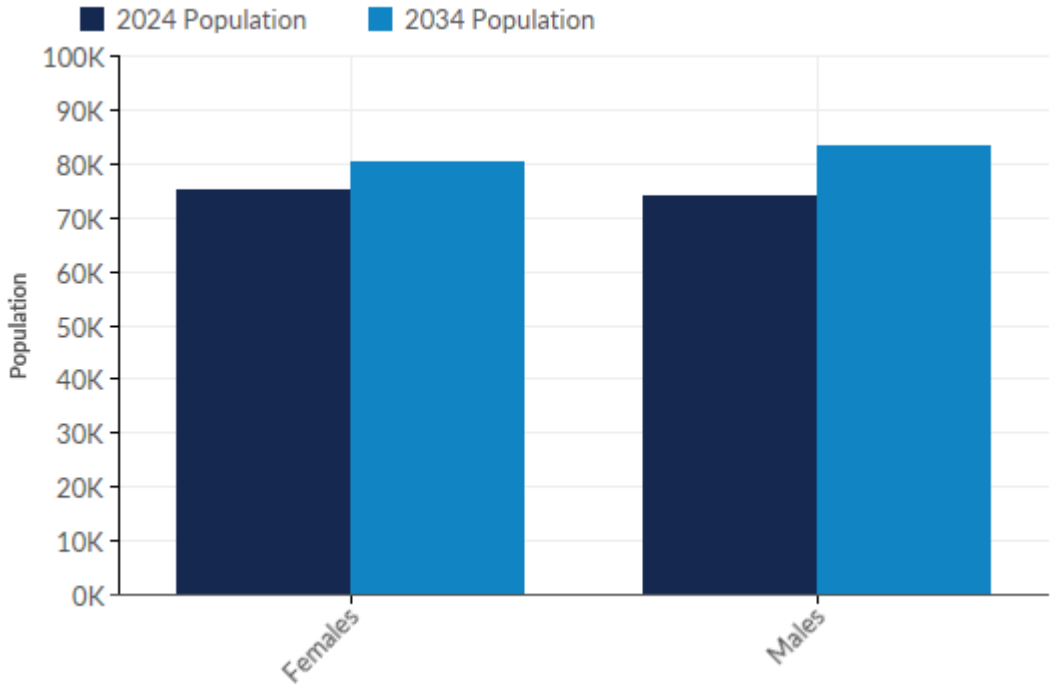

| Race/Ethnicity | 2024 Population | 2034 Population | Change | % Change | 2034 % of Cohort |
|---|---|---|---|---|---|
| White, Hispanic | 11,495,450 | 13,271,652 | 1,776,202 | 15% | 38% |
| White, Non-Hispanic | 12,139,149 | 12,316,500 | 177,351 | 1% | 35% |
| Black, Non-Hispanic | 3,962,168 | 4,876,141 | 913,973 | 23% | 14% |
| Asian, Non-Hispanic | 1,829,916 | 2,651,932 | 822,016 | 45% | 8% |
| Two or More Races, Non-Hispanic | 546,279 | 829,292 | 283,013 | 52% | 2% |
| Black, Hispanic | 292,473 | 416,131 | 123,658 | 42% | 1% |
| American Indian or Alaskan Native, Hispanic | 234,350 | 313,254 | 78,904 | 34% | 1% |
| Two or More Races, Hispanic | 192,359 | 292,907 | 100,548 | 52% | 1% |
| American Indian or Alaskan Native, Non-Hispanic | 101,277 | 115,473 | 14,196 | 14% | 0.3% |
| Asian, Hispanic | 66,634 | 97,326 | 30,692 | 46% | 0.3% |
| Native Hawaiian or Pacific Islander, Non-Hispanic | 31,041 | 44,041 | 13,000 | 42% | 0.1% |
| Native Hawaiian or Pacific Islander, Hispanic | 20,987 | 32,174 | 11,187 | 53% | 0.1% |
| Total | 30,912,083 | 35,256,823 | 4,344,740 | 14% | 100% |

Source: LIGHTCAST, Q1 2025 Data Set.

## Population by Gender

Currently, in McAllen, the female population is higher than the male population with 1,063 more females. This trend is expected to change by 2034. The male cohort is projected to increase at a higher rate (13% or 9,274 individuals) than the female cohort (7% or 5,436 individuals).

*Exhibit 4.0.8. Population in McAllen by Gender 2024-2034.*

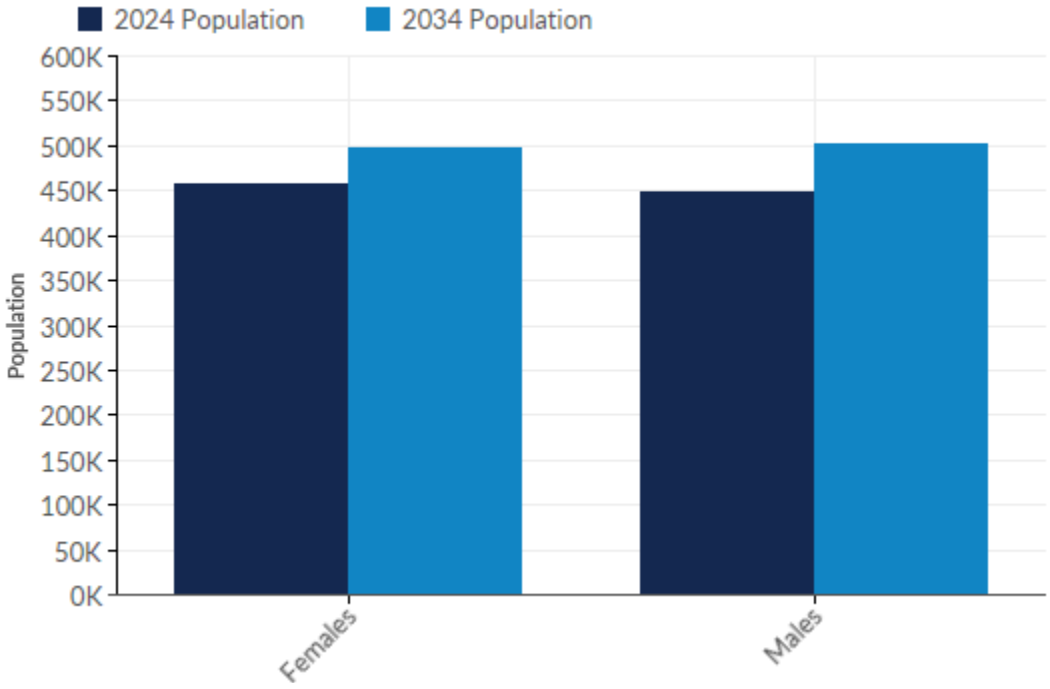



| Gender | 2024 Population | 2034 Population | Change | % Change | 2034 % of Cohort |
|---|---|---|---|---|---|
| Females | 74,961 | 80,396 | 5,436 | 7% | 49% |
| Males | 73,898 | 83,172 | 9,274 | 13% | 51% |
| Total | 148,859 | 163,568 | 14,710 | 10% | 100% |

Source: LIGHTCAST, Q1 2025 Data Set.

The female population in Hidalgo County is 9,760 people greater than the male population, and this pattern is expected to change by 2034. The male population is projected to grow by 12% (53,023), while the female cohort will increase by 9% (40,167).

*Exhibit 4.0.9. Population in Hidalgo County by Gender 2024-2034.*

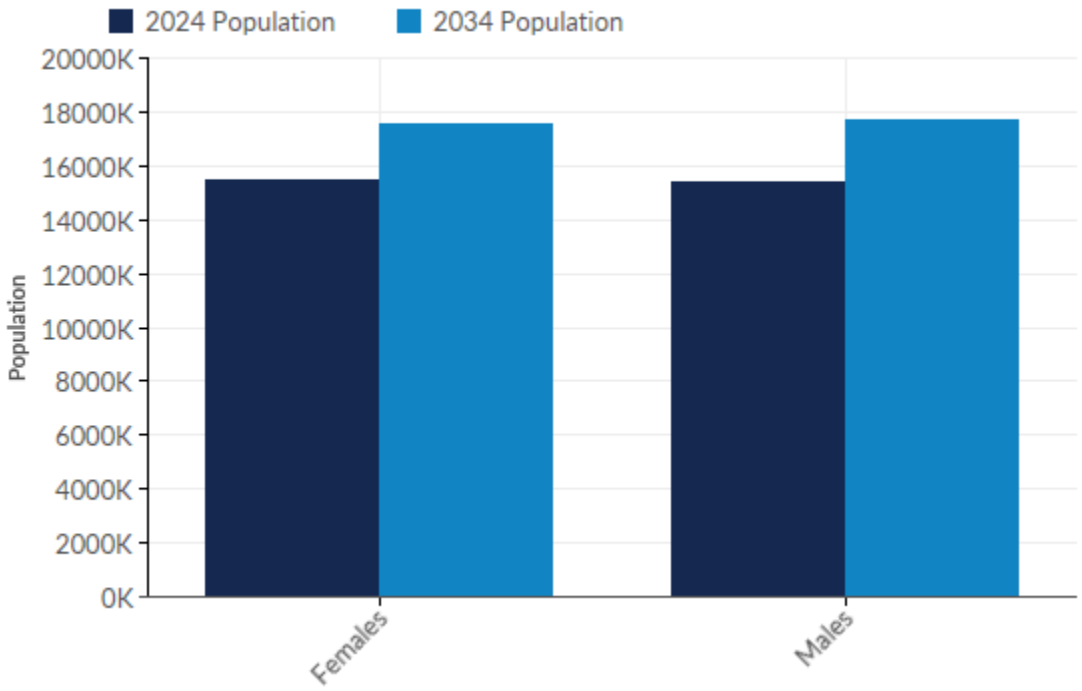



| Gender | 2024 Population | 2034 Population | Change | % Change | 2034 % of Cohort |
|---|---|---|---|---|---|
| Females | 457,890 | 498,057 | 40,167 | 9% | 50% |
| Males | 448,131 | 501,154 | 53,023 | 12% | 50% |
| Total | 906,021 | 999,211 | 93,190 | 10% | 100% |

Source: LIGHTCAST, Q1 2025 Data Set.

In Texas, the female population exceeds the male population by 74,137 individuals, and by 2034 this trend will change. This is expected due to the male population experiencing a 15% (2,256,309 person) increase, while the female cohort will experience a 13% (2,088,431 person) increase.

*Exhibit 4.0.10. Population in Texas by Gender 2024-2034.*




| Gender | 2024 Population | 2034 Population | Change | % Change | 2034 % of Cohort |
|---|---|---|---|---|---|
| Females | 15,493,110 | 17,581,541 | 2,088,431 | 13% | 50% |
| Males | 15,418,973 | 17,675,282 | 2,256,309 | 15% | 50% |
| Total | 30,912,083 | 35,256,823 | 4,344,740 | 14% | 100% |

Source: LIGHTCAST, Q1 2025 Data Set.

## Population Characteristics

McAllen Zip Codes has 31,599 millennials (ages 25-39). The national average for an area this size is 29,958. Retirement risk is low in the region. The national average for an area this size is 44,510 people 55 or older, while there are 34,131 in McAllen. Racial diversity is high in McAllen. The national average for an area this size is 61,406 racially diverse people, while there are 134,310 here.

*Exhibit 4.0.11. Population Characteristics McAllen Zip Codes.*




Source: LIGHTCAST, Q1 2025 Data Set.

In Hidalgo County, the millennial population stands at 179,034 residents, closely aligning with the national average of 182,554 residents. The region's population nearing retirement is approximately 185,761 individuals. Additionally, the area has a high racially diverse population totaling 843,534 individuals.

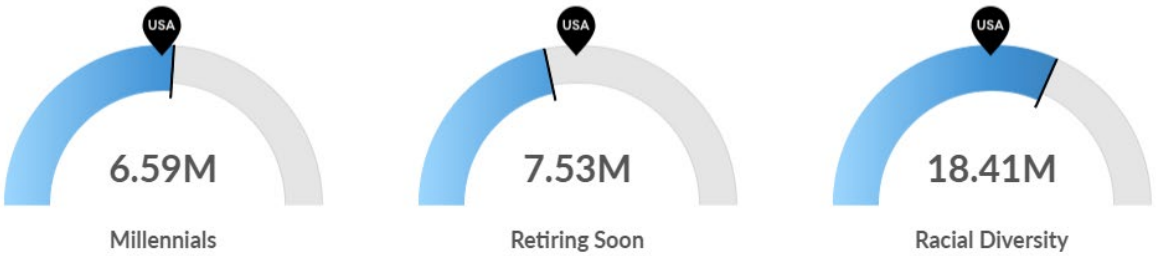
*Exhibit 4.0.12. Population Characteristics Hidalgo County.*




Source: LIGHTCAST, Q1 2025 Data Set.

Within Texas, the millennial population of 6,588,866 residents is similar to the national average of 6,197,766 residents. The statewide, soon to retire population is approximately 7,527,449 persons, with a high racially diverse population of 18,414,757 individuals.

*Exhibit 4.0.13. Population Characteristics Texas.*




Source: LIGHTCAST, Q1 2025 Data Set.

# 5.0 Economic Overview

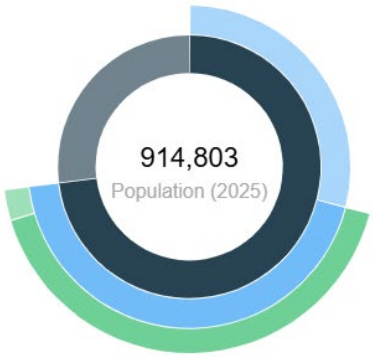
## Labor Force Participation

Labor force participation provides an understanding of whether individuals are working, actively seeking a job, or unemployed and are not seeking work for any reason. The "Not in the labor Force" category refers to those who are not actively seeking work whereas those who are unemployed are actively seeking employment.

According to census data, in Hidalgo County as of June 2024, 60% of eligible residents (16+ Civilian Non-Institutionalized Population) were in the labor force. Approximately 94% of these individuals were employed while 6% were unemployed.

Out of the 66% of residents in Texas who are in the labor force as of June 2024, 96% are employed, and 4% are unemployed.

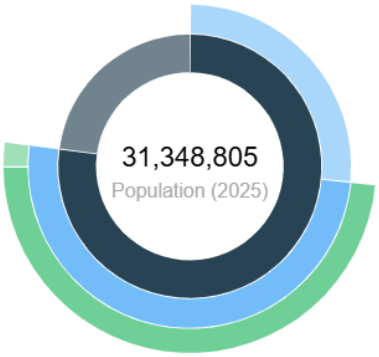
*Exhibit 5.0.1 Labor Force Participation in Hidalgo County.*




| | Population |
|---|---|
| 16+ Civilian Non-Institutionalized Population | 667,516 |
| Not in Labor Force (16+) | 264,897 |
| Labor Force | 402,619 |
| Employed | 378,070 |
| Unemployed | 24,549 |
| Under 16, Military, and institutionalized Population | 247,287 |

*Analysis based on Hidalgo County due to limited data from the McAllen Zip Codes alone.

*Exhibit 5.0.2 Labor Force Participation in Texas*

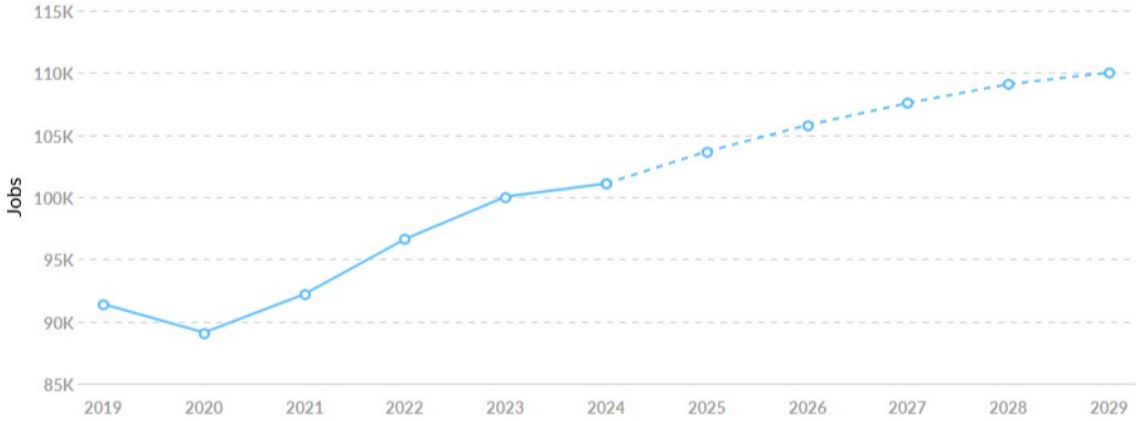



| | Population |
|---|---|
| 16+ Civilian Non-Institutionalized Population | 24,146,932 |
| Not in Labor Force (16+) | 8,306,426 |
| Labor Force | 15,840,506 |
| Employed | 15,163,791 |
| Unemployed | 676,715 |
| Under 16, Military, and institutionalized Population | 7,201,873 |

Source: LIGHTCAST, Q3 2023 Data Set.

Overall job growth in the area since 2019 increased by 10%, adding 9,708 jobs as of 2024 for a total of 101,094 jobs. This change outpaced the national growth rate of 4% by 7%. Between 2024 and 2029, projections indicate an addition of 8,922 positions for a total of 110,017 jobs by 2029, a 9% increase.

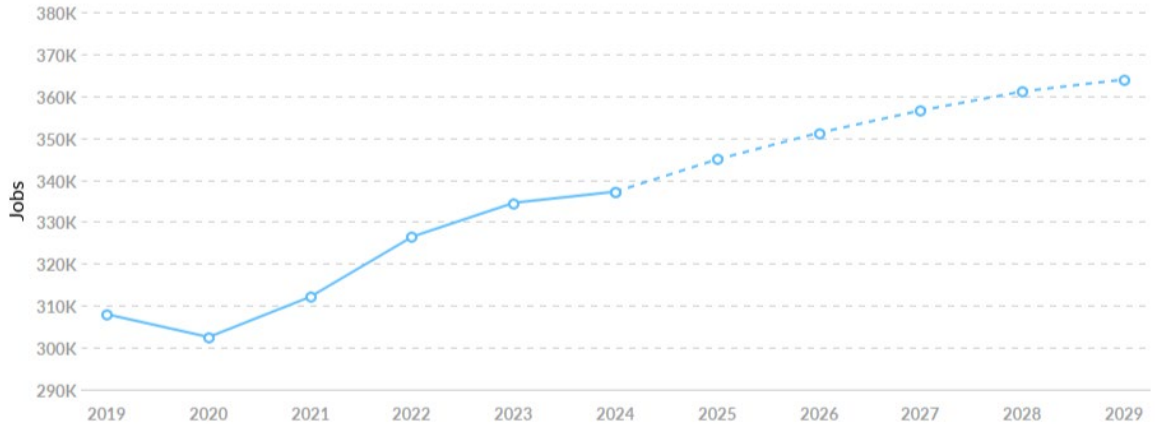
*Exhibit 5.0.1. Job Trends for McAllen Zip Codes 2019-2029.*




Source: LIGHTCAST, Q1 2025 Data Set.

The region has experienced a 10% increase in overall job growth from 2019, adding 29,260 new positions by 2024, for a total of 337,194 jobs. This change outperformed the national growth rate of 4% by 6%. Estimates show there will be 26,752 new employment opportunities added between 2024 and 2029, for a total of 363,947 jobs by 2029, an 8% growth.

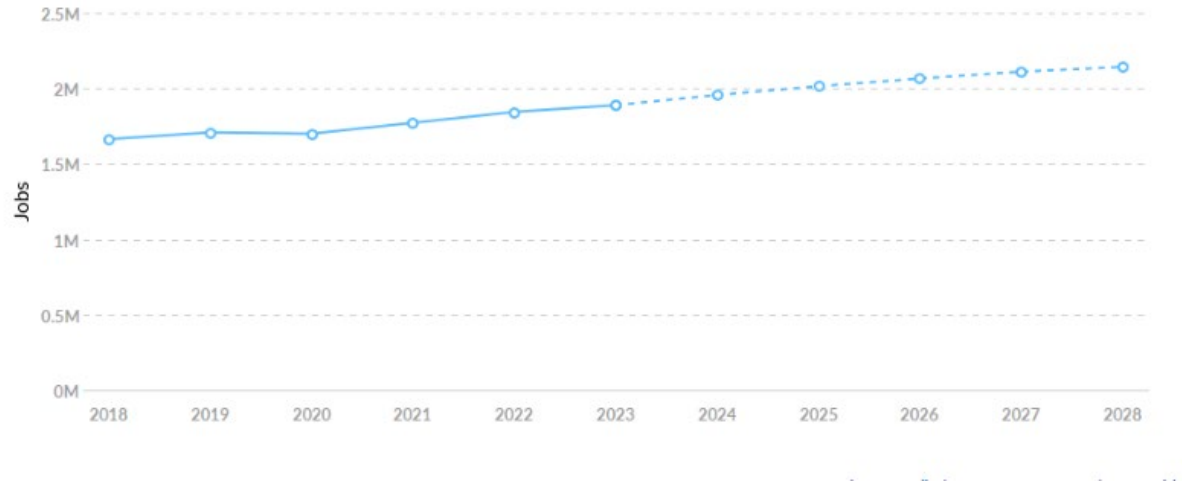
*Exhibit 5.0.2. Job Trends for McAllen Zip Codes 2019-2029.*




Source: LIGHTCAST, Q1 2025 Data Set.

From 2019 to 2024, jobs increased by 9% in Texas from 14,360,864 to 15,700,467. This change outpaced the national growth rate of 4% by 5%. By 2029, predictions indicate an estimate of 17,003,745 jobs, an 8% increase.

*Exhibit 5.0.3. Job Trends for Texas 2019-2029.*




Source: LIGHTCAST, Q1 2025 Data Set.

## Underemployment

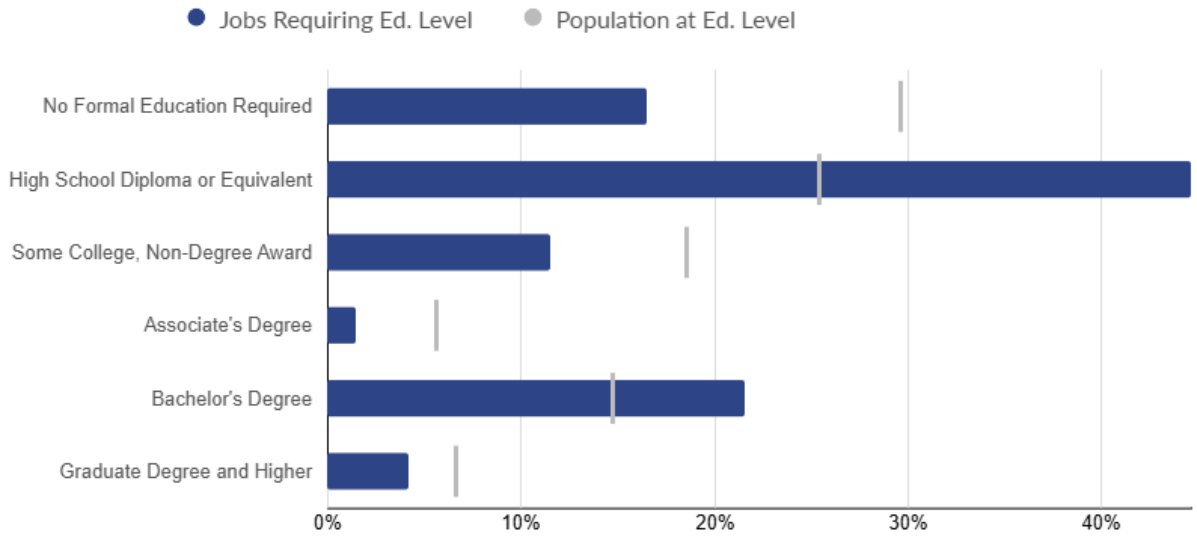
A comparison of the educational attainment of the population in the county to jobs that require a specific level of education indicate more jobs that require a high school diploma or equivalency, or a bachelor's degree than the number of people who reached the education level the regions. This highlights potential underemployment of those with no formal education, certificates (non-degree awards), associate degrees, graduate degrees and higher. For the state, no formal education, a high school diploma or equivalency, or a bachelor's degree holders under pace the need for their expertise. Underemployment can be found for those who obtain certificates (non-degree awards), associate degrees, graduate degrees and higher.

Nationally, employers are opting to focus on skills and experience, allowing them to consider previously overlooked candidates.[1] In 2017, 51% of online job listings required a four-year degree. By 2021, that share has changed to 44%. This is consistent with the national trend of employers adjusting educational requirements for a variety of occupations, eliminating the need for a bachelor's degree for many intermediate as well as some senior positions. In mandating a degree, 64% of nationwide working-age individuals without a degree are automatically excluded from consideration. This shift in how employers are focusing on skills-based hiring has the potential

[1] Lohr. S. (2022, April 8). A 4-year degree isn't quite the job requirement it used to be. The New York Times.

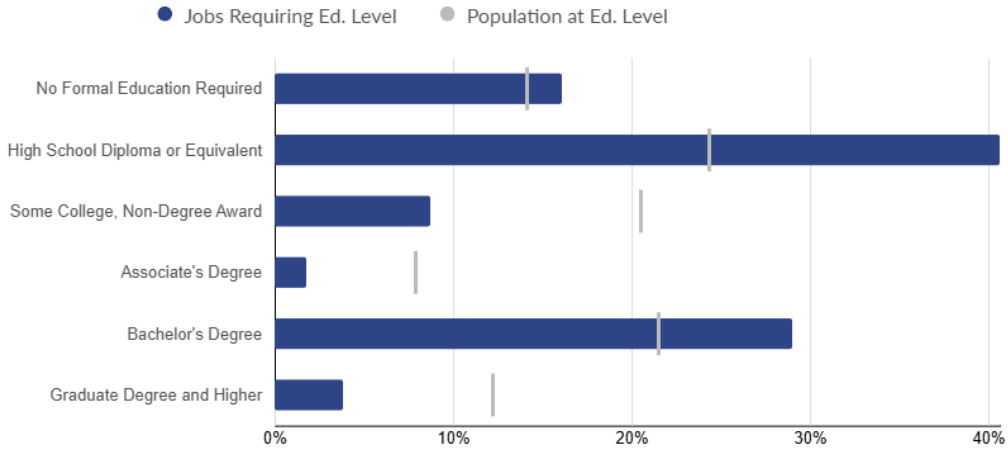
to change the way higher education operates. Projections indicate an additional 1.4 million jobs could open to workers without college degrees over the next five years.[2]

*Exhibit 5.0.4. Underemployment in Hidalgo County*, 2024.*




*Analysis based on Hidalgo County due to limited data from the McAllen Zip Codes alone.
Source: LIGHTCAST, Q1 2025 Data Set.

*Exhibit 5.0.5. Underemployment in Texas, 2024.*




Source: LIGHTCAST, Q1 2025 Data Set.

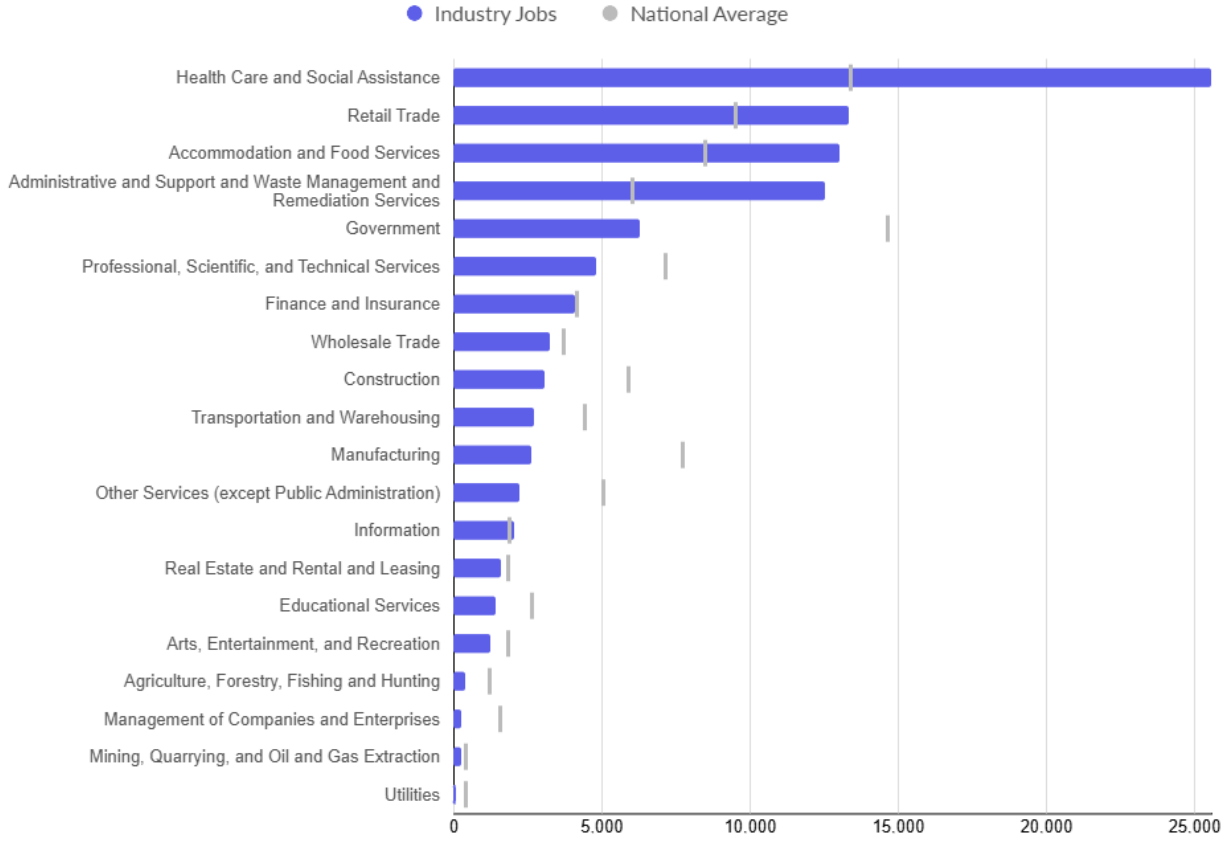
[2] The Burning Glass Institute. The Emerging Degree Reset: How the Shift to Skills-Based Hiring Holds the Keys to Growing the U.S. Workforce at a Time of Talent Shortage.

# Economic Drivers

## TOP INDUSTRIES

The three major industries in the McAllen Zip Codes are Health Care and Social Assistance, Retail Trade, and Accommodation and Food Services. The largest industry in 2024, with 25,578 employees, was Health Care and Social Assistance. In same industry in 2019, 20,358 positions were present, a 1,264 job difference. Retail Trade contributed 13,330 employment opportunities in 2024, which is 108 fewer roles than the 13,438 jobs in 2019. Given the 13,041 employment roles in 2024, the Accommodation and Food Services sector provided 1,722 more jobs than the 11,319 jobs in 2019.

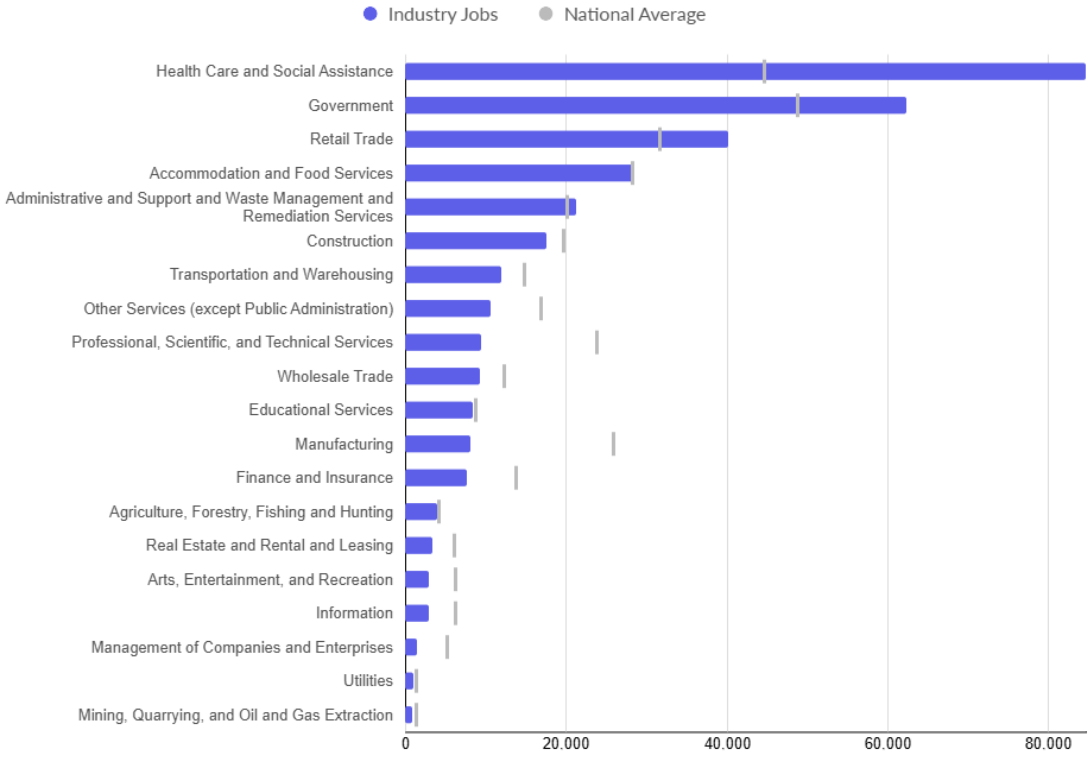
*Exhibit 5.0.6. Largest Industries in the McAllen Zip Codes*




Source: LIGHTCAST, Q1 2025 Data Set.

Health Care and Social Assistance, Government, and Retail Trade are Hidalgo County's three main sectors. With 84,708 workers, the Health Care and Social Assistance sector was the largest in 2024. There were 75,895 positions in the same industry in 2019, representing an 8,813 job difference. In 2024, Government provided 62,378 employment opportunities, which was 1,283 higher than the 61,095 positions it filled in 2019. The Retail Trade sector created 1,386 more jobs in 2024 than it did in 2019, with 40,153 jobs.

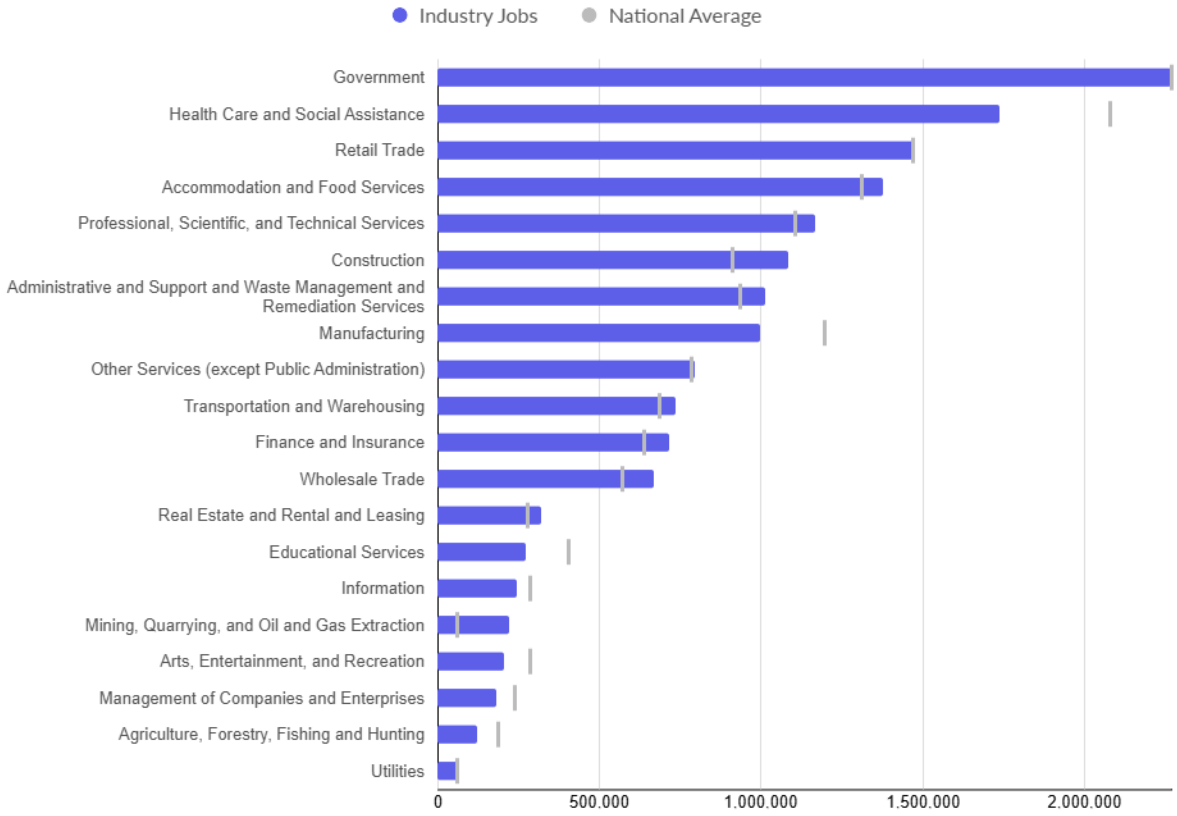
*Exhibit 5.0.7. Largest Industries in Hidalgo County.*




Source: LIGHTCAST, Q1 2025 Data Set.

The top three industries in Texas are Government, Health Care and Social Assistance, and Retail Trade. Government was the largest industry in 2024, employing 2,270,061 people. There were 2,156,456 positions in the same industry in 2019, which is a 113,605 difference. In 2024, Health Care and Social Assistance provided 1,737,474 job opportunities, which is 155,368 more than the 1,582,106 positions it provided in 2019. Compared to the 1,391,063 jobs in 2019, the Retail Trade sector provided 81,483 more jobs in 2024, with 1,472,546.

*Exhibit 5.0.8. Largest Industries in Texas*

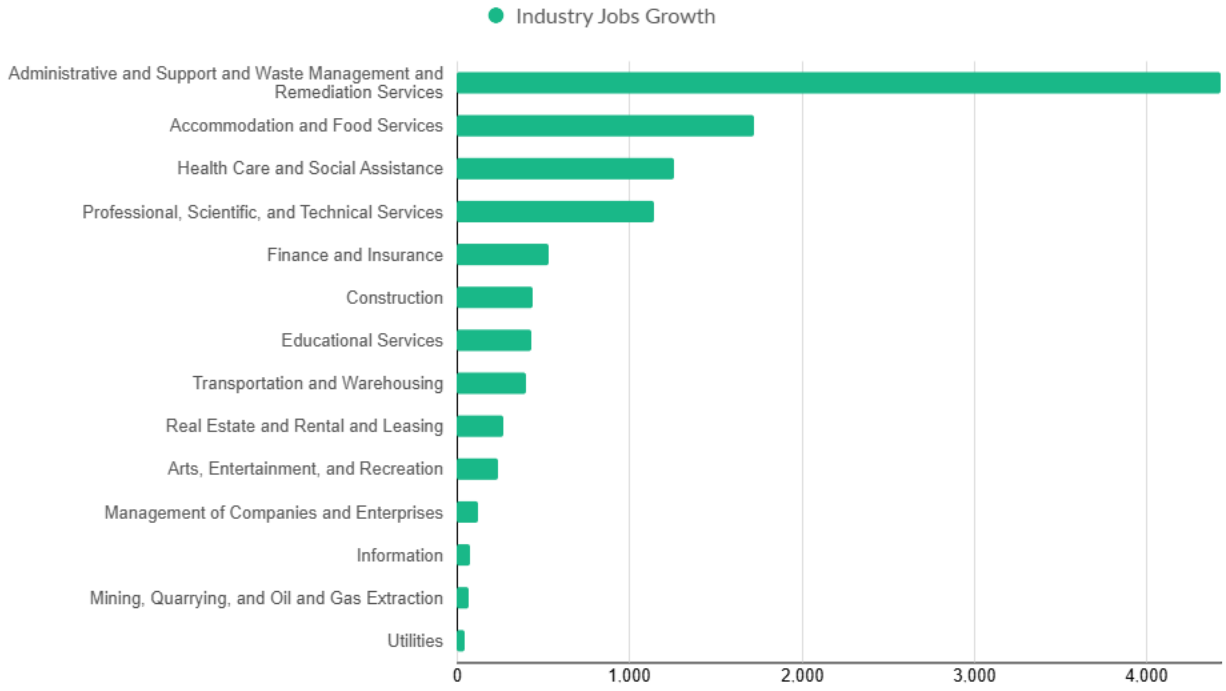



Source: LIGHTCAST, Q1 2025 Data Set.

## TOP GROWING INDUSTRIES

The largest rise in jobs in McAllen Zip Codes since 2019 has been in the Administrative and Support and Waste Management and Remediation Services sector, which employed 12,542 people by 2024 after 4,430 new positions were added. Accommodation and Food Services has experienced a 1,722 increase in jobs to account for 13,041 jobs by 2024. While there was only a 5% increase in jobs In the Health Care and Social Assistance industry, the addition of 1,264 jobs led to 25,578 employees in the associated roles.

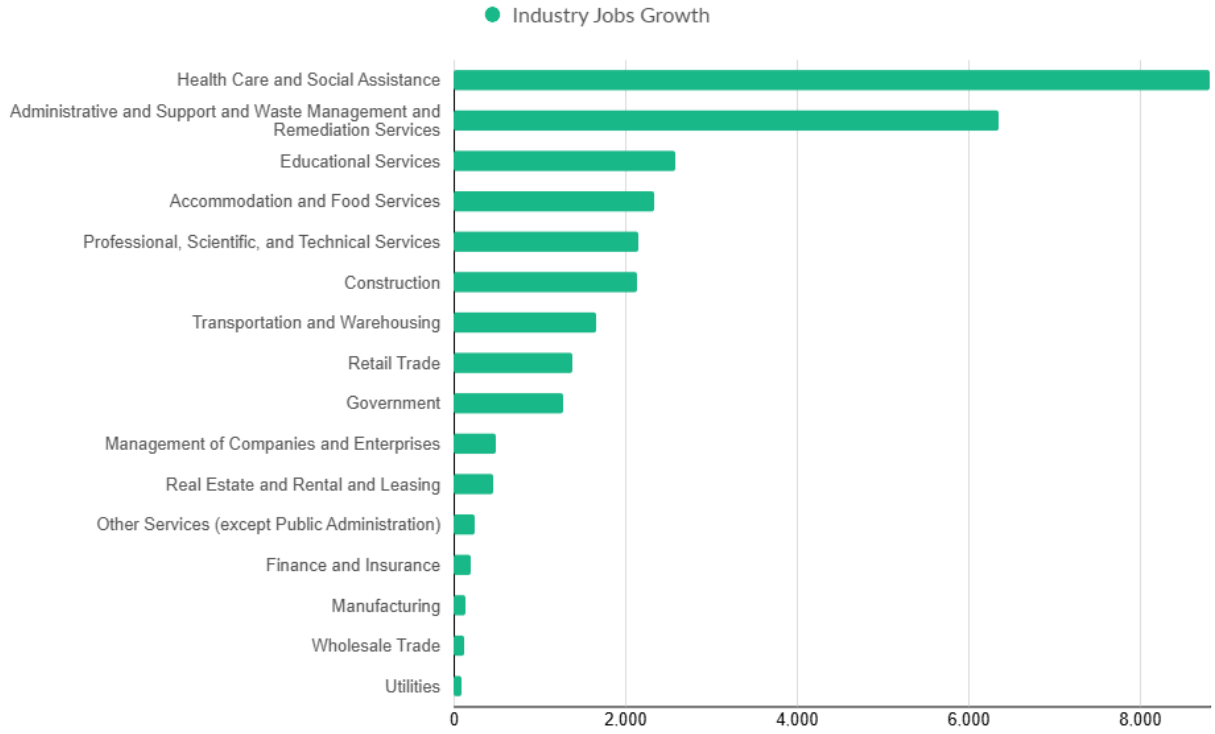
*Exhibit 5.0.9. Top Growing Industries in the McAllen Zip Codes*




Source: LIGHTCAST, Q1 2025 Data Set.

The Health Care and Social Assistance industry has seen the greatest growth in employment in Hidalgo County from 2019. After 8,813 new roles were added, the sector employed 84,708 people by 2024. By 2024, there were 21,274 jobs in Administrative and Support and Waste Management and Remediation Services, an increase of 6,351 jobs. The number of jobs in the Educational Services sector increased by 44%. A total of 8,467 people were employed in related occupations as a result of the 2,587 new positions.

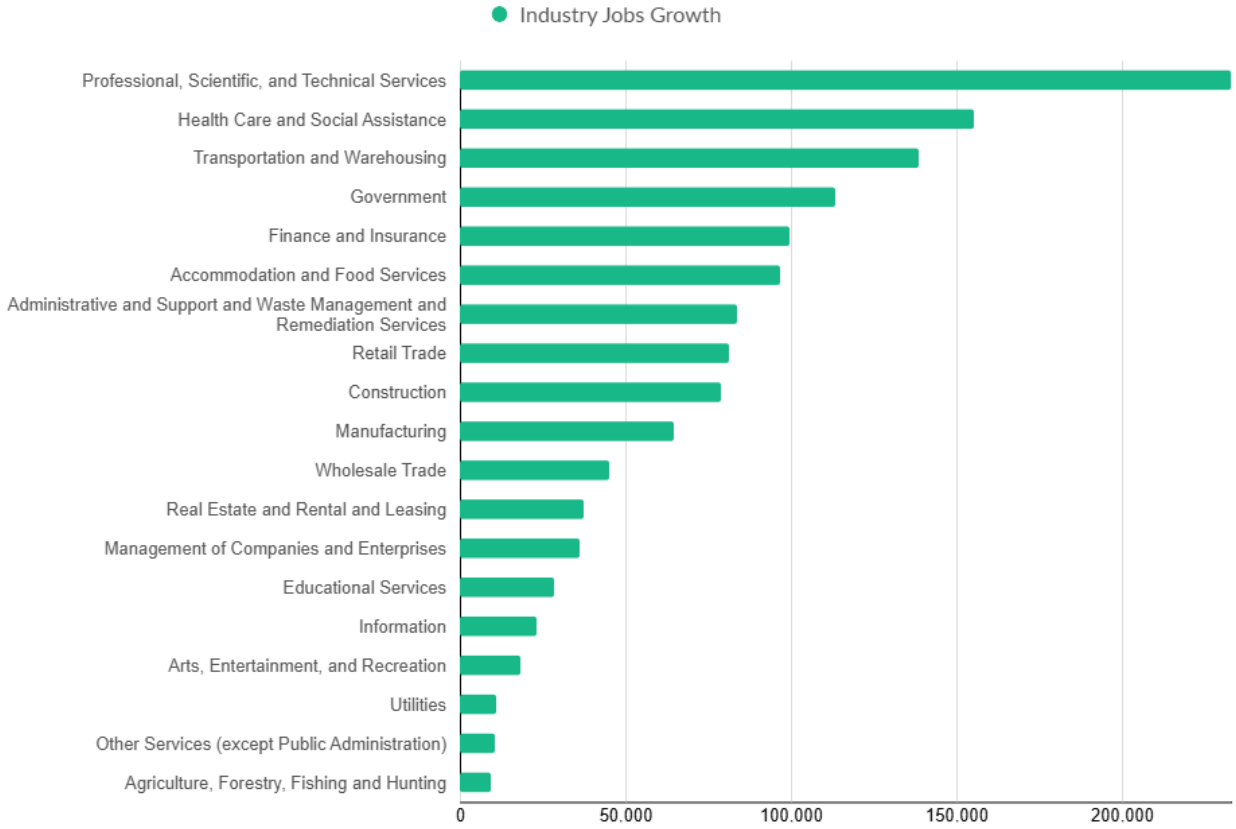
*Exhibit 5.0.10. Top Growing Industries in Hidalgo County.*




Source: LIGHTCAST, Q1 2025 Data Set.

The largest rise in jobs in Texas since 2019 has been in the Professional, Scientific, and Technical Services sector, which employed 1,167,408 people by 2024 after 232,992 new positions were added. Health Care and Social Assistance has experienced a 155,368 increase in jobs to account for 1,737,474 jobs by 2024. While there was a 138,800 increase in jobs In the Transportation and Warehousing industry, the additional jobs led to 737,949 employees in the associated roles.

*Exhibit 5.0.11. Top Growing Industries in Texas*

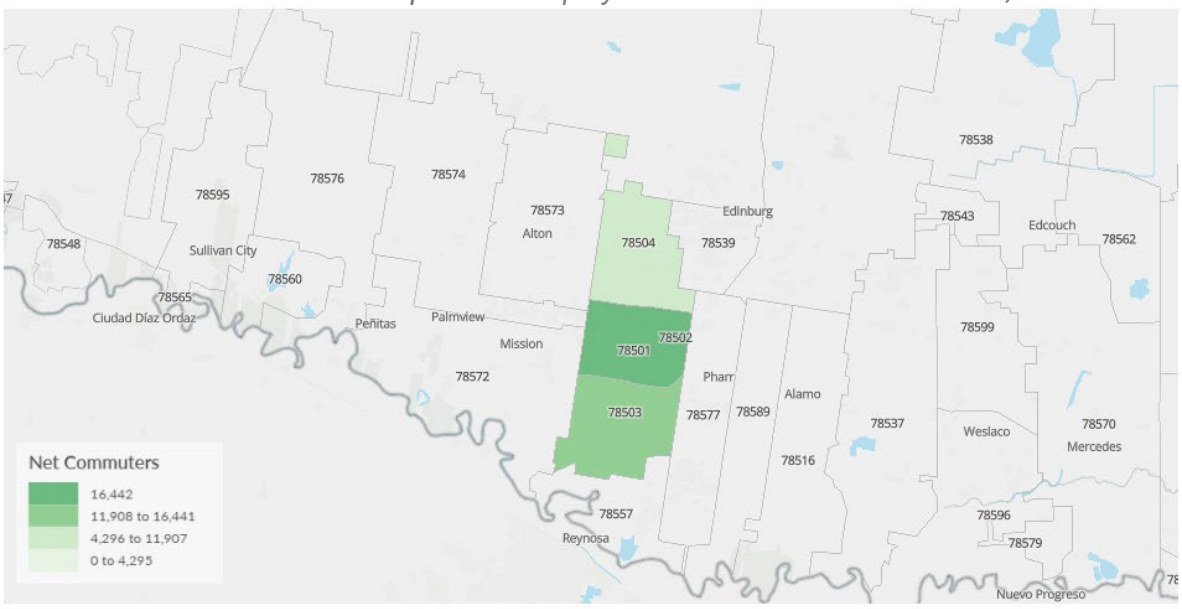



Source: LIGHTCAST, Q1 2025 Data Set.

## Community Indicators

In 2024, zip code 78501, which had 45,876 jobs, employed the majority of residents. With 32,960 employees, zip code 78504 was the 2nd most popular site for employment. The 78503 zip code employed 22,075 persons. Given the 29,435 residents of the zip code 78501, this region was the preferred location for employees to reside. With 28,663 residents living in the 78504 zip code, the area was the second most popular area for employees to live. Zip code of 78503 was the third most populated region with 10,167 residents.

*Exhibit 5.0.12. McAllen Zip Codes Employee Residence and Work Trends, 2024.*




**Where Talent Works**

| ZIP | Name | 2024 Employment |
|---|---|---|
| 78501 | Mcallen, TX (in Hidalgo county) | 45,876 |
| 78504 | Mcallen, TX (in Hidalgo county) | 32,960 |
| 78503 | Mcallen, TX (in Hidalgo county) | 22,075 |
| 78502 | Mcallen, TX (in Hidalgo county) | 154 |
| 78505 | Mcallen, TX (in Hidalgo county) | 30 |

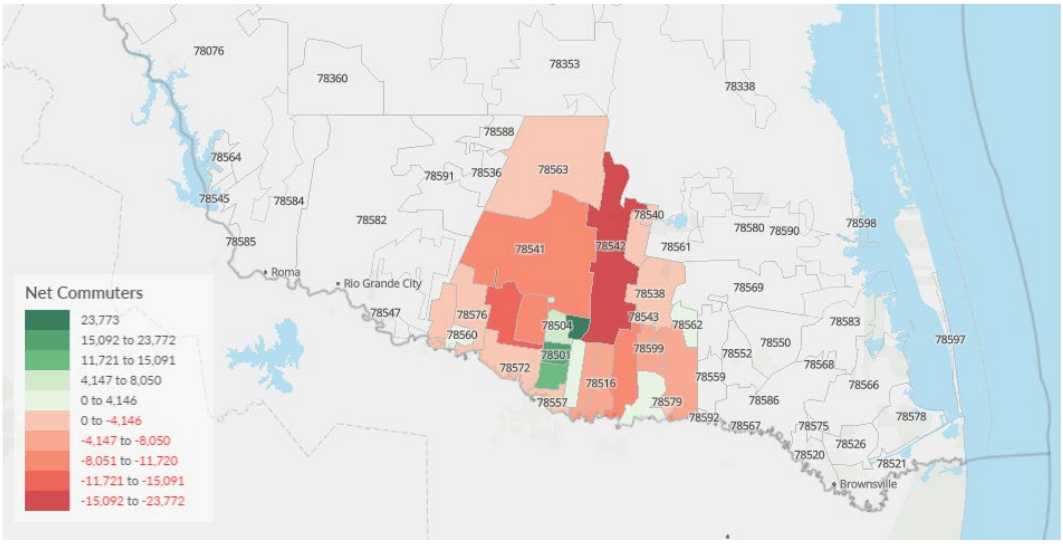
**Where Talent Lives**

| ZIP | Name | 2024 Workers |
|---|---|---|
| 78501 | Mcallen, TX (in Hidalgo county) | 29,435 |
| 78504 | Mcallen, TX (in Hidalgo county) | 28,663 |
| 78503 | Mcallen, TX (in Hidalgo county) | 10,167 |
| 78502 | Mcallen, TX (in Hidalgo county) | 154 |
| 78505 | Mcallen, TX (in Hidalgo county) | 30 |

Source: LIGHTCAST, Q1 2025 Data Set.

Most residents were employed in zip code 78501, which had 45,876 jobs in 2024. Zip code 78539 was the 2nd most popular place to be employed, with 42,527 workers. There were 35,035 individuals working in the 78577 zip code. The zip code 78577 had 34,113 residents, making it the most popular area for employees to live. The 78572 zip code was the 2nd most popular place for employees to live, with 31,083 residents. With 30,313 inhabitants, the 78542 zip code was the 3rd most occupied region.

*Exhibit 5.0.13. Hidalgo County Employee Residence and Work Trends, 2024.*




**Where Talent Works**

| ZIP | Name | 2024 Employment |
|---|---|---|
| 78501 | Mcallen, TX (in Hidalgo county) | 45,876 |
| 78539 | Edinburg, TX (in Hidalgo county) | 42,527 |
| 78577 | Pharr, TX (in Hidalgo county) | 35,035 |
| 78504 | Mcallen, TX (in Hidalgo county) | 32,960 |
| 78572 | Mission, TX (in Hidalgo county) | 30,060 |

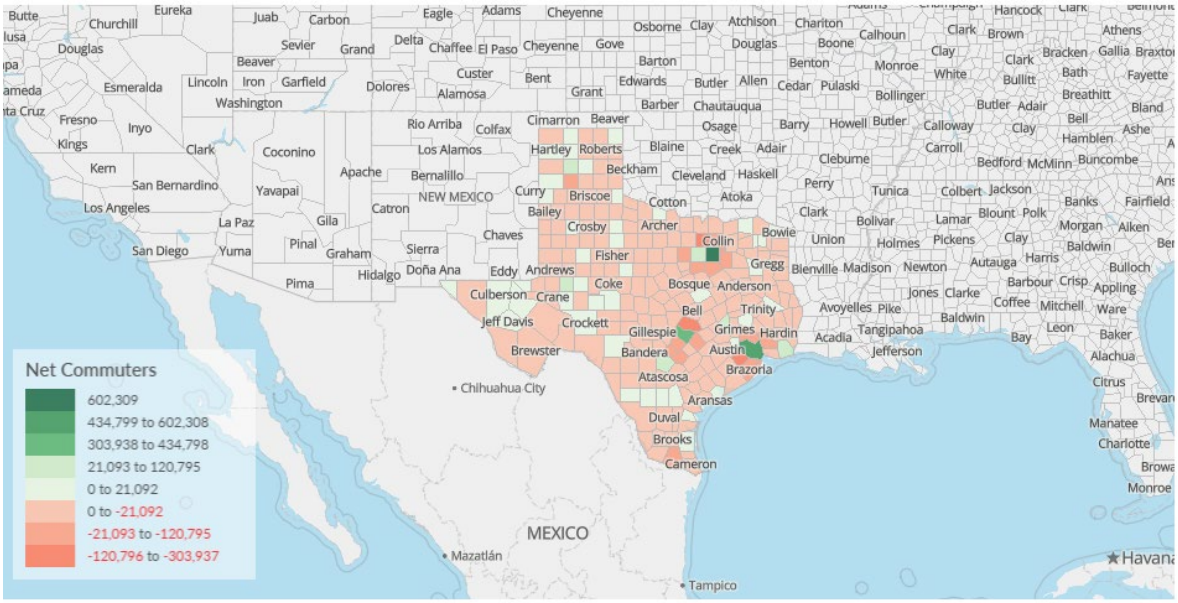
**Where Talent Lives**

| ZIP | Name | 2024 Workers |
|---|---|---|
| 78577 | Pharr, TX (in Hidalgo county) | 34,113 |
| 78572 | Mission, TX (in Hidalgo county) | 31,083 |
| 78542 | Edinburg, TX (in Hidalgo county) | 30,313 |
| 78501 | Mcallen, TX (in Hidalgo county) | 29,435 |
| 78504 | Mcallen, TX (in Hidalgo county) | 28,663 |

Source: LIGHTCAST, Q1 2025 Data Set.

In 2024, Harris County (county code 48201) had the highest employment with 2,745,552 workers, making it the most employed region. The 2nd most prevalent location for employment was Dallas County (county code 48113), which had 2,014,554 workers. When considering where employees chose to live, Harris County led with 2,310,753 residents. Dallas County was the 2nd most popular place for workers to live, with 1,412,245 residents.

*Exhibit 5.0.14. Texas Employee Residence and Work Trends, 2024.*




**Where Talent Works**

| County | Name | 2024 Employment |
|---|---|---|
| 48201 | Harris County, TX | 2,745,552 |
| 48113 | Dallas County, TX | 2,014,554 |
| 48439 | Tarrant County, TX | 1,125,311 |
| 48029 | Bexar County, TX | 1,069,983 |
| 48453 | Travis County, TX | 996,784 |

**Where Talent Lives**

| County | Name | 2024 Workers |
|---|---|---|
| 48201 | Harris County, TX | 2,310,753 |
| 48113 | Dallas County, TX | 1,412,245 |
| 48439 | Tarrant County, TX | 1,086,409 |
| 48029 | Bexar County, TX | 993,799 |
| 48453 | Travis County, TX | 692,846 |

Source: LIGHTCAST, Q1 2025 Data Set.

# 6.0 Educational Landscape

## McAllen Independent School District Demographics

The district's school configuration follows a traditional grade-level structure, with clear progression from elementary through high school, supplemented by several specialty programs. There are 18 elementary schools serving students from Pre-Kindergarten through 5th grade, forming the foundation of the district's educational pathway. This is followed by 6 middle schools serving grades 6–8, providing transitional support as students prepare for high school. At the high school level, the district operates 6 comprehensive high schools, where 4 serve grades 9–12 and 1 school beginning at grade 8. In addition to these, the district includes a range of specialty schools: Achieve Early College High School and Lamar Academy both serve grades 9–12 with focused academic models, while the Instruction and Guidance Center serves students in grades 6–12 who require alternative or intensive support.

*Exhibit 6.0.1. McAllen Independent School District Grade Level Configuration by School.*

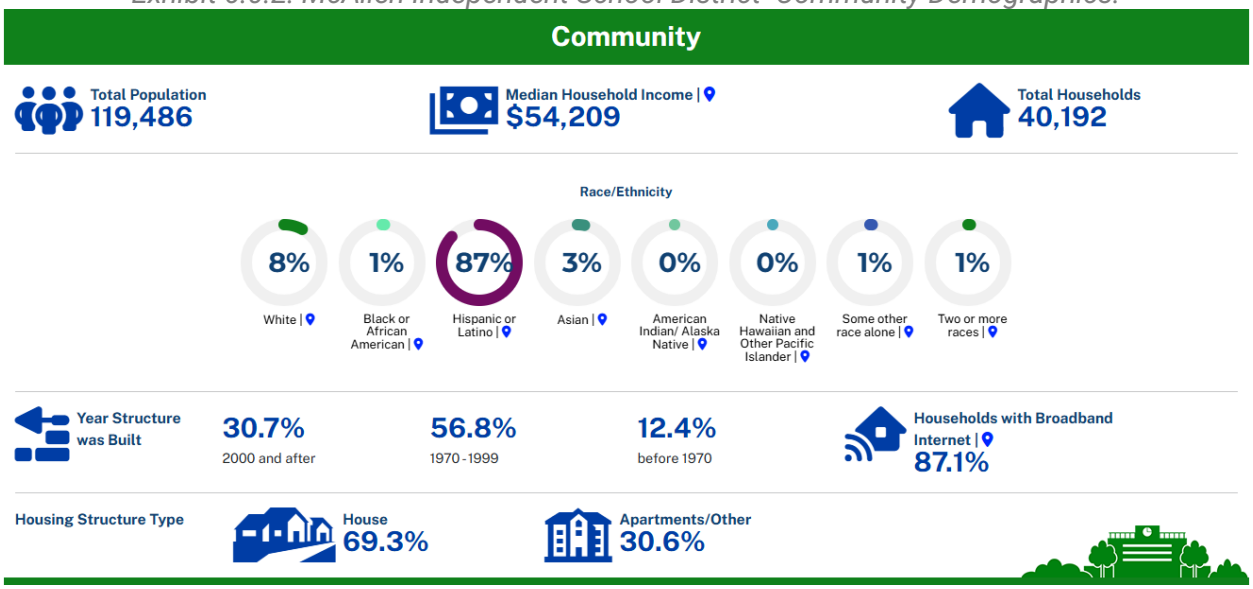
| School Name | Low Grade | High Grade |
|---|---|---|
| Alvarez Elementary School | PK | 05 |
| Blanca E Sanchez Elementary School | PK | 05 |
| Castaneda Elementary School | PK | 05 |
| Dr Pablo Perez Elementary School | PK | 05 |
| Escandon Elementary School | PK | 05 |
| Fields Elementary School | PK | 05 |
| Garza Elementary School | PK | 05 |
| Gonzalez Elementary School | PK | 05 |
| Houston Elementary School | PK | 05 |
| Jackson Elementary School | PK | 05 |
| Lucile Hendricks Elementary | PK | 05 |
| McAuliffe Elementary School | PK | 05 |
| Milam Elementary School | PK | 05 |
| Rayburn Elementary School | PK | 05 |
| Roosevelt E Elementary School | PK | 05 |
| Seguin Elementary School | PK | 05 |
| Thigpen-Zavala Elementary School | PK | 05 |
| Wilson Elementary School | PK | 05 |
| Brown Middle School | 06 | 08 |
| Cathey Middle School | 06 | 08 |
| De Leon Middle School | 06 | 08 |
| Michael E Fossum Middle School | 06 | 08 |
| Morris Middle School | 06 | 08 |
| Travis Middle School | 06 | 08 |
| Instruction and Guidance Center | 06 | 12 |
| Southwest Key Program | 08 | 12 |

| | | |
|---|---|---|
| Achieve Early College High School | 09 | 12 |
| Lamar Academy | 09 | 12 |
| McAllen High School | 09 | 12 |
| Memorial High School | 09 | 12 |
| Rowe High School | 09 | 12 |

Source: IPEDS

The McAllen Independent School District is comprised mainly of Hispanic or Latino individuals at 87% of the residents. The White cohort accounts for 8% of the district population. Only 3% of the community identifies as Asian. The Black or African American resident's demographic in the school district accounts for 1% of the population.

*Exhibit 6.0.2. McAllen Independent School District Community Demographics.*

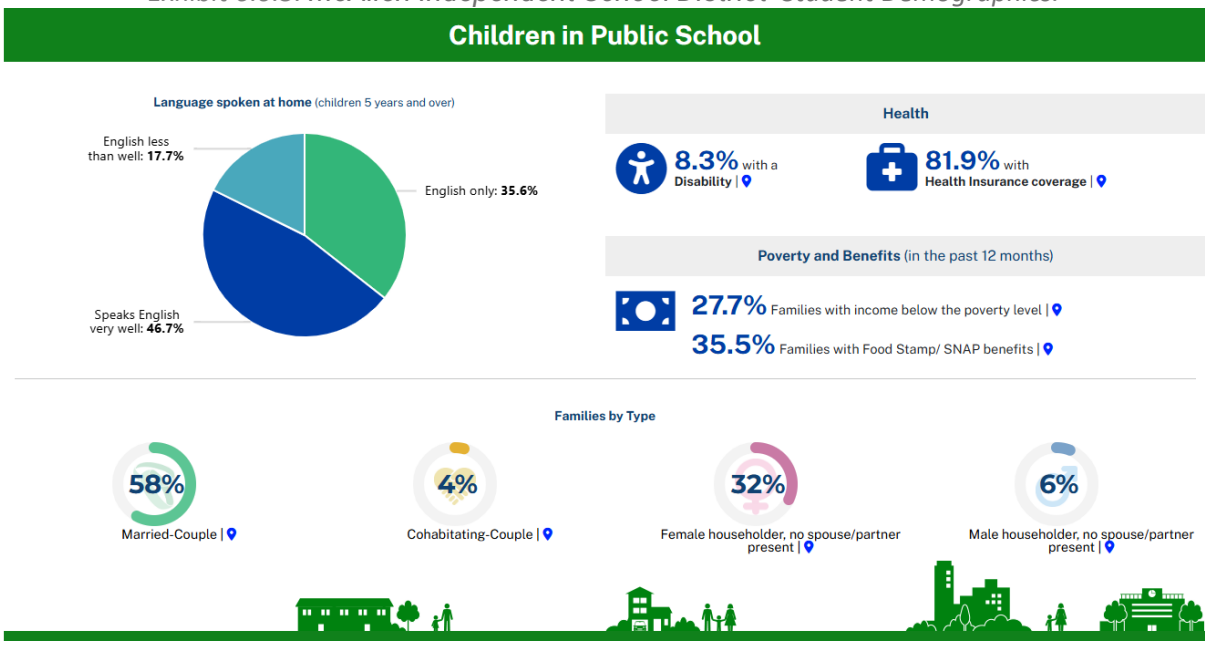



Source: IPEDS

The poverty rate of families in the district is approximately 27%. Of those living below the poverty line, 36% of the families utilize Food Stamps/SNAP benefits.

A married couple is the most prevalent family type, accounting for 58% of family units. Households lead by a female with no spouse/partner household account for 32% of family types. Male with no spouse/partner homes account for 6% of the family types. Cohabitating couple families accounted for 4% of households.

*Exhibit 6.0.3. McAllen Independent School District Student Demographics.*

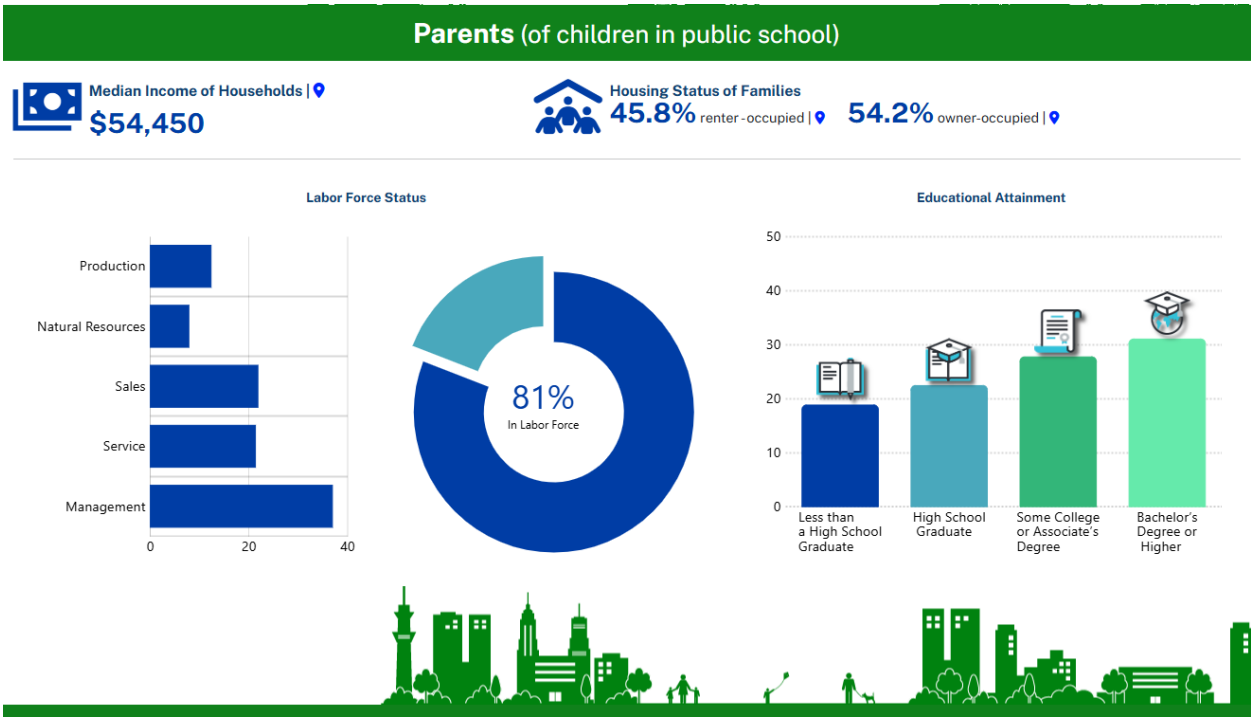



Source: IPEDS

Of the parents of students in the district, 81% were active in the labor force, while 19% were not in the labor force. The most popular industries for employment were Management, Sales, and Service. The median income for the households of employed parents was $54,450. This is lower to the national median household income of approximately $69,000.

Parents with less than a high school graduation accounted for 19%. Those who graduated high school comprised 22% of educational attainment. Parents with some college or an associate degree level of education accounted for 28% of educational attainment. Approximately 31%, the majority, of parents hold a bachelor's degree or higher.

*Exhibit 6. 0.4. McAllen Independent School District Parents Demographics.*

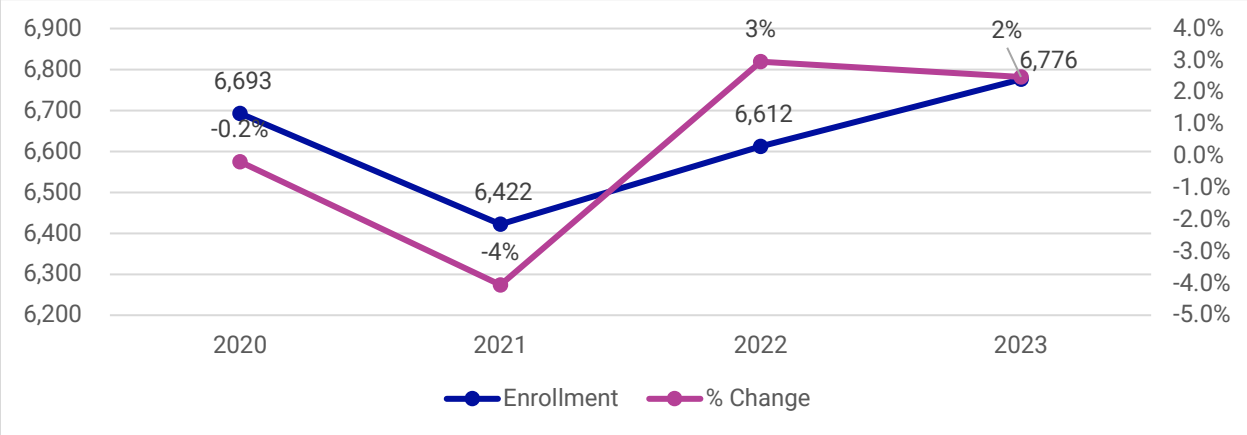



Source: IPEDS

## McAllen Independent School District Enrollment and Outcomes

Over the past four years, the district has experienced fluctuations in student enrollment across various grade levels, with an overall change in total enrollment from 6,693 in 2020 to 6,776 in 2023, a 1% increase. The enrollment data from 2020 to 2023 shows a fluctuating trend. In 2021, enrollment declined by 4% from 6,693 to 6,422, marking the lowest point during this period. However, there was a recovery in 2022, with a 3% increase to 6,612, followed by a further 2% rise in 2023, reaching 6,776.

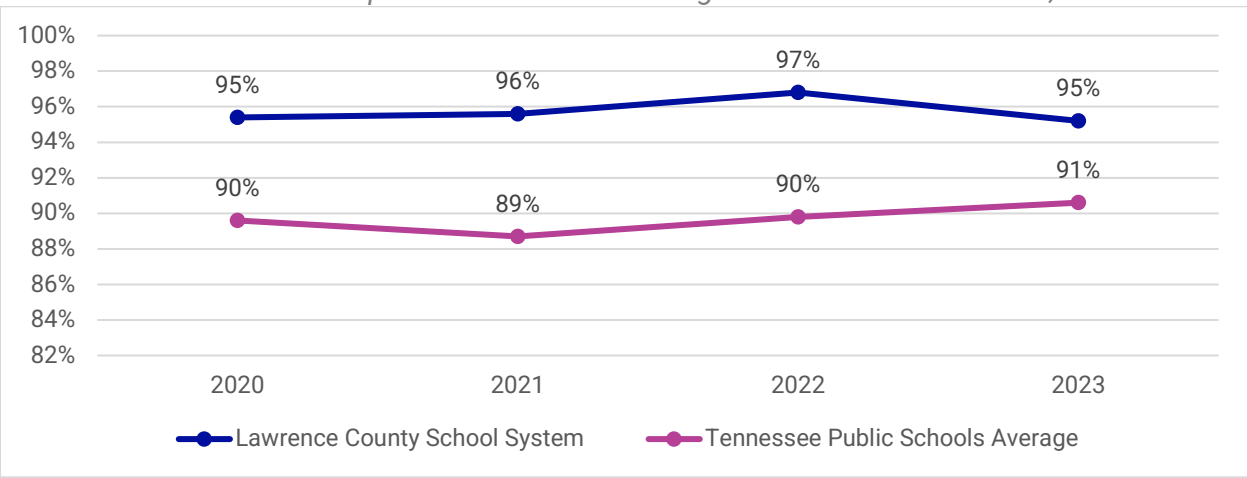
*Exhibit 6.0.5. Enrollment by Year, 2020-2023.*




Source: Texas Department of Education

The average graduation rate for McAllen Independent School District is 96%. The highest 4 year graduation rate in the past 4 years was in 2022 with a graduation rate of 97%. The rate in 2020 and 2023 was the lowest with 95% of students graduating. The average Texas graduation rate Is 90%. The highest rate was in 2023 with 91% of students graduating. The class of 2021 had the lowest rate of 89%.

*Exhibit 6.0.6. McAllen Independent School District High School Graduation Rates, 2022- 2023.*

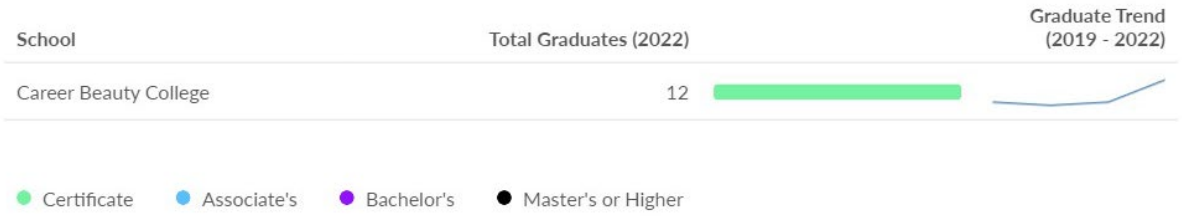



Source: Texas Department of Education

## Postsecondary Educational Pipeline

In 2022, there were 12 graduates in Hidalgo County. This pipeline has grown by 140% over the last 4 years. The highest share of these graduates come from " "Cosmetology/Cosmetologist, General" (Certificate), "Nail Technician/Specialist and Manicurist" (Certificate), and "Cosmetology, Barber/Styling, and Nail Instructor" (Certificate).

*Exhibit 6.0.7. Top 10 Graduation Trends for Hidalgo County. Colleges.*




Source: LIGHTCAST, Q1 2023 Data Set.

Texas produced 86,183 graduates in 2022. Over the previous four years, this pipeline increased by 4%. " Liberal Arts and Sciences/Liberal Studies" (Associate's), "Registered Nursing/Registered Nurse" (Bachelor's), and "Business Administration and Management, General" (Bachelor's) comprise the largest proportion of these graduates.

The University of Texas-Knoxville produced the most awards at 7,888 graduates, followed by tVanderbilt University with 5,107. South College generated the most certificates and associate degrees with 256 and 1,104 graduates respectively. The University of Texas-Knoxville produced the highest number if Bachelor’s degrees with 5,533 graduates. Most of the master’s or higher degrees were from Vanderbilt University at 2,667 graduates.

*Exhibit 6.0.8. Top 10 Graduation Trends for Texas Colleges.*

| School | Total Graduates (2022) | Graduate Trend (2019 - 2022) |
|---|---|---|
| The University of Tennessee-Knoxville | 7,888 | |
| Vanderbilt University | 5,107 | |
| University of Memphis | 4,600 | |
| Middle Tennessee State University | 4,591 | |
| East Tennessee State University | 3,491 | |
| The University of Tennessee-Chattanooga | 2,527 | |
| Tennessee Technological University | 2,419 | |
| Austin Peay State University | 2,368 | |
| South College | 2,321 | |
| Belmont University | 2,279 | |



# 7.0 Enrollment Projections

## Methodology

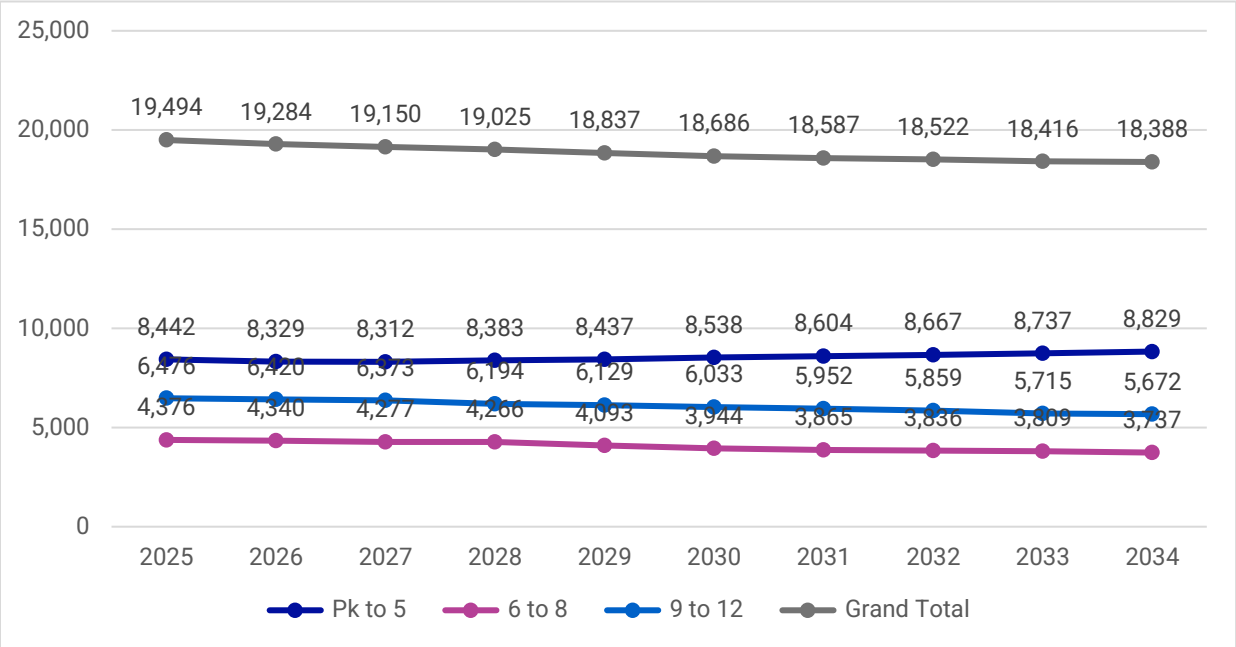
An enrollment projection is an estimate of future activity based on the historical data and information provided. While these projections can be highly accurate, it must be remembered they are an estimate. It is critical that the district reassess enrollment projections on a regular basis to account for variations in growth or decline.

To prepare projections, MGT looked at such factors as historical live birth data, kindergarten capture rate, permit data, and student-age population rates as input. These factors helped to generate projections that are tailored to the district. To identify trends and prepare for adequate spaces, teaching staff, materials, and supplies, educational leaders can use several methods of projecting enrollment. Detailed enrollment data can be found in **Appendix B-Historical and Projected Enrollment by School.**

Enrollment in the district has been steadily declining and will continue to do so, according to data from 2014 to 2034. Total enrollment decreased by approximately 15% between 2014 and 2024, from 23,189 to 19,825. This trend is aided by a decline in the PK-5 grade band, which fell by 1,046 children (11%). During this time, enrollment in middle school (grades 6-8) dropped by 13%, while enrollment in high school (grades 9-12) reduced by roughly 9%.

It is anticipated that enrollment will continue to decline from 2024–2034, but at a smaller rate. Total enrollment is predicted to reach 18,044 by 2034, a 9% reduction from 2024 levels. The population of middle schools is predicted to decrease the most, by 12%, to 3,873, while the high school level is predicted to decline by 11%, to 5,849 students. Notably, it is anticipated that elementary enrollment will marginally stabilize, staying close to 8,000 students through 2034.

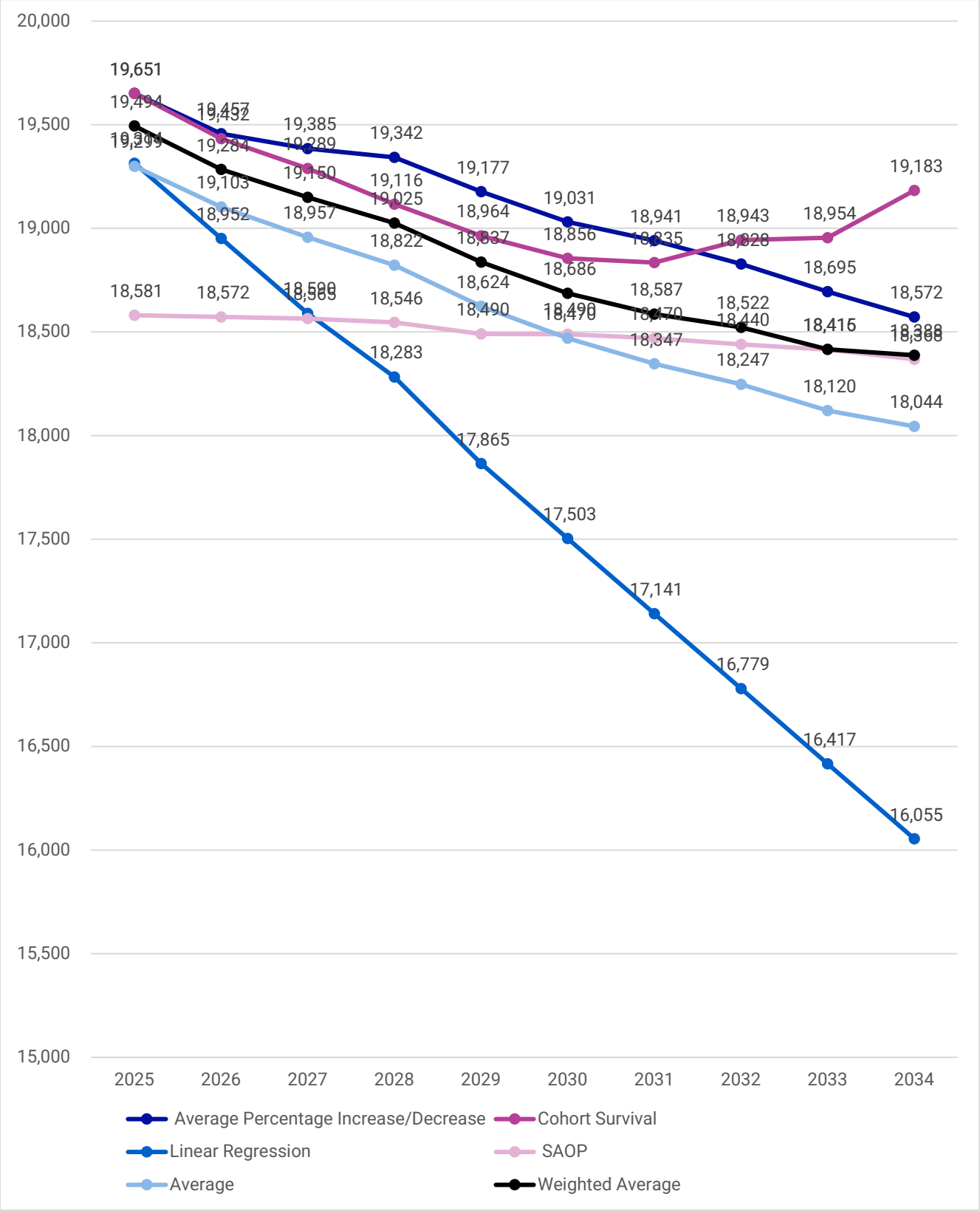
*Exhibit 7.0.1. Historical and Projected Enrollment*




## McAllen Independent School District Projections

Projections indicate a consistent decline in resident student enrollment for grades PK through 12 over the coming decade. Beginning in 2025, both middle and high school grades will see significant reductions, with the sharpest decrease appearing between grades 9 and 12, where numbers drop from 6,476 students in 2025 to 5,672 in 2034. The 6–8 grade group is also expected to fall, moving from 4,376 students in 2025 down to approximately 3,737 by 2034. In contrast, elementary grades are forecasted to grow by 387 students throughout this period. Altogether, the district anticipates a net decrease of 1,106 students over ten years.

*Exhibit 7.2 Projected Enrollment by Model*



# 8.0 Capacity and Utilization

The *functional capacity* of an educational facility is defined as the number of students the facility can accommodate. More specifically, a school's capacity is the number of students which can be accommodated given the specific educational programs, the class schedules, the student-teacher ratios, and the size of the rooms. The *utilization rate* of a facility is calculated by dividing the current or projected enrollment of the educational facility by the capacity. The utilization rate is used to determine if the facility has excess space or if it lacks sufficient space for the given enrollment.

## Functional Capacity

The functional capacity used by MGT is calculated using the Instructional Space Model. This model counts the number of the various types of instructional rooms and multiplies that number by the maximum students-per-room or the loading factor to identify the gross capacity for the school. The gross capacity is then multiplied by a scheduling factor, which considers the realities of how the space is used. Typically, not all classrooms are scheduled for every period at a middle school or high school. For example, high school students move from room to room and enroll in a variety of courses. As a result, some rooms will be empty or will be less than fully occupied at any given time. Teacher preparation periods will also contribute to rooms not being used for instruction at a particular time. Therefore, MGT uses a 75% scheduling factor at high schools to reduce the gross capacity of the building to reflect the unused rooms. Middle schools are assigned an 85% scheduling factor. An elementary school has a much more static and consistent daily use, so MGT uses a 95% scheduling factor for elementary schools.

**Exhibit 8.1** lists the loading factors and scheduling factors used to calculate the functional capacities.

*Exhibit 8.1 Functional Capacity Loading Factors*

| INSTRUCTIONAL SPACE MODEL GUIDELINES | |
|---|---|
| **ROOM TYPE** | **Max -- LOADING FACTOR (STUDENTS/ROOM)** |
| Pre-Kindergarten | 22 |
| Kindergarten General Classroom | 22 |
| 1st Grade General Classrooms | 22 |
| 2nd-3rd General Classroom | 22 |
| 4th-5th General Classroom | 22 for 4th and 25 for 5th |
| Art (K-5) | No Art at ES Level |
| Music Room (K-5) | Class Rotation |
| Computer Lab (K-5) | 30 |
| K-5 Special Ed Self Contained | 12 |
| K-5 Resource (pull-out) | 20 |
| ESL Newcomer (K-5) | None |
| PE Gym (K-5) | 45 to 1 staff |
| English Learner Resource (pull-out) | 18 |
| Music Room (6-8) | 60-120 kids |
| Foreign Language (6-12) | 25 |
| 6th-8th General Classroom | 25 for 6 or 7 periods |
| Science (6-8) | 25 |
| Vocational (6-8) | 25 |
| Art (6-8) | 28 for 7 periods |
| Band/Orchestra (6-8) | 60-100 kids |
| Choir (6-8) | 60-120 kids |

| INSTRUCTIONAL SPACE MODEL GUIDELINES | |
|---|---|
| **ROOM TYPE** | **Max -- LOADING FACTOR (STUDENTS/ROOM)** |
| PE Gym (6-8) | 45 to 1 staff |
| English Learner (6-8) | 18 |
| Computer Lab (6-8) | 30 |
| 6-8 Special Education self-contained | 12 |
| 6-8 Resource (pull-out) | 20 |
| Vacant (6-8) | 25 |
| 9th-12th General Classroom | 25 for 6 or 7 periods |
| Science (9-12) | 25 |
| Vocational (9-12) | 24 for 6 or 7 periods |
| Art (9-12) | 22 for 7 periods |
| Band (9-12) | 50-100 for 7 periods |
| Orchestra (9-12) | 50-100 for 7 periods |
| Choir (9-12) | 50-80 for 7 periods |
| Performing Arts Classroom (9-12) | 22 for 7 periods |
| PE/Gym (9-12) | 45 for 7 periods |
| Weight Room (9-12) | 40 for 7 periods |
| Computer Lab (9-12) | 24 for 6 or 7 periods |
| 9-12 Special Education self-contained | 12 |
| 9-12 Resource (pull-out) | 20 |
| Vacant (9-12) | 25 |
| English Learner (9-12) | 24 for 6 or 7 periods |

**Exhibit 8.2** shows an example of how the model is used to calculate the capacity of a high school.

*Exhibit 8.2 Example Capacity Calculation (High School)*

| Room Type | Number of Classrooms | Students Per Classroom | Capacity |
|---|---|---|---|
| *General Classroom (9-12)* | 39 | 35 | 1,365 |
| *Science (9-12)* | 8 | 35 | 280 |
| *Vocational (9-12)* | 10 | | |
| *Band (9-12)* | 1 | 40 | 40 |
| *Physical education (9-12)* | 2 | 55 | 110 |
| *Art (9-12)* | 3 | 35 | 105 |
| *Computer Lab* | 2 | 0 | 0 |
| *Special Education Self-Contained (9-12)* | 3 | 16 | 48 |
| *Resource Pull-Out (9-12)* | 3 | | |
| Gross Capacity (w/o scheduling factor) = | | | 1,948 |
| High School Scheduling Factor | | | 75% |
| **High School Capacity =** | | | 1,462 |

**Exhibit 8.3** lists the capacities for MISD as calculated using the Instructional Space Model.

*Exhibit 8.3 All School Functional Capacities*

| School | Maximum Capacity* | Target Functional Capacity |
|---|---|---|
| Alvarez ES | 698 | 628 |
| Blanca E Sanchez ES | 659 | 593 |
| Castaneda ES | 809 | 728 |
| Dr. Pablo Perez ES | 750 | 675 |
| Escandon ES | 636 | 572 |
| Fields ES | 634 | 571 |
| Garza ES | 765 | 689 |
| Gonzalez ES | 700 | 630 |
| Houston ES | 617 | 555 |
| Jackson ES | 861 | 775 |
| Lucile Hendricks ES | 598 | 538 |
| McAuliffe ES | 751 | 676 |
| Milam ES | 812 | 731 |
| Rayburn ES | 706 | 635 |
| Roosevelt ES | 815 | 734 |
| Seguin ES | 766 | 689 |
| Thigpen-Zavala ES | 679 | 611 |
| Wilson ES | 561 | 505 |
| **K-5 Total/Avg** | **12,817** | **11,535** |
| Brown MS | 1,261 | 832 |
| Cathey MS | 1,278 | 843 |
| De Leon MS | 1,269 | 838 |
| Michael E. Fossum MS | 1,247 | 823 |
| Morris MS | 1,111 | 733 |
| Travis MS | 1,223 | 807 |
| **6-8 Total/Avg** | **7,389** | **4,877** |
| Achieve Early College HS | 741 | 489 |
| McAllen HS | 2,693 | 1,777 |
| Rowe HS | 2,750 | 1,815 |
| Memorial HS | 2,853 | 1,883 |
| **9-12 Total/Avg** | **9,037** | **5,964** |
| Instruction and Guidance | 144 | 108 |
| Lamar Academy** | 600 | 500 |
| UTRGV Collegiate** | 867 | 572 |
| **Other Total Average** | **1,611** | **1,180** |

## Utilization Rates

The effective management of school facilities requires a school's capacity and enrollment to be aligned. When capacity exceeds enrollment (**underutilization**), operational costs are higher than necessary, and facilities may need to be repurposed or removed from inventory. When enrollment exceeds capacity (**overutilization**), the school may be overcrowded and may require capital expenditures or redistricting (adjustment to attendance boundaries) to alleviate the crowding.

Exhibit 8.4 shows the corresponding utilization rates calculated using the functional capacities and the current and projected enrollment at each school. The utilization rates are color coded per the key below to provide the reader with an understanding of best practices for utilization.

Nationally recognized **best practices** indicate that capacity rates that are either too high or too low are problematic.

Too high means there is inadequate space for the enrollment and program. These schools are significantly overutilized, with no empty spaces and expanded use of every available area. Buildings operating above capacity likely lack sufficient core spaces (restrooms, media centers, cafeterias, and corridors) to accommodate enrollment. They often require multiple lunch periods and staggered passing times to reduce congestion.

Too low means there is inefficient use of space for the enrollment and program. These schools are significantly underutilized and may have empty rooms or expanded non-instructional uses to occupy space. They may not have created dedicated spaces for all required programs—such as art and music—because staffing or enrollment levels do not support them.

The district's overall average utilization rate is **87.27%**, which falls within the **Adequate** range and indicates generally balanced use of facilities across school levels. However, closer analysis reveals considerable variation among individual campuses and grade-level groupings.

### ELEMENTARY SCHOOLS (K–5)

Elementary Schools operate at an average utilization of **77.14%**, placing them in the **Approaching Inefficient** category. Several schools—such as Roosevelt Elementary (**48.67%**), Castaneda Elementary (**51.37%**), and Garza Elementary (**59.40%**)—are notably underutilized, suggesting excess capacity that may warrant future boundary adjustments or program realignment. Conversely, Gonzalez Elementary (**129.84%**) and Milam Elementary (**110.97%**) are **Approaching Inadequate**, exceeding their target functional capacities and signaling overcrowding that should be addressed through portable classrooms, attendance zone balancing, or facility expansion. The remaining campuses generally operate within a comfortable range of **70–85%**, indicating stable enrollment and efficient building use.

### MIDDLE SCHOOLS (6–8)

Middle Schools collectively average **89.53%**, which is considered **Adequate**. Most campuses are operating near or above target capacity, with Cathey Middle (**98.05%**) and Fossum Middle (**96.11%**) classified as **Approaching Inadequate**. Morris Middle is the most overcrowded secondary campus at **136.24%**, indicating a clear need for short-term capacity relief measures. Brown and Travis Middle Schools, at **69.69%** and **62.56%** respectively, have available capacity that could be leveraged to help balance enrollments across the district.

### HIGH SCHOOLS (9–12)

High Schools are operating at an average utilization of **108.78%**, placing them in the **Approaching Inadequate** category. McAllen High (**120.06%**), Memorial High (**107.33%**), and Rowe High (**104.96%**) are all operating above target functional capacity, indicating significant space pressures and potential overcrowding. Achieve Early College High School is slightly lower at **87.51%**, remaining within the **Adequate** range. Overall, high school facilities are heavily utilized, highlighting the need for capacity management and long-range planning to ensure continued program delivery without compromising quality of learning environments.

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Specialized campuses, including Lamar Academy, UTRGV Collegiate, and the Instruction and Guidance Center, show lower utilization rates due to the unique nature of their programs. The Instruction and Guidance Center serves as an alternative high school focused on credit recovery, while Lamar Academy and UTRGV Collegiate operate as dual-enrollment programs in partnership with the district's three comprehensive high schools. Because students are enrolled in both their home high school and one of these specialized programs, they are **not counted as unduplicated students** in utilization calculations.

In summary, districtwide utilization trends show generally effective use of space, but with imbalances between overcrowded and underutilized schools. Future planning should focus on redistributing enrollment, modernizing high-demand campuses, and evaluating attendance boundaries to better align capacity with enrollment across all grade levels.

| UTILIZATION | DESCRIPTION |
|---|---|
| **> 110** | **Inadequate** |
| 95 - 110 | **Approaching Inadequate** |
| 80 - 94 | **Adequate & Efficient** |
| 70 - 79 | **Approaching Inefficient** |
| < 70 | **Inefficient** |

*Exhibit 8.4 Current and Projected Utilization Rates*

| School | Current Enrollment | Maximum Capacity* | Target Functional Capacity | Utilization* |
|---|---|---|---|---|
| Alvarez ES | **435** | 698 | 628 | 69.25% |
| Blanca E Sanchez ES | **502** | 659 | 593 | 84.64% |
| Castaneda ES | **374** | 809 | 728 | 51.37% |
| Dr. Pablo Perez ES | **601** | 750 | 675 | 89.04% |
| Escandon ES | **457** | 636 | 572 | 79.84% |
| Fields ES | **438** | 634 | 571 | 76.76% |
| Garza ES | **409** | 765 | 689 | 59.40% |
| Gonzalez ES | **818** | 700 | 630 | 129.84% |
| Houston ES | **397** | 617 | 555 | 71.49% |
| Jackson ES | **548** | 861 | 775 | 70.72% |
| Lucile Hendricks ES | **432** | 598 | 538 | 80.27% |
| McAuliffe ES | **385** | 751 | 676 | 56.96% |
| Milam ES | **811** | 812 | 731 | 110.97% |
| Rayburn ES | **530** | 706 | 635 | 83.41% |
| Roosevelt ES | **357** | 815 | 734 | 48.67% |
| Seguin ES | **526** | 766 | 689 | 76.30% |
| Thigpen-Zavala ES | **470** | 679 | 611 | 76.91% |
| Wilson ES | **408** | 561 | 505 | 80.81% |
| **K-5 Total/Avg** | **8,898** | **12,817** | **11,535** | **77.14%** |

| School | Current Enrollment | Maximum Capacity* | Target Functional Capacity | Utilization* |
|---|---|---|---|---|
| Brown MS | **580** | 1,261 | 832 | 69.69% |
| Cathey MS | **827** | 1,278 | 843 | 98.05% |
| De Leon MS | **664** | 1,269 | 838 | 79.28% |
| Michael E. Fossum MS | **791** | 1,247 | 823 | 96.11% |
| Morris MS | **999** | 1,111 | 733 | 136.24% |
| Travis MS | **505** | 1,223 | 807 | 62.56% |
| **6-8 Total/Avg** | **4,366** | **7,389** | **4,877** | **89.53%** |
| Achieve Early College HS | **428** | 741 | 489 | 87.51% |
| McAllen HS | **2,134** | 2,693 | 1,777 | 120.06% |
| Rowe HS | **1,905** | 2,750 | 1,815 | 104.96% |
| Memorial HS | **2,021** | 2,853 | 1,883 | 107.33% |
| **9-12 Total/Avg** | **6,488** | **9,037** | **5,964** | **108.78%** |
| Instruction and Guidance | **60** | 144 | 108 | 55.56% |
| Lamar Academy** | **350** | 600 | 500 | 70.00% |
| UTRGV Collegiate** | **395** | 867 | 572 | 69.03% |
| **Other Total Average** | **805** | **1,611** | **1,180** | **68.21%** |
| **District Total/Avg**** | **19,812** | **29,387** | **22,484** | **87.27%** |

*Does not include portable classrooms
**Does not include dual enrollment for Lamar Academy and UTRGV, as these students are counted as unduplicated in their home high school

# 9.0 Facility Assessments

This section presents the results of the facility assessments that were conducted by MGT. The assessments were conducted using BASYS®, MGT's facility assessment software program. There are four types of assessments, including:

- Building condition
- Education suitability or functionality
- Grounds condition
- Technology readiness

## Building Condition

The BASYS® building condition score measures the amount of deferred maintenance in the school building's major systems. The weighted condition score of a facility is the average condition score (weighted by building square footage) of all the buildings at a site. The scores are interpreted as follows:

| BASYS Building Condition Rating Scale | |
|---|---|
| 90+ | **New or Like New:** The building and/or a majority of its systems are in very good condition and only require preventive maintenance; only a few, if any, systems have reached their expected life-cycle age. The total replacement cost of any "expired" systems is less than 10% of the current replacement value of the facility. |
| 80-89 | **Good:** The building and/or a majority of its systems are in good condition and only require routine maintenance; the total replacement cost of systems that have reached or exceeded their expected service life (life-cycle age) is between 10 and 20% of the current replacement cost of the facility. |
| 70-79 | **Fair:** The building and/or some of its systems are in fair condition based on age and operations; the total replacement cost of systems that have reached or exceeded their expected service life (life-cycle age) is between 20 and 30% of the current replacement cost of the facility. |
| 60-69 | **Poor:** The building and/or a significant number of its systems are in poor condition and require major repair, renovation, or replacement; the total replacement cost of systems that have reached or exceed their expected service life (life-cycle age) is between 30 and 40% of the current replacement cost of the facility. |
| BELOW 60 | **Unsatisfactory:** The building and/or a majority of its systems should be replaced due to risk of system failure, inefficient operation, and increased maintenance requirements; the total replacement cost of systems that have reached or exceed their expected service life (life-cycle age) is greater than 40% of the current replacement cost of the facility. |

The condition assessment rates each building system as **New**, **Good**, **Fair**, **Poor**, or **Unsatisfactory**, based on detailed criteria defined for each rating category. Each system's possible score is weighted according to its relative contribution to the overall cost of building construction. The resulting **Condition Score** represents the percentage of the building's value that is in good condition, while the **Capital Needs Score** (calculated as *100 minus the Condition Score*) reflects the remaining portion of the building's value that requires reinvestment. When expressed as a percentage, this measure is also known as the **Facility Condition Index (FCI)**. For example, a building with a Condition Score of 80 has a Capital Needs Score of 20 (100 – 80 = 20). A Capital Needs Score of 20 indicates that approximately 20% of the building's replacement value would need to be reinvested to bring the facility to **Like-New** condition. These calculations exclude costs associated with additions, site improvements, educational suitability upgrades, or technology readiness improvements.

To determine the overall condition score for each school, individual building scores are **weighted by square footage** to reflect their proportional impact on the total campus. Larger buildings, such as main classroom structures, contribute more heavily to the final score than smaller auxiliary facilities like storage buildings or concession stands. This method ensures that the **aggregate Condition Score** accurately represents the overall condition of the campus as a whole, rather than a simple average of individual building ratings. For example, at **Rowe High School**, the main building's 324,057 square feet significantly influence the total weighted score of **74.09**, providing a more precise depiction of the site's overall facility condition.

*Exhibit 9.0: Sample Weighted Building Condition Calculation – Rowe High School*

| Building | Sq FT | Score |
|---|---|---|
| Athletics | 15,600 | 79.74 |
| Auditorium_Theatre | 15,234 | 79.93 |
| Concession_Restrooms | 1,349 | 78.54 |
| Main Building | 324,057 | 73.55 |
| ROTC | 13,500 | 71.73 |
| Portable 90 Tennis Storage | 1,536 | 89.16 |
| **Total** | **371,276** | **472.65** |
| **Weighted Building Condition Score** | | **74.09** |

**Exhibit 9.1** presents a variation of building condition scores in McAllen ISD.

*Exhibit 9.1 Building Condition Scores*

| Site | Building Condition |
|---|---|
| **Elementary Schools** | |
| Alvarez ES | 68.15 |
| Blanca E Sanchez ES | 85.77 |
| Castaneda ES | 63.44 |
| Dr. Pablo Perez ES | 88.47 |
| Escandon ES | 77.46 |
| Fields ES | 85.35 |
| Garza ES | 68.59 |
| Gonzalez ES | 69.03 |
| Houston ES | 63.66 |
| Jackson ES | 66.60 |
| Lucile Hendricks ES | 88.47 |
| McAuliffe ES | 65.10 |
| Milam ES | 83.60 |
| Rayburn ES | 77.55 |
| Roosevelt ES | 65.86 |
| Seguin ES | 64.67 |
| Thigpen-Zavala ES | 83.70 |
| Wilson ES | 78.02 |
| **Elementary Averages** | **74.64** |
| **Middle Schools** | |
| Brown MS | 69.49 |
| Cathey MS | 75.73 |
| De Leon MS | 74.28 |
| Michael E. Fossum MS | 78.81 |
| Morris MS | 71.27 |
| Travis MS | 64.54 |
| **Middle Averages** | **72.35** |

| Site | Building Condition |
|---|---|
| **High Schools** | |
| Achieve Early College HS | 67.84 |
| McAllen HS | 73.57 |
| Rowe HS | 74.09 |
| Memorial HS | 69.96 |
| **High Average** | **71.37** |
| **Other Educational Facilities** | |
| Instruction/Guidance | 62.18 |
| Lamar Academy | 74.54 |
| UTRGV Collegiate | 100.00 |
| **Other Averages** | **78.91** |
| **Administrative Facilities** | |
| Central Administration | 74.50 |
| Crockett-School Police | 76.48 |
| FMO | 88.68 |
| Navarro-Admin | 76.48 |
| Professional Learning Center | 81.79 |
| Stadium and Athletics | 80.27 |
| **Adminsitrative Averages** | **79.70** |
| **District Average** | **75.39** |

Across McAllen ISD, elementary schools exhibit the widest range of building condition scores, from a low of **63.44 at Castaneda Elementary** to a high of **88.47 at Dr. Pablo Perez and Lucile Hendricks Elementary Schools.** Approximately one-third of the elementary campuses scored above 80, indicating overall good condition with only routine maintenance and minor modernization needs. The remaining schools, particularly Castaneda, Houston, Roosevelt, and Seguin Elementary Schools, reflect aging systems and finishes requiring more substantial reinvestment.

The middle schools generally fall within the mid-range of scores, from **64.54 at Travis Middle School to 78.81 at Fossum Middle School**. While most campuses are structurally sound, they exhibit moderate to high deferred maintenance needs in areas such as HVAC systems, roofing, and classroom modernization.

The high schools present a narrower range, from **67.84 at Achieve Early College High School to 73.60 at McAllen High School.** These facilities are large, complex campuses with extensive system infrastructure, and their scores suggest the need for ongoing capital renewal to sustain functionality. Memorial High School, with a score of **69.96,** reflects similar conditions, generally fair but with key areas nearing the end of service life.

The **Instruction and Guidance Center**, an alternative high school facility, scored **62.18**, the lowest in the district, indicating aging building components and limited modernization over time.

Overall, the district's portfolio displays an average weighted building condition score in the low 70s, signifying that while most facilities remain operationally sound, a significant portion of the inventory is approaching mid-life and will require systematic reinvestment over the next 5–10 years to maintain safety, efficiency, and educational functionality.

## Districtwide Building Condition – Common Findings

Overall, McAllen ISD's permanent school buildings are structurally sound and well-maintained, but aging systems, roof deterioration, and worn interior finishes are widespread among older campuses. Newer facilities such as UTRGV Collegiate Academy and Dr. Pablo Perez Elementary exhibit excellent conditions, while legacy schools constructed in the 1960s–1980s show predictable life-cycle wear, underscoring the need for continued investment in modernization and deferred maintenance.

### ROOFING AND ENVELOPE

Roofing systems across older schools show signs of weathering, ponding, and patchwork repairs, including Memorial High School and Wilson, Houston, and Jackson Elementary Schools. Many roof systems are beyond their expected service life, resulting in leaks that contribute to interior

damage and humidity control issues. Exterior walls at most campuses remain stable, but aged paint, stucco cracks, and corrosion around window frames are common. Newer schools feature high-quality TPO and metal systems in excellent condition.

## WINDOWS AND DOORS

Original aluminum or steel-framed windows persist at many mid-century campuses, resulting in air and water infiltration as well as poor energy efficiency. Door hardware is inconsistent districtwide; several sites retain knob-style handles or mismatched panic hardware, hindering ADA compliance. Modern replacements at recently renovated or new campuses operate effectively and meet accessibility standards.

## INTERIOR FINISHES

Interior walls, ceilings, and floors at older schools exhibit wear from years of heavy use. Common deficiencies include stained ceiling tiles from past leaks, cracked or uneven vinyl tile flooring, and faded paint. Some schools also face acoustical challenges and visual clutter from aging partitions, particularly those with open-concept designs like Garza and Roosevelt. By contrast, newer facilities and renovated areas maintain bright, durable finishes that support positive learning environments.

## MECHANICAL, ELECTRICAL, AND PLUMBING SYSTEMS (MEP)

Mechanical systems vary widely by campus age. While newer facilities are equipped with efficient HVAC systems featuring digital controls, many older campuses rely on legacy split systems or package units at or beyond their life cycle. Electrical infrastructure at several schools shows limitations, including outdated panels and insufficient outlets to meet current technology demand. Plumbing systems are largely functional but exhibit corrosion, slow drains, or fixture wear in restrooms and kitchens, reflecting age-related decline.

## LIGHTING AND ENERGY EFFICIENCY

Lighting systems across McAllen ISD remain largely outdated, with most campuses still relying on fluorescent fixtures that provide uneven illumination and require frequent maintenance. Only a limited number of schools have received partial LED retrofits, resulting in inconsistent coverage and energy performance across the district. Most classrooms and common areas would benefit from comprehensive LED upgrades paired with occupancy sensors and daylight controls to reduce energy consumption and improve lighting quality. In addition, several campuses lack sufficient exterior lighting in parking lots and along walkways, creating safety and visibility concerns during evening events. Schools that have completed full lighting modernizations report

brighter, more uniform illumination and lower long-term operating costs, underscoring the importance of districtwide upgrades that include both interior and exterior lighting improvements.

## ENERGY MANAGEMENT SYSTEMS (EMS)

Energy management and building automation systems vary widely across McAllen ISD, reflecting incremental upgrades over time rather than a unified platform. Many older campuses still rely on outdated or standalone HVAC controls that limit the district's ability to centrally monitor performance, adjust schedules, and track energy use. Inconsistent system integration results in inefficiencies, temperature imbalances, and higher utility costs. Expanding and standardizing a districtwide EMS platform with digital controls, remote monitoring, and data analytics would improve comfort, reduce energy waste, and enhance preventive maintenance capabilities. Coordinating EMS implementation with planned HVAC and lighting upgrades would ensure a cohesive, future-ready approach to facility operations and energy conservation.

## FIRE, LIFE SAFETY, AND SECURITY SYSTEMS

Most campuses meet basic fire code standards, though deficiencies include missing exit signage and inconsistent alarm audibility. Some locations require the replacement of obsolete fire alarm systems, including Fields, Hendricks, Sanchez, and Perez Elementary Schools as well as Fossum Middle School. Many schools have undergone security upgrades with controlled vestibules, cameras, and fencing; however, high school main entries still require reconfiguration to ensure visitors are routed through the administrative office before accessing classroom corridors. Additionally, access control systems are not yet standardized districtwide. While keycard entry is in place at most main entrances, many exterior doors remain without electronic access controls, creating gaps in perimeter security and limiting the district's ability to manage and monitor entry points effectively.

## ACCESSIBILITY (ADA) COMPLIANCE

Accessibility improvements have been made districtwide, but barriers remain at older campuses. Common issues include noncompliant door hardware, uneven concrete paths, and restrooms without proper clearances or grab bars. Recent modernization projects have made significant progress in addressing these items, though full ADA compliance has not yet been achieved across all facilities.

## OVERALL ASSESSMENT

McAllen ISD's building inventory reflects both strong stewardship and the expected aging of a large, mature district. Structural systems remain sound, and the district's newer campuses demonstrate high design and construction quality. However, deferred maintenance and

modernization needs are accumulating at legacy schools, especially related to roofing, HVAC, interior finishes, and electrical. Addressing these issues through a strategic capital plan will be essential to sustaining safe, comfortable, and equitable learning environments across all facilities.

## Additional Facilities Considerations

In addition to building condition scores, other important factors must be considered to address the dynamic and continuously evolving landscape of Texas public schools. These considerations include not only capital planning but also deferred and life cycle renewals, past funding allocations, and high-level space planning. MISD has a dynamic opportunity to upgrade and update facilities while addressing the maintenance backlog and the overall appearance of school campuses.

### DEFERRED MAINTENANCE

The first and most crucial step in implementing the Facilities Master Plan will be addressing McAllen ISD's accumulated deferred maintenance needs while aligning facility upgrades with long-term educational goals. Many of the district's older campuses require investment in core infrastructure (roofing, HVAC, plumbing, and electrical systems) to extend building life and improve reliability. As these systems are replaced, it is essential to integrate modernization priorities such as enhanced electrical capacity for technology-rich classrooms, upgraded digital controls for energy management, and improved ventilation to support health, comfort, and specialized learning environments. Deferred maintenance projects should also be coordinated with educational and safety improvements, such as vestibule redesigns, lighting upgrades, and access control systems, to ensure a comprehensive, efficient approach that both preserves existing assets and prepares facilities for the future.

### PORTABLE CLASSROOMS

Portable classrooms have been a familiar fixture on Texas school campuses for decades. These temporary structures were originally introduced to address space constraints caused by growing student populations, campus renovations, or rapid community development. While designed as short-term solutions, many of these buildings have remained in use well beyond their intended lifespan.

In contrast, modular buildings, also known as prefabricated or prefab structures, are typically constructed off-site, transported to the final location, and assembled on a permanent foundation. While they offer faster construction timelines and cost savings compared to traditional methods, modular buildings are generally more durable and long-lasting than traditional portables.

McAllen ISD, like many Texas school districts, relied on portable classrooms during periods of significant growth. Most of the district's current inventory of portables was installed between 1970 and 1990, a time when Hidalgo County's population was rapidly expanding. Between 1970 and 2022, the population of Hidalgo County grew from 183,908 to 888,367 - an increase of over 383%. By comparison, the population of Texas grew by 166.7%, and the U.S. by 63.4% during the same timeframe.

Today, MISD maintains approximately 74 portable classrooms districtwide, with an average age of 46.57 years. Fortunately, these portables account for only about 3% of the district's total square footage. However, the age and condition of the remaining portables present ongoing operational and instructional challenges. The District has made a concerted effort to reduce reliance on aging portables by removing them when feasible and repurposing others for accessory uses such as athletic team rooms, weight training, vocational programs, or storage.

Despite these efforts, some campuses continue to rely on portable classrooms for core instructional space, such as Gonzales Elementary, Morris Middle School, and Lamar Academy. Addressing the condition and instructional limitations of these aging facilities remains a critical component of McAllen ISD's long-term facility planning.

*Exhibit 9.2 Count of Portable Classrooms by Age*

| Construction Year | No. of Portables | Age in 2025 |
|---|---|---|
| **1952** | 2 | 73 |
| **1966** | 4 | 59 |
| **1968** | 3 | 57 |
| **1971** | 2 | 54 |
| **1972** | 6 | 53 |
| **1975** | 10 | 50 |
| **1977** | 3 | 48 |
| **1978** | 3 | 47 |
| **1979** | 1 | 46 |
| **1981** | 6 | 44 |
| **1982** | 12 | 43 |
| **1984** | 5 | 41 |
| **1985** | 9 | 40 |
| **1986** | 1 | 39 |
| **1988** | 1 | 37 |
| **1989** | 5 | 36 |
| **1990** | 1 | 35 |
| **Total Portables /Average Age** | **74** | **46.57** |

### MAINTENANCE MANAGEMENT PLANNING

Reactive maintenance is a strategy where repairs are made only after equipment or systems fail, leading to unplanned downtime and potentially higher costs due to emergency repairs and collateral damage. It is typically short-term focused, addressing immediate issues as they arise. On the other hand, proactive maintenance involves regular inspections, routine upkeep, and preventive measures to address potential problems before they cause breakdowns. This approach helps extend the lifespan of assets, reduces unexpected failures, and ultimately lowers long-term maintenance costs by catching issues early. While reactive maintenance deals with crises, proactive maintenance aims to avoid them altogether.

Developing a maintenance management plan in a school district offers numerous benefits that enhance the longevity, safety, and efficiency of school facilities. A well-structured plan includes written Systems Inventories and Standard Operating Procedures (SOP), and it ensures that routine maintenance, repairs, and improvements are systematically scheduled, reducing the likelihood of unexpected failures and costly emergency repairs. By addressing maintenance proactively, districts can extend the lifespan of buildings and equipment, improve energy efficiency, and optimize the use of limited resources. Additionally, a maintenance management plan enhances budgeting accuracy by allowing districts to predict future costs and allocate funds effectively. It also improves safety for students and staff by ensuring that essential systems, such as HVAC, plumbing, and electrical, are consistently maintained and compliant with safety regulations. Ultimately, a maintenance plan supports a more organized, accountable approach to facility upkeep, leading to better learning environments and increased satisfaction among students and staff.

### FACILITIES MAINTENANCE PLANNING

When determining maintenance life cycle replacements for systems like HVAC, roofing, and flooring in portable buildings, the age of the structure should be considered. If a portable building is over 30 years old, it may be more cost-effective to replace or remove it rather than continually repair it. It's also essential to consider future and/or “newer” permanent classroom buildings before allocating funds for renovating aging portable structures. Portable classrooms, often originally intended as short-term solutions, have become long-term fixtures in many districts, leading to diminished learning environments over time.

## Educational Suitability

The Educational Suitability or functionality assessment evaluates how well the facility supports the educational program that it houses. Each site receives one suitability score which applies to all the buildings at the facility. The educational suitability/functionality of each facility was assessed using the following categories:

| | |
|---|---|
| **ENVIRONMENT** | The overall environment of the facility with respect to creating a safe and positive working/learning environment. |
| **CIRCULATION** | Pedestrian/vehicular circulation and the appropriateness of site facilities and signage. |
| **SUPPORT SPACE** | The existence of facilities and spaces to support the educational/governmental program being offered. These include offices, general classrooms, special learning spaces (e.g., music rooms, libraries, science labs), and support spaces (e.g., administrative offices, counseling offices, reception areas, kitchens, health clinics). |
| **SIZE** | The adequacy of the size of the program spaces. |
| **LOCATION** | The appropriateness of adjacencies (e.g., physical education space separated from quiet spaces). |
| **STORAGE & FIXED EQUIPMENT** | The appropriateness of utilities, fixed equipment, storage, and room surfaces (e.g., flooring, ceiling materials, and wall coverings). |

The **Educational Suitability** scores are interpreted as follows:

| BASYS Educational Suitability Rating Scale | |
|---|---|
| **90+** | **Excellent:** The facility is designed to provide for and support the governmental/educational program offered. It may have a minor suitability/functionality issue but overall, it meets the needs of the educational/governmental program. |
| **80-89** | **Good:** The facility is designed to provide for and support a majority of the educational/governmental program offered. It may have minor suitability/functionality issues but generally meets the needs of the educational/governmental program. |
| **70-79** | **Fair:** The facility has some problems meeting the needs of the educational/governmental program and will require remodeling/renovation. |
| **60-69** | **Poor:** The facility has numerous problems meeting the needs of the educational/governmental program and needs significant remodeling, additions, or replacement. |
| **BELOW 60** | **Unsatisfactory:** The facility is unsuitable in support of the educational/governmental program. |

**Exhibit 9.3** presents a variance in the **Educational Suitability** scores in McAllen ISD. It should be noted that the average academic suitability scores for the different institutions fall mostly into the **Fair** category, as evidenced by the fact that the scores range from **41.53 to 98.12** on average. Facilities that scored below the Good range still need to be improved to offer an equal and motivating learning environment for students of all levels.

*Exhibit 9.3 Educational Suitability Scores*

| Site | Suitability |
|---|---|
| **Elementary Schools** | |
| Alvarez ES | 62.24 |
| Blanca E Sanchez ES | 81.28 |
| Castaneda ES | 86.22 |
| Dr. Pablo Perez ES | 87.73 |
| Escandon ES | 77.63 |
| Fields ES | 77.43 |
| Garza ES | 75.07 |
| Gonzalez ES | 71.89 |
| Houston ES | 68.14 |
| Jackson ES | 69.87 |
| Lucile Hendricks ES | 76.35 |
| McAuliffe ES | 69.11 |
| Milam ES | 62.99 |
| Rayburn ES | 80.92 |
| Roosevelt ES | 84.02 |
| Seguin ES | 68.60 |
| Thigpen-Zavala ES | 86.49 |
| Wilson ES | 77.98 |
| **Elementary Averages** | **75.78** |

| Site | Suitability |
|---|---|
| **Middle Schools** | |
| Brown MS | 73.98 |
| Cathey MS | 74.78 |
| De Leon MS | 75.22 |
| Michael E. Fossum MS | 83.24 |
| Morris MS | 68.12 |
| Travis MS | 77.04 |
| **Middle Averages** | **75.40** |
| **High Schools** | |
| Achieve Early College HS | 76.92 |
| McAllen HS | 70.22 |
| Rowe HS | 80.76 |
| Memorial HS | 70.11 |
| **High Average** | **74.50** |
| **Other Educational Facilities** | |
| Instruction/Guidance | 41.53 |
| Lamar Academy | 78.00 |
| UTRGV Collegiate | 98.12 |
| **Other Averages** | **72.55** |
| **District Average** | **74.56** |

## Additional Educational Suitability Considerations

While the Educational Suitability scores provide a snapshot of current educational adequacy conditions within district facilities, it is equally important to highlight common findings within existing facilities that should be considered during the capital planning process.

## Districtwide Educational Suitability – Common Findings

Across McAllen ISD, most schools provide adequate space for traditional instruction, but many older campuses lack the flexibility, spatial variety, and technology integration needed to support modern, student-centered learning. Newer campuses like UTRGV Collegiate Academy and Dr. Pablo Perez Elementary exemplify contemporary design standards, while legacy schools constructed in the 1960s–1980s often remain constrained by fixed layouts and outdated infrastructure.

### CLASSROOM SIZE, CONFIGURATION, AND LEARNING ENVIRONMENT

General classrooms at many elementary schools are undersized and irregularly shaped, limiting the use of flexible furniture and collaborative group arrangements, as seen in Alvarez, Jackson, Gonzalez, and Seguin. Natural lighting and ceiling heights vary widely, with older campuses often feeling enclosed or dim. HVAC imbalances and aging finishes further detract from comfort and concentration. At several sites, moveable partition walls originally intended to increase flexibility now create noise transfer and poor acoustical control, disrupting instruction.

### SPECIALIZED INSTRUCTIONAL AND SUPPORT SPACES

Art, science, and music programs are frequently located in converted classrooms or portable buildings, lacking proper sinks, storage, or acoustical treatment. Dedicated science labs are rare at the elementary level, and even at some middle schools, lab furniture and ventilation systems are outdated. Music rooms are often undersized or inadequately soundproofed, limiting program quality. Special education and intervention rooms frequently lack proximity to restrooms or play areas, and many provide insufficient space for therapy or small-group instruction.

### MUSIC AND PERFORMING ARTS FACILITIES

Music and performing arts programs across McAllen ISD operate in spaces that were never designed for their current level of use or complexity. Many band, orchestra, and mariachi programs rehearse in undersized or acoustically inadequate rooms—often converted classrooms, portables, or shared multipurpose areas with hard surfaces and minimal sound isolation. These spaces lack the necessary volume, acoustical treatments, and ceiling height to accommodate full ensemble rehearsals, resulting in poor sound balance and spillover into adjacent rooms. Instrument storage is limited and often unsecured or not climate-controlled, forcing instruments into hallways or general storage areas. Performance areas at most schools are improvised—cafeterias or gyms repurposed for concerts—without proper lighting, sound reinforcement, or audience seating. Collectively, these deficiencies constrain instructional quality, rehearsal

scheduling, and performance opportunities, underscoring the need for dedicated, purpose-built music and performing arts spaces across the district.

## MEDIA CENTERS AND TECHNOLOGY INTEGRATION

Media centers display significant variation across the district. Modern spaces at newer campuses, such as Castaneda and Perez Elementary, support flexible, technology-rich environments. Conversely, older sites have repurposed or subdivided media centers—some reduced to the size of a standard classroom—without adequate infrastructure for device charging, group collaboration, or maker-space activities. Outdated computer labs persist at several schools, often with limited electrical capacity and unreliable HVAC.

## SHARED AND SUPPORT FACILITIES

Older campuses rely on multipurpose "cafegymatorium" spaces that combine dining and physical education functions, reducing scheduling flexibility and program variety. Cafeterias at many schools are undersized relative to enrollment, leading to long lunch rotations and congestion during meal service. Some campuses also lack adequate administrative space for counseling, parent engagement, or staff collaboration.

## SAFETY, SUPERVISION, AND SITE CIRCULATION

Many campuses face traffic congestion and pedestrian safety challenges during arrival and dismissal. Common issues include insufficient separation between parent and bus zones, limited on-site parking, and lack of covered walkways connecting classroom wings to gyms or portable clusters. Schools such as Roosevelt and Garza experience localized flooding or bottlenecks due to poorly graded play areas or insufficient storm drainage.

## OVERALL ASSESSMENT

While McAllen ISD's facilities continue to support core instructional functions, many campuses lag behind modern educational design standards emphasizing flexibility, collaboration, and technology integration. Specialized instructional areas are particularly constrained, with most performing arts programs housed in undersized or acoustically inadequate spaces that limit rehearsal and performance quality, including science, art, and music.. These deficiencies, combined with the need for modernized classrooms, labs, and media centers, highlight the importance of targeted modernization to create equitable, purpose-built environments that reflect today's instructional and creative learning models.

## Technology Readiness

The technology readiness score measures the capability of the existing infrastructure to support information technology and associated equipment. The scores can be interpreted as follows:

| BASYS Technology Readiness Rating Scale | |
|---|---|
| 90+ | **Excellent:** The facility has excellent infrastructure to support information technology. |
| 80-89 | **Good:** The facility has the infrastructure to support information technology. |
| 70-79 | **Fair:** The facility is lacking in some infrastructure to support information technology. |
| 60-69 | **Poor:** The facility lacks significant infrastructure to support information technology. |
| BELOW 60 | **Unsatisfactory:** The facility has little or no infrastructure to support information technology. |

**Exhibit 9.4** presents A range of **Technology Readiness Scores** exists in McAllen ISD The average technology readiness scores for those institutions fall into the **Good** or **Excellent** category, as evidenced by the fact that the facilities' suitability scores range from **78.89 to 100.00**. To create a balanced and dynamic learning environment for all students, facilities scoring below the "Good" range still need to be improved.

*Exhibit 9.4 Technology Readiness Scores*

| Site | Technology |
|---|---|
| **Elementary Schools** | |
| Alvarez ES | 87.68 |
| Blanca E Sanchez ES | 100.00 |
| Castaneda ES | 89.47 |
| Dr. Pablo Perez ES | 100.00 |
| Escandon ES | 94.74 |
| Fields ES | 84.21 |
| Garza ES | 89.47 |
| Gonzalez ES | 84.21 |
| Houston ES | 94.74 |
| Jackson ES | 94.74 |
| Lucile Hendricks ES | 100.00 |
| McAuliffe ES | 86.11 |
| Milam ES | 100.00 |
| Rayburn ES | 100.00 |
| Roosevelt ES | 84.22 |
| Seguin ES | 89.47 |
| Thigpen-Zavala ES | 94.44 |
| Wilson ES | 100.00 |
| **Elementary Averages** | **92.97** |

| Site | Technology |
|---|---|
| **Middle Schools** | |
| Brown MS | 94.12 |
| Cathey MS | 79.79 |
| De Leon MS | 100.00 |
| Michael E. Fossum MS | 89.47 |
| Morris MS | 78.89 |
| Travis MS | 89.47 |
| **Middle Averages** | **88.62** |
| **High Schools** | |
| Achieve Early College HS | 100.00 |
| McAllen HS | 84.21 |
| Rowe HS | 94.74 |
| Memorial HS | 100.00 |
| **High Average** | **94.74** |
| **Other Educational Facilities** | |
| Instruction/Guidance | 90.00 |
| Lamar Academy | 100.00 |
| UTRGV Collegiate | 100.00 |
| **Other Averages** | **96.67** |
| **District Average** | **92.96** |

## Districtwide Technology Readiness – Common Findings

McAllen ISD has made strong progress toward districtwide digital integration, with robust network infrastructure and consistent classroom technology at newer campuses. However, older schools and portable classrooms continue to face connectivity, power, and equipment challenges that limit full instructional technology adoption.

### INFRASTRUCTURE AND CONNECTIVITY

The district's backbone network and wireless infrastructure are generally strong, with most permanent buildings supporting reliable Wi-Fi coverage. However, older campuses experience signal inconsistencies, especially those with thick masonry walls, multiple additions, portables

and peripheral areas. Some network closets and data drops remain outdated or undersized, restricting future upgrades.

### DEVICES AND POWER CAPACITY

Classrooms are increasingly equipped with teacher devices, projectors, and interactive displays, yet many older rooms lack sufficient electrical outlets and charging capacity to support 1:1 device use. Limited data ports and outdated conduit systems complicate technology integration in legacy buildings. At newer schools, upgraded electrical systems and flexible furniture layouts fully support charging stations and mobile devices.

### CLASSROOM INTEGRATION AND SUPPORT

Technology integration varies by campus age and modernization level. Newer classrooms at Perez Elementary and UTRGV Collegiate Academy feature interactive panels, digital controls, and reliable Wi-Fi, fostering seamless digital learning. Older sites rely on ceiling-mounted projectors or mobile carts, often constrained by limited wiring or outdated cabling. Teachers at these campuses face challenges maintaining consistent connectivity and audio-visual quality.

### SAFETY AND SECURITY SYSTEMS

Security camera systems are present districtwide but vary in coverage and resolution. Many older schools require additional cameras and improved lighting for full perimeter visibility. Access control upgrades are ongoing, with newer campuses implementing digital keycard systems and secure vestibules that align with best practices in school safety technology. However, several campuses require reconfiguration or redesign of their main vestibules to create a fully integrated security approach that connects access controls, camera systems, and entry design into a cohesive, technology-driven safety solution. Some such schools include McAllen HS, Memorial HS, Rowe HS, and Morris MS.

### OVERALL ASSESSMENT

McAllen ISD demonstrates a solid foundation in technology readiness, particularly in network capacity and classroom technology at modernized sites. Continued investment in infrastructure upgrades focused on electrical capacity, Wi-Fi coverage, and classroom integration will ensure equitable access and consistent technology performance across all campuses.

## Grounds Condition

The grounds condition assessment score is a measure of the amount of capital needs or deferred maintenance at the site, which includes the driveways and walkways, the parking lots, the playfields, the utilities, and fencing, etc. It should be noted that the landscape maintenance at the time of visit has less of an impact on the final scores than infrastructure, as it is a temporary condition that will be addressed by planned maintenance activities. The scores are interpreted as follows:

| BASYS Grounds Condition Rating Scale | |
|---|---|
| 90+ | **New or Like New:** The site and/or a majority of its systems are in good condition, less than three years old, and only require preventive maintenance. |
| 80-89 | **Good:** The site and/or a majority of its systems are in good condition and only require routine maintenance. |
| 70-79 | **Fair:** The site and/or some of its systems are in fair condition and require minor to moderate repair. |
| 60-69 | **Poor:** The site and/or a significant number of its systems are in poor condition and will require major repair or renovation. |
| BELOW 60 | **Unsatisfactory:** The site and/or a majority of its systems should be renovated. |

Exhibit 9.5 illustrates the range of **Grounds Condition Scores** across McAllen ISD. Scores vary from **57.85** at the Instruction and Guidance Center to **100.00** at UTRGV Collegiate Academy, reflecting significant variation in site quality and maintenance levels. More than half of all campuses scored above **80.00**, placing them within the **Good** category and indicating well-maintained grounds that support daily operations. Several schools—such as **Hendricks Elementary, Perez Elementary,** and **Rayburn Elementary**—achieved scores of **90.00** or higher, placing them in the **Excellent** category. However, a number of campuses remain below the **Good** range, underscoring the need for continued investment to ensure equitable, safe, and visually appealing outdoor environments across all district facilities.

*Exhibit 9.5 Grounds Condition Scores*

| Site | Grounds Condition |
|---|---|
| **Elementary Schools** | |
| Alvarez ES | 68.29 |
| Blanca E Sanchez ES | 81.92 |
| Castaneda ES | 67.03 |
| Dr. Pablo Perez ES | 90.00 |
| Escandon ES | 85.29 |
| Fields ES | 85.59 |
| Garza ES | 66.67 |
| Gonzalez ES | 70.01 |
| Houston ES | 65.54 |
| Jackson ES | 79.90 |
| Lucile Hendricks ES | 90.00 |
| McAuliffe ES | 65.00 |
| Milam ES | 87.83 |
| Rayburn ES | 90.00 |
| Roosevelt ES | 73.74 |
| Seguin ES | 76.12 |
| Thigpen-Zavala ES | 86.65 |
| Wilson ES | 85.13 |
| **Elementary Averages** | **78.60** |
| **Middle Schools** | |
| Brown MS | 80.94 |
| Cathey MS | 84.77 |
| De Leon MS | 86.82 |
| Michael E. Fossum MS | 82.65 |
| Morris MS | 62.44 |
| Travis MS | 80.69 |
| **Middle Averages** | **79.72** |

| Site | Grounds Condition |
|---|---|
| **High Schools** | |
| Achieve Early College HS | 73.87 |
| McAllen HS | 66.61 |
| Rowe HS | 69.58 |
| Memorial HS | 88.32 |
| **High Average** | **74.60** |
| **Other Educational Facilities** | |
| Instruction/Guidance | 57.85 |
| Lamar Academy | 86.96 |
| UTRGV Collegiate | 100.00 |
| **Other Averages** | **81.60** |
| **Administrative Facilities** | |
| Central Administration | 66.67 |
| Crockett-School Police | 69.67 |
| FMO | 63.16 |
| Navarro-Admin | 81.34 |
| Professional Learning Center | 73.87 |
| Stadium and Athletics | 79.97 |
| **Adminsitrative Averages** | **72.45** |
| **District Average** | **77.63** |

## Districtwide Grounds Condition – Common Findings

McAllen ISD's campuses generally feature well-maintained grounds and organized circulation systems, though many older sites exhibit aging pavement, poor drainage, and deteriorated playfields. Recent improvements at newer campuses demonstrate strong landscape design and site functionality, but deferred maintenance remains evident at legacy schools.

## PARKING, DRIVES, AND CIRCULATION

Most campuses provide adequate parking and driveways; however, many older schools show asphalt cracking, faded striping, and ponding in low areas. Drop-off and pick-up zones are often undersized relative to traffic volumes, leading to congestion during arrival and dismissal. Newer sites have improved circulation loops and better-defined pedestrian zones that enhance safety and flow.

## PLAYFIELDS AND HARDCOURTS

Athletic fields and playgrounds vary in quality and condition. Some grass playfields show uneven grading or poor turf coverage, limiting usability after rain. Hardcourts and running tracks at several schools exhibit surface cracking and fading, while newer campuses and recently resurfaced areas provide smooth, safe recreation spaces. Equipment such as backstops, benches, and shade structures range from excellent to poor, depending on age and maintenance level.

## LANDSCAPING AND DRAINAGE

Tree and shrub maintenance is generally good, but older irrigation systems are inefficient or inoperative at several campuses. Drainage challenges—including ponding near portables or low-lying play areas—are common, particularly following heavy rain. Well-landscaped areas at newer campuses like Perez and Castaneda Elementary demonstrate the district's commitment to creating attractive, sustainable outdoor environments when modernization occurs.

## FENCING AND SITE SAFETY

Perimeter fencing is in place at all schools but varies in height, continuity, and material quality. Some sites retain aging chain-link fencing with corrosion or gaps at property edges, while others have upgraded ornamental fencing that improves both appearance and security. Gate controls and signage are inconsistent, with opportunities for standardization districtwide.

## OVERALL ASSESSMENT

McAllen ISD's grounds are functional and generally safe, but ongoing reinvestment is needed to address deferred paving, playfield, and drainage issues. Standardizing site safety measures, improving circulation, and expanding shaded outdoor learning and recreation areas will enhance both the visual quality and daily functionality of district campuses.

## Combined Scores

The **Building Condition**, **Educational Suitability**, **Technology Readiness**, and **Grounds Condition** scores were combined to create a single composite score for each facility. This combined score provides a comprehensive view of overall facility performance and assists in prioritizing projects for future capital investment. Because each category measures different aspects of facility quality—physical condition, educational alignment, technology infrastructure, and site condition—it is possible for a school to perform well in one area and lower in another. The combined score balances these differences to reflect a more complete picture of each campus.

To develop the combined score, the four assessment categories were **weighted** according to their relative influence on long-term capital planning: **Building Condition – 50%**, **Educational Suitability – 20%**, **Technology Readiness – 20%**, and **Grounds Condition – 10%**. This weighting emphasizes the significance of maintaining core building systems while recognizing the growing importance of technology integration and site functionality in supporting modern learning environments.

**Exhibit 9.6** presents the combined scores for all assessed facilities, organized by grade level and facility type. Results show a broad range of performance, from **Excellent** (90 and above) to **Unsatisfactory** (below 60), indicating varying levels of modernization, maintenance, and suitability across the district.

| SCORES | DESCRIPTIONS |
|---|---|
| > 90 | Excellent/Like New |
| 80 – 90 | Good |
| 70 – 80 | Fair |
| 60 – 70 | Poor |
| < 60 | Unsatisfactory |

*Exhibit 9.6 Combined Scores*

| Site | Building Condition (50%) | Suitability (30%) | Technology (10%) | Grounds Condition (10%) | Combined Score |
|---|---|---|---|---|---|
| **Elementary Schools** | | | | | |
| Alvarez ES | 68.15 | 62.24 | 87.68 | 68.29 | **68.34** |
| Blanca E Sanchez ES | 85.77 | 81.28 | 100.00 | 81.92 | **85.46** |
| Castaneda ES | 63.44 | 86.22 | 89.47 | 67.03 | **73.24** |
| Dr. Pablo Perez ES | 88.47 | 87.73 | 100.00 | 90.00 | **89.55** |
| Escandon ES | 77.46 | 77.63 | 94.74 | 85.29 | **80.02** |
| Fields ES | 85.35 | 77.43 | 84.21 | 85.59 | **82.88** |
| Garza ES | 68.59 | 75.07 | 89.47 | 66.67 | **72.43** |
| Gonzalez ES | 69.03 | 71.89 | 84.21 | 70.01 | **71.50** |
| Houston ES | 63.66 | 68.14 | 94.74 | 65.54 | **68.30** |
| Jackson ES | 66.60 | 69.87 | 94.74 | 79.90 | **71.73** |
| Lucile Hendricks ES | 88.47 | 76.35 | 100.00 | 90.00 | **86.14** |
| McAuliffe ES | 65.10 | 69.11 | 86.11 | 65.00 | **68.39** |
| Milam ES | 83.60 | 62.99 | 100.00 | 87.83 | **79.48** |
| Rayburn ES | 77.55 | 80.92 | 100.00 | 90.00 | **82.05** |
| Roosevelt ES | 65.86 | 84.02 | 84.22 | 73.74 | **73.93** |
| Seguin ES | 64.67 | 68.60 | 89.47 | 76.12 | **69.47** |
| Thigpen-Zavala ES | 83.70 | 86.49 | 94.44 | 86.65 | **85.91** |
| Wilson ES | 78.02 | 77.98 | 100.00 | 85.13 | **80.92** |
| **Elementary Averages** | **74.64** | **75.78** | **92.97** | **78.60** | **77.21** |
| **Middle Schools** | | | | | |
| Brown MS | 69.49 | 73.98 | 94.12 | 80.94 | **74.45** |
| Cathey MS | 75.73 | 74.78 | 79.79 | 84.77 | **76.76** |
| De Leon MS | 74.28 | 75.22 | 100.00 | 86.82 | **78.39** |
| Michael E. Fossum MS | 78.81 | 83.24 | 89.47 | 82.65 | **81.59** |
| Morris MS | 71.27 | 68.12 | 78.89 | 62.44 | **70.20** |
| Travis MS | 64.54 | 77.04 | 89.47 | 80.69 | **72.40** |
| **Middle Averages** | **72.35** | **75.40** | **88.62** | **79.72** | **75.63** |

*Exhibit 9.6 Combined Scores*

| Site | Building Condition (50%) | Suitability (30%) | Technology (10%) | Grounds Condition (10%) | Combined Score |
|---|---|---|---|---|---|
| **High Schools** | | | | | |
| Achieve Early College HS | 67.84 | 76.92 | 100.00 | 73.87 | **74.38** |
| McAllen HS | 73.57 | 70.22 | 84.21 | 66.61 | **72.93** |
| Rowe HS | 63.75 | 80.76 | 94.74 | 69.58 | **72.54** |
| Memorial HS | 69.96 | 70.11 | 100.00 | 88.32 | **74.85** |
| **High Average** | **68.78** | **74.50** | **94.74** | **74.60** | **73.67** |
| **Other Educational Facilities** | | | | | |
| Instruction/Guidance | 62.18 | 41.53 | 90.00 | 57.85 | **58.33** |
| Lamar Academy | 74.54 | 78.00 | 100.00 | 86.96 | **79.37** |
| UTRGV Collegiate | 100.00 | 98.12 | 100.00 | 100.00 | **99.44** |
| **Other Averages** | **78.91** | **72.55** | **96.67** | **81.60** | **79.05** |
| **Administrative Facilities** | | | | | |
| Central Administration | 74.50 | | | 66.67 | **72.93** |
| Crockett-School Police | 76.48 | | | 69.67 | **75.12** |
| FMO | 88.68 | | | 63.16 | **83.58** |
| Navarro-Admin | 76.48 | | | 81.34 | **81.34** |
| Professional Learning Center | 81.79 | | | 73.87 | **73.87** |
| Stadium and Athletics | 80.27 | | | 79.97 | **79.97** |
| **Adminstrative Averages** | **79.70** | | | **72.45** | **77.80** |
| **District Average** | **74.88** | **74.56** | **93.25** | **77.39** | **76.39** |

At the **elementary level**, average combined scores of **77.21** indicate generally **Good** facility performance, with strong technology readiness but variability in building condition and suitability. **Middle schools** average **75.63**, also within the **Good** range, though some campuses—particularly **Morris** and **Travis Middle Schools**—reflect aging infrastructure that will require targeted improvement. **High schools** average **74.88**, falling within the **Fair** range; while technology systems are strong, several facilities exhibit deferred maintenance and overcrowding pressures. **Other educational facilities**, such as **UTRGV Collegiate Academy (99.44)** and **Lamar Academy (79.37)**, show performance consistent with newer or recently modernized campuses, whereas the **Instruction and Guidance Center (58.33)** remains below the **Good** range and will need future reinvestment. **Administrative facilities** average **77.80**, reflecting **Good** overall condition with localized deficiencies in older support buildings.

Districtwide, McAllen ISD's overall **combined average score of 76.39** falls within the **Good** range, demonstrating strong stewardship of existing assets and successful investments in technology infrastructure. However, the variation among campuses underscores the need for a phased capital plan that prioritizes modernization of older schools, addresses deferred maintenance, and ensures equitable learning environments across all facilities.

# 10.0 Public Input

An important component of a viable facility assessment report is data gathered from various community sources to ensure critical perspectives have been heard and considered in the development of the final plan.

The FFAC participated in a preliminary survey to provide an on-the-ground perspective of school conditions from district selected community members and staff who toured a specific campus. Their input ensures that facility assessments reflect real experiences and not just technical data.

To ensure broad-based input, MGT conducted an open community input forums as well as an online survey aligned with the discussions at the community forums. The online survey was shared with the entire population of the county through a variety of channels at the school, community, and district level.

In support of the district's goal to create a facility planning report, the community engagement activities focused on gathering input, what was working well, what needed attention or focus for the long-range plan, and then gathering feedback**,** what data had been gathered, and what did the community think about that information. Full charts and graphs of the results from the combined in person and online data, community engagement sessions, and the online survey can be found in **Appendix E – Community Engagement Responses.**

## FFAC Survey

The Facilities and Finance Advisory Committee (FFAC) survey reflects a detailed, campus-level view of facility conditions gathered directly from district-selected stakeholders who toured **the district** site. Across campuses, participants consistently identified strong school culture, engaged staff, and supportive communities as major points of pride. However, their observations also revealed systemic facility challenges that mirror districtwide trends—aging infrastructure, deferred maintenance, and inconsistent learning environments. Common concerns included roof leaks, unreliable HVAC systems, and moisture-related issues affecting air quality. Several schools also noted limited specialized instructional spaces, such as outdated science labs, CTE areas, and fine arts facilities, which hinder modern teaching and learning.

## SITE SPECIFIC INSIGHTS

### Alvarez Elementary School

While community spirit was evident, participants noted that the campus appears dated compared to newer schools. Areas of concern included outdated restrooms, worn flooring, and limited parking. Improvements to roofing, lighting, and exterior appearance were suggested to elevate both safety and community perception.

### Blanca E. Sanchez Elementary School

The campus was commended for its caring staff and active parent engagement. Observers noted that while the facility functions well overall, it would benefit from improved air circulation, restroom modernization, and additional shaded outdoor learning and play areas.

### Castaneda Elementary School

Participants described the facility as well maintained relative to its age but underutilized. Some noted community concerns about potential repurposing and encouraged the district to maximize the building's capacity for students rather than administrative use.

### Dr. Pablo Perez Elementary School

Perez was recognized for its positive staff and well-organized campus, though comments pointed to aging finishes, restroom repairs, and modest HVAC inconsistencies. Regular maintenance and lighting upgrades were recommended.

### Escandon Elementary School

Participants recognized strong community engagement but noted that the building's age is showing in its finishes, fencing, and playgrounds. The campus's older design also limits ADA access, suggesting the need for site updates to improve safety and inclusion. Several called for renewed attention to south-side equity and suggested phased renovations to restore appeal and functionality.

### Fields Elementary School

The school was described as welcoming and well-led, though infrastructure issues such as HVAC inconsistencies and restroom wear were noted. Reviewers emphasized maintaining the building's positive learning atmosphere through proactive repairs and regular upgrades.

**Garza Elementary School**

FFAC members highlighted Garza's strong academic programs and community pride. However, concerns included ceiling stains from past leaks, inconsistent cooling in classrooms, and worn playground surfacing. Participants recommended continued reinvestment in both building systems and curb appeal.

**Gonzalez Elementary School**

FFAC members praised the staff's dedication but noted overcrowding and limited space for large assemblies and programs. The portables were described as deteriorating, and stakeholders recommended constructing additional permanent classrooms or a new wing.

**Houston Elementary School**

Houston's staff commitment was praised, though the campus requires updates to key systems and spaces. FFAC participants mentioned old plumbing fixtures, limited outdoor shade, and worn finishes. The building remains serviceable but needs targeted renewal to ensure longevity.

**Jackson Elementary School**

Reviewers described Jackson as a well-run campus with strong leadership but infrastructure showing its age. Concerns included HVAC inconsistencies, worn flooring, and limited flexible space for instructional use. Cosmetic and mechanical upgrades were encouraged to maintain a comfortable environment.

**Lucile Hendricks Elementary School**

Hendricks was recognized for its caring staff and student-centered culture. The facility, however, exhibits visible wear—aging flooring, roof deterioration, and limited shaded play areas. Reviewers recommended addressing these issues through targeted modernization.

**McAuliffe Elementary School**

McAuliffe received positive marks for culture and academic performance, but FFAC participants observed aging finishes and playgrounds in need of resurfacing. Ceilings and restroom fixtures were also cited for improvement. The school remains high-functioning but would benefit from moderate reinvestment.

**Milam Elementary School**

Reviewers consistently identified significant facility challenges, including moisture damage, and outdated restrooms. The cafeteria and library were described as undersized for the student

population, and several noted that the building's condition does not reflect the school's high academic performance.

**Rayburn Elementary School**

FFAC reviewers identified Rayburn as a welcoming campus with visible maintenance challenges. Roof leaks, outdated restrooms, and parking congestion during arrival and dismissal were noted. Participants also recommended improved fencing and updated signage to enhance safety and site organization.

**Roosevelt Elementary School**

Roosevelt was characterized as an older but valued campus that needs structural and cosmetic updates. FFAC reviewers mentioned aging floors, ceiling tiles, and limited ADA accessibility. Modernization of classrooms and common spaces was encouraged.

**Seguin Elementary School**

Seguin was described as a strong academic environment with several site challenges. Poor drainage, cracked pavement, and lack of shaded areas were recurring comments. Participants encouraged site improvements focused on safety and accessibility.

**Thigpen-Zavala Elementary School**

The campus was noted for its positive environment but aging outdoor facilities. Reviewers reported injuries due to uneven surfaces and out-of-date playground equipment. Upgrading the play area and adding shade structures were key recommendations.

**Wilson Elementary School**

Wilson received positive feedback for being orderly and well-cared-for. Some rooms experience inconsistent cooling, and ceiling tiles show water damage from prior leaks. Reviewers encouraged ongoing preventive maintenance and small-scale modernization to sustain quality learning conditions.

**Brown Middle School**

FFAC members cited the school's commitment to students but raised concerns about old portables being used for staff offices and the need for updated restrooms and mechanical systems. General cleaning and pest-control improvements were also recommended.

**Cathey and Morris Middle Schools (Shared Themes)**

Both campuses were recognized for strong programs but cited for overcapacity issues. Reviewers recommended traffic management improvements, expanded gym and cafeteria space, and upgrades to fine arts and science labs to match enrollment levels.

**De Leon Middle School**

FFAC reviewers described De Leon as a well-managed campus with strong instructional programs and dedicated staff. The building remains functional but is beginning to show its age in key areas such as HVAC performance, lighting, and ceiling finishes. Participants also noted the need for updated science labs and improved outdoor areas to better support student movement and safety. While not in critical condition, De Leon would benefit from proactive modernization to sustain program quality and avoid future system failures.

**Michael E. Fossum Middle School**

Fossum was commended for its strong academic focus and active student participation. However, FFAC members highlighted major site circulation and traffic challenges during pickup and drop-off times, which pose safety and congestion concerns. Inside, classrooms were viewed as clean and functional, though restrooms and corridor finishes are aging. Targeted improvements to parking, traffic management, and cosmetic updates would enhance both safety and school image.

**Travis Middle School**

The facility was described as overcrowded, with inadequate classroom space and aging infrastructure. FFAC members emphasized the need for replacement or major renovation to support safe and effective learning environments.

**Achieve Early College High School**

FFAC participants praised Achieve Early College for its innovative programs, strong leadership, and positive academic culture. However, the facility's limited flexibility and lack of modern collaboration spaces were noted as constraints. Reviewers suggested that future planning consider expansion or remodeling to create technology-rich, college-style learning areas that align with the program's mission. The school's condition was viewed as adequate but in need of upgrades to match its academic excellence and continued enrollment growth.

**McAllen High School**

Reviewers noted the school's strong academic culture and staff commitment but emphasized that the building's age is increasingly evident. Key concerns included HVAC reliability, roof and

plumbing issues, and dated instructional spaces. Several reviewers expressed that a full modernization—or replacement—may be necessary to meet current learning standards.

**Memorial High School**

Observations highlighted high student engagement and a strong sense of pride but pointed to persistent maintenance issues such as roof leaks, restroom repairs, and outdated fine arts and athletic areas. The need for improved air quality and modernized locker rooms was frequently mentioned.

**Rowe High School**

Participants praised the school's positive atmosphere and dedicated staff, while also citing needed upgrades to HVAC systems, roofing, and the aging pool and natatorium. Concerns were raised about drainage issues, with several noting that the facility no longer aligns with neighboring districts' standards.

**Instruction and Guidance Center**

The Instruction and Guidance Center was noted for its essential role in providing alternative and behavioral support services but operates in aging portable structures that no longer meet district or safety expectations. Reviewers cited poor air quality, limited space, and insufficient accessibility for staff and students. Several expressed concern that the current environment detracts from the program's rehabilitative mission. Stakeholders recommended replacement of the portable units with a permanent, purpose-built facility designed to support counseling, instruction, and student reintegration.

**Lamar Academy**

The site was praised for its innovative programs but identified for visible building wear, including ceiling damage, leaks, and outdated mechanical systems. Participants expressed concern over air quality and the need for modernization to match the quality of instruction offered.

## Community Engagement Session

Feedback from the in-person engagement sessions reinforced many of the same themes found in the FFAC and online polling data, underscoring both the pride and urgency stakeholders feel toward McAllen ISD's facilities. Participants consistently expressed deep appreciation for the district's dedicated teachers, high-performing programs, and community-oriented culture. However, discussions frequently turned toward facility inequities, particularly the aging conditions of several southside and older campuses. Concerns about outdated HVAC systems, restroom quality, traffic congestion, and portable classrooms surfaced repeatedly, emphasizing a districtwide need for modernization and consistent maintenance standards.

Participants also highlighted the relationship between facility quality and community reputation—stating that modern, well-kept schools help attract families, retain students, and strengthen neighborhood identity. Safety, air quality, and accessible learning environments were viewed as non-negotiable priorities, while specialized spaces for STEM, fine arts, and CTE were cited as opportunities to elevate academic programming. Collectively, the in-person feedback revealed a strong desire for equity, transparency, and visible progress—urging the district to focus future bond or capital efforts on projects that have both the greatest need and the most community impact.

## Online Survey

The online community engagement survey captured a broad cross-section of perspectives from parents, staff, and community members across McAllen ISD, offering valuable insight into districtwide priorities. Respondents consistently emphasized the importance of equitable investment in all campuses—particularly older facilities on the south side that were described as lagging behind newer schools in safety, comfort, and appearance. Concerns about HVAC reliability, restroom conditions, and aging infrastructure were widespread, while many participants expressed frustration over portable classrooms and limited space for specialized programs. Safety and security improvements ranked among the highest priorities, alongside modernization of academic and extracurricular spaces such as STEM labs, fine arts facilities, and athletic areas.

Respondents also connected facility quality to larger community goals, highlighting how modern, well-maintained schools attract families, protect property values, and enhance the city's economic vitality. Transparency in budgeting and bond communication emerged as a key trust factor, with many urging the district to clearly articulate how funds would be spent and demonstrate visible results. Overall, the online survey results reinforced the district's reputation for strong academics and dedicated staff while underscoring the urgent need for modernization, equitable investment, and improved communication to maintain McAllen ISD's competitive edge and community confidence.

# 11.0 Findings and Recommendations

## Enrollment and Capacity Balance

### FINDINGS SUMMARY

McAllen ISD's facilities demonstrate generally **Adequate** utilization, averaging **87.27%** districtwide. However, notable imbalances exist among school levels and individual campuses.

**Elementary schools** average **77.14%**, with several underutilized campuses (such as Roosevelt, Castaneda, and Garza) and others—like **Gonzalez** and **Milam Elementary Schools**—operating well above capacity and relying on aging portables. **Middle schools** average **89.53%**, though **Morris Middle School** exceeds **136% utilization**, highlighting the need for additional permanent classrooms. **High schools** average **108.78%**, reflecting overcapacity conditions that strain shared core facilities.

Overall, these patterns indicate a need to realign capacity with enrollment, replace temporary classrooms with permanent construction, and implement long-term strategies to ensure equitable and efficient use of space across the district.

### RECOMMENDATIONS

McAllen ISD should pursue a **strategic capacity management plan** that balances enrollment across campuses while addressing overcrowding and the long-term reliance on portable classrooms. The plan should focus on:

- **Replacing Portables with Permanent Facilities:** Construct new classroom wings at **Gonzalez Elementary**, **Milam Elementary**, and **Morris Middle School** to replace outdated portables and accommodate growth within permanent, modern learning environments. These projects will improve safety, energy efficiency, and educational quality while eliminating maintenance-intensive temporary structures.
- **Boundary Review and Enrollment Realignment:** Evaluate attendance boundaries to reduce overcrowding at high-demand schools and better utilize under-enrolled campuses such as **Roosevelt**, **Castaneda**, and **Garza Elementary Schools**. Periodic boundary reviews and program adjustments can improve equity and efficiency across the district.
- **Optimize Core Facilities and Common Areas:** At the high school level, explore targeted modernization or small-scale additions to expand critical core spaces—such as cafeterias, media centers, and restrooms—to support existing enrollment and anticipated growth.

- **Monitor Long-Term Trends:** Maintain annual monitoring of enrollment projections and facility utilization to ensure that space planning remains responsive to demographic and programmatic changes.

Through these strategies, McAllen ISD can reduce operational inefficiencies, improve learning environments, and ensure that facility capacity aligns with educational goals across all grade levels.

## Facility Equity and Modernization

### FINDINGS SUMMARY

McAllen ISD's facilities reflect a mix of **new, modernized, and legacy campuses**, resulting in noticeable disparities in building condition, functionality, and program access. Newer facilities—such as **UTRGV Collegiate Academy**, **Dr. Pablo Perez Elementary**, and the recently upgraded athletics facilities—demonstrate high performance in all assessment categories, offering efficient systems, flexible learning environments, and technology-integrated spaces.

By contrast, many of the district's older campuses, particularly those built between the 1960s and 1980s, face ongoing challenges related to **aging infrastructure, outdated interiors, and limited specialized spaces**. These conditions create inequities in student experience across schools of similar grade levels. Several campuses also lack dedicated indoor physical education space or rely on deteriorated portable classrooms for instruction, further widening the disparity between older and newer facilities.

These differences underscore the need for a **phased modernization strategy** that focuses on replacing temporary or obsolete structures, upgrading core systems, and improving the overall quality and functionality of learning environments across all campuses.

### RECOMMENDATIONS

McAllen ISD should prioritize modernization and facility equity initiatives that ensure all students have access to safe, efficient, and inspiring learning spaces. The following strategies will help achieve this goal:

- **Elementary Gymnasium Enclosures and Additions:** To promote equity across all campuses, the district should proceed with the planned **gymnasium enclosures and new gym construction projects** at **Perez**, **Castaneda**, **Sanchez**, **Hendricks**, and **Houston Elementary Schools**. These improvements will provide each elementary campus with a dedicated indoor space for physical education, assemblies, and community events, ensuring consistent access to programmatic resources districtwide.

- **Replacement of Portable Classrooms with Permanent Construction:** Permanent classroom additions at **Gonzalez Elementary**, **Milam Elementary**, and **Morris Middle School** should be prioritized to replace aging portable buildings and alleviate overcrowding. These projects will create modern, technology-ready classrooms designed for 21st-century learning while improving safety, energy efficiency, and accessibility.

- **Develop a Districtwide Portable Removal Strategy:** Beyond the initial replacement projects, the district should create a **long-term portable removal plan** for all campuses. This strategy should identify aging relocatable classrooms approaching end of life, outline a phased removal and replacement schedule, and integrate classroom consolidation, boundary adjustments, and future building additions as appropriate.

- **Targeted Modernization of Legacy Campuses:** Focus modernization efforts on older schools with **Fair** or **Poor** Building Condition scores. Priority improvements should address roofing, HVAC, electrical, and accessibility upgrades, followed by interior renovations to enhance classroom functionality and aesthetics.

- **Consistent Design Standards and Educational Quality:** Establish districtwide modernization design standards that promote consistent quality, finishes, and furnishings across campuses. This will ensure equitable access to modern learning environments and streamline future renovations.

Through these investments, McAllen ISD will continue to close the gap between aging and newly modernized facilities—creating **equitable, high-performing campuses** that support every student's academic and social development.

## Technology and Learning Readiness

### FINDINGS SUMMARY

McAllen ISD has made significant progress toward districtwide technology integration, with strong infrastructure and reliable digital access at many campuses. Newer facilities—such as **UTRGV Collegiate Academy**, **Dr. Pablo Perez Elementary**, and recently modernized classrooms—feature interactive displays, robust Wi-Fi coverage, and upgraded electrical systems that support 1:1 device use.

However, **disparities persist between older and newer schools**, particularly in network performance, classroom integration, and electrical capacity. Many legacy campuses continue to rely on outdated cabling, limited data ports, and insufficient outlets, which restrict technology use and device charging. Several schools also lack centralized energy and building management systems, resulting in inconsistent control and monitoring of HVAC and lighting. While camera

systems and main-entry access controls have been installed at most schools, **many exterior doors remain without electronic access controls**, creating gaps in campus security integration.

Overall, the district has a solid technology foundation but must continue to expand infrastructure, classroom integration, and safety technology to ensure equitable access and consistent performance across all campuses.

## RECOMMENDATIONS

To maintain its momentum and ensure all schools are technology-ready learning environments, McAllen ISD should pursue the following strategies:

- **Standardize Classroom Technology Infrastructure:** Implement a districtwide standard for classroom technology, including interactive displays, device charging stations, and network connectivity. Prioritize upgrades for older campuses to align them with newer facilities and support equitable instructional technology access.
- **Expand Electrical and Data Capacity:** Modernize electrical panels, outlets, and data infrastructure at aging campuses to accommodate increasing device use and 1:1 learning environments. Upgrading these systems will also enhance reliability and safety while supporting future expansion.
- **Enhance Building Automation and Energy Management Systems (EMS):** Expand digital controls for HVAC and lighting across all campuses to improve energy efficiency, comfort, and system monitoring. Integration with the district's technology network will allow real-time performance tracking and remote management.
- **Improve Access Control and Security Technology:** Extend keycard access control to all exterior doors, ensuring consistent safety protocols districtwide. Coordinate these upgrades with vestibule redesigns and expanded camera coverage to create cohesive, technology-driven security systems.
- **Sustain Ongoing Technology Renewal:** Develop a long-range technology replacement schedule that aligns with instructional goals and infrastructure life cycles. Regular renewal of classroom devices, networking hardware, and security systems will maintain functionality and reduce costly emergency replacements.

By continuing to expand and modernize technology infrastructure, McAllen ISD will strengthen digital learning, improve safety, and ensure that all students and staff benefit from consistent, high-quality technology environments across every campus.

## Building Systems and Infrastructure Renewal

### FINDINGS SUMMARY

While McAllen ISD's buildings are structurally sound and well maintained, many campuses (particularly those built before 1990) require system upgrades and infrastructure renewal to ensure long-term reliability and performance. The Deferred Maintenance backlog includes aging HVAC equipment, outdated lighting, electrical limitations, and plumbing systems nearing the end of their service life.

Lighting systems remain inconsistent districtwide; most schools still rely on fluorescent fixtures, with only a limited number having received partial LED retrofits. Several campuses also lack sufficient exterior lighting in parking areas and along walkways, creating safety concerns during evening events. HVAC systems range from modern digital units at newer facilities to older, less efficient systems that rely on manual controls. Energy management systems (EMS) are not fully standardized, limiting the district's ability to monitor and optimize building performance across all sites.

The district's building envelopes, including roof systems, windows, and exterior finishes, are generally in Fair to Good condition, though many older campuses show wear from age and exposure. Continued investment in roof replacements, door and window upgrades, and improved insulation will help preserve facility value and reduce operational costs.

### RECOMMENDATIONS

To extend the life of existing facilities and enhance energy efficiency, McAllen ISD should adopt a proactive, systemwide approach to infrastructure renewal:

- **Address Deferred Maintenance and Life Cycle Renewal:** Implement a phased program to replace aging HVAC, electrical, plumbing, and lighting systems based on condition and service life. Prioritize campuses with **Fair** or **Poor** Building Condition scores, and align upgrades with planned modernization projects to reduce redundancy.
- **Districtwide LED Lighting Upgrades:** Replace outdated fluorescent fixtures with energy-efficient LED systems in all interior and exterior spaces. Incorporate occupancy sensors and daylight controls to reduce energy consumption and improve lighting quality and safety.
- **Expand and Standardize Energy Management Systems (EMS):** Implement districtwide digital controls to provide centralized monitoring of HVAC and lighting systems.

Standardizing EMS platforms will enhance comfort, reduce operational costs, and support preventive maintenance through data tracking.

- **Roofing and Envelope Renewal:** Continue planned roof replacements and improve exterior wall, window, and door systems to enhance energy performance and weather resistance. These improvements protect classroom investments and reduce moisture intrusion risks.
- **Modernize Electrical Systems:** Upgrade electrical panels, distribution systems, and circuits to support modern technology loads and 1:1 device programs. Include surge protection and future expansion capacity in all replacement projects.
- **Integrate Infrastructure Renewal into Maintenance Planning:** Align all renewal projects with the district's Maintenance Management Plan to ensure data-driven prioritization, predictable budgeting, and reduced emergency repairs.

Through systematic investment in infrastructure renewal, McAllen ISD can extend the useful life of its facilities, reduce energy costs, and provide safe, reliable, and efficient environments that support long-term educational excellence.

## Safety, Security, and Accessibility

### FINDINGS SUMMARY

McAllen ISD has made significant progress in recent years toward enhancing campus safety and security through upgraded fencing, camera systems, and controlled main entries. Most schools now feature secure vestibules and electronic access at main entrances; however, **high school vestibules**, as well as **De Leon Middle School**, still require reconfiguration to ensure all visitors are routed through administrative offices before accessing instructional areas.

While camera systems are installed districtwide, coverage quality and consistency vary among campuses. Several older schools continue to rely on outdated or low-resolution systems that do not provide full perimeter visibility. In addition, **access control systems are not yet standardized** across all sites. Although most main entries utilize electronic keycard access, **many exterior doors remain without electronic controls**, limiting the district's ability to centrally monitor or lock down facilities when needed.

In terms of **fire and life safety**, the majority of campuses meet current code standards, but several sites such as **Fields, Hendricks, Sanchez, and Perez Elementary Schools** and **Fossum Middle School** require **fire alarm replacements** to address system age and reliability. Minor issues such as missing exit signage and inconsistent alarm audibility were also observed at select campuses.

Accessibility has improved districtwide through modernization and site improvements; however, some older campuses continue to exhibit **noncompliant door hardware, uneven walkways, and restroom access barriers** that should be addressed as part of future capital renewal.

## RECOMMENDATIONS

McAllen ISD should continue to advance campus safety, security, and accessibility through a coordinated, technology-integrated approach that supports both prevention and rapid response:

- **Reconfigure Security Vestibules:** Redesign main entries at **McAllen High School, Memorial High School, Rowe High School,** and **De Leon Middle School** to create fully secured vestibules that require all visitors to pass through the administrative office before entering instructional areas.
- **Standardize and Expand Access Control Systems:** Extend electronic keycard access to all **exterior doors** and standardize systems across the district for centralized monitoring. Integration with camera systems and emergency management protocols will strengthen perimeter control and rapid lockdown capabilities.
- **Upgrade and Expand Security Camera Coverage:** Continue upgrading older camera systems to improve image quality and extend coverage to parking lots, building exteriors, and common areas. Ensure all schools are connected to a central monitoring platform for consistent oversight.
- **Replace Obsolete Fire Alarm Systems:** Replace outdated fire alarm systems at **Fields, Hendricks, Sanchez, and Perez Elementary Schools** and **Fossum Middle School**, and standardize fire alarm monitoring equipment districtwide to ensure compliance, reliability, and rapid notification.
- **Enhance Lighting and Visibility:** Coordinate with ongoing LED modernization projects to improve exterior lighting around parking areas, walkways, and building entrances to increase visibility and safety during after-hours events.
- **Address ADA and Accessibility Improvements:** Incorporate accessibility upgrades—such as compliant door hardware, restroom renovations, and concrete walkway repairs—into all modernization projects to ensure full ADA compliance and equitable campus access for all users.

Through these measures, McAllen ISD can continue to strengthen its comprehensive safety and security framework—ensuring that every campus provides a secure, welcoming, and accessible environment that supports the well-being of students, staff, and visitors.

## Grounds and Site Improvements

### FINDINGS SUMMARY

McAllen ISD's school sites are generally well maintained, reflecting consistent care by the district's grounds and maintenance teams. However, site assessments identified noticeable variation in condition and functionality across campuses, particularly between newer and older schools. Many campuses constructed before 1990 exhibit aging pavement, deteriorated playfields, and limited drainage infrastructure that contribute to ponding and uneven surfaces following heavy rainfall.

**Playfields and hardcourts** vary in usability; several elementary and middle schools show cracking, faded surfacing, and uneven turf coverage, while recently resurfaced campuses such as Perez and Castaneda Elementary Schools provide safe, attractive outdoor recreation areas. Parking and circulation systems are generally functional but often constrained during arrival and dismissal, creating congestion and safety concerns for pedestrians.

**Landscaping and irrigation** systems are inconsistent, with older irrigation controls and areas of overgrown vegetation at select campuses. Additionally, **fencing and lighting** vary in quality and coverage, with some campuses requiring replacement of corroded chain-link fencing and improved lighting in parking areas and pedestrian zones to enhance security and visibility.

### RECOMMENDATIONS

To ensure safe, attractive, and equitable outdoor environments that support student well-being and community use, McAllen ISD should implement a phased approach to site renewal:

- **Improve Drainage and Grading:** Prioritize correction of drainage issues at campuses prone to ponding, especially around portable buildings, walkways, and playfields. Integrate stormwater management improvements into all future modernization and site development projects.
- **Resurface Playfields and Hardcourts:** Implement a districtwide resurfacing and turf repair program to restore playfields, tracks, and courts to safe, durable conditions. Include striping, seating, and shade elements where appropriate to expand usability and comfort.
- **Repair and Reconstruct Pavement:** Address aging parking lots, drives, and walkways through phased resurfacing and replacement projects. Improve striping and traffic signage to enhance circulation and pedestrian safety during arrival and dismissal.

- **Upgrade Site Lighting and Fencing:** Expand **exterior LED lighting** in parking areas, along walkways, and around building perimeters for improved safety and visibility. Replace or repair deteriorated fencing to ensure consistent security and aesthetic quality across campuses.
- **Modernize Irrigation and Landscaping Systems:** Replace outdated irrigation controls with efficient, programmable systems, and update landscaping with low-maintenance, drought-tolerant plantings. These upgrades will improve sustainability and reduce long-term maintenance costs.

By investing in site renewal and maintenance, McAllen ISD can create **safe, functional, and visually cohesive campuses** that enhance the daily experience for students, staff, and visitors while extending the useful life of its outdoor facilities.

## Maintenance and Life Cycle Management

### FINDINGS SUMMARY

McAllen ISD has demonstrated strong stewardship of its facilities through regular preventive maintenance and timely response to operational needs. However, like most mature districts, it faces the ongoing challenge of **aging building systems** and the accumulation of **deferred maintenance** across multiple campuses. The district's asset base includes buildings spanning more than six decades of construction, with varying levels of modernization, documentation, and maintenance tracking.

While many systems remain functional, older HVAC units, roofs, lighting, and plumbing systems are approaching or beyond their expected service life, increasing the risk of unplanned failures and costly emergency repairs. The district has not yet implemented a fully integrated life cycle tracking system that links work orders, equipment inventory, and renewal forecasts—making it more difficult to plan and budget for replacements strategically.

A more data-driven approach to facility maintenance will allow McAllen ISD to extend the life of existing assets, minimize disruptions, and allocate resources efficiently based on objective condition data.

### RECOMMENDATIONS

To preserve facility investments and ensure reliable long-term operation, McAllen ISD should adopt a proactive, system-based maintenance and renewal strategy:

- **Develop a Comprehensive Maintenance Management Plan:** Formalize a districtwide **Maintenance Management Plan** that establishes preventive maintenance schedules, asset tracking protocols, and performance metrics for key building systems. Integrate BASYS and work order data to support data-informed decision-making.
- **Implement Life Cycle Renewal Planning:** Incorporate **life cycle renewal forecasting** for major systems—including HVAC, roofing, electrical, plumbing, and interior finishes—into annual capital planning. Establish replacement schedules and funding strategies that distribute costs predictably over time.
- **Create a Deferred Maintenance Reduction Program:** Identify and prioritize deferred maintenance projects with the greatest impact on safety, functionality, and energy performance. Bundle these projects within larger modernization efforts to maximize efficiency and reduce redundancy.
- **Enhance Preventive Maintenance Practices:** Expand preventive maintenance routines to include standardized inspections, equipment logs, and condition-based triggers for repairs. Proper scheduling and documentation will reduce emergency work orders and extend the service life of equipment.
- **Coordinate Maintenance and Capital Planning:** Strengthen collaboration between Facilities, Maintenance, and Technology departments to align routine maintenance, system replacements, and modernization projects. Shared planning will reduce operational disruptions and ensure consistent quality across campuses.
- **Monitor Performance and Adjust Funding Over Time:** Establish annual reporting on system conditions, replacement costs, and maintenance performance indicators to inform future bond and capital planning cycles.

By integrating maintenance management with life cycle renewal planning, McAllen ISD can proactively manage facility health, reduce unexpected failures, and ensure that every building remains safe, efficient, and conducive to learning for decades to come.

## Districtwide Initiatives

### FINDINGS SUMMARY

In addition to campus-specific projects, McAllen ISD's facility priorities include several districtwide initiatives aimed at improving safety, technology integration, and the overall quality of the learning environment. Many of the district's systems—such as lighting, HVAC controls, security infrastructure, and data cabling—remain inconsistent across campuses, reflecting

incremental improvements rather than coordinated modernization. Addressing these systems through a unified districtwide approach will ensure operational efficiency, safety, and equitable access to technology for all students.

### RECOMMENDATIONS

- **Districtwide LED Lighting Modernization:** Implement a comprehensive LED retrofit program to replace outdated fluorescent lighting across all campuses. The upgrades should include **interior and exterior fixtures**, **occupancy sensors**, and **daylight controls** to improve energy efficiency, reduce maintenance costs, and enhance safety through better visibility in parking areas, walkways, and outdoor spaces.
- **HVAC and Energy Management Controls:** Expand the district's **energy management system (EMS)** to provide centralized digital control of HVAC and lighting systems. Standardizing these controls will improve comfort, energy efficiency, and system monitoring, while reducing operational costs through real-time tracking and scheduling.
- **Access Control and Security Camera Integration:** Continue standardizing **access control systems** by extending electronic keycard entry to all exterior doors and integrating these systems with a **districtwide security platform**. Upgrade camera systems for full high-definition coverage, ensuring that every campus has consistent monitoring of building perimeters, parking areas, and common spaces.
- **Elementary School Data Cabling Upgrades:** Modernize data cabling at all elementary schools to support current and future technology infrastructure, including high-speed internet, classroom devices, and instructional technology systems. Upgrading network capacity will provide reliable connectivity and equitable technology access districtwide.

## Performing Arts Center Initiative

### MCALLEN ISD'S MARIACHI LEGACY AND THE NEED FOR PERFORMING ARTS INFRASTRUCTURE

McAllen ISD has established itself as a **state and national leader in mariachi education**, earning widespread recognition for its exceptional programs and students.

- **McAllen High School's Mariachi Oro** has captured eight state championships at the Texas Association of Mariachi Educators (TAME) State Finals (2025) and has consistently earned top ratings at UIL competitions.
- The district has been named a **Best Community for Music Education** for over a decade, underscoring its deep commitment to fine arts.

- McAllen's students have also earned top awards at the **Mariachi Vargas Extravaganza** competition, including sweeping first, second, and third place—and the overall Grand Champion title—in a single year.

These accomplishments highlight not only the talent of McAllen's students but also the need for facilities that reflect the district's standard of excellence in the arts.

## WHY PROPER MUSIC AND PERFORMING ARTS SPACES MATTER

The continued success of McAllen ISD's performing arts programs depends on access to facilities that meet professional standards for acoustics, space, and audience engagement.

1. **Acoustic Quality and Sound Isolation:** Current rehearsal and performance spaces lack proper acoustical design, resulting in sound transfer and inadequate tonal balance. Purpose-built rehearsal halls and performance venues with absorptive finishes and isolated walls are essential to support professional-level instruction.

2. **Spatial Organization for Performance:** Mariachi and performing arts programs require large ensemble rooms, sectional rehearsal spaces, and flexible stage areas. Existing facilities often force rehearsals into undersized multipurpose rooms or cafeterias, limiting program quality and scheduling flexibility.

3. **Storage and Preparation Space:** Instrument storage, maintenance, and preparation areas are limited districtwide. Dedicated, climate-controlled storage and adjacent prep spaces are necessary for proper care of string and brass instruments.

4. **Audience and Community Engagement:** McAllen ISD's students perform at the highest levels of competition, yet the district lacks a dedicated performance venue capable of accommodating large audiences, advanced lighting, and sound systems. A **Performing Arts Center (PAC)** would serve as both a student learning facility and a community hub for concerts, showcases, and district events.

5. **Symbolism and Equity:** A districtwide investment in a Performing Arts Center would reinforce McAllen ISD's commitment to equity and opportunity in the arts. By providing all students—regardless of campus—with access to a premier performance venue, the district can elevate its arts programming and strengthen community engagement.

## INTENDED USE AND BENEFITS

The proposed PAC will serve as a **districtwide fine arts hub**, providing a professional-level venue for concerts, musicals, competitions, and community events. It will eliminate the need for costly

off-campus performance rentals and elevate the district's fine arts facilities to match the caliber of its award-winning programs.

In addition to its educational and performance functions, the PAC represents a significant symbol of equity and community pride—a shared resource that supports all campuses and enhances McAllen ISD's reputation as a leading district for music and performing arts education in Texas.

### PROGRAM FEATURES (SUMMARY)

- **Main hall:** 1,000 seats with orchestra pit, fly tower, variable acoustics.
- **Education/rehearsal:** two ensemble rooms for rehearsal, assembly before performances or for instruction
- **Production/Support:** scene/costume room, storage, dressing/green rooms, wardrobe, load-in dock.
- **Front-of-house:** lobby, box office, concessions, restrooms.
- **Admin/tech:** control rooms (FOH/BOH), IT/AV, facilities office, equipment cages.
- **Site:** bus/box-truck circulation, patron drop/pick-up, secure instrument load-in, parking.

## Career and Technical Education Center Initiative

Building on McAllen ISD's long-standing success in workforce preparation and technical education, the District is poised to take the next step in modernizing its career training infrastructure. The proposed CTE Center would align with regional workforce needs, particularly in **skilled trades, welding, automotive technology, and healthcare**, and strengthen postsecondary readiness for all students.

### MCALLEN ISD'S CAREER READINESS LEGACY AND THE NEED FOR MODERN TECHNICAL FACILITIES

McAllen ISD has built a strong reputation for preparing students for **college, career, and technical pathways**, offering programs that equip graduates with industry certifications, hands-on experience, and the skills demanded by the regional workforce. Across the District's three high schools, students are actively engaged in **automotive technology, welding, construction, health science, culinary arts, and engineering**, earning recognition in state and national competitions.

- McAllen ISD students consistently place among the top performers in **SkillsUSA, Texas FFA, and HOSA–Future Health Professionals** competitions, showcasing excellence in both technical skill and leadership.
- The District's **dual-credit partnerships with South Texas College** allow students to earn college credit and workforce certifications before graduation, reducing the cost and time required to enter the job market.

- Graduates of McAllen ISD's CTE programs have transitioned successfully into **high-demand trades, healthcare, and technology fields**, reflecting strong program outcomes despite facilities that vary in age and capability.

These achievements underscore the District's commitment to career readiness and workforce development, but they also highlight **a growing need for modern facilities that match the quality of instruction and the ambition of McAllen's students**.

## WHY A CENTRALIZED CTE FACILITY IS NEEDED

1. **Aging and Inconsistent Facilities:** Many of the District's existing CTE spaces were designed decades ago for outdated curriculum models. Welding booths, auto bays, and construction shops are undersized, lack proper air handling, and cannot accommodate modern equipment or safety standards.

2. **Limited Access and Program Inequity:** Because CTE programs are spread across multiple campuses, access to high-quality facilities depends on which school a student attends. A centralized center ensures that *all* students—regardless of attendance area—benefit from the same high-quality training opportunities.

3. **Alignment with Workforce Demand:** Regional employers consistently report shortages in skilled trades and healthcare professionals. A new CTE facility would allow McAllen ISD to expand programs in **automotive technology, welding, trades, and nursing**, directly supporting South Texas' workforce pipeline.

4. **Collaboration and Dual Credit:** A shared facility would strengthen partnerships with **South Texas College** and local industries, offering dual-credit, certification, and internship programs that connect students to real-world career pathways.

5. **Safety and Compliance:** Modern trades and health programs require specialized infrastructure—ventilation systems, power distribution, and secure material storage—that older buildings were not designed to support. A purpose-built CTE Center ensures compliance with OSHA, TEA, and Perkins V standards while protecting students and staff.

A **districtwide Career & Technical Education Center** would unify these programs into a single, **state-of-the-art facility** designed to provide equitable access to advanced training environments, modern tools, and flexible instructional spaces. This centralized model would also expand partnerships with **South Texas College, regional employers, and industry organizations**, positioning McAllen ISD as a leader in technical education and workforce innovation across the Rio Grande Valley.

### BENEFITS TO THE DISTRICT

- **Equity and Access:** All students can pursue CTE pathways without program or facility limitations.
- **Workforce Alignment:** Supports McAllen's regional labor needs in healthcare, skilled trades, and manufacturing.
- **Partnership Opportunities:** Expands dual-credit, apprenticeship, and certification programs with South Texas College and local industries.
- **Efficiency and Sustainability:** Consolidates equipment, staff, and maintenance under one efficient, purpose-built facility.
- **Community Impact:** Creates opportunities for workforce training, SkillsUSA competitions, and adult education partnerships that benefit the broader McAllen community.

### PROGRAM FEATURES (SUMMARY)

- **6–8 Automotive Bays** with lifts, alignment rack, and tool cages.
- **16–20 Welding Booths** with shared LEV manifold and CNC table.
- **Compact Carpentry / Construction Lab** with multipurpose layout.
- **1 Shared Health Skills Lab** convertible to classroom use.
- **4–6 General Classrooms**, **Testing Room**, **Career Center**, and **Admin Suite**.
- **Core Infrastructure** sized for future additions (electrical, water, air, data).
- **Simplified Site** with service yard and expansion pad.

## Schoolyard Forests Initiative

McAllen ISD has an opportunity to strengthen elementary campuses by adding "schoolyard forests," sometimes referred to as playground forests, which introduce clusters of trees and nature-based site features into high use outdoor areas. The goal is simple, create cooler, safer, more inviting outdoor spaces that support play, outdoor learning, and daily student wellness while also improving long term campus environmental performance. In South Texas, heat exposure and limited shade can reduce outdoor activity time, increase discomfort, and create equity gaps between campuses with mature canopy and those without. A districtwide schoolyard forest effort addresses this directly by increasing tree canopy cover at elementary sites and pairing shade with intentional learning and play zones.

### WHY SCHOOLYARD FORESTS MATTER

1. **Heat Mitigation and Student Safety**: Added canopy cover reduces heat island effects on asphalt and play surfaces, increases shade, and supports safer outdoor activity during more days of the year.

2. **Health, Wellness, and Readiness to Learn:** Daily access to nature and shaded greenspace supports physical activity, stress reduction, and overall well being, improving the conditions for learning.
3. **Outdoor Learning and Environmental Literacy**: Treed outdoor areas create flexible settings for hands on instruction, science observations, and nature based learning experiences integrated into elementary curriculum.
4. **Equity and Community Access:** The grant model emphasizes vulnerable communities and requires neighborhood access after school hours, supporting broader community benefit and consistent quality of outdoor environments across campuses.
5. **Long Term Site Performance:** Trees provide multiple co benefits over time, including improved air quality, stormwater benefits, and a more comfortable microclimate around buildings and walkways, strengthening campus resilience.

### IMPLEMENTATION APPROACH AND PROGRAM FEATURES (SUMMARY)

A districtwide strategy would prioritize elementary campuses with the greatest shade deficits and the highest need for heat relief and outdoor learning space. Typical program elements may include, tree planting focused on play and gathering areas, shaded nature play zones, outdoor classroom nodes, improved walking paths and seating, and a simple maintenance and watering plan to protect long term tree survival. The Facilities Master Plan can serve as the district's framework to identify candidate campuses, define standard design goals such as achieving canopy targets, coordinate partnerships, and sequence projects so that early investments demonstrate visible impact while building a scalable model for remaining schools.

## Districtwide Signature Initiatives – Conclusion

Together, the proposed **Districtwide Initiatives** embody McAllen ISD's vision for comprehensive, future-ready learning. Each represents a cornerstone investment in the skills and creativity that define the District's students, celebrating both the **artistic excellence** of McAllen's nationally recognized fine arts programs and the **technical innovation** driving its workforce pathways.

By addressing long-standing facility inequities and replacing outdated infrastructure with modern, purpose-built environments, these initiatives will enhance educational quality, operational efficiency, and community pride.

The Performing Arts Center will provide a professional venue that reflects the District's cultural legacy and celebrates student achievement in music and performance, while the CTE Center will empower students with hands-on, industry-aligned experiences that lead directly to college and career success.

# 12.0 Planning & Budgeting Assumptions

Part of the planning process involves identifying the prioritization and sequencing of projects. Priorities must be established, and projects must be sequenced in a way that allows the plan to be efficiently implemented.

Through the facility assessment process, areas were identified where renovation would improve overall usage and educational suitability. Each area of renovation is assigned a priority level, category. This method of categorization allows the district to plan capital renovation projects according to the urgency of the area in need.

## Project Organization and Prioritization Guidelines

A core objective of the Facilities Master Plan is to strategically organize and sequence projects in a way that supports student learning, campus safety, and long-term infrastructure sustainability. Because resources are limited and not all improvements can occur simultaneously, the District must prioritize projects based on urgency, impact, and alignment with educational goals.

Projects are first grouped into five categories to clarify their purpose and align with districtwide priorities. These categories are color-coded on the Project Prioritization Matrix on each individual school's Site Profile in **Appendix A**. These categories are:

- **Health and Safety:** Emergency systems, secure entry, doors, and ADA accessibility upgrades.
- **Modernization:** Classroom improvements, finishes, HVAC replacements, and technology infrastructure upgrades
- **Educational Adequacy:** Spaces that support specialized instructional programs, such as Career Technical Education (CTE), Adult Transition Programs, and flexible learning environments.
- **Site and Infrastructure:** Roofing, electrical systems, paving, drainage, and other building infrastructure components
- **Technology Readiness:** Projects that support the integration of 21st Century technology, including improvements to data cabling and additional electrical capacity.

These categories provide a consistent framework for evaluating the scope and intent of each project, making it easier to communicate needs and align improvements with the District's vision for educational excellence.

## Prioritization Framework

To support effective decision-making and phased implementation, each project is also assigned a **priority level** based on urgency, regulatory requirements, and programmatic need. The three priority levels are described below:

**Priority 1 – Critical Needs: Health, Safety, Compliance, and Operational Continuity**

These projects are essential to maintaining safe, functional, and code-compliant campuses. They often address time-sensitive issues that could disrupt day-to-day operations or compromise student and staff well-being.

**Priority 2 – Facility Modernization and Programmatic Needs**

These projects support the interior and exterior aesthetics and the delivery of high-quality instruction and ensure facilities keep pace with evolving educational programs and enrollment needs.

**Priority 3 – Long-Term Enhancements: Aesthetic and Operational Improvements**

These projects improve the educational experience and campus environment but are not immediately critical. They are typically scheduled for implementation as funding becomes available.

This prioritization framework provides a roadmap for future capital planning, funding applications, and project phasing. While priorities reflect current conditions and planning context, they should be revisited periodically as educational needs evolve and new challenges or opportunities emerge.

## Phasing Assumptions

Part of the planning process involves identifying the prioritization and sequencing of projects. Priorities must be established, and projects must be sequenced in a way that allows the plan to be efficiently implemented. The following assumptions are the starting point for the phasing steps. These are not hard, fast rules. Rather, they are guidelines that provide a starting point for sequencing projects. **Exhibit 12.1** identifies the general phasing guidelines for the facilities master plan.

*Exhibit 12.1 General Phasing Guidelines for the Facilities Master Plan*

| Phase | Year | Guideline |
|---|---|---|
| 1 | 2025-26 | Projects impacting life safety systems, security of schools, which have a high probability to disrupt in-person instruction, or otherwise limit the use of a facility, space, or area. |
| 2 | 2026 | Projects that can be done immediately and do not require new capacity to achieve such as updates to building systems. |
| 3 | 2027 | Capacity addition/deletion planning to alleviate under or over-utilization in a school. This includes removal of relocatable classrooms and reallocation of programs. Focusing on utilization planning prior to renovation projects will save potentially renovating a space that will not be utilized in the future. |
| 4 | 2027 | Renovation and modernization projects. |

## Budgeting

MGT has created a budget calculation method based on the value of building construction or renovation. Using historical data like RSMeans, MGT assigns a percentage of total value to each building system according to its share of the total construction cost. For example, if a roof represents 8% of the cost, it is assigned 8 points out of 100. Each component's points add up to 100. This allows MGT to estimate renovation budgets by multiplying the current cost per square foot by the building's total square footage and then adjusting for the FCI score.

**Exhibit 12.2** shows the construction per square foot costs and factors that can be applied to create a project budget. A budget is developed using recent construction costs appropriate for each project type, and then adding factors for soft costs, furnishings, and contingencies.

*Exhibit 12.2 Renovation Budgeting Formula*

| BUDGET ESTIMATE FORMULA - ALL SCHOOLS | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Project Type** | **Formula** | **Cost per GSF for new const.** | **FF&E @ 10%** | **Contingency @ 5%** | **A&E, permit, testing, etc. @15%** | **Replacement Cost per GSF** | **Renovation factor @ 10%** | **Renovation Cost per GSF** |
| **Building Condition Deficiencies ES** | Bldg. construction cost based on average replacement cost | **$384.81** | $38.48 | $21.16 | $66.67 | $511.12 | $51.11 | **$562.24** |
| **Educational Suitability Deficiencies** | 35% of Building Cost | $134.68 | $13.47 | $7.41 | $23.33 | N/A | $17.89 | **$196.78** |
| **Technology Readiness Deficiencies** | 30% of Electrical system costs | $7.45 | N/A | $0.37 | $1.17 | N/A | $0.90 | **$9.89** |
| **Grounds Condition Deficiencies** | Site development cost per building square foot as established by MGT historical data (20% Bldg Cost) | $76.96 | N/A | $3.85 | $12.12 | $92.93 | $9.29 | **$102.22** |
| **Building Condition Deficiencies MS** | Bldg. construction cost based on average replacement cost | **$390.93** | $39.09 | $21.50 | $67.73 | $519.25 | $51.93 | **$571.18** |
| **Educational Suitability Deficiencies** | 35% of Building Cost | $136.83 | $13.68 | $7.53 | $23.71 | N/A | $18.17 | **$199.91** |
| **Technology Readiness Deficiencies** | 30% of Electrical system costs | $7.56 | N/A | $0.38 | $1.19 | N/A | $0.91 | **$10.05** |
| **Grounds Condition Deficiencies** | Site development cost per building square foot as established by MGT historical data (20% Bldg Cost) | $78.19 | N/A | $3.91 | $12.31 | $94.41 | $9.44 | **$103.85** |
| **Building Condition Deficiencies HS/Other** | Bldg. construction cost based on average replacement cost | **$429.47** | $42.95 | $23.62 | $74.41 | $570.44 | $57.04 | **$627.49** |
| **Educational Suitability Deficiencies** | 35% of Building Cost | $150.31 | $15.03 | $8.27 | $26.04 | N/A | $19.97 | **$219.62** |
| **Technology Readiness Deficiencies** | 30% of Electrical system costs | $8.31 | N/A | $0.42 | $1.31 | N/A | $1.00 | **$11.04** |
| **Grounds Condition Deficiencies** | Site development cost per building square foot as established by MGT historical data (20% Bldg Cost) | $85.89 | N/A | $4.29 | $13.53 | $103.72 | $10.37 | **$114.09** |

## Renovation Projects

The facility assessments rate each building system as **New**, **Good**, **Fair**, **Poor**, or **Unsatisfactory**, based on a detailed description of each rating for each system. The possible score for each system is based on that system's contribution to the overall cost of building construction. Therefore, the condition score is a measure of the portion of the value of the building which is in good condition.

The capital needs score (100 minus the condition score) is a measure of the capital needs or deferred maintenance. This score, when presented as a percentage, is also referred to as the Facility Condition Index or FCI. For example, a building which has a condition score of 80, has a capital needs score of 20 (100 – 80 = 20). A capital needs score of 20 indicates that 20% of the

value of the building can be reinvested in the building in order to attain a score of 100 and put the building in a **Like New** condition.

Renovation budgets, based on the four facility assessments can be calculated using the Renovation Project Cost Per gross square foot (GSF) and assuming a total score of 100 for the building condition, suitability, technology readiness, and site condition. As noted above, MGT's budget calculation method uses historical data to allocate a percentage of total construction costs to each building system. By assigning points based on these percentages, MGT estimates renovation budgets by multiplying the current cost per square foot by the building's total square footage, adjusting for the Facility Condition Index (FCI).

Renovating all schools to achieve a facility score of **85 or higher (Good or better)** establishes a critical baseline for ensuring high-quality learning environments. Schools meeting this standard provide safer, more modern, and functional spaces that directly enhance student achievement, staff satisfaction, and community pride. Well-maintained facilities reduce operational disruptions, promote health and safety, and extend the overall lifespan of district assets. Establishing this as a minimum threshold ensures **equity**, so that every student has access to an environment conducive to learning, growth, and success, regardless of location.

**Exhibit 12.3** shows the estimated capital improvement budget estimate to bring each school up to a score of +85.

*Exhibit 12.3 Renovation Budget Estimate to Bring All Schools to "Good" Condition*

| Site Name | Gross Sq Ft | Bldg Budget 85% | Suit Budget 85% | Tech Budget 85% | Grounds Budget 85% | Total Budget 85% |
|---|---|---|---|---|---|---|
| Alvarez ES | 56,203 | $ 5,324,493 | $ 2,517,205 | $ - | $ 960,046 | $ 8,801,745 |
| Blanca E Sanchez ES | 67,440 | $ - | $ 493,682 | $ - | $ 212,336 | $ 706,019 |
| Castaneda ES | 65,361 | $ 7,922,939 | $ - | $ - | $ 1,200,668 | $ 9,123,607 |
| Dr Pablo Perez ES | 67,440 | $ - | $ - | $ - | $ - | $ - |
| Escandon ES | 65,918 | $ 2,794,436 | $ 956,001 | $ - | $ - | $ 3,750,438 |
| Fields ES | 72,755 | $ - | $ 1,083,791 | $ 5,685 | $ - | $ 1,089,476 |
| Garza ES | 65,916 | $ 6,081,606 | $ 1,288,033 | $ - | $ 1,235,121 | $ 8,604,760 |
| Gonzalez ES | 70,962 | $ 6,371,616 | $ 1,830,693 | $ 5,544 | $ 1,087,386 | $ 9,295,239 |
| Houston ES | 57,406 | $ 6,887,642 | $ 1,904,591 | $ - | $ 1,141,974 | $ 9,934,207 |
| Jackson ES | 72,976 | $ 7,549,475 | $ 2,172,731 | $ - | $ 380,458 | $ 10,102,663 |
| Lucile Hendricks ES | 66,679 | $ - | $ 1,134,990 | $ - | $ - | $ 1,134,990 |
| Mcauliffe ES | 78,694 | $ 8,804,680 | $ 2,460,665 | $ - | $ 1,608,895 | $ 12,874,240 |
| Milam ES | 72,979 | $ 574,440 | $ 3,160,857 | $ - | $ - | $ 3,735,297 |
| Rayburn ES | 66,623 | $ 2,790,611 | $ 534,898 | $ - | $ - | $ 3,325,509 |
| Roosevelt E ES | 73,083 | $ 7,864,609 | $ 140,938 | $ 5,638 | $ 841,223 | $ 8,852,408 |
| Seguin ES | 71,470 | $ 8,169,209 | $ 2,306,506 | $ - | $ 648,773 | $ 11,124,488 |
| Thigpen-Zavala ES | 77,967 | $ 569,866 | $ - | $ - | $ - | $ 569,866 |
| Wilson ES | 54,328 | $ 2,132,053 | $ 750,495 | $ - | $ - | $ 2,882,548 |
| **Elementary Totals** | **1,224,200** | **$ 73,837,676** | **$ 22,736,076** | **$ 16,867** | **$ 9,316,880** | **$ 105,907,500** |
| Brown MS | 116,815 | $ 10,186,600 | $ 2,533,186 | $ - | $ 484,820 | $ 13,204,607 |
| Cathey MS | 124,390 | $ 6,483,120 | $ 2,501,631 | $ 64,096 | $ 29,246 | $ 9,078,093 |
| De Leon MS | 138,741 | $ 8,362,160 | $ 2,670,119 | $ - | $ - | $ 11,032,279 |
| Michael E Fossum MS | 119,782 | $ 4,168,704 | $ 414,850 | $ - | $ 287,750 | $ 4,871,304 |
| Morris MS | 108,526 | $ 8,377,669 | $ 3,604,899 | $ 65,582 | $ 2,502,817 | $ 14,550,967 |
| Travis MS | 121,897 | $ 14,022,244 | $ 1,909,383 | $ - | $ 537,065 | $ 16,468,691 |
| **Middle School Totals** | **730,151** | **$ 51,600,497** | **$ 13,634,068** | **$ 129,678** | **$ 3,841,698** | **$ 69,205,941** |
| Achieve Early College HS | 92,776 | $ 8,951,005 | $ 1,475,142 | $ - | $ 1,055,570 | $ 11,481,717 |
| McAllen HS | 354,214 | $ 22,763,069 | $ 10,302,131 | $ 27,676 | $ 6,658,917 | $ 39,751,793 |
| Memorial HS | 317,962 | $ 26,886,973 | $ 9,316,587 | $ - | $ - | $ 36,203,560 |
| Rowe HS | 374,348 | $ 22,962,498 | $ 3,123,405 | $ - | $ 5,900,870 | $ 31,986,773 |
| **High School Totals** | **1,139,300** | **$ 81,563,545** | **$ 24,217,264** | **$ 27,676** | **$ 13,615,357** | **$ 119,423,842** |
| Instruction and Guidance | 21,434 | $ 2,750,032 | $ 1,833,495 | $ - | $ 594,880 | $ 4,749,283 |
| Lamar Academy | 97,910 | $ 5,758,079 | $ 1,348,690 | $ - | $ - | $ 3,784,540 |
| UTRGV | - | $ - | $ - | $ - | $ - | $ - |
| **Alternative Totals** | **119,344** | **$ 8,508,111** | **$ 3,182,185** | **$ -** | **$ 594,880** | **$ 8,533,823** |
| Central Administration | 22,321 | $ 1,317,716 | $ 461,201 | $ 40,465 | $ 418,246 | $ 2,237,628 |
| Crockett-School Police | 44,537 | $ 2,133,435 | $ 746,702 | $ 67,526 | $ 697,942 | $ 3,645,605 |
| Facilities Maintenance | 73,950 | $ - | $ - | $ 159,734 | $ 1,651,000 | $ 1,810,734 |
| Navarro Admin | 61,549 | $ 2,948,353 | $ 1,031,923 | $ 22,280 | $ 230,281 | $ 4,232,837 |
| Pro Learning Center | 18,003 | $ 324,914 | $ 113,720 | $ 5,716 | $ 204,831 | $ 649,181 |
| **Administration Totals** | **220,360** | **$ 6,724,418** | **$ 2,353,546** | **$ 295,721** | **$ 3,202,300** | **$ 12,575,985** |
| **Grand Total** | **3,433,355** | **$ 222,234,246** | **$ 66,123,140** | **$ 469,941** | **$ 30,571,116** | **$ 315,647,092** |

## SUMMARY

The estimated **$315.6 million** capital improvement budget represents the investment required to bring all McAllen ISD facilities to a **Good** or better condition rating (Facility Score of 85+). These improvements encompass building systems renewal, modernization of instructional and support spaces, technology infrastructure, and site enhancements across every school level. By strategically implementing these projects over multiple phases, the district can reduce deferred maintenance, enhance energy efficiency, and ensure equitable learning environments for all students. The total cost reflects not only the modernization of physical facilities but also McAllen ISD's long-term commitment to safety, sustainability, and educational excellence across the district.

## New Construction Projects

New facility projects were evaluated using recent Texas K–12 construction benchmarks and regional cost trends to establish realistic planning budgets. The estimated **hard costs** represent direct construction expenses—labor, materials, and contractor overhead—while **soft costs** account for professional services, permitting, testing and inspection, FF&E, technology, and contingencies. For planning purposes, soft costs are assumed at **25–35% of hard costs**, depending on project complexity and site conditions.

### GYMNASIUM CONSTRUCTION AND ENCLOSURES

To promote **facility equity across all elementary schools**, McAllen ISD is pursuing the construction or enclosure of gymnasium spaces to ensure each campus has access to a dedicated, weather-protected physical education facility. At Perez and Castaneda Elementary Schools, this work involves enclosing existing covered pavilions to create fully conditioned gymnasiums with restrooms, storage, and an office—at an estimated **$423 per square foot**, or approximately **$2.63 million per site**.

At Sanchez, Hendricks, and Houston Elementary Schools, new stand-alone gymnasiums are proposed at roughly **6,200 square feet** each. These facilities are estimated at **$614 per square foot**, or approximately **$3.8 million per project**, based on current Texas market conditions for small educational athletic buildings. The addition of enclosed gyms across all elementary schools will provide equitable access to indoor PE instruction, assemblies, and community activities regardless of weather conditions.

### NEW CLASSROOM WINGS

Three campuses—Gonzalez Elementary, Milam Elementary, and Morris Middle School—are identified for new **classroom wings** ranging from **13,000 to 19,000 square feet**, at an average construction cost of **$562 per square foot**. These projects are designed to **replace aging portable classrooms** with permanent instructional space that supports modern teaching, provides integrated technology infrastructure, and improves campus safety and energy efficiency.

- Gonzalez ES: 14,000 SF – approximately **$7.87 million**
- Milam ES: 13,300 SF – approximately **$7.48 million**
- Morris MS: 19,000 SF – approximately **$10.68 million**

Replacing portable classrooms with permanent construction improves learning environments, reduces long-term maintenance costs, and enhances accessibility, safety, and comfort for students and staff. These investments advance the district's goal of providing equitable, high-quality educational spaces across all campuses.

## Flagship Performing Arts Center

### PROJECT OVERVIEW

To celebrate and sustain McAllen ISD's nationally recognized fine arts programs, the district is considering the development of a **Performing Arts Center (PAC)** that would serve as a shared venue for all schools. The facility would include a **1,000-seat main performance hall**, dedicated instructional, rehearsal, and support spaces for fine arts programs districtwide.

- **Estimated Total Project Cost:** $45 million – $50 million
- **Estimated Hard Construction Budget:** $35 million
- **Approximate Size:** 65,000 – 75,000 square feet

### PROGRAM ELEMENTS

- **Main Performance Hall:** 1,000 fixed seats with orchestra pit, fly tower, professional lighting and sound, and variable acoustic treatments to accommodate band, choir, orchestra, and theater performances.
- **Education and Rehearsal Spaces:** Two large ensemble rooms designed for music rehearsal, warm-up, and classroom instruction; convertible for small performances or events.
- **Production and Support Areas:** Scene and costume rooms, storage, dressing and green rooms, wardrobe maintenance area, and a stage-level load-in dock for instruments and set pieces.

- **Front-of-House:** Lobby with concessions, ticketing/box office, and public restrooms; efficient patron circulation and accessibility features.
- **Administration and Technical Areas:** Control rooms for lighting and audio, small facilities office, AV/IT equipment storage, and mechanical mezzanines for rigging access and maintenance.
- **Site and Circulation:** Bus and box-truck circulation routes, patron drop-off and pick-up zones, secure instrument load-in path, and surface parking sized for event occupancy.

## Career and Technical Education Center

### PROJECT OVERVIEW

To address outdated Career and Technical Education (CTE) facilities across McAllen ISD while staying within a constrained capital budget, the District may consider a **phased "Core Trades Hub"** approach.

This option delivers the most essential and high-impact components of a new districtwide CTE facility—focused on **Automotive Technology, Welding, and Construction Trades**—while deferring expansion programs such as Health Science, Advanced Manufacturing, and HVAC/Electrical to future phases.

The facility would consolidate the most equipment-intensive and space-dependent trades programs into one **modern, efficient, and expandable facility**, designed to meet current safety, ventilation, and instructional standards while providing core infrastructure for long-term growth.

- **Estimated Total Project Cost:** $45 million – $55 million
- **Estimated Hard Construction Budget:** $35 million
- **Approximate Size:** 75,000 – 85,000 square feet

### PROGRAM ELEMENTS

- **Automotive Technology Lab:** 6–8 service bays equipped with lifts, alignment rack, and diagnostic stations. The space will include a parts storage room, tool cages, and instructional area. Infrastructure (power, air, exhaust) will be designed for future expansion of additional bays.

- **Welding and Metal Fabrication Lab:** 16–20 welding booths with shared exhaust system, gas storage, and plasma cutting table. The lab will include instructional space, equipment storage, and safety systems consistent with OSHA and CTE standards.

- **Construction Trades Lab:** 4,000–5,000 square feet of flexible shop space supporting carpentry, framing, and basic construction technology. The lab will feature modular work areas, portable tools, and rough-in for future dust collection and expansion.
- **Classrooms and Instructional Support:** 4–6 general classrooms, a testing and certification room, and a shared computer lab. These spaces will support the CTE programs and allow cross-utilization for multiple courses or career pathways.
- **Administration and Support Areas:** Lobby and reception, administrative offices, staff workroom, storage, and restrooms. A small commons area may be included for student collaboration and career counseling.
- **Site Development:** Secured outdoor work yard for material storage and project construction, loading dock access, parking for 120–150 vehicles, and circulation designed to accommodate buses and delivery vehicles. The site will include **utility stubs and pad space for future expansion**.

### INTENDED USE AND BENEFITS

The proposed CTE Center will provide equitable access to high-quality, industry-aligned career pathways for all McAllen ISD students. By consolidating specialized programs into one modern facility, the District can replace outdated workshops, improve safety, and ensure every student has access to cutting-edge training in the trades and healthcare professions.

This investment will strengthen partnerships with South Texas College, local employers, and workforce organizations, expanding internship, certification, and apprenticeship opportunities. Beyond student instruction, the facility can also support evening adult education, SkillsUSA competitions, and regional workforce training, positioning McAllen ISD as a leader in technical education and community advancement.

In addition to its instructional and economic benefits, the CTE Center represents a significant step toward equity and efficiency—a shared, purpose-built facility that reflects McAllen ISD's commitment to preparing students for success in college, career, and life.

## Facility Funding Options in Texas

Implementing a comprehensive Facilities Master Plan in Texas requires tapping a mix of local, state, and alternative funding sources. Unlike California's School Facility Program, Texas does **not** provide formula grants for school construction; districts must primarily rely on local financing supplemented by state guarantees and occasional targeted programs. A diversified funding strategy is essential to support modernization, new construction, and deferred maintenance across McAllen ISD.

## Local Funding Sources

### GENERAL OBLIGATION (GO) BONDS

This is the most common method Texas school districts use to raise capital for facility improvements. Voters in the district must approve the bond election, and bond proceeds may be used for construction, renovation, land acquisition, safety upgrades, and technology infrastructure. After voter approval, the district issues bonds to investors and repays principal and interest through the **Interest & Sinking (I&S)** portion of the property tax rate. Texas law limits bond maturities (e.g., maximum allowable term) and requires transparent project planning and community outreach.

### DEBT SERVICE / INTEREST & SINKING (I&S) TAX RATE

When bonds are sold, a corresponding I&S tax rate is used to repay that debt. This tax rate is separate from the district's Maintenance & Operations (M&O) rate, which supports day-to-day operations (salaries, utilities, supplies, etc.). Because bond proceeds cannot be used for operations, many districts carefully balance I&S and M&O tax rates to maintain fiscal stability.

### TAX NOTES / SHORT-TERM BORROWING

In certain cases, districts may issue tax notes or certificates of obligation (COs) for mid-range capital or maintenance needs without requiring voter authorization, though such mechanisms carry legal constraints or community backlash risks. Some districts use these for roofing, HVAC, or emergency repairs. (Note: usage varies by district and must comply with Texas law.) For example, Houston ISD deployed a maintenance tax note as a short-term mechanism to fund HVAC and roofing projects after a bond failed.

### GENERAL FUND TRANSFERS AND OPERATING RESERVES

Although not ideal for large-scale capital work, districts sometimes earmark portions of their general operating fund for facility improvements or match amounts for capital projects. This is limited by competing priorities for day-to-day expenses.

### DEVELOPER / IMPACT FEES AND GROWTH DISTRICT MECHANISMS

In fast-growing areas, districts may collect development fees (or "impact fees") or negotiate with municipalities to offset facility expansion costs. Their use and legality depend on local and regional ordinances.

## State-level Support & Guarantees

### PERMANENT SCHOOL FUND (PSF) BOND GUARANTEE PROGRAM

Texas provides a key backstop for school district bonds through the PSF. When school bonds are properly issued and approved by the Texas Education Agency, they can be guaranteed by the PSF, which helps districts achieve more favorable bond ratings and lower interest costs. The guarantee does not replace local funding but enhances borrowing credibility.

### STATE FOUNDATION & PUBLIC EDUCATION FUNDING

While Texas does not allocate dedicated state grants for new school facilities, districts receive general education formula funding (via the Foundation School Program) that supports operations but not capital expansion. Some legislative appropriations or special bond programs may occasionally target infrastructure or safety, but these are not reliable sources for comprehensive facility upgrading.

### TARGETED OR SPECIAL STATE PROGRAMS AND GRANTS

From time to time, the Legislature or state agencies may offer grants for specialized programs—for example, energy efficiency, technology, disaster recovery, or CTE expansion. Districts should monitor these opportunities and be ready to apply when they align with FMP priorities.

## Other Potential Supplemental Sources

### FEDERAL GRANTS AND FUNDING PROGRAMS

While federal funding typically prioritizes educational programming or special-purpose grants (e.g., Title I, ESSER, CTE), some opportunities may support facility-related improvements—especially if tied to safety, accessibility or federal regulation compliance.

### PHILANTHROPY, FOUNDATIONS, AND PUBLIC-PRIVATE PARTNERSHIPS

Local or regional foundations, corporate sponsorships, or partnerships with higher-education or community institutions may offer grants or matching funds for community-facing facilities (e.g., performing arts centers, shared-use auditoriums, athletic complexes).

## Summary

In summary, McAllen ISD's capital funding strategy must emphasize **local voter-approved bonds** as the backbone of facility investment, supplemented by state-level bond guarantees, occasional grants, operating fund transfers, and strategic partnerships. Because Texas does not provide formula-based capital funding for schools, the district's ability to modernize, expand, and maintain facilities depends heavily on a diversified, sustainable mix of funding sources tailored to community capacity and long-term planning.

# Appendix A- Comprehensive Site Profiles

### Shared Vision for Educational Excellence

McAllen Independent School District (MISD) is dedicated to fostering a successful, secure, stimulating, and supportive educational journey, emphasizing the significance of learning for every student. The primary aim of the Facility Condition Assessment is to systematically record the facilities needs throughout MISD's educational sites and support facilities. This crucial documentation will lay the groundwork for future analysis and enhancement of these needs, ensuring they align with our district's mission, values, and educational objectives.

### Facility Upgrades and Asset Protection

This document outlines the strategies for addressing various facility needs within the district, including maintenance, advancements in educational delivery, energy efficiency measures, and technology infrastructure enhancements, while also safeguarding existing district assets. It is important to note that the implementation timeline is flexible, allowing for prioritization based on immediate needs, available resources, and budget allocations.

### Modernization and Infrastructure Upgrades

MISD is committed to maintaining a strong and reliable infrastructure to effectively support its educational programs. However, periodic updates or replacements are necessary to ensure facilities remain safe, functional, and aligned with evolving educational needs. Essential systems, including roofing, plumbing, HVAC, electrical, and windows, require ongoing maintenance and improvements. Additionally, to accommodate both existing and emerging 21st-century learning programs, modifications to classrooms and support spaces may be needed. The district also prioritizes the installation of new playgrounds with safety surfaces and water stations to enhance student well-being and campus safety.

### Aesthetics and Community Engagement

MISD aims to present a welcoming and visually attractive environment for students, parents, and the community. This includes necessary repairs and updates to exteriors, fencing, landscaping, irrigation systems, public walkways, driveways, stair accesses, paving, windows, and paintwork.

### Implementation and Leadership Collaboration

The assessment of facility needs was conducted under the leadership of MGT Consulting, who have collaborated closely with district leadership through various meetings. These discussions, involving key district leaders, help pinpoint critical and broad needs across the campuses. These include IT upgrades, long-term maintenance, and the renewal or replacement of relocatable classrooms, along with modernization and updates to infrastructure and systems districtwide.

# Facility Condition Assessments

Facility assessments were conducted at each school site using MGT's BASYS® Facility Assessment software. The assessments included:

- Building Condition which evaluates the physical condition of all building systems.
- Educational Suitability or Functionality which evaluates the ability of the facility to support and enhance educational program delivery.
- Grounds Condition which evaluates the physical condition of all site systems.
- Technology Readiness which evaluates the level to which the building infrastructure supports information technology.

Each assessment results in a score based on a 100-point scale. Scores are interpreted as shown on the following chart.

| NUMERICAL SCORE | INTERPRETATION |
|---|---|
| 90 – 100 | New or like new, Excellent |
| 80 – 89 | Good |
| 70 – 79 | Fair |
| 60 – 69 | Poor |
| Below 60 | Unsatisfactory |

The scoring is structured to measure the level of deficiencies as related to the total value of the building. Consequently, scores can be used to calculate the budgets required to remediate the deficiencies identified in the assessments. The BASYS® software produces a detailed report for each facility assessment which includes each deficiency identified.

# Appendix A-
# Elementary School Sites

















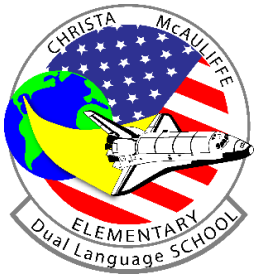

































# Alvarez Elementary School

**Address:**
2606 Gumwood Street
McAllen, TX 78501

**Grade Configuration:**
PK-5th Grade

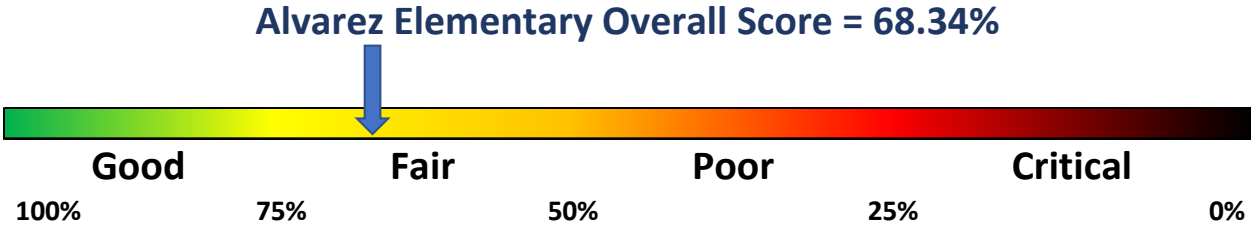
**Year Constructed:**
1968

**2024-2025 Enrollment:**
435

Alvarez Elementary School in McAllen, Texas, was established in the late 1960's to early 1970's and serves students Pre-Kindergarten through 5th grades.

The school is named after Francisca Alvarez, a historical figure known for her compassion and bravery during the Mexican-American War. She is often referred to as the "Angel of Goliad" for her efforts to save lives during the Goliad Massacre, where she reportedly pleaded for the lives of Texan prisoner. The school honors her legacy by fostering a culture of knowledge, compassion, and leadership.

It is also recognized as an International Baccalaureate (IB) World School, which reflects its commitment to global education and student empowerment Known as the home of the Tigers, Alvarez Elementary promotes a student-centered philosophy that prioritizes both academic growth and emotional well-being. The school has programs like the McAllen Kids Marathon, music festivals, and academic showcases, Alvarez Elementary has established itself as a school dedicated to well-rounded student development. Its commitment to resilience, creativity, and community involvement continues to make it a meaningful place for learning and growth in the McAllen region.



# Alvarez Elementary School

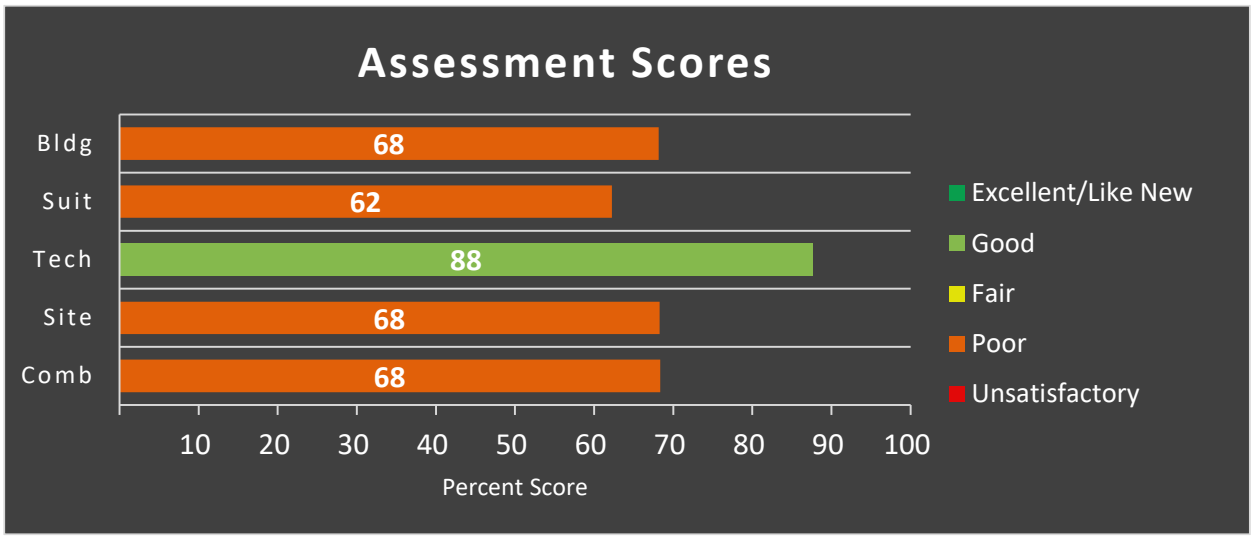
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Alvarez Elementary Building Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 42,399 | 1959 | 66 |
| Classroom Annex | Permanent | 2,940 | 1974 | 51 |
| Cafeteria | Permanent | 4,726 | 1979 | 46 |
| Gymnasium | Permanent | 6,138 | 2001 | 24 |
| **Total** | | **56,203** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



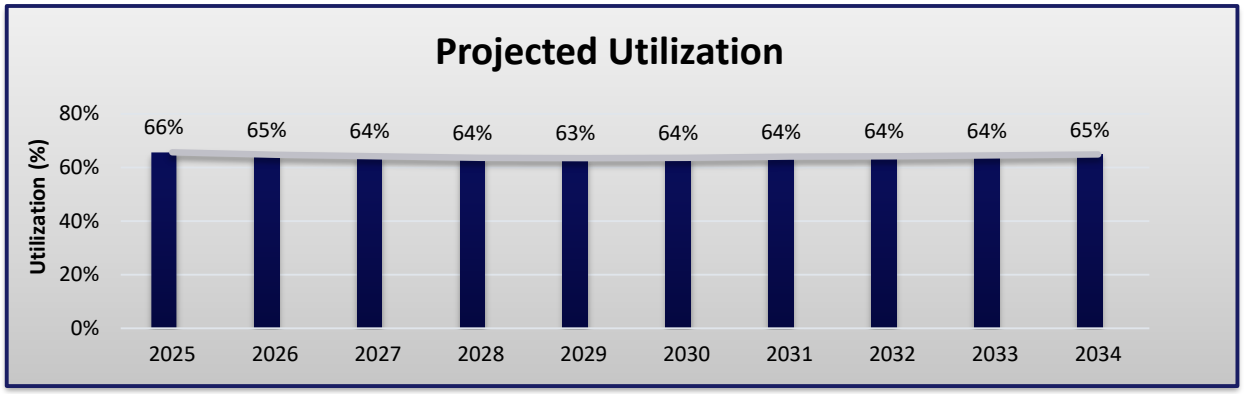
# Alvarez Elementary School

## Capacity, Utilization & Enrollment Projections

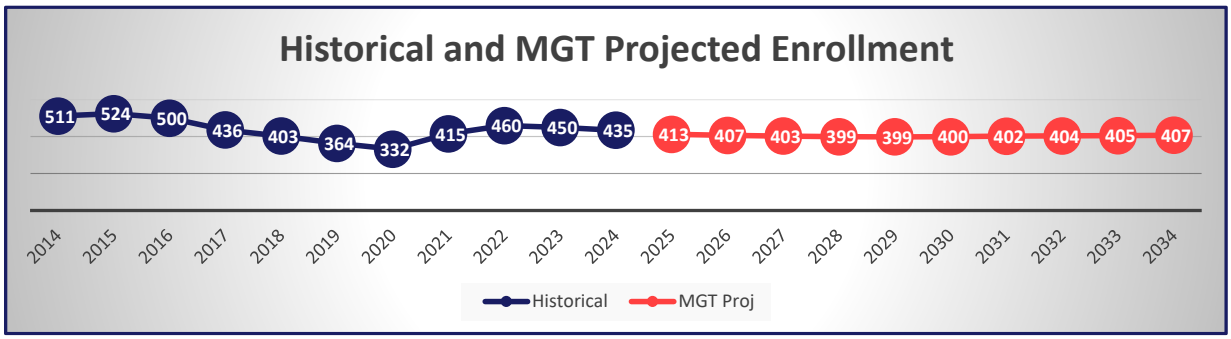
For the 2024–2025 school year, the school's enrollment is 435 students, representing 69.25% of its target capacity. This falls within the "Inefficient" range, indicating the campus is being used ineffectively with significant underutilization.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| **School** | **Current Enrollment** | **Maximum Capacity** | **Target Capacity** | **Utilization** |
| **Alvarez ES** | 435 | 698 | 628 | 69.25% |

Correspondingly, projected utilization is expected to hold between 63% and 65% over the next ten years, keeping the school in the "Inefficient" range throughout the forecast period. This suggests the facility will remain underutilized relative to its available space.




Historical enrollment peaked in 2015 at 524 students but has trended downward over the past decade, stabilizing around the low 400s in recent years. In 2021, the school added additional preschool classes, leading to a spike in enrollment of about 100 students for the 2021-2022 school year. Projections indicate enrollment will remain steady between 399 and 407 students through 2034.



# Alvarez Elementary School

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 68.15%)

Alvarez Elementary is an aging campus with buildings constructed primarily between 1959 and 1979, with a gym addition in 2001. Overall, the foundation and structural systems are stable, but many systems and finishes show signs of significant age. Exterior walls are stained and discolored, with deterioration most visible in the Main Building. Roof conditions vary: the Gym and Cafeteria roofs are in good shape, but the Main Building roof has ponding and damage from condensate piping. Windows are mostly outdated single-pane systems, and some are boarded. Exterior doors in the Main and Annex are serviceable, but the Cafeteria and Gym lack compliant panic hardware at rear exits.

Interior conditions reflect long-term use. Floors, walls, and ceilings are generally functional but dated, with worn VCT, stained tiles, and moisture-related damage in several areas. Casework, toilet partitions, and movable partitions are similarly aged. Mechanical, electrical, and plumbing systems are mixed. The Main Building's electrical service is unreliable, with breaker trips and insufficient outlets, while other areas are rated better. Plumbing is largely functional, though low water flow and rusted fixtures are reported. HVAC systems operate but exhibit rust, broken insulation, and distribution problems such as poor airflow and vibration. Controls are outdated and unreliable in several buildings.  LED Updates are needed throughout the campus.

Life safety systems are functional, with upgraded fire alarms and adequate emergency lighting, but deficiencies remain in exit hardware and controlled access at door entrances.

### Educational Suitability (Score: 62.24%)

Instructional environments at Alvarez Elementary are limited by outdated layouts, worn finishes, and undersized spaces. Classrooms are slightly below modern standards, with low ceilings, narrow hallways, insufficient storage, and inadequate outlets. Kindergarten and Pre-K rooms are outdated, with limited natural light and poor storage. Self-contained special education classrooms lack restrooms and storage, and resource rooms are undersized and poorly equipped.

Specialized instructional areas are particularly weak. Music is taught in a general education classroom in the Annex, with no acoustical treatments and insufficient storage. Art and computer labs are not available, and performing arts space is limited to an undersized, acoustically poor stage with outdated equipment. The media center, repurposed from classrooms, is small, lacks natural light, and provides little storage.

Support spaces are also inconsistent. Student restrooms are outdated, with ventilation and odor issues. Administration spaces lack privacy and adequate office capacity. The clinic is undersized, with HVAC comfort problems. The cafeteria and food service spaces are undersized and poorly lit, with cramped food prep and storage. Staff spaces are dated and undersized, though custodial and maintenance areas are functional. Site circulation is fair—car traffic flows adequately, but crosswalks are limited, posing safety concerns.

## Grounds Condition (Score: 68.29%)

The site shows some of the most pressing deficiencies. Parking lots are worn and faded, and covered walkway structures are deteriorating, with roof leaks and rusted supports. Play courts are in poor condition, with cracked surfaces, rusting basketball equipment, and outdated lighting. Lawns and gardens suffer from severe flooding and drainage problems, especially at the front of the Main Building where downspouts empty into low areas without proper outlets, leading to water intrusion. Playfields are serviceable but have bare areas, while irrigation covers only part of the site. Playground equipment is more than 20 years old, though some components have been replaced in recent years.

Utilities are mixed: water pressure is inconsistent in parts of the Main Building, wastewater systems are functional, but storm drains frequently clog and create standing water. Site lighting is poor, especially in parking areas, while fencing is secure and compliant.

## Technology Readiness (Score: 87.00%)

Technology systems are adequate in many areas but limited by outdated electrical and connectivity infrastructure. Insufficient outlets and frequent breaker trips restrict classroom technology use. Wi-Fi coverage is inconsistent, leaving dead zones across campus. LAN/WAN backbone, staff technology, and core systems are generally strong, but the aging IT environment and lack of robust equity of access reduce effectiveness. Classroom audio systems are not in place.

## Summary

Alvarez Elementary is a functional but aging campus where most buildings and systems are well beyond their optimal life cycle. The Main Building faces significant deficiencies in electrical service, HVAC distribution, and accessibility, while specialized instructional areas such as science, music, and media are inadequate or absent. Grounds conditions - particularly flooding and poor drainage - are a major concern for both safety and usability. Technology infrastructure is reliable in some areas but hampered by poor coverage, insufficient outlets, and outdated cabling and electrical panels.

Priority improvements should include modernization of classrooms, cafeteria, kitchen and specialized instructional spaces, roof and drainage repairs, replacement of outdated electrical panels, development of a new media center, and comprehensive upgrades to playgrounds, play

courts, and site lighting. These actions will extend the service life of facilities, address safety concerns, and better support modern educational programs.

# Site Master Plan

## Safety and Security Improvements

Campuswide safety and security upgrades are a top priority. Expanded access controls, upgraded camera systems, and installation of panic hardware on rear exits in the cafeteria and gym will improve site safety, emergency preparedness, and life safety compliance.

## Modernization

Modernization efforts should focus on enhancing energy efficiency, lighting quality, and overall instructional environments. Upgrading all interior and exterior lighting to LED will improve visibility and reduce long-term maintenance costs. Classroom modernization—including new flooring, paint, ceilings, casework, lighting, and ADA-compliant hardware—will refresh aging interiors and support a more functional learning environment.

## Site & Infrastructure

System and infrastructure improvements are essential to maintain reliable operations and extend building life. Replacing outdated HVAC controls, pumps, and condensate piping will improve efficiency and address water damage in the main building. Roof and surface upgrades—including repairs to play courts, walkways, and awnings—will enhance safety and accessibility. Additional site lighting in parking and pedestrian areas will improve evening visibility and security, while drainage and landscaping improvements will reduce flooding and protect building foundations.

## Educational Adequacy Improvements

Programmatic improvements are recommended to support equitable and flexible learning. Expansion of the cafeteria and modernization of food service areas will accommodate current enrollment and improve operations. Creation of dedicated science, art, and music rooms with appropriate equipment and storage will enrich instructional offerings. Kindergarten and early childhood classrooms should receive upgrades to lighting, storage, and layouts to better support flexible learning environments.

## Technology Readiness

Technology infrastructure upgrades will strengthen connectivity and instructional delivery. Replacing outdated cabling and adding outlets and circuits will improve network reliability, prevent electrical overloads, and enhance support for modern classroom technology.

# Alvarez Elementary School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10.0 Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Educational Adequacy Improvements | **Cafeteria & Food Service Expansion** | Expand cafeteria and modernize food prep/storage to support enrollment. | Priority 1 | Current cafeteria is undersized and food service systems are outdated. |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Health & Safety | **Security Hardware Upgrades** | Install panic hardware on rear exits in Cafeteria and Gym | Priority 1 | Life safety compliance improvement |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **HVAC Distribution Improvements** | Replace HVAC condensate piping, outdated pumps and HVAC distribution improvements. Address damages from HVAC condensate piping on Main Building. | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Site Lighting Enhancements** | Add lighting in parking and pedestrian areas | Priority 1 | Improves evening safety |
| Educational Adequacy Improvements | **Specialized Instructional Space Development** | Create dedicated science, art, and music rooms with proper equipment and storage | Priority 2 | Supports program equity |
| Modernization | **Classroom Modernization** | Refresh flooring, paint, ceilings, casework, lighting; replace non-ADA door hardware | Priority 2 | Improves instructional quality |
| Site & Infrastructure | **Concrete Surface Renewal** | Replace play courts, repair walkways and awnings | Priority 2 | Improves safety and function |
| Site & Infrastructure | **Drainage & Landscaping Improvements** | Improve drainage, re-route downspouts, and repair landscaped areas | Priority 2 | Reduces flooding and damage |
| Technology Readiness | **Cabling & Network Upgrade** | Replace outdated 10+ year-old cabling; improve LAN performance campus-wide. | Priority 2 | Improves network reliability and system performance. |

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10.0 Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Educational Adequacy Improvements | **Kindergarten & ECE Upgrades** | Improve lighting, storage, and layouts for flexible learning | Priority 3 | Enhances early education |
| Technology Readiness | **Electrical System Upgrades** | Add outlets and circuits to prevent breaker trips and support tech | Priority 3 | Supports instructional technology |

# Dr. Carlos Castaneda Elementary

**Address:**
4100 North 34th Street.
McAllen, TX 78501

**Grade Configuration:**
PK-5th Grade

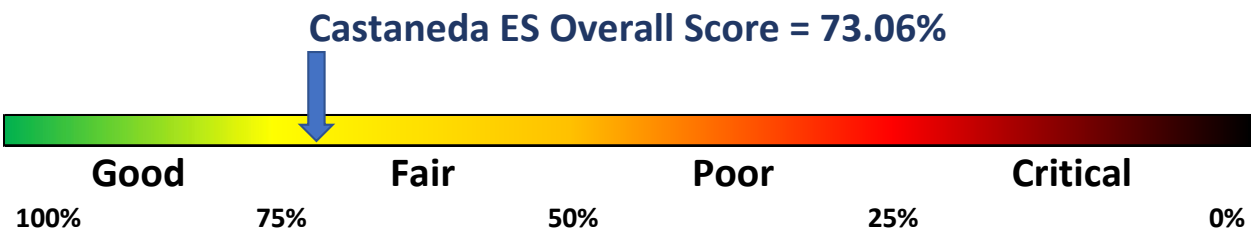
**Year Constructed:**
2001

**2024-2025 Enrollment:**
374

Castañeda Elementary School, the school was established in 2001 and serves students Pre-K through 5th grades.

The school was named in honor of historian and educator Dr. Carlos E. Castañeda was a prominent historian, educator, and civil rights advocate who dedicated his life to preserving the history of Mexican Americans and the Texas–Mexico border region. He authored major historical works, promoted educational equity, and played a key role in building archival collections that highlight Hispanic heritage.

Dr. Carlos Castañeda Elementary School has achieved academic growth through strong literacy and math programs, implemented technology integration to support 21st-century learning, and fostered community involvement through parent engagement initiatives. The school has also supported student development with programs focused on leadership, citizenship, and cultural awareness.



# Dr. Carlos Castaneda Elementary

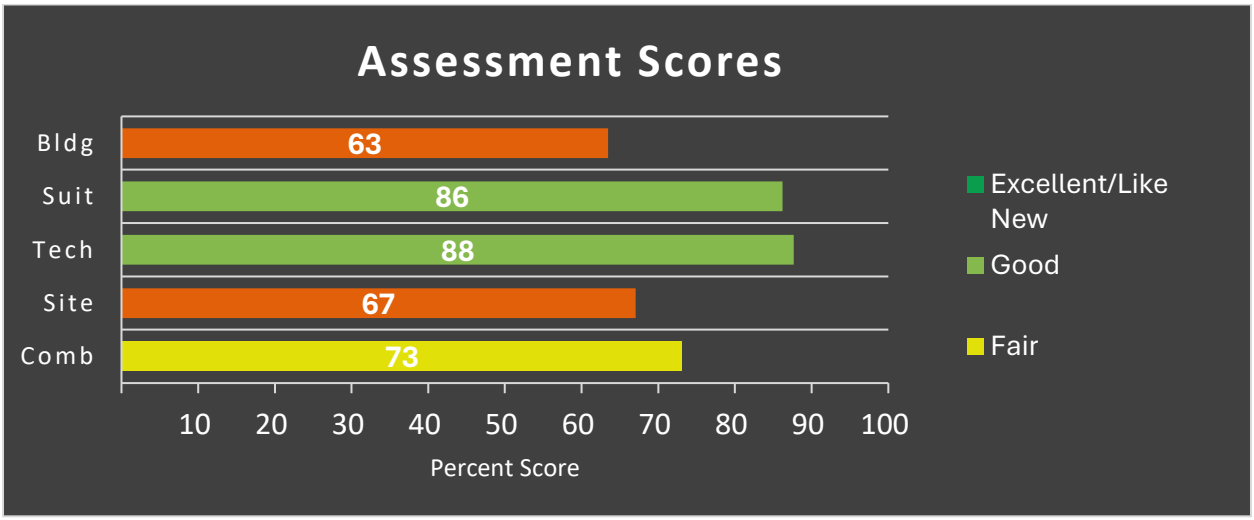
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Castaneda Elementary Building Inventory | | | | 40+ |
|---|---|---|---|---|
| | | | | 30-39 |
| | | | | 20-29 |
| | | | | 1-19 |
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 65,361 | 2001 | 24 |
| **TOTAL** | | **65,361** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



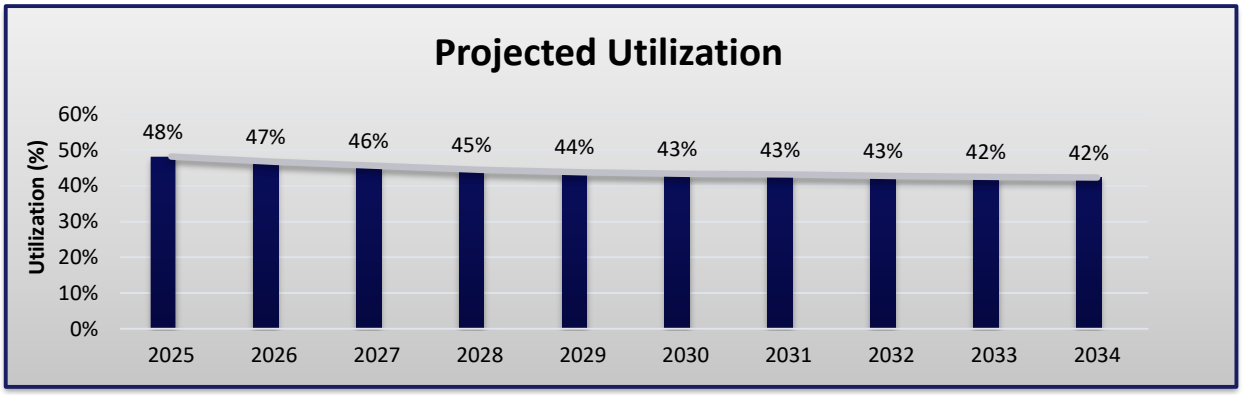
# Dr. Carlos Castaneda Elementary

## Capacity, Utilization & Enrollment Projections

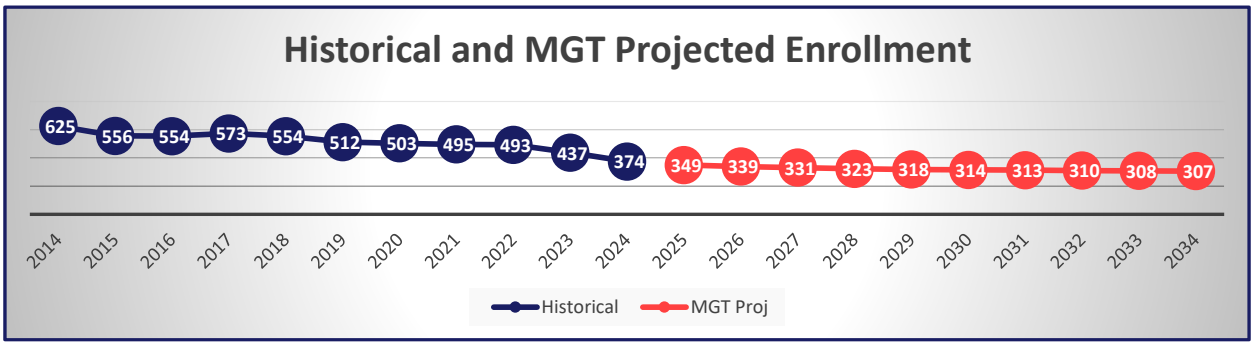
For the 2024–2025 school year, Castaneda Elementary School's enrollment is 374 students, representing 51.37% of its target capacity. This falls well into the "Inefficient" range, indicating significant underutilization of available space.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| **School** | **Current Enrollment** | **Maximum Capacity** | **Target Capacity** | **Utilization** |
| **Castaneda ES** | 374 | 809 | 728 | 51.37% |

Utilization is projected to decline from 48% in 2025 to approximately 42% by 2034, maintaining the campus in the "Inefficient" range throughout the forecast period. This sustained low utilization suggests the need to explore strategies such as program relocation, boundary adjustments, or facility repurposing to better align capacity with projected demand.




Enrollment has declined steadily over the past decade, from 625 students in 2014 to the current level. Projections show further decreases, with enrollment expected to fall to around 307 students by 2034.



# BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

## Building Condition (Score: 63.44%)

Castaneda Elementary School's overall building condition is below average, with several major systems approaching or at the end of their useful life. The foundation and structural framing are in good condition, though some settling has exposed portions of the foundation. Exterior walls display cracking, staining, and faded paint, indicating the need for sealing and repainting. Roofing is in poor condition, with significant wear, improper past repairs, and widespread leakage, especially at the administration entrance and library. Windows are single-pane aluminum units with opaque skylights, both prone to leaking, while exterior doors show minor rust and wear.

Interior finishes range from fair to good, with cracked tiles, worn carpeting, and staining on some walls. Ceilings show extensive water damage from roof leaks. Fixed equipment such as cabinetry and built-ins are serviceable but aging.

Mechanical, electrical, and plumbing systems show signs of wear. Electrical main service is in fair condition with minor rust, though distribution is generally good. Plumbing systems are functional but outdated, with rusted connections, old fixtures, and sewer odors during dry weather. HVAC systems are aging, with the chiller at the end of its life, unbalanced temperatures across the campus, and outdated thermostats requiring maintenance intervention for adjustments. Lighting is inadequate in hallways and classrooms, and LED upgrades are needed. Network connectivity is generally functional but limited by insufficient Ethernet ports in some rooms. Fire and life safety systems are in good condition, and the school meets 2001 ADA accessibility standards.

## Educational Suitability (Score: 86.22%)

Castaneda Elementary provides generally well-designed and functional learning spaces, though inconsistent climate control negatively impacts instructional quality. Classrooms are appropriately sized and located, with good built-in storage, but HVAC imbalances lead to uncomfortable conditions. Kindergarten and ECE classrooms meet most program standards, though ECE spaces are slightly undersized and lack restrooms.

Special education and instructional resource rooms are well-located and equipped, though the campus lacks a dedicated private meeting space for ARD/IEP conferences. Science and music

rooms are appropriately located but share the same HVAC comfort issues seen throughout the building. P.E. activities take place in the cafeteria, which has limited usable space, no partition, and a low ceiling that restricts activity; no P.E. is held during lunch periods. The cafeteria stage provides performing arts space but has limited acoustics, poor sightlines, and outdated sound equipment.

The media center is appropriately sized and located but lacks adequate storage for technology repair equipment. Student restrooms have too few stalls for the population, while administrative, counseling, and clinic spaces are functional but lack a conference room for confidential meetings. The staff lounge is undersized and separated from the workroom. The cafeteria and food service areas are functional and well-equipped. Vehicular and pedestrian traffic flow efficiently, with excellent parking and play areas. Fencing and controlled entrances are secure, but limited camera coverage presents supervision challenges, especially with nearby retail construction.

## Grounds Condition (Score: 67.03%)

The school grounds are functional but show signs of aging and deferred maintenance. Parking lots and driveways have aged asphalt in need of seal-coating and restriping, with some cracked curbs. Sidewalks show cracking and erosion, particularly on the northwest side of campus. Play courts are minimal and aging.

Lawns and playfields have sparse vegetation, uneven ground, and bare dirt patches. Irrigation coverage is incomplete, leaving areas of the campus without adequate watering, which contributes to poor turf health and potential soil shifting near foundations. Playground equipment is generally in good condition, but the rubber chip surface is thinning, with exposed barriers creating trip hazards. Utilities, including water, wastewater, and storm sewer systems, are functional. Site lighting is sparse, outdated, and lacks coverage in parking areas. Perimeter fencing is in good condition, though visibility from a nearby retail plaza under development raises supervision concerns.

## Technology Readiness (Score: 87.68%)

Technology infrastructure supports most instructional and operational needs, though environmental control issues limit efficiency. Cooling is insufficient in multiple classrooms due to HVAC imbalances, occasionally forcing room relocations. The server room shares space with storage and lacks dedicated cooling, potentially affecting equipment reliability. All other systems—including power, connectivity, alerting, and faculty technology—meet or exceed expectations.

# Dr. Carlos Castaneda Elementary


## Summary

Castaneda Elementary provides a functional and supportive learning environment but faces notable facility and site challenges due to aging systems. Roof deterioration, ceiling damage, and outdated HVAC and plumbing components impact comfort and reliability. Targeted improvements should focus on roof replacement, HVAC upgrades, plumbing fixture renewal, and LED lighting conversion. Site needs include resurfacing of parking areas, playground and turf restoration, and improved lighting for safety. While instructional spaces and technology systems remain strong, addressing environmental and maintenance issues will be essential to sustain long-term performance.


## Site Master Plan

### Safety and Security Improvements

Campus safety and accessibility upgrades are top priorities. Expanding student restroom capacity and renovating layouts will ensure ADA compliance and reduce congestion. Enhanced access controls, upgraded camera systems, and additional security cameras throughout key areas will strengthen monitoring, supervision, and emergency preparedness.

### Modernization

Campuswide modernization will improve energy efficiency and instructional quality. LED lighting conversion will enhance illumination and reduce long-term maintenance costs, while interior modernization—including replacement of worn flooring, stained ceilings, and aged finishes—will create a more functional and welcoming environment for students and staff.

### Site & Infrastructure

Infrastructure renewal efforts will address aging systems and improve site usability. Replacing HVAC controls will enhance system reliability and comfort, and roof replacement will protect building integrity. Enclosing the existing pavilion to create a new gymnasium will support equitable access to physical education facilities. Rehabilitation of parking lots, driveways, and play courts will improve safety and appearance, while drainage and irrigation improvements will protect building foundations and maintain landscape health.

# Dr. Carlos Castaneda Elementary

## Technology Readiness

Upgrading outdated cabling and improving network connectivity will enhance instructional technology reliability. Adding dedicated server room cooling will protect IT equipment and ensure consistent performance of critical systems.

## Educational Adequacy Improvements

Programmatic improvements will enhance learning and engagement. Library and music room upgrades—including improved carpet, ventilation, and acoustic treatments—will improve comfort, sound quality, and student experience.

# Dr. Carlos Castaneda Elementary

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10.0 Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **Restroom Capacity and Accessibility Improvements** | Expand student restroom capacity and renovate layouts to ensure ADA compliance. | Priority 1 | Reduces congestion and ensures equitable access for all users. |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Health & Safety | **Security and Supervision Enhancements** | Install additional security cameras in key areas including exits, cafeteria doors, and long hallways. | Priority 1 | Improves safety and supervision on campus. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **Enclose Pavillion to Create New Gym** | Enclose existing pavillion to create a new gynnasium | Priority 1 | Supports facility equity |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Parking Lot and Driveway Rehabilitation** | Resurface deteriorated asphalt areas, replace damaged curbs, and repaint striping. | Priority 1 | Improves site safety, functionality, and visual appeal. |
| Site & Infrastructure | **Roof Replacement** | Replace aging roof systems to eliminate leaks and protect building interiors. | Priority 1 | Prevents water intrusion and building damage. |
| Modernization | **Interior Modernization** | Replace worn flooring, stained ceilings, and aged wall finishes across campus. | Priority 2 | Improves learning environment and extends interior life cycle. |
| Site & Infrastructure | **Drainage and Irrigation Improvements** | Expand irrigation coverage, restore vegetation, and improve grading to reduce erosion and protect foundations. | Priority 2 | Enhances site safety and long-term building stability. |
| Site & Infrastructure | **Play Court and Playground Surface Upgrades** | Resurface play courts and replenish playground surfacing to eliminate trip hazards. | Priority 2 | Improves safety and playability. |
| Technology Readiness | **Cabling & Network Upgrade** | Replace outdated 10+ year-old cabling; improve LAN performance campus-wide. | Priority 2 | Spotty connectivity reduces instructional reliability. |
| Technology Readiness | **Server Room Cooling Improvements** | Provide dedicated cooling for server room to protect IT equipment. | Priority 2 | Improves reliability and longevity of technology systems. |
| Educational Adequacy Improvements | **Library and Music Room Improvements** | Upgrade carpet, ventilation, and sound treatment for comfort and acoustic quality. | Priority 3 | Supports program effectiveness and student engagement. |

# Escandón Elementary School

**Address:**
2901 Colbath Street
McAllen, TX 78501

**Grade Configuration:**
PK-5th Grade

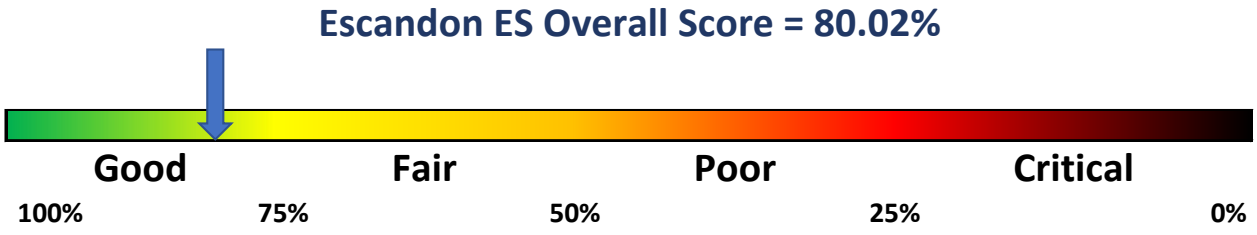
**Year Constructed:**
1978

**2024-2025 Enrollment:**
457

Escandón Elementary School, established in 1978 and serves students from Pre-Kindergarten through 5th grades.

Named after José de Escandón, a Spanish colonial leader celebrated as the "Father of the Lower Rio Grande Valley," the school honors his legacy of community-building and visionary leadership. Escandón's efforts in the 18th century led to the founding of numerous settlements across South Texas and northeastern Mexico, laying the groundwork for the region's development.

Over the years, Escandón Elementary has celebrated several notable milestones. The school has been recognized for its strong bilingual and ESL programs, serving a high percentage of English language learners with tailored instruction and support. It has also participated in district-wide initiatives promoting health and wellness, including recognition through the Alliance for a Healthier Generation. Community engagement remains a cornerstone of the school's culture, with events like "Trunk or Treat," reading challenges, and partnerships with local organizations such as UTRGV Athletics enriching the student experience. These achievements reflect the school's ongoing dedication to nurturing well-rounded, resilient learners prepared for future success.



# Escandón Elementary School

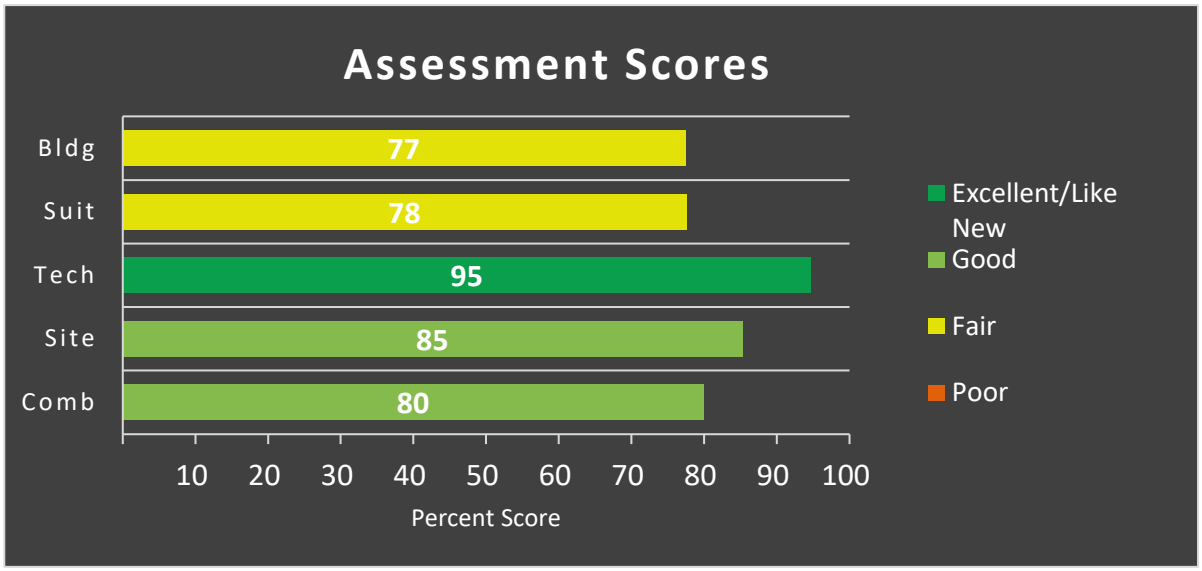
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Escandon ES Building Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 53,374 | 1978 | 47 |
| Music and Audio Training | Permanent | 1,860 | 1978 | 47 |
| Gym | Permanent | 6,076 | 2001 | 24 |
| Portable 41 | Portable | 1,536 | 1971 | 54 |
| Portable 23 | Portable | 1,536 | 1972 | 53 |
| Portable 42 | Portable | 1,536 | 1981 | 44 |
| **Total** | | **65,918** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



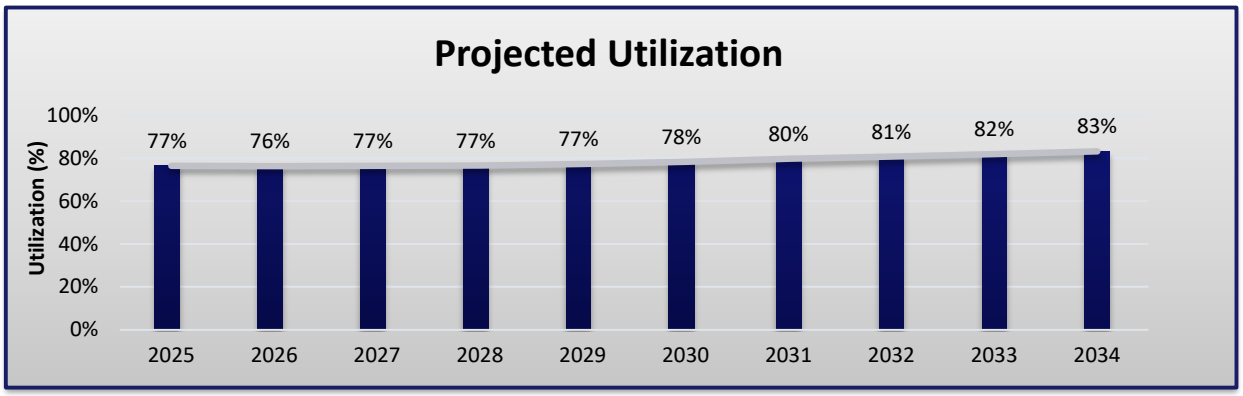
# Escandón Elementary School

## Capacity, Utilization & Enrollment Projections

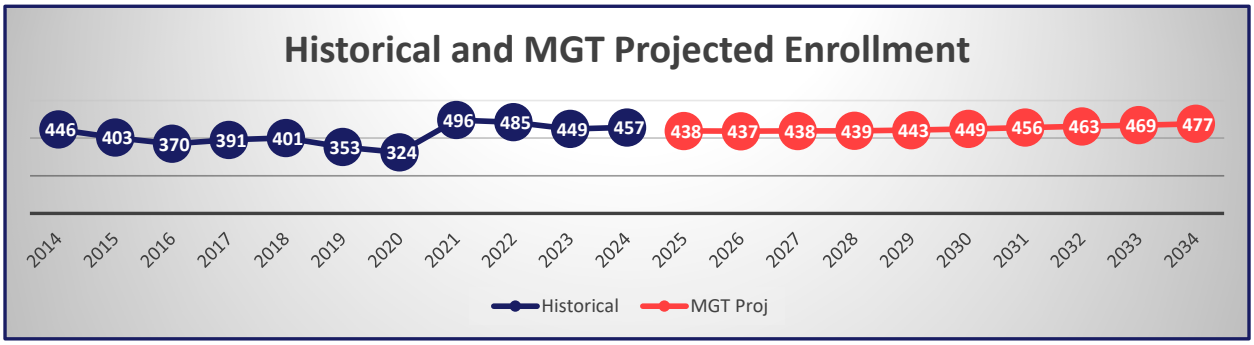
Escandón Elementary School is operating at 79.84% utilization, indicating that current enrollment is below the school's designed capacity. This moderate utilization level suggests that the campus has sufficient space to accommodate fluctuations in enrollment and supports the potential for program growth or the repurposing of existing classrooms to enhance instructional offerings without the need for major capacity expansion.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| **School** | **Current Enrollment** | **Maximum Capacity** | **Target Capacity** | **Utilization** |
| **Escandon ES** | 457 | 636 | 572 | 79.84% |

At Escandón Elementary School, utilization is projected to remain stable over the next several years, gradually increasing from 77% in 2025 to 83% by 2034. This steady upward trend indicates modest enrollment growth that will bring the campus closer to full capacity over time.




Escandón Elementary's enrollment experienced notable fluctuation over the past decade, declining from 446 students in 2014 to a low of 324 in 2020, before rebounding sharply to 457 students in 2024. Projections indicate that enrollment will remain relatively stable over the next decade, with a gradual increase to approximately 477 students by 2034. This steady growth suggests a period of stability for the campus, supporting consistent program delivery and efficient use of available classroom space.



# BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

## Building Condition (Score: 77.46%)

Escandón Elementary is structurally stable across its main and auxiliary buildings, but age and deferred maintenance are evident. The main building roof, an SBS Modified Bitumen system installed in 2006, is beyond its warranty and shows leaks and deterioration. The gym and music building share the same roof type and age, with similar issues. Portable roofs, mostly shingle systems, are serviceable but worn and in need of repair or replacement. Exterior walls across the campus require repainting, and many doors are dented, rusted, or scratched. Several windows remain single-pane, with some broken or boarded with plywood.

Interior finishes are generally fair. Floors—primarily terrazzo, tile, and original finishes in portables—show staining, cracking, and wear, while walls and ceilings are maintained through annual painting and tile replacement. Fixed equipment such as cafeteria bleachers, shelving, and cabinets is outdated but still functional. Chillers require life cycle replacements. Poor insulation on chilled-water lines contributes to condensation and rust in multiple buildings. Ventilation issues are also present, particularly in the gym. Lighting across the campus remains outdated fluorescent, and connectivity is poor, with cabling over 10 years old and unreliable performance. Fire alarm systems have been upgraded, and exiting and extinguishers are adequate, though emergency lighting requires improvement in some areas. ADA compliance is generally met, though stages and older support spaces are exceptions.

## Educational Suitability (Score: 77.63%)

The campus supports instruction but faces limitations in specialized and support spaces. General classrooms are appropriately sized and well located, with good storage and casework, though HVAC performance is inconsistent and two interior classrooms lack natural light. Kindergarten and early childhood classrooms are undersized compared to standards but otherwise well-equipped and appropriately located.

Special education and instructional resource spaces function but lack adequate size, acoustic separation, or storage. Science is delivered in a general education room with limited storage, while music is housed in a small, dimly lit space with poor acoustics and HVAC. There are no dedicated art or computer labs. Performing arts facilities are especially weak: two stages are available but neither is ADA accessible, and both lack curtains, lighting, and acoustical features. The media

center is a bright spot, offering an inviting environment, good layout, and adequate storage despite the absence of natural light.

Support spaces are inconsistent. Administration is cramped, with no reception inside the vestibule and insufficient storage. Counseling lacks a waiting area and secure file storage. The clinic is undersized, lacks a shower, and is separated from the administration area, reducing supervision. Staff lounge and workroom spaces are narrow and undersized. Restrooms are functional but outdated, with urinals lacking partitions. Food service areas are constrained by limited serving line capacity and kitchen storage. Custodial and maintenance spaces lack a large, accessible area for deliveries. Site circulation is congested, with limited parking, no marked crosswalks, and an unpaved lot. Play areas are large but not fully ADA accessible, with pea gravel limiting use for all students.

## Grounds Condition (Score: 85.29%)

The grounds at Escandón are generally well maintained, with resurfaced parking lots, maintained lawns, and recently installed playground equipment. Playfields are regularly seeded and fertilized, though sidewalks and play courts show cracks and need resurfacing. Drainage and storm sewer systems are functional, and site lighting and utilities are in good condition. New perimeter fencing enhances security and aligns with current safety standards.

## Technology Readiness (Score: 94.74%)

Technology infrastructure is reliable overall but not without issues. Classrooms and IT spaces have adequate cooling and power, but cabling is outdated and results in spotty LAN connectivity in some areas. Despite these weaknesses, WAN, video, voice, and staff technology access are strong, and systems provide equitable support for instruction across the campus.

## Summary

Escandón Elementary provides a solid instructional setting but shows significant signs of aging in its buildings and systems. The most pressing needs include roof replacement, window and door upgrades, HVAC insulation repairs and chiller life cycle replacement, restroom modernization, and conversion to LED lighting. Specialized instructional spaces—particularly music, science, and performing arts—require reconfiguration and upgrades to meet modern standards. Support spaces such as administration, counseling, and the clinic need expansion and redesign to improve functionality and supervision. Site challenges include congestion, limited parking, and non-ADA-compliant play areas. While technology systems are generally strong, outdated cabling must be addressed to ensure reliable connectivity. Targeted improvements in these areas will be essential to extend the campus' service life and provide an equitable, modern learning environment.

# Escandón Elementary School

## Site Master Plan

### Safety and Security Improvements

Safety systems are functional but require targeted upgrades. Emergency lighting should be repaired or replaced where failures are reported. Additional supervision support is needed due to limited visibility of exterior buildings. Enhanced signage and reconfiguration of controlled entry points would improve security and wayfinding. Strategic placement of cameras, improved lighting and the expansion of access controls will enhance visibility and safety.

### Roofing and Envelope Repairs

Roofs across the campus, including the main building, gym, and music building, were installed in 2006 and are now beyond warranty, with active leaks and deterioration. Portables also show worn shingle systems in need of repair or replacement. Comprehensive roof replacement is needed across campus.

### Modernization

Interior finishes are generally functional but dated. Floors, wall finishes, and ceilings show wear, particularly in portables. Cafeteria bleachers, classroom shelving, and cabinets are aged and should be replaced with durable, modern alternatives. Painting and resurfacing should be undertaken where deterioration is visible. Music space is undersized and located in a poor environment with acoustical issues, relocating and/or remodeling will better serve the needs of the school.  Life cycle replacement of chillers and piping insulation is also needed.

### Site and Grounds Improvements

Site circulation is congested, with limited parking capacity, no marked crosswalks, and reliance on unpaved lots. Play areas are large but not fully ADA accessible, with pea gravel limiting equitable use. Improvements should include expanded and paved parking, installation of crosswalks at high-traffic points, regrading and surfacing of play areas, and resurfacing of cracked play courts and sidewalks.

### Technology Infrastructure

Technology infrastructure is generally strong but limited by outdated cabling. Spotty LAN connectivity reduces instructional reliability, particularly in classrooms and portables. Improvements should include replacing 10+ year-old cabling, upgrading networking hardware, and ensuring reliable high-speed connectivity throughout the campus.

# Escandón Elementary School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Health & Safety | **Supervision & Security Upgrades** | Improve signage, controlled entries, and supervision of exterior buildings to enhance safety. | Priority 1 | Limited visibility and unclear wayfinding reduce safety/security effectiveness. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **HVAC Mechanical Renewal** | Chiller replacement and HVAC updates | Priority 1 | Ensures reliable comfort and prevents further damage from condensation issues. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Roof Replacements** | Replace roof systems across campus | Priority 1 | Active leaks, expired warranties, and deterioration threaten building integrity. |
| Educational Adequacy Improvements | **Music Room Improvements** | Relocate or expand undersized music space; address acoustics, HVAC, and storage deficiencies. | Priority 2 | Current space limits instructional effectiveness. |
| Site & Infrastructure | **Site Circulation Improvements** | Expand/pave parking, add marked crosswalks, and improve pedestrian/vehicular flow. | Priority 2 | Congested entry and unpaved lots create safety and accessibility concerns. |
| Technology Readiness | **Cabling & Network Upgrade** | Replace outdated 10+ year-old cabling; improve LAN performance campus-wide, including portables. | Priority 2 | Spotty connectivity reduces instructional reliability. |
| Educational Adequacy Improvements | **Clinic Relocation/Upgrade** | Relocate/expand clinic closer to administration, if possible. | Priority 3 | Current clinic location and size are inadequate for student needs. |
| Modernization | **Interior Modernization** | Replace aging flooring, shelving, cabinets, and cafeteria bleachers; repaint walls and doors. | Priority 3 | Refreshes learning environment and extends lifecycle of finishes. |
| Site & Infrastructure | **Play Court & Sidewalk Repairs** | Resurface cracked/gouged play courts and sidewalks. | Priority 3 | Improves safety and usability; prevents further deterioration. |

# Victor Fields Elementary School

**Address:**
500 West Dallas Ave.
McAllen, TX 78501

**Grade Configuration:**
PK-5th Grade

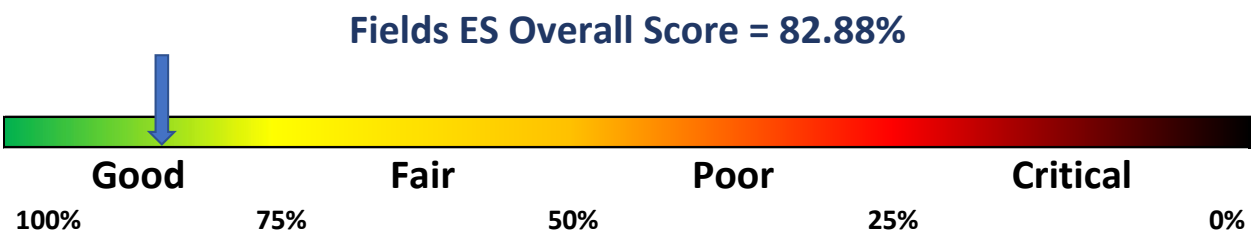
**Year Constructed:**
2007

**2024-2025 Enrollment:**
438

Victor Fields Elementary School, was established in 1947 as Lincoln Elementary, the campus began with sixteen classrooms serving students in grades 1 through 8. Decades later the school serves Pre-Kindergarten through 5th grades. The school's first principal, Mr. Victor Fields, was a former teacher at McAllen High School and a respected leader who helped shape the early identity of the school.

Decades later, with continued population growth and aging facilities, the district made the decision to replace the original building. In 2007, a new, modern campus was constructed on the same site, and the original structure was demolished. While the change was bittersweet for longtime students and staff, it marked a new chapter for the school while preserving its enduring legacy.

The school is proud of its history and remains committed to academic success, student development, and honoring the name it bears. As "Fields Falcons," the students and staff continue to soar high carrying forward a tradition of pride and excellence that began with its founding principal.



# Victor Fields Elementary School

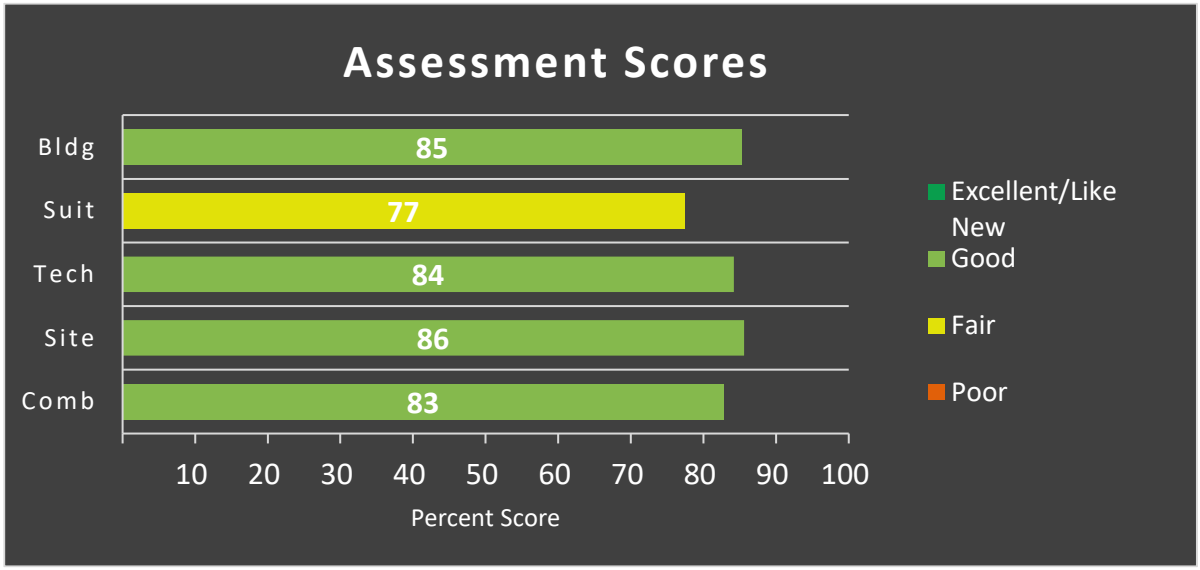
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Fields ES Building Inventory | | | | 40+ |
|---|---|---|---|---|
| | | | | 30-39 |
| | | | | 20-29 |
| | | | | 1-19 |
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 66,679 | 2007 | 18 |
| Gym | Permanent | 6,076 | 2001 | 24 |
| **Total** | | **72,755** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



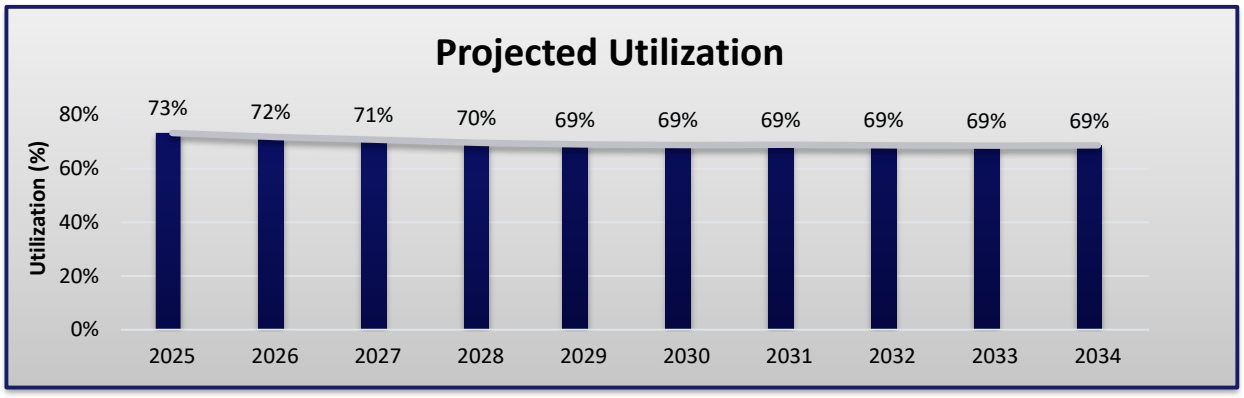
# Victor Fields Elementary School

## Capacity, Utilization & Enrollment Projections

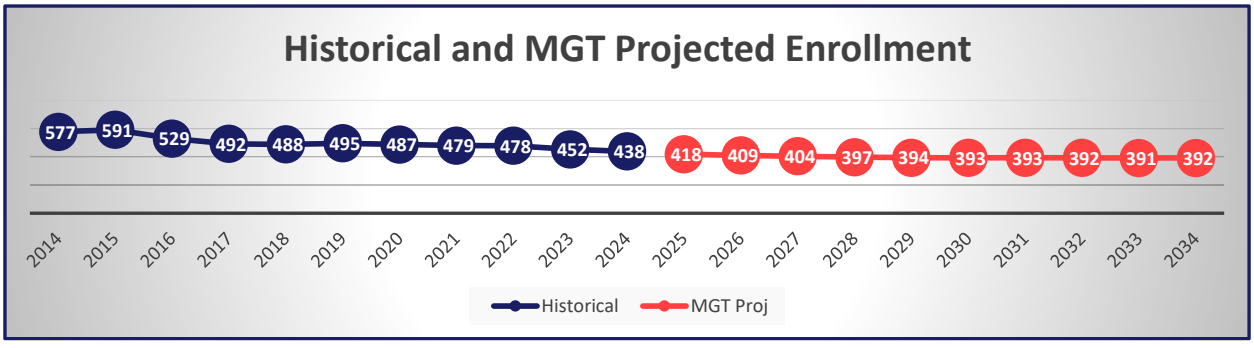
Fields Elementary School is operating at 76.76% utilization, indicating that current enrollment is below the school's total capacity. This moderate utilization level suggests that the campus has available classroom space to accommodate future enrollment growth, program expansion, or specialized instructional areas without requiring major facility additions in the near term.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| **School** | **Current Enrollment** | **Maximum Capacity** | **Target Capacity** | **Utilization** |
| **Fields ES** | 438 | 634 | 571 | 76.76% |

Projected utilization at Fields Elementary School is expected to gradually decline from 73% in 2025 to 69% by 2030, then remain stable through 2034. This trend indicates a modest decrease in enrollment over the next decade, resulting in continued available capacity. The campus will have flexibility to accommodate changes in grade-level distribution or new program needs without requiring additional classroom space.




Fields Elementary School's enrollment has steadily declined over the past decade, decreasing from 577 students in 2014 to 438 in 2024. Projections indicate a continued but gradual decline over the next several years, leveling off around 390 students by 2030 and remaining stable through 2034. This trend suggests a smaller, consistent student population in the future, allowing the campus to maintain manageable class sizes and potentially repurpose underutilized spaces for specialized instructional or support programs.



# Victor Fields Elementary School

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 85.35%)

The main building at Fields Elementary is structurally stable and in generally good condition, though signs of age are beginning to emerge. The roof, installed in 2007, is nearing the end of its useful life and has reported leaks at parapet corners. While interior finishes such as flooring, walls, and ceilings are clean and in good condition, some doors require refinishing, and a broken faucet was noted in the special education room. HVAC systems are operational, though controls in the E100 wing cause inconsistent temperature regulation. Diffusers need cleaning to improve air distribution. Lighting remains outdated fluorescent, not LED, and emergency lighting in some areas is not functioning despite recent repairs. Fire alarm and life-safety systems have become obsolete and are in need of replacement.

The gym is also in stable condition but requires attention to certain systems and finishes. The pitched metal roof appears in good condition, but paint is peeling on exterior walls. Interior finishes are serviceable, though restroom flooring is worn, partitions are old, and minor wall scuffs are visible. Electrical distribution is limited, with insufficient outlets in offices, and dust accumulation in storage rooms indicates ventilation issues. As with the main building, lighting is fluorescent rather than LED, and emergency lights near restrooms were non-functional at the time of assessment.

### Educational Suitability (Score: 77.43%)

Overall educational suitability at Fields Elementary is strong, though storage and specialized space limitations are notable. General classrooms are appropriately sized and located but lack sufficient built-in storage. Kindergarten classrooms are functional but similarly storage-deficient. Early childhood classrooms are well-sized and located, providing a strong learning environment. Special education and instructional resource rooms function adequately but are hindered by limited storage and, in the case of special education, the lack of restrooms and acoustic separation from adjacent spaces.

Specialized instructional areas show mixed adequacy. The science classroom is well placed and functional but constrained by limited storage. Music instruction occurs in a general education classroom, which is undersized and lacks storage and acoustical features. There are no dedicated art or flexible labs. Performing arts instruction is better supported, with adequate location, size, and equipment. Physical education facilities are functional but impacted by water

damage, poor ventilation, and locker room odor issues. The media center is located in a standard classroom and slightly undersized but otherwise functional.

Support spaces are a combination of strengths and weaknesses. Administration, counseling, and the clinic are excellent, with modern, spacious, and functional layouts. The cafeteria and food service areas are appropriately sized and functional. In contrast, the staff lounge is undersized, and the repurposing of staff restrooms to support preschool programs has reduced convenience. Restrooms across the campus show age and require updates. Custodial and maintenance functions are generally well supported, though a water heater was inoperable at the time of assessment. Site circulation is effective for vehicles and pedestrians, though limited parking requires events to be split. Play areas lack dedicated fenced spaces for Pre-K and Kindergarten, and supervision is challenged by limited visibility and signage.

## Grounds Condition (Score: 85.59%)

The school's grounds are generally in good condition, with well-maintained parking, sidewalks, driveways, and play courts. Minor cracking is present near the gym and sunshade posts, and poor grading around the gym causes stormwater to pond near entrances. Playfields need improvement, as equipment is aging and soccer goals are rusted. Playgrounds are in good condition overall, with surfacing and equipment well maintained aside from minor wear on handrails. Storm sewer issues in the western parking lot, caused by poor grading and raised inlets, contribute to drainage concerns. Fencing and site security are solid, and landscaping is adequately maintained.

## Technology Readiness (Score: 84.21%)

Technology infrastructure at Fields Elementary is functional and reliable, but several deficiencies remain. Cooling and electrical capacity are limited, with portable A/C units causing inconsistent classroom temperatures, breakers that trip easily, and a server room sharing space with storage without dedicated cooling. These weaknesses undermine otherwise strong digital infrastructure that provides equitable access, reliable LAN/WAN connectivity, and functioning voice, video, and alerting systems. Faculty and staff have adequate access to technology, but classroom audio systems are not present.

## Summary

Fields Elementary offers a solid instructional environment supported by modern core facilities, reliable site infrastructure, and strong digital systems. However, deficiencies in storage, specialized instructional areas, and climate control highlight the need for targeted improvements. Priority needs include roof repairs or replacement, restroom updates, HVAC control upgrades, and conversion to LED lighting. Playfields, playgrounds, and site drainage also require attention to improve overall safety and functionality. While technology infrastructure is robust, addressing cooling, electrical, and server room deficiencies will be essential to sustain long-term performance.

# Site Master Plan

## Safety and Security Enhancements

Upgrades to safety and emergency systems are a top priority. Expanding access controls, upgrading security cameras, and replacing obsolete fire alarm systems will improve site safety, security monitoring, and emergency preparedness. Additional supervision and signage improvements will enhance visibility around playgrounds and playfields, supporting safe student movement and site supervision.

## Modernization

Modernization projects will address aging systems and improve learning environments. HVAC ventilation upgrades will eliminate reliance on portable air conditioning units, improve gym comfort, and provide dedicated cooling for technology spaces. Converting all lighting to energy-efficient LED will enhance brightness, reduce maintenance, and achieve long-term energy savings. Interior improvements—including refinished doors, repaired walls, and updated restroom partitions—will refresh the appearance of learning spaces, while exterior painting in the gym will help maintain facility condition.

## Site & Infrastructure

Infrastructure renewal will focus on system reliability and facility preservation. Replacement of outdated HVAC controls will improve operational efficiency and comfort, while the roof—installed in 2007 and nearing the end of its service life—should be replaced to prevent future water intrusion. Playground enhancements, including the addition of dedicated Pre-K/K play areas and replacement of aging equipment, will improve safety and accessibility for students.

## Technology Readiness

Relocation and improvement of the server room, including dedicated cooling and upgraded electrical systems, will protect essential IT infrastructure and ensure stable connectivity across campus.

# Victor Fields Elementary School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Health & Safety | **Fire Alarm Replacement** | Replace obsiolete EST fire alarm systems | Priority 1 | Improves site safety monitoring, and emergency preparedness. |
| Modernization | **HVAC Ventilation Upgrades** | Improve gym ventilation/storage areas. Eliminate reliance on portable A/C units and add cooling to server room. | Priority 1 | Improves climate consistency, protects equipment, and supports comfort. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Roof Replacement – Main Building** | Replace or repair 2007 roof nearing end of life with reported leaks at parapet corners. Due for replacement in 2027. | Priority 1 | Prevents further water intrusion and building damage. |
| Technology Readiness | **Server Room & Power Upgrades** | Relocate or improve server room with dedicated cooling, and upgrade electrical systems to ensure stable IT performance. | Priority 1 | Protects technology infrastructure and supports instructional continuity. |
| Health & Safety | **Supervision & Signage Improvements** | Install improved site signage and enhance visibility/sightlines around playgrounds and playfields. | Priority 2 | Strengthens student safety and site supervision. |
| Site & Infrastructure | **Playground Enhancements** | Add dedicated Pre-K/K play areas and replace/repair aging equipment as needed. | Priority 2 | Supports age-appropriate play and improves safety. |
| Modernization | **Exterior Painting & Partitions – Gym** | Repaint exterior gym walls and replace restroom partitions. | Priority 3 | Maintains facility appearance and prolongs component life. |
| Modernization | **Interior Modernization** | Refinish worn doors, repaint scuffed walls, restore restroom flooring in gym, and update partitions. | Priority 3 | Improves interior appearance and extends component life. |

# Reynaldo G. Garza Elementary School

**Address:**
6300 North 29th Street
McAllen, TX 78501

**Grade Configuration:**
Kindergarten - 5th Grade

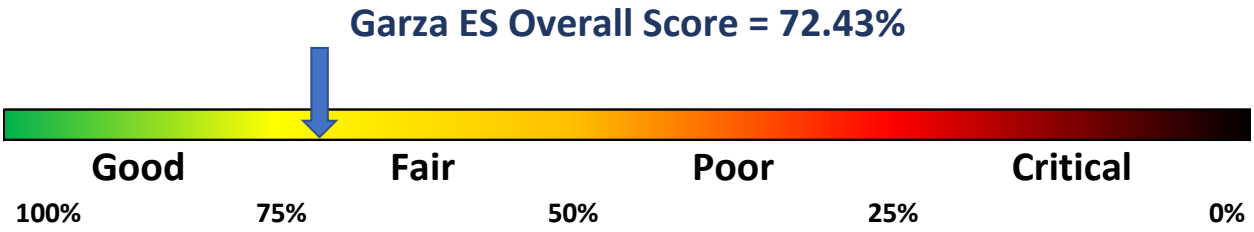
**Year Constructed:**
1983

**2024-2025 Enrollment:**
409

Reynaldo G. Garza Elementary School was established in 1983 serving students Kindergarten through 5th grades.

The school is named in honor of Judge Reynaldo G. Garza, a trailblazing legal figure from South Texas who became the first Mexican American appointed to a federal court in the United States. His distinguished career as a judge and his commitment to justice, education, and civil rights made him a respected role model in the community. The school reflects his legacy by fostering academic excellence and community pride.

Over the years, Reynaldo G. Garza Elementary has achieved several notable milestones that reflect its commitment to academic excellence, student engagement, and community involvement. The school has celebrated academic success through its participation in district-level competitions, such as the McAllen ISD Science Fair, where students have earned top placements—including a 3rd grader who placed third and a 5th grader who came in fifth in recent years. Additionally, Garza Elementary has been recognized in the district's Spelling Bee, with student Jie Laboriante earning the title of District Champion.



# Reynaldo G. Garza Elementary School

## Building Inventory

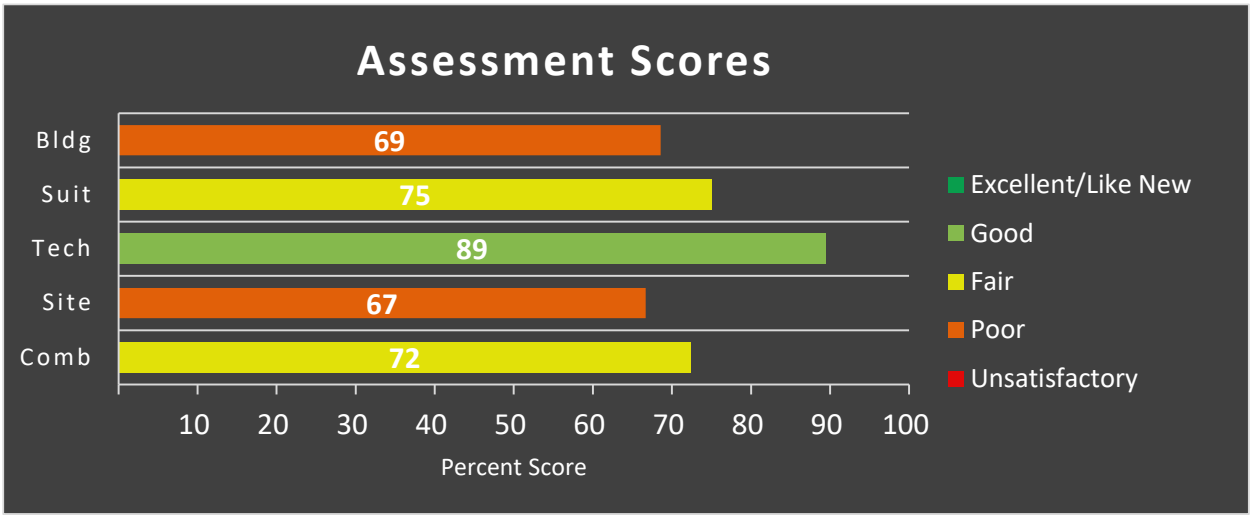
The Building Inventory list is sorted by age and type of buildings.

| Garza Elementary Building Inventory | | | | 40+ |
|---|---|---|---|---|
| | | | | 30-39 |
| | | | | 20-29 |
| | | | | 1-19 |

| Building Name (As Shown on District Inventory) | Construction Type | Area (Sq. Ft.) | Construciton Year | Age in 2025 |
|---|---|---|---|---|
| Main Building | Permanent | 58,472 | 1983 | 42 |
| Gym | Permanent | 7,444 | 1999 | 26 |
| **TOTAL** | | **65,916** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



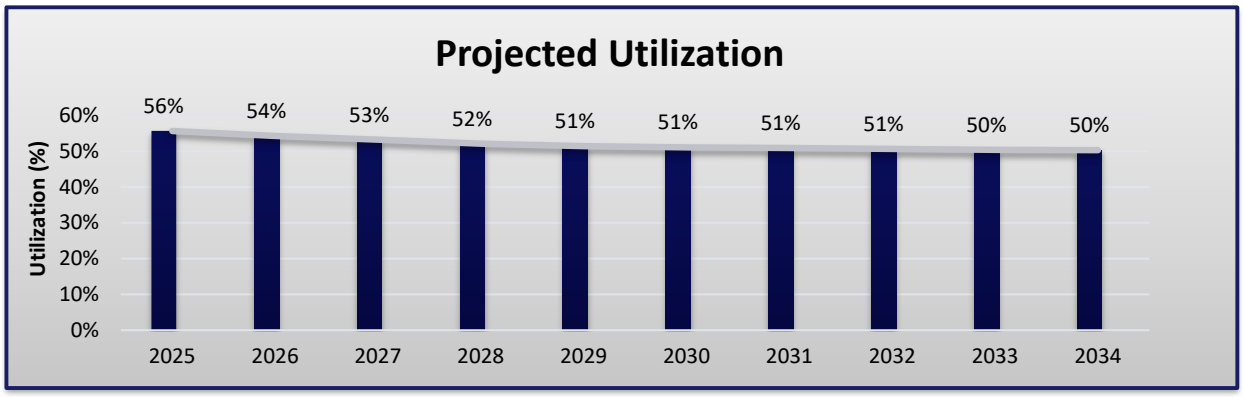
# Reynaldo G. Garza Elementary School

## Capacity, Utilization & Enrollment Projections

With a 59.40% utilization rate, the campus is operating well below its total capacity, indicating significant available classroom space. This low utilization suggests that the school has flexibility to accommodate future enrollment growth, program expansion, or potential consolidation of underused spaces. Strategic use of this excess capacity could enhance efficiency while supporting evolving instructional and community needs.

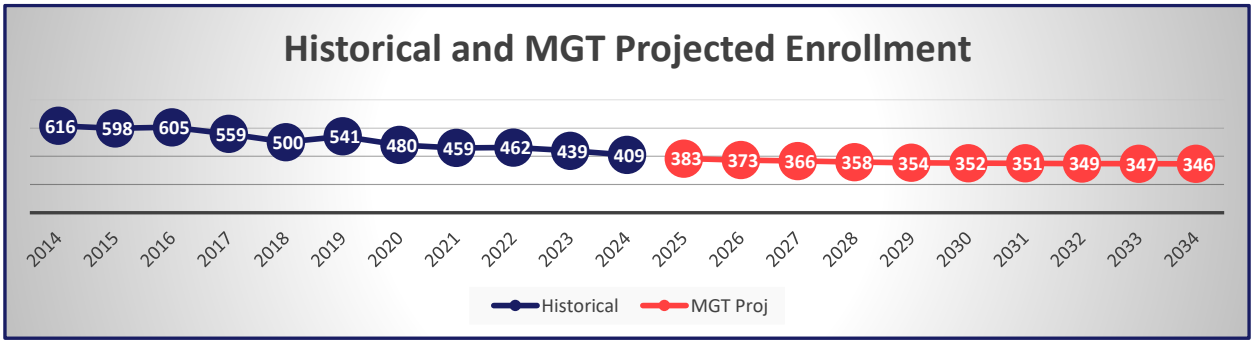
| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| **School** | **Current Enrollment** | **Maximum Capacity** | **Target Capacity** | **Utilization** |
| **Garza ES** | 409 | 765 | 689 | 59.40% |

Projected utilization is expected to decline gradually from 56% in 2025 to 50% by 2034, indicating a continuing trend of underutilization. This sustained low level of occupancy suggests that the school will have ample capacity to support future enrollment changes, program adjustments, or potential consolidation efforts. Strategic right-sizing and space planning may help improve operational efficiency while maintaining flexibility for evolving instructional needs.



# Reynaldo G. Garza Elementary School

Enrollment at this campus has steadily declined over the past decade, falling from 616 students in 2014 to 409 in 2024**.** Projections indicate continued decreases through 2034, with enrollment expected to level off around 346 students. This ongoing downward trend reflects broader demographic shifts and may result in sustained underutilization of classroom space. The available capacity provides flexibility for repurposing space to support specialized programs or community partnerships while maintaining efficient operations.



# BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

## Building Condition (Score: 68.59%)

Garza Elementary shows significant signs of age and deferred maintenance across both the main building and gymnasium. The foundation is generally stable, though cracks have been observed in exterior walls and classroom foundations, and the gym exhibits water intrusion where the roof and wall panels connect. Exterior walls of the main building require tuck-pointing, while the gym's corrugated panels allow daylight through openings. Roof systems are mixed: sections of the main roof replaced in 2012 and 2018 are in fair to good condition, but the gym's metal roof and wall connections allow water intrusion. Windows are single-pane and dated, while exterior doors show rust, dents, and leaks in courtyard areas.

Interior conditions vary, with many floors stained, cracked, or mismatched, though library and lounge areas have been upgraded. Accordion walls remain original and soiled, and gym walls are water-stained. Doors retain knob-type hardware, and frames show wear, while ceilings are heavily impacted by leaks, with collapsed and stained tiles noted in the gym. Equipment such as classroom shelving and restroom partitions is aging, with gym restroom partitions rusted and failing.

Systems are partially functional but outdated. Electrical service is operable, though outlets are insufficient in classrooms. Plumbing fixtures are aged with rust and ongoing sewer odor issues; restrooms are not fully ADA compliant. HVAC systems include units replaced as needed, but many are obsolete or beyond their lifecycle. Distribution is compromised by deteriorated ductwork, poor insulation, and rusted ventilation components. Outdated hydronic fixtures, blocked intakes, and damaged gym condensers further undermine reliability. Lighting requires conversion to LED throughout the campus. Fire and life-safety systems have been upgraded, though ADA deficiencies remain, including noncompliant cafeteria restrooms, blocked ramps, and exterior exits that drop directly to soil or mud.

## Educational Suitability (Score: 75.07%)

Instructional suitability is fair overall, with flexibility and program support hampered by aging spaces. Movable walls between classrooms allow variety but create excessive noise transfer. General classrooms are adequately sized, though some lack natural light. Kindergarten and early

childhood classrooms are appropriately sized and located but limited by storage and restroom access. Special education rooms provide adequate space but lack sufficient storage and are affected by restroom leaks.

Specialized instructional areas are mixed. Science classrooms are adequate but housed in general education spaces without specialized storage. Music is poorly supported, with undersized rooms, poor acoustics, minimal storage, and HVAC problems. No dedicated art rooms exist. Physical education facilities are constrained by leaks, poor insulation, and aged HVAC in the gym, while performing arts relies on a gym stage with poor acoustics. The media center is undersized, lacks natural light and sufficient outlets, and has limited storage.

Support spaces are uneven. Administration is undersized and lacks storage and reception space. The counseling office is well situated and functional, but the clinic is inadequate for enrollment, lacking space, shower facilities, and ADA accommodations. The staff lounge and workroom are small and poorly equipped, with plumbing issues affecting appliances. The cafeteria is functional but lacks table storage, and food service is undersized, with no security at the delivery zone. Custodial and maintenance areas are adequate.

Circulation and site safety remain issues. Parent drop-off creates congestion, with limited separation between bus and car traffic. Play areas are large but lack ADA routes to equipment. Security fencing is incomplete, with open access to the adjacent city park, and gates are easily opened by students. Signage and wayfinding are minimal, while vestibule security lacks cameras and full barriers.

## Grounds Condition (66.67%)

The site grounds are fair, with visible deterioration in several areas. Parking lots and driveways show cracking, spalling, and missing paint. Sidewalks are cracked or missing sections, and canopy supports show rust. Play courts are cracked and uneven, with worn backboards, goals, and nets. Flooding occurs near the cafeteria-to-gym walkway, and storm drainage is inadequate, contributing to erosion and odors. Lawns and gardens are maintained but impacted by irrigation leaks. Playgrounds are generally functional, though surfacing is worn. Site lighting is insufficient, particularly in lots and around the building, though perimeter fencing is present.

## Technology Readiness (56.44%)

Technology infrastructure is relatively strong but limited by space and electrical capacity. Cooling for computer labs is adequate, but MDF and IDF spaces are undersized or shared with other uses. Instructional areas lack sufficient outlets to support modern technology. Despite these constraints, network connectivity is stable, and voice, video, and alerting systems are functional.

Faculty and staff have reliable technology access, though classroom audio systems are not installed.

### Summary

Garza Elementary faces widespread facility challenges, particularly in aging infrastructure, inadequate HVAC distribution, and deteriorated finishes. Program support is uneven, with deficiencies in music, performing arts, and specialized instructional areas, while support spaces such as the clinic and food service are undersized and poorly equipped. Grounds and site circulation issues, combined with incomplete fencing and poor signage, further compromise functionality and safety. Technology systems are generally reliable but undermined by outdated spaces and insufficient electrical support. Investments are needed in roofing and envelope repairs, HVAC modernization, restroom and accessibility upgrades, program-specific improvements, and site infrastructure to restore Garza to a fully functional and equitable instructional environment.

## Site Master Plan

### Safety and Security Enhancements

Campus safety should be enhanced through expanded access controls and upgraded camera systems to improve monitoring and emergency preparedness. Additional exterior lighting and clear wayfinding signage are recommended to reduce blind spots and strengthen site supervision, particularly around parking and play areas.

### Modernization

Aging building systems and finishes require modernization to improve comfort, energy efficiency, and appearance. HVAC distribution systems should be replaced to ensure reliable ventilation and indoor air quality, particularly in the gym and classroom areas. A campus-wide LED lighting conversion will enhance lighting quality and reduce long-term maintenance costs. Interior modernization should include refinishing classroom casework, replacing restroom partitions, and repairing worn finishes. Obsolete movable walls should be replaced with permanent partitions to address sound transfer and improve usability.

### Site & Infrastructure

Critical infrastructure upgrades include replacement of obsolete electrical panels to improve system capacity and reliability. Roofing and envelope repairs are needed to prevent ongoing water intrusion, particularly in the gym, courtyard, and north wing. Site improvements should address

drainage issues and sidewalk deterioration near the cafeteria and gym walkway, extending infrastructure life and improving safety.

### Technology Readiness

Upgrading outdated cabling and network systems will improve connectivity and ensure reliable instructional technology across the campus.

### Educational Adequacy Improvements

Dedicated rooms for music and art should be developed to support program growth and improve acoustics for instruction and performances.

### Playgrounds & Outdoor Areas

Play courts and playgrounds should be resurfaced, and worn surfacing replaced to enhance safety, usability, and student enjoyment.

# Reynaldo G. Garza Elementary School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **HVAC Distribution Improvements** | Replace obsolete air handling units; improve gym ventilation; repair ductwork and insulation. | Priority 1 | Systems are past lifecycle, unreliable, and impact indoor air quality. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **Electrical System Upgrades** | Old obsolete Cutler Hammer switchboard and panels need repalcement | Priority 1 | Improves capacity, efficiency, and supports technology use. |
| Site & Infrastructure | **Gym Roof & Envelope Repairs** | Repair gym roof-to-wall connections, seal intrusion points, and replace leaking courtyard doors. | Priority 1 | Prevents water intrusion and further deterioration of gym and adjacent spaces. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Roof Replacement** | Replace aging roof systems at North Wing to eliminate leaks and protect building interiors. | Priority 1 | Prevents water intrusion and building damage. |
| Health & Safety | **Site Lighting & Wayfinding** | Install additional lighting in parking and building perimeter; expand signage for improved wayfinding. | Priority 2 | Reduces blind spots, improves supervision, and strengthens safety across campus. |
| Site & Infrastructure | **Drainage & Sidewalk Improvements** | Correct flooding near cafeteria-gym walkway; repair sidewalks and rusted canopy supports. | Priority 2 | Prevents erosion, improves pedestrian safety, and extends infrastructure life. |
| Technology Readiness | **Cabling & Network Upgrade** | Replace outdated 10+ year-old cabling; improve LAN performance campus-wide. | Priority 2 | Spotty connectivity reduces instructional reliability. |

# Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Educational Adequacy Improvements | **Music & Arts Improvements** | Provide dedicated rooms for musci and art. | Priority 3 | Current facilities are undersized, acoustically inadequate. |
| Modernization | **Interior Modernization** | Refinish or replace aging classroom cabinets, shelving, restroom partitions, and damaged finishes. | Priority 3 | Enhances appearance, usability, and extends facility life. |
| Modernization | **Replace Obsolete Moveable Walls** | Replace unused accordian walls where sound transfer is an issue | Priority 3 | Enhances appearance, usability, and extends facility life. |
| Site & Infrastructure | **Play Courts & Playground Upgrades** | Resurface play courts; replace worn playground surfacing. | Priority 3 | Enhances site safety and usability for students. |

# Leonelo H. Gonzalez Elementary School

**Address:**
201 East Martin Street
McAllen, TX 78501

**Grade Configuration:**
PK-5th Grade

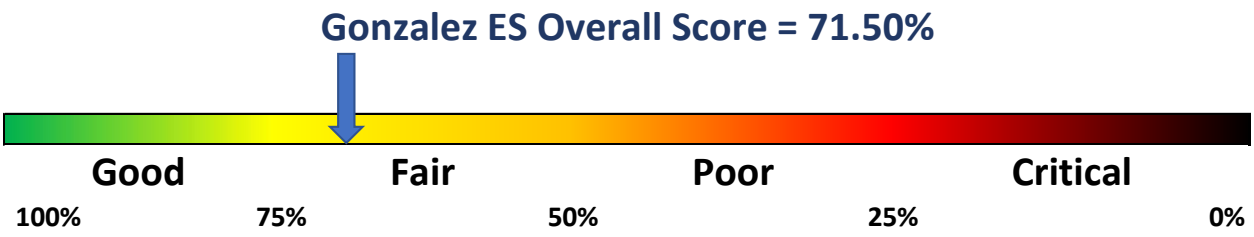
**Year Constructed:**
1991

**2024-2025 Enrollment:**
818

Leonelo H. Gonzalez Elementary School was established in 1991, and serves students from Pre-Kindergarten through 5th grade.

The school is named in honor of Leonelo H. Gonzalez, a respected community leader whose legacy reflects a deep commitment to education and public service. Though detailed public records about Mr. Gonzalez are limited, his name stands as a symbol of dedication to student success and community advancement—values that are deeply embedded in the school's mission.

Over the years, Gonzalez Elementary has achieved several important milestones. The school has been recognized for its strong bilingual education programs and its emphasis on emotional intelligence and student well-being. It actively participates in district-wide initiatives that promote academic achievement, safety, and community engagement. Events such as Red Ribbon Week, literacy celebrations, and parent involvement nights highlight the school's vibrant culture. Additionally, the school has benefited from community support through platforms like DonorsChoose, which has helped fund classroom resources and enrichment opportunities.



# Leonelo H. Gonzalez Elementary School

## Building Inventory

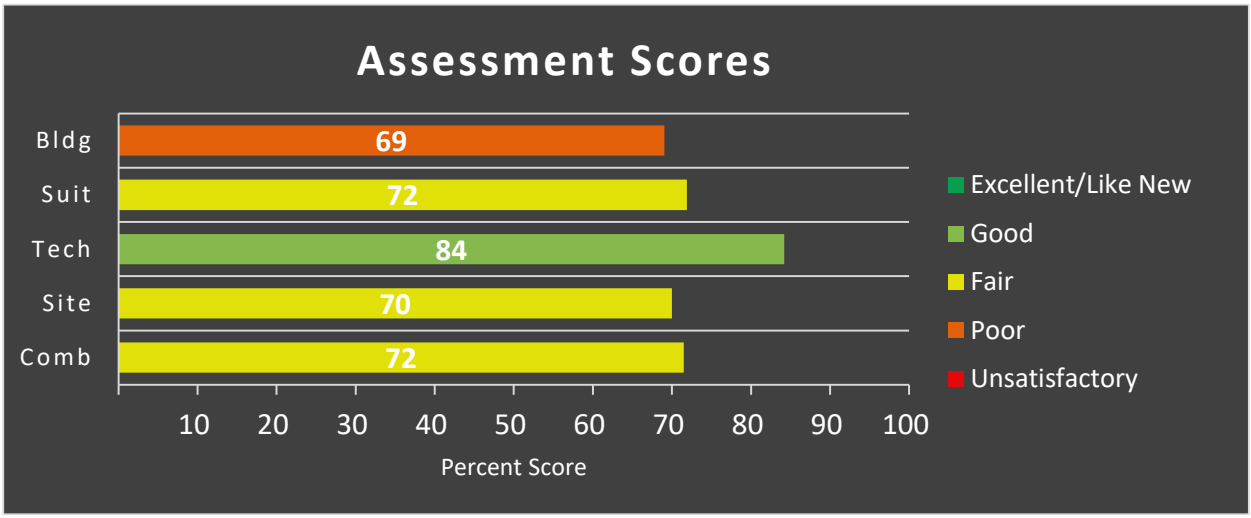
The Building Inventory list is sorted by age of buildings.

| Gonzalez Elementary Building Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Cafeteria | Permanent | 6,000 | 1980 | 45 |
| Main Building | Permanent | 46,326 | 1991 | 34 |
| Gym | Permanent | 6,156 | 2001 | 24 |
| Portable 46 | Portable | 1,536 | 1972 | 53 |
| Portable 11 | Portable | 1,536 | 1975 | 50 |
| Portable 16 | Portable | 1,536 | 1981 | 44 |
| Portable 59 | Portable | 1,536 | 1982 | 43 |
| Portable 71 | Portable | 1,536 | 1982 | 43 |
| Portable 75 | Portable | 1,536 | 1982 | 43 |
| Portable 89 | Portable | 1,536 | 1985 | 40 |
| Portable 107 | Portable | 1,728 | 1989 | 36 |
| **TOTAL** | | **70,962** | | |

# Leonelo H. Gonzalez Elementary School

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.




## Capacity, Utilization & Enrollment Projections[1]

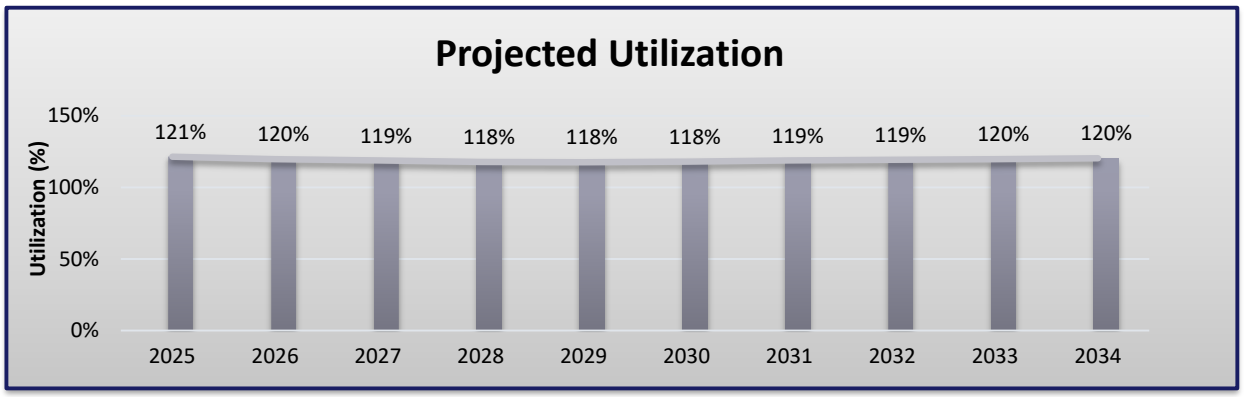
Gonzalez Elementary School is operating at 129.84% utilization, indicating that current enrollment significantly exceeds the school's designed capacity. This level of overutilization places strain on instructional and support spaces, often resulting in the use of portable classrooms, shared instructional areas, or repurposed spaces.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| **School** | **Current Enrollment** | **Maximum Capacity** | **Target Capacity** | **Utilization** |
| **Gonzalez ES** | 818 | 700 | 630 | 129.84% |

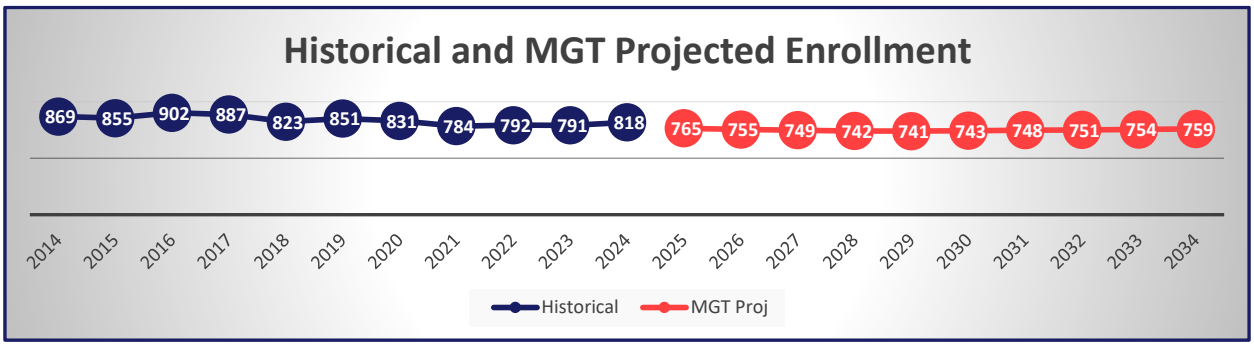
Projected utilization at Gonzalez Elementary School is expected to remain well above capacity, ranging from 118% to 121% through 2034. This consistent overutilization indicates ongoing space shortages that will continue to impact classroom availability and program delivery. The removal of portables and construction of a new classroom wing will alleviate overutilization. ***Please note:*** *The projected utilization shown does not take into consideration any new construction.*

[1] For purposes of Capacity and Utilization calculations, portable classrooms are not counted in the classroom capacity total as they are intended to be a "temporary" solution to capacity issues.

# Leonelo H. Gonzalez Elementary School




Gonzalez Elementary School's enrollment has remained strong over the past decade, fluctuating between 784 and 902 students and reaching 818 students in 2024. Projections indicate a modest decline in the coming years, with enrollment stabilizing around 740 to 760 students through 2034. Although a slight decrease is expected, the school will continue to operate above capacity, reinforcing the need for additional space or long-term planning strategies to accommodate sustained demand.



# BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

## Building Condition (Score: 69.03%)

Gonzalez Elementary is a campus with a mix of permanent and portable facilities, many of which show significant signs of age and deterioration. The main building is structurally stable, but exterior walls are water-stained and require cleaning and painting. The roof, a 2018 TPO and metal panel system, is in good condition. Windows are single-pane aluminum frames that are outdated, and exterior doors are rusted and scratched. Interior floors are a mix of terrazzo, tile, and carpet; most are serviceable but some show cracking and staining. Walls are aged and soiled, and doors remain a concern with knob-type hardware and frames that are worn and not lockable from inside. Ceilings are stained from HVAC leaks and cracked tiles. Fixed equipment, including cabinets and restroom partitions, is functional but worn.

Systems are partly outdated. Electrical service is operable but relies on older panels needing replacement. Plumbing supply is functional, but fixtures are aged, rusted, and include nonfunctional fountains. Waste systems have sewer odor issues likely from faulty traps. HVAC systems include rusting condensing units and aged AHUs, with cafeteria units leaking condensate. Distribution systems are dated and inefficient, though controls remain functional. Lighting is primarily fluorescent, requiring conversion to LED. Connectivity suffers from aging cabling and unreliable surveillance cameras. Fire alarms have been upgraded, but smoke detection is limited and sprinklers are not present. ADA compliance is met in most areas, though issues persist in restrooms and site accessibility.

The gym is in slightly better condition, with a stable foundation, a good roof, and generally functional systems. However, interior finishes are worn and stained, and doors, windows, and ceilings remain aged. Connectivity issues and non-LED lighting mirror the main building.

The portable classrooms are in the poorest condition. Many suffer from sagging foundations, end-of-life shingle roofs, boarded or missing windows, and cracked or cupped VCT flooring. Ceilings sag and show water damage, and hardware is outdated, with no panic hardware installed. Although HVAC systems in the portables are functional, most units are aged. Lighting is mixed, with only one portable updated to LED. Ramps are often blocked, and accessibility hardware is insufficient. The portable buildings represent a significant gap in facility quality compared to the main campus.

# Leonelo H. Gonzalez Elementary School

## Educational Suitability (Score: 71.89%)

Instructional flexibility is limited by the heavy reliance on portables, which are undersized, aging, and ill-equipped for modern programming. General classrooms in the main building are appropriately located and meet size standards, but lack adequate storage and many still use chalkboards. Portable classrooms suffer from poor conditions, including sagging floors and cracked tiles. Kindergarten and ECE spaces are appropriately located but undersized, with limited storage and no dedicated restrooms. Special education and instructional resource rooms are particularly inadequate, with spaces undersized, poorly equipped, and lacking storage.

Specialized instructional programs are weak. Science is taught in a general classroom without proper fixtures or storage. Music instruction is housed in a portable with poor acoustics, limited space, and inadequate storage. There are no dedicated art or maker spaces, limiting program diversity. Physical education is a relative strength, with a well-sized gymnasium and adequate storage, though leaks, insulation failures, and HVAC problems undermine functionality. Performing arts facilities consist of a stage in the gym, which is functional but lacks proper storage, equipment, and ADA accessibility. The media center is undersized and aging, with limited storage and outlets to support technology use.

Support spaces are a mix of strengths and weaknesses. Restrooms are functional but suffer from odors, rusting fixtures, and heavy use due to the portables. Administration, counseling, and clinic spaces are overcrowded and undersized, with the clinic lacking ADA features, a shower, or adequate space to support enrollment. The staff lounge is small, lacks restrooms, and suffers from plumbing issues. The cafeteria and kitchen are notable strengths, providing spacious and inviting facilities with ample prep space. Custodial and maintenance areas are functional but undersized for campus needs.

## Grounds Condition (Score: 70.01%)

The grounds are fair overall, with aging infrastructure requiring maintenance. Parking lots, driveways, and sidewalks are cracked, with faded striping and some missing sections. Play courts are uneven, with worn basketball goals and roof structures. Lawns show bare spots, though irrigation and playfields are maintained. Flooding occurs in the southeast parking lot and near drainage areas, with storm sewer systems contributing to erosion. Sewer odors have been reported at northern manholes. Site lighting is limited, with several non-functional fixtures, while fencing is solid and provides adequate perimeter security. Playgrounds are in better condition, with equipment and surfacing safe and well maintained.

## Technology Readiness (Score: 84.21%)

Technology readiness is generally strong, though infrastructure is undermined by space and power limitations. Cooling and electrical service are adequate in the main building, but portables suffer from HVAC issues and insufficient outlets. MDF and IDF spaces are undersized and shared with other uses, limiting efficiency and reliability. Despite these weaknesses, connectivity, LAN/WAN performance, and distribution systems are functional, and technology access is equitable across classrooms. Voice, video, and alerting systems are reliable. Classroom audio systems are not installed.

## Summary

Gonzalez Elementary is a campus in transition, with solid roof systems and cafeteria/food service spaces offset by widespread deficiencies in portables, aging building systems, and weak program support. The reliance on portables significantly impacts both educational suitability and student experience, with poor structural conditions, limited accessibility, and outdated finishes. Restrooms, administration, and the clinic are undersized and inadequate, while music, science, and resource rooms lack appropriate facilities. Grounds require drainage and site improvements, and technology infrastructure needs upgrades to electrical capacity and MDF/IDF spaces. Targeted investment in portable replacement, HVAC modernization, restroom and accessibility upgrades, and specialized instructional spaces will be critical to elevating Gonzalez to modern standards.

# Site Master Plan

## New Construction

The construction of a new permanent classroom wing at Gonzalez Elementary School is recommended to replace outdated portable classrooms that no longer support modern instructional delivery. The existing portables are undersized, lack integrated restrooms and storage, and provide limited access to technology and specialized program spaces. Replacing them with permanent, appropriately equipped classrooms will enhance educational adequacy, improve accessibility and comfort, and provide flexible learning environments aligned with current instructional standards. This project also creates an opportunity to consolidate special education, resource, and enrichment programs into dedicated spaces that support collaboration and equitable access for all students.

## Interior Modernization

Aging electrical systems require replacement to increase capacity and support technology use. Upgrading all interior and exterior lighting to LED will improve energy efficiency and lighting quality. Interior modernization should include replacing worn cabinetry, shelving, restroom partitions, and damaged finishes to improve appearance and extend facility life.

## Interior and Program Space Improvements

The campus struggles with undersized or inadequate program and support spaces. Instructional resource rooms in portables are undersized and poorly equipped, science instruction occurs in general classrooms with no dedicated fixtures, and music is housed in a portable with poor acoustics and no storage. The media center is undersized and lacks outlets, while administration, counseling, and the clinic are overcrowded and undersized, with the clinic particularly lacking ADA features and proper facilities. Targeted expansions and modernizations should address these gaps.

## Safety and Security Enhancements

Campuswide accessibility and safety improvements are recommended, including replacing all knob-style door hardware with ADA-compliant levers or panic hardware. Security should be strengthened through upgraded access controls and expanded camera coverage to enhance monitoring and emergency preparedness.

## Roofing and Envelope Repairs

The main building roof, replaced in 2018, is in good condition, but the gym and portable roofs show leaks and end-of-life deterioration. Repairs and replacements are needed for portable shingle roofs and gym water intrusion at wall-to-roof connections. Exterior walls across the main building require cleaning, painting, and tuck-pointing, while single-pane aluminum windows should be upgraded to modern, energy-efficient units.

## HVAC and Climate Control

While chillers and units in the main building remain functional, distribution is inefficient with leaking cafeteria units, rusted condensers, missing insulation, and outdated hydronic fixtures. Portables also suffer from aged HVAC systems. A campuswide HVAC modernization program should be prioritized, including new units, re-insulated ducting, and updated controls.

## Electrical and Lighting Systems

Electrical service relies on outdated panels and provides insufficient outlets in classrooms, limiting instructional flexibility and technology use. Breaker upgrades and panel replacement should be paired with additional outlets in classrooms, labs, and staff spaces. All campus lighting should be converted to LED to improve energy efficiency and reduce maintenance needs.

## Site and Grounds Improvements

Site infrastructure requires significant updates. Parking lots, sidewalks, and play courts are cracked and worn, with faded or missing striping. Drainage problems cause flooding in the southeast parking lot, and storm sewer issues contribute to erosion and odors. Irrigation leaks and bare spots in lawns should be corrected. Site lighting should be expanded, and playground surfacing should be improved to meet ADA standards.

## Technology Infrastructure

Technology readiness is a relative strength, with reliable network performance and equitable access across classrooms. However, MDF/IDF spaces are undersized and shared, and outlets are insufficient in instructional areas, especially in portables. Improvements should focus on expanding dedicated IT spaces, upgrading cabling, and providing additional outlets to fully support instructional technology.

# Leonelo H. Gonzalez Elementary School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Educational Adequacy Improvements | **Remove Outdated Portables- Construct New Classroom Wing** | Construct new classroom wing to support the removal of portable classrooms | Priority 1 | Outdated portables are inadequate for curriculum delivery. |
| Educational Adequacy Improvements | **Science & Music Program Upgrades** | Create a dedicated science classroom with storage; relocate music from portables into suitable space with acoustics and storage. | Priority 1 | Specialized programs are inadequate for curriculum delivery. |
| Health & Safety | **ADA Door Hardware Replacement** | Replace all knob-style interior door hardware with lever or panic hardware to meet ADA standards. | Priority 1 | Improves accessibility and compliance with current ADA standards. |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **Electrical System Upgrades** | Replace outdated panels | Priority 1 | Insufficient capacity hinder technology use and efficiency. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Parking Lot Paving and Drainage** | Repave and expand parking lot and correct SE parking lot flooding. | Priority 1 | Reduces safety hazards and ongoing erosion issues. |
| Educational Adequacy Improvements | **Media Center Modernization** | Modernize media center to provide storage, outlets, and collaborative space. | Priority 2 | Current space is undersized and outdated. |
| Educational Adequacy Improvements | **Resource & Special Ed Space Expansion** | Provide appropriately sized instructional resource and special education rooms with storage and restroom access. | Priority 2 | Current rooms are undersized, in portables, and under-equipped. |
| Site & Infrastructure | **Exterior Wall & Envelope Renewal** | Clean, repair, and repaint exterior walls; refinish rusted doors. | Priority 2 | Improves campus appearance, energy performance, and envelope integrity. |
| Site & Infrastructure | **Gym Envelope Repairs** | Seal roof-to-wall connections; repair water intrusion and repaint corrugated panels. | Priority 2 | Prevents continued water intrusion and gym deterioration. |

# Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Site & Infrastructure | **Site Drainage & Hardscape Repairs** | Repair play courts; improve storm sewer system | Priority 2 | Reduces safety hazards and ongoing erosion issues. |
| Technology Readiness | **Cabling & Network Upgrade** | Replace outdated 10+ year-old cabling; improve LAN performance campus-wide. | Priority 2 | Spotty connectivity reduces instructional reliability. |
| Modernization | **Interior Modernization** | Replace aging cabinets, shelving, restroom partitions, and damaged finishes. | Priority 3 | Refreshes instructional environment and extends component life. |
| Site & Infrastructure | **Expand Site Lighting** | Expand exterior lighting for safety | Priority 3 | Improves supervision, safety, and site appearance. |

# Lucile Hendricks Elementary School

**Address:**
600 West Houston Ave.
McAllen, TX 78501

**Grade Configuration:**
PK-5th Grade

**Year Constructed:**
2008

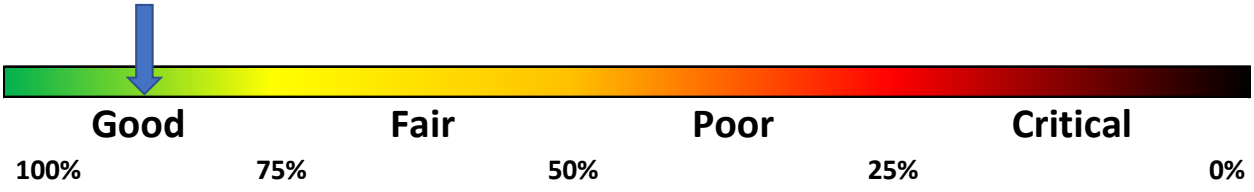
**2024-2025 Enrollment:**
432

Lucile McKee Hendricks Elementary School opened for the 2008-09 school year. The school serves students from Pre-Kindergarten through 5th grades. As part of the McAllen Independent School District, the school is known for its inclusive learning environment, strong academic programs, and commitment to student development. With a diverse student body and a dedicated faculty, Hendricks Elementary fosters a culture of excellence, creativity, and community engagement.

The school is named after Lucile McKee Hendricks, a pioneering figure in McAllen's educational and cultural history. She was the first woman elected to the McAllen ISD Board of Trustees and played a key role in advancing the arts in the region, including helping to establish the Valley Symphony Orchestra. Her legacy of leadership, service, and advocacy for education continues to inspire the school's mission and values.

Hendricks Elementary has achieved several milestones in recent years. The school has consistently demonstrated strong academic performance, with over half of its students meeting or exceeding proficiency in both math and reading. It has also been recognized for its bilingual education programs and inclusive support services for English language learners and students with special needs. Community involvement is a hallmark of the school, with events and initiatives that promote literacy, wellness, and family engagement.

**Hendricks ES Overall Score = 86.14%**



# Lucile Hendricks Elementary School

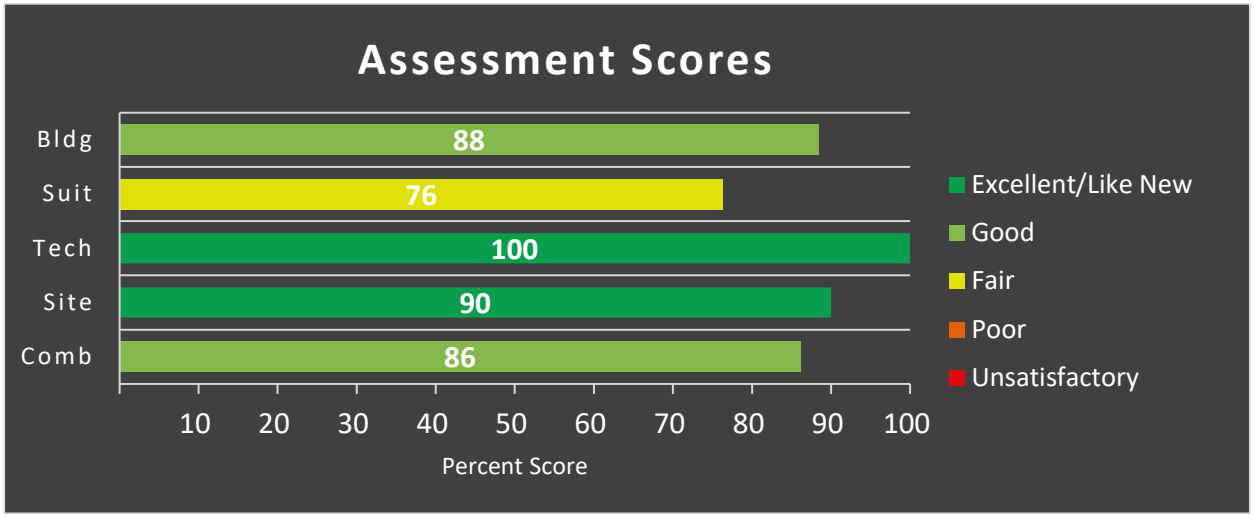
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Hendricks Elementary Building Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 66,679 | 2008 | 17 |
| **TOTAL** | | **66,679** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



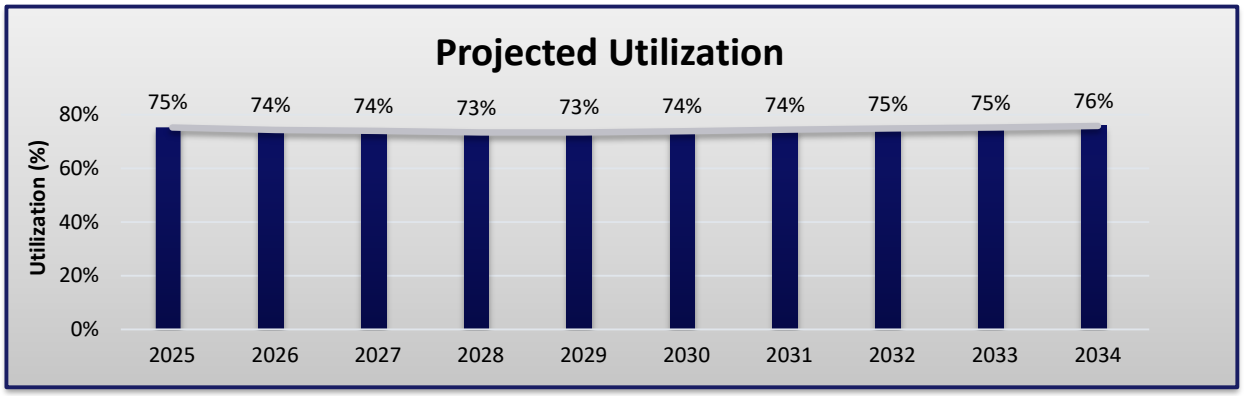
# Lucile Hendricks Elementary School

## Capacity, Utilization & Enrollment Projections

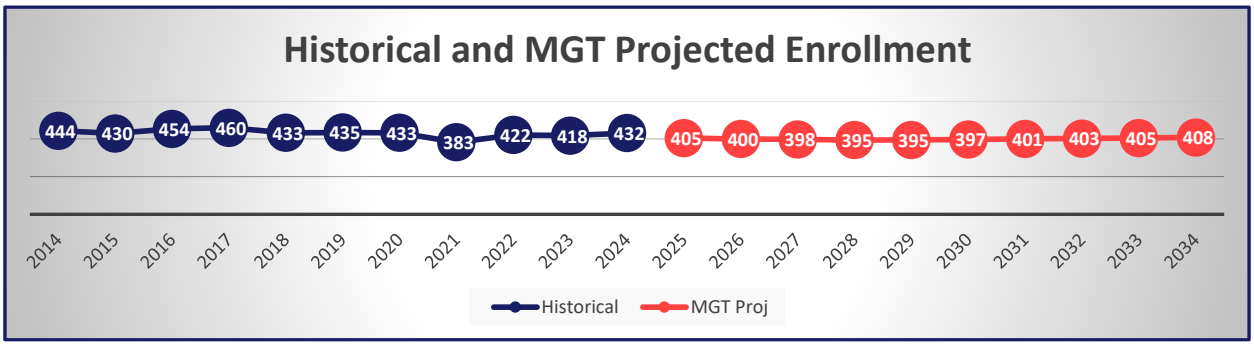
Hendricks Elementary School is operating at 80.27% utilization, indicating a balanced use of available classroom space. This level of utilization reflects efficient facility use while maintaining flexibility to accommodate moderate enrollment growth or program expansion.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| School | Current Enrollment | Maximum Capacity | Target Capacity | Utilization |
| **Lucile Hendricks ES** | 432 | 598 | 538 | 80.27% |

Projected utilization at Hendricks Elementary School is expected to remain stable over the next decade, ranging between 73% and 76% through 2034. This steady trend indicates consistent enrollment and balanced use of campus facilities, allowing the school to sustain efficient operations while maintaining flexibility to accommodate minor enrollment increases or evolving program needs.




Hendricks Elementary School's enrollment has remained steady over the past decade, fluctuating between **430 and 460 students** before a brief dip in 2021. Projections indicate continued stability, with enrollment expected to hold near **400 students through 2034**. This consistency suggests a balanced and sustainable student population that supports efficient facility use without creating overcrowding or underutilization concerns.



# BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

## Building Condition (Score: 88.47%)

The main building at Hendricks Elementary is in strong condition, with a stable foundation and well-maintained structural systems. The roof system, replaced in 2008, remains under warranty until 2028 and shows only minor cosmetic rust and hail damage. Exterior walls, windows, and doors are in good condition with no significant concerns. Interior finishes, including flooring, walls, ceilings, and doors, are clean and serviceable, though aging is evident in some areas. Fixed equipment is functional and supports daily operations.

Mechanical, electrical, and plumbing systems are reliable. Electrical service and distribution function adequately, while plumbing systems for supply, fixtures, and waste are all in good condition. HVAC chillers have been replaced and remain in good shape, though ventilation ducts and pumps show rust and require ongoing monitoring. Controls are functional, and insulation is mostly intact. Lighting is fully operational but remains standard fluorescent rather than LED. Connectivity is reliable across the building. Fire alarm systems require replacement, but all other life safety systems are fully functional with adequate emergency lighting, and compliance with fire resistance standards. The building is generally ADA compliant and accessible.

## Educational Suitability (Score: 76.35%)

Hendricks Elementary supports varied instructional delivery but faces challenges with space allocation and flexibility. General classrooms are appropriately sized, well located, and supported by sufficient storage. Kindergarten and early childhood classrooms are adequately designed but undersized compared to modern state standards. Special education and instructional resource rooms provide strong support and are appropriately located within the building.

Specialized instructional areas are mixed. The science classroom meets size and instructional needs but is poorly located adjacent to kindergarten and first grade. Music instruction occurs in a general classroom that lacks acoustic treatment, storage, and adequate space. No dedicated spaces are provided. Physical education facilities share space with the cafeteria, limiting functionality for both programs, while the gym stage provides a functional performing arts area.

Support spaces highlight both strengths and limitations. Administration, counseling, and staff workrooms are well located and adequately sized. The clinic is functional, though not oversized. The cafeteria is undersized for enrollment and requires seven lunch periods daily. Food service and custodial functions are excellent, providing strong operational support. Restrooms are appropriately sized and maintained. Vehicular traffic presents congestion at dismissal, though pedestrian safety and parking are well designed. Play areas are well maintained and adequate. Fencing is new and meets safety standards, but signage and wayfinding are limited. Controlled entrances and supervision are strong, providing secure campus access.

## Grounds Condition (Score: 90.00%)

The campus grounds are well maintained, with parking lots, driveways, sidewalks, and play courts in good condition. Landscaping and irrigation systems support healthy lawns, gardens, and playfields, while playground equipment and surfacing are safe and well maintained. Utilities—including water, wastewater, storm drains, and site lighting—function reliably. New perimeter fencing meets state safety guidelines and enhances security across the site.

## Technology Readiness (Score: 100.00%)

Hendricks Elementary benefits from a fully reliable technology infrastructure. Systems for cooling, electrical power, connectivity, and IT environment are properly maintained and meet educational needs. Equity of access ensures technology is available throughout classrooms, and LAN/WAN performance remains consistent. Video, voice, and alerting systems are fully functional, and faculty and staff have the tools required to support instruction. The only exception is the absence of classroom audio systems, which are not installed at this campus.

## Summary

Hendricks Elementary is a well-maintained campus in strong overall condition. The building structure and roof system are sound, and major mechanical, electrical, and plumbing systems are reliable. Minor issues include aging finishes, rust on ventilation components, and the need for a fire alarm replacement. Lighting remains fluorescent, with future LED upgrades recommended.

Classrooms are appropriately sized and functional, though limited flexibility and undersized early learning spaces constrain modern instructional delivery. The cafeteria is small for current enrollment, requiring multiple lunch periods, and the shared use of this space for physical education limits program functionality. Specialized areas for music and art instruction are lacking, but support spaces—including administration, counseling, and the clinic—are well organized and serviceable.

# Lucile Hendricks Elementary School

## Site Master Plan

### Safety and Security Enhancements

Campus security and operational safety should be enhanced through expanded access controls, upgraded camera systems, and improved wayfinding signage to support emergency response and navigation. Traffic and circulation improvements are also recommended to address congestion during arrival and dismissal times, increasing safety for both pedestrians and vehicles.

### Modernization

A campus-wide LED lighting conversion is recommended to improve lighting quality, energy efficiency, and long-term maintenance sustainability. This upgrade will also enhance visibility throughout instructional and support areas while reducing operational costs.

### Site & Infrastructure

The HVAC control system should be replaced to improve energy efficiency and ensure reliable climate management across the campus. The construction of a new gymnasium will address instructional space shortages, improve program delivery, and promote equity among district facilities. Obsolete fire alarm system requires replacement.  Regular monitoring and repair of roof and envelope systems should continue to preserve existing conditions, with full roof replacement planned for 2028.

### Technology Readiness

Upgrading outdated network cabling and infrastructure will enhance connectivity and instructional reliability throughout the school, ensuring adequate support for classroom technology and digital learning.

# Lucile Hendricks Elementary School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Health & Safety | **Fire Alarm Replacement** | Replace obsiolete EST fire alarm systems | Priority 1 | Improves site safety monitoring, and emergency preparedness. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **New Gymnasium** | Construction of new gymnasium to improve instructional delivery and reduce space conflicts. | Priority 1 | Facility equity and program improvements |
| Health & Safety | **Traffic & Circulation Improvements** | Improve vehicular and pedestrian circulation during dismissal with expanded queuing, signage, or traffic control features. | Priority 2 | Current congestion creates safety risks and hinders efficient operations. |
| Health & Safety | **Wayfinding & Signage Upgrades** | Install clear interior and exterior wayfinding signage to improve navigation and emergency response. | Priority 2 | Supports safety, accessibility, and operational clarity. |
| Technology Readiness | **Cabling & Network Upgrade** | Replace outdated 10+ year-old cabling; improve LAN performance campus-wide. | Priority 2 | Spotty connectivity reduces instructional reliability. |
| Site & Infrastructure | **Roof & Envelope Maintenance** | Monitor and repair minor rust and hail damage on the roof. Roof replacement due in 2028. | Priority 3 | Extends the service life of existing systems and preserves condition. |

# Sam Houston Elementary School

**Address:**
3221Olga Street
McAllen, TX 78501

**Grade Configuration:**
PK-5th Grade

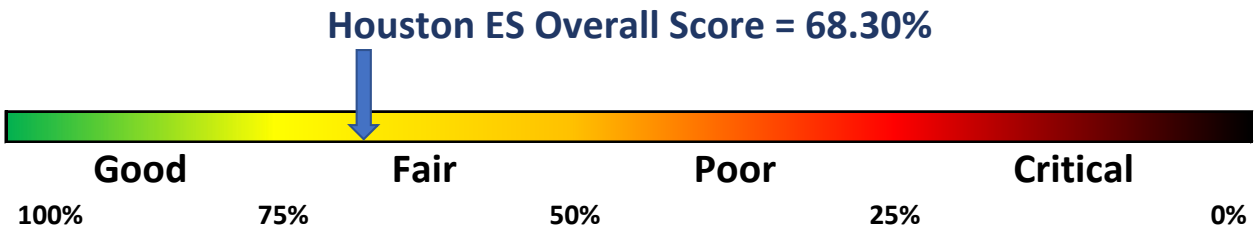
**Year Constructed:**
1996

**2024-2025 Enrollment:**
397

Sam Houston Elementary School, was originally established in 1920 in the La Paloma neighborhood for decades before relocating in 1996 to its current campus on Olga Avenue. The schools serves students Pre-Kindergarten through 5th grades.

The school is named after Sam Houston, a prominent figure in Texas history who served as the first president of the Republic of Texas and later as governor and U.S. senator. His legacy of leadership and dedication to public service is reflected in the school's mission to cultivate responsible, engaged citizens.

Over the years, Sam Houston Elementary has earned several distinctions, most notably being named a National Blue Ribbon School in 2019—one of only 26 schools in Texas to receive the honor that year. The school is also known for its innovative Minitropolis program, a student-run mock city that teaches financial literacy, civic responsibility, and leadership. These accomplishments highlight the school's commitment to academic excellence, creativity, and community involvement.



# Sam Houston Elementary School

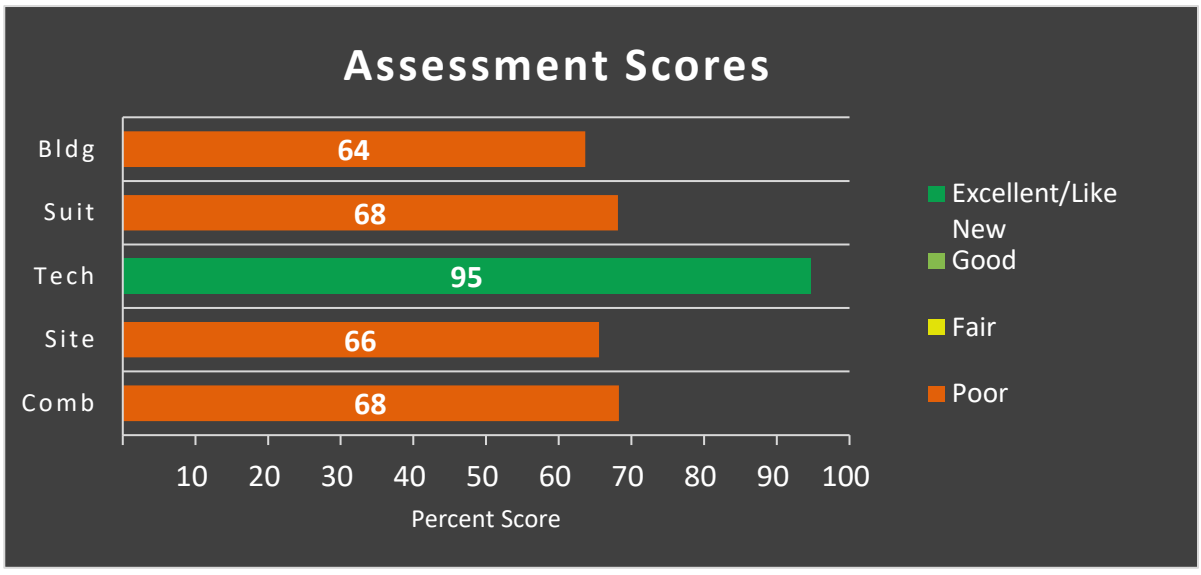
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Houston Elementary Building Inventory | | | | 40+ |
|---|---|---|---|---|
| | | | | 30-39 |
| | | | | 20-29 |
| | | | | 1-19 |
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 55,870 | 1996 | 29 |
| Portable 68 | Portable | 1,536 | 1982 | 43 |
| **TOTAL** | | **57,406** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



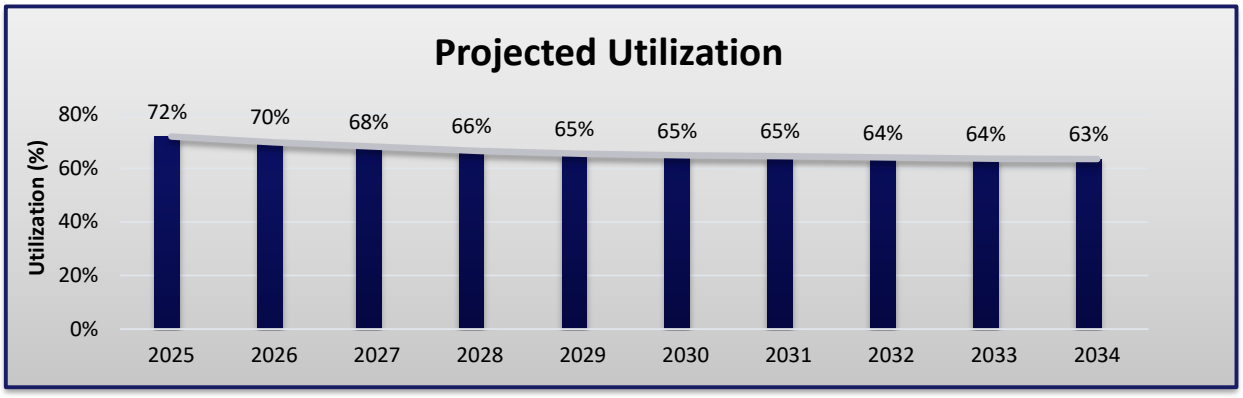
# Sam Houston Elementary School

## Capacity, Utilization & Enrollment Projections

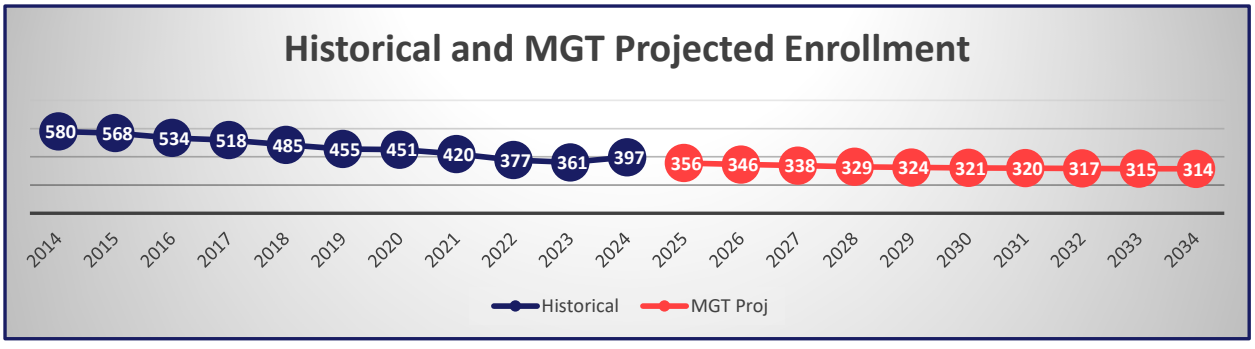
For the 2024–2025 school year, Houston Elementary School's enrollment is 397 students, representing 80.06% of its target capacity. This places the school in the "Adequate & Efficient" range, indicating the facility is currently being used effectively.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| **School** | **Current Enrollment** | **Maximum Capacity** | **Target Capacity** | **Utilization** |
| **Houston ES** | 397 | 617 | 555 | 71.49% |

Utilization is projected to fall from 72% in 2025 to about 63% by 2034, shifting the school from "Adequate & Efficient" into the "Inefficient" range in later years. This trend suggests that long-term planning may be necessary to address declining enrollment and underutilization of facilities.




Enrollment has steadily declined over the past decade, from 580 students in 2014 to just under 400 in 2024. Projections suggest further decreases, with enrollment expected to drop to approximately 314 students by 2034.



# Sam Houston Elementary School

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 63.66%)

Houston Elementary's main building is generally stable but shows clear signs of age, particularly in the one remaining portable classroom. Portable 68 has soft spots in flooring, possible termite issues, and deteriorated structural elements. Cracks around window frames in the main building and wood rot in portables are notable concerns. Roofs are mixed: the main building's roof system is nearing the end of warranty with leaks observed in the band area, while portables have missing shingles. Door hardware deficiencies are widespread, the portable classroom has knob hardware only and no panic hardware, while gym and portable doors show rust and fading finishes.

Interior finishes are functional but aged. Classroom VCT is worn, weight room pads in the portable classroom are fair with potential soft spots underneath, and wood paneling in the portable classroom is worn and soiled. Ceilings in the main building show stains and soiling around vents in the cafeteria and music rooms. Upper windows in library along north wall have deteriorated wooden frames and show evidence of water intrusion beneath frames. Several doors across campus need refinishing. Emergency lighting is reliable, but significant deficiencies exist with exiting, such as the portable classroom lacks panic hardware, relies on knob locks.

Mechanical and electrical systems are generally reliable, though HVAC distribution is inconsistent across classrooms, and portable wall units are aging. Plumbing fixtures present recurring issues, including faulty toilet and fountain valves and a leaking custodial sink in the kitchen, while the clay trap in the art room is nonfunctional. Lighting is outdated and LED upgrades are recommended. Connectivity is stable campus-wide.

The campus also lacks an enclosed gymnasium like many of the other elementary schools have currently. They only have play courts in a covered pavilion. This could be considered a facility equity issue.

### Educational Suitability (Score: 68.14%)

Houston Elementary faces significant challenges with suitability due to a lack of flexible learning environments and specialty spaces. Most programs are held in general classrooms or small offices, with no dedicated gym. While interior classroom environments are acceptable, exterior limitations are notable: the school relies on a shared public park for outdoor space, which is not secured for school use.

# Sam Houston Elementary School

Classrooms in the main building generally meet size standards, but two classrooms remain in portables with limited natural light and storage. Kindergarten and ECE classrooms are well located and appropriately sized but lack integrated restrooms and storage. Self-contained special education classrooms are undersized and under-equipped, particularly in storage, while instructional resource rooms (often housed in converted office areas) are also undersized and lacking equipment.

The science/tech space is functional, but storage is limited. Music instruction suffers from poor acoustics, undersized facilities, and inadequate storage. No dedicated art spaces exist, limiting program variety. Physical education relies on the cafeteria due to the absence of a gym, with insufficient equipment storage. Performing arts are better served, with a cafeteria stage that includes a recently updated curtain and sound system.

Support spaces are mixed: student restrooms are aged but serviceable; administration is undersized and lacking conference space. and counseling, clinic, and lounge/workroom areas are adequate. The cafeteria is functional but also serves as a gym, limiting its availability. Vehicular and pedestrian access is constrained, with cracks and limited covered walkways, while parking remains insufficient. Play areas show age and safety concerns, though perimeter fencing is newer and supervision is adequate.

## Grounds Condition (Score: 65.54%)

Grounds at Houston ES are functional but deteriorating. Paved surfaces show cracks and erosion, and canopy structures are corroded and sagging. The single play court is in poor condition and has been repurposed as staff parking. Landscaping is sparse, irrigation is inconsistent, and ongoing sprinkler repairs highlight deferred maintenance. Playgrounds show rust and paint loss, with pea gravel surfacing and a reported safety incident. Utilities are mixed: water and wastewater systems are reliable, but storm drainage issues cause flooding near walkways, and site lighting coverage is insufficient in key areas. Perimeter fencing is newer and in good condition.

## Technology Readiness (Score: 94.74%)

Houston Elementary performs well in technology readiness, with a robust infrastructure supporting most instructional and operational needs. Cooling for IT equipment is adequate, though not independently zoned. Power supply, equity of access, LAN connectivity, and WAN backbone are reliable and support consistent use. Voice and video distribution systems, along with alerting systems, are fully functional.

# Sam Houston Elementary School

## Summary

Houston Elementary is a stable but aging campus with several facility and program challenges. Roof leaks, worn finishes, and outdated lighting reflect deferred maintenance, while the remaining portable classroom shows significant deterioration and non-compliant hardware. The school lacks an enclosed gymnasium, relying on a covered play pavilion, which limits program equity. Classrooms support instruction but lack flexibility and dedicated spaces for art, music, and science. Many specialized programs operate in converted offices or undersized rooms. Site circulation and parking are limited, and playgrounds and paved areas show wear and poor drainage. Despite these deficiencies, technology infrastructure is strong, providing reliable connectivity and instructional support across campus.

# Site Master Plan

### Safety and Security Enhancements

Several safety and accessibility improvements are needed campuswide. All knob-style and deadbolt hardware should be replaced with ADA-compliant levers and panic hardware to improve accessibility and emergency egress. Expanding the use of access controls and upgrading the campus camera system will strengthen overall safety, monitoring, and emergency preparedness.

### Educational Adequacy Improvements

Houston Elementary requires upgrades to improve program delivery and equity across fine arts and physical education spaces. Dedicated art and music rooms should be created or modernized to provide appropriate acoustics, storage, and instructional flexibility. Construction of a new gymnasium is recommended to relieve space conflicts, enhance program delivery, and provide equitable facilities compared to peer campuses.

### Interior Modernization

Modernization efforts should focus on improving functionality, comfort, and energy efficiency. Converting all lighting to LED will enhance illumination and reduce energy costs, while interior modernization should address worn flooring, ceiling damage, locker room repairs, and the installation of lockable classroom doors. Plumbing and equipment repairs—such as replacing faulty valves, sink sealants, and failed equipment—are also needed to support daily operations and reduce maintenance demands.

# Sam Houston Elementary School

## Site & Infrastructure

Aging site and building systems require targeted upgrades to improve reliability, safety, and functionality. Roof replacement and building envelope repairs should be completed to prevent water intrusion and extend the life of the structures. New HVAC controls are recommended to ensure consistent and efficient climate management. Parking lots and driveways should be resurfaced, with curb and drainage repairs made to enhance safety, accessibility, and site appearance. Expansion of parking areas is recommended to accommodate staff and visitor needs. Playground and outdoor areas should receive canopy replacements, irrigation upgrades, and new surfacing to improve safety, usability, and long-term durability.

## Technology Readiness

To ensure reliable technology access, outdated cabling should be replaced, and LAN performance improved across the campus. Independent cooling for IT and server rooms should also be installed to protect equipment and maintain consistent system performance.

# Sam Houston Elementary School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Educational Adequacy Improvements | **Music & Art Program Modernization** | Create dedicated art spaces, and improve music spaces with better acoustics and storage. | Priority 1 | Addresses major gaps in program suitability and equity compared to peer schools. |
| Health & Safety | **Emergency Exit and ADA Door Hardware Replacement** | Replace all knob-style interior door hardware and deadbolt hardware on emergency exits on portables | Priority 1 | Ensures compliance with ADA and improves safe egress. |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **Building Envelope Repairs** | Seal cracks around windows, and restore building envelope. | Priority 1 | Prevents further water damage and extends service life of building structures. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **New Gymnasium** | Construction of new gymnasium to improve instructional delivery and reduce space conflicts. | Priority 1 | Facility equity and program improvements |
| Site & Infrastructure | **Parking Lot and Driveway Rehabilitation** | Resurface deteriorated asphalt areas, replace damaged curbs, and repaint striping. | Priority 1 | Improves site safety, functionality, and visual appeal. |
| Site & Infrastructure | **Roof Replacement** | Replace aging roof systems to eliminate leaks and protect building interiors. | Priority 1 | Prevents water intrusion and building damage. |
| Site & Infrastructure | **Asphalt Paving** | Replace worn and cracked paved surfaces | Priority 1 | Improves safety and longevity of parking lots and play courts |

# Sam Houston Elementary School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Modernization | **Interior Modernization** | Renew worn VCT flooring, replace moisture-damaged ceiling tiles, repair locker room ceilings, and install lockable interior classroom doors. | Priority 2 | Improves safety, appearance, and functionality of learning spaces. |
| Modernization | **Plumbing and Equipment Repairs** | Repair faulty toilet and fountain valves, replace custodial sink sealants, fix art room clay trap, and replace failed freezer compressor. | Priority 2 | Reduces recurring maintenance issues and ensures reliable food service operations. |
| Technology Readiness | **Cabling & Network Upgrade** | Replace outdated 10+ year-old cabling; improve LAN performance campus-wide. | Priority 2 | Spotty connectivity reduces instructional reliability. |
| Technology Readiness | **Technology Infrastructure Improvements** | Install independent cooling for IT/server rooms | Priority 2 | Supports technology reliability and enhances equitable access to instruction. |
| Site & Infrastructure | **Site and Grounds Improvements** | Repair drainage systems, replace canopy structures, restore play courts, upgrade irrigation, and renew playground equipment with safe surfacing. | Priority 3 | Improves site functionality, student safety, and play opportunities. |

# Andrew Jackson Elementary School

**Address:**
501 Harvey Street
McAllen, TX 78501

**Grade Configuration:**
PK-5th Grade

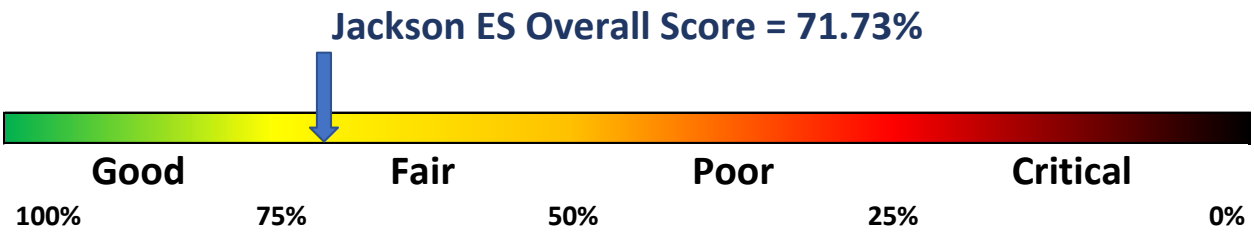
**Year Constructed:**
1959

**2024-2025 Enrollment:**
548

Andrew Jackson Elementary School was established in 1959, the school serves grades Pre-Kindergarten through 5th grade.

Named after Andrew Jackson, the seventh President of the United States, the school honors his legacy as a prominent figure in American history known for his leadership and populist ideals. While his presidency remains a subject of historical debate, the school's namesake reflects a tradition of civic awareness and historical recognition.

Over the years, Jackson Elementary has celebrated numerous accomplishments. It was selected as one of seven MISD campuses to host a schoolyard forest, part of a $2.7 million initiative led by Texas A&M Forest Service to promote environmental education. The school's Robotics Team earned 3rd place in a district qualifier, and its students have excelled in literacy competitions, including a 2nd place finish in the Battle of the Books and a 1st place win in the Junior Battle of the Books, advancing to regional finals. These achievements highlight the school's commitment to academic excellence, innovation, and student engagement.



# Andrew Jackson Elementary School

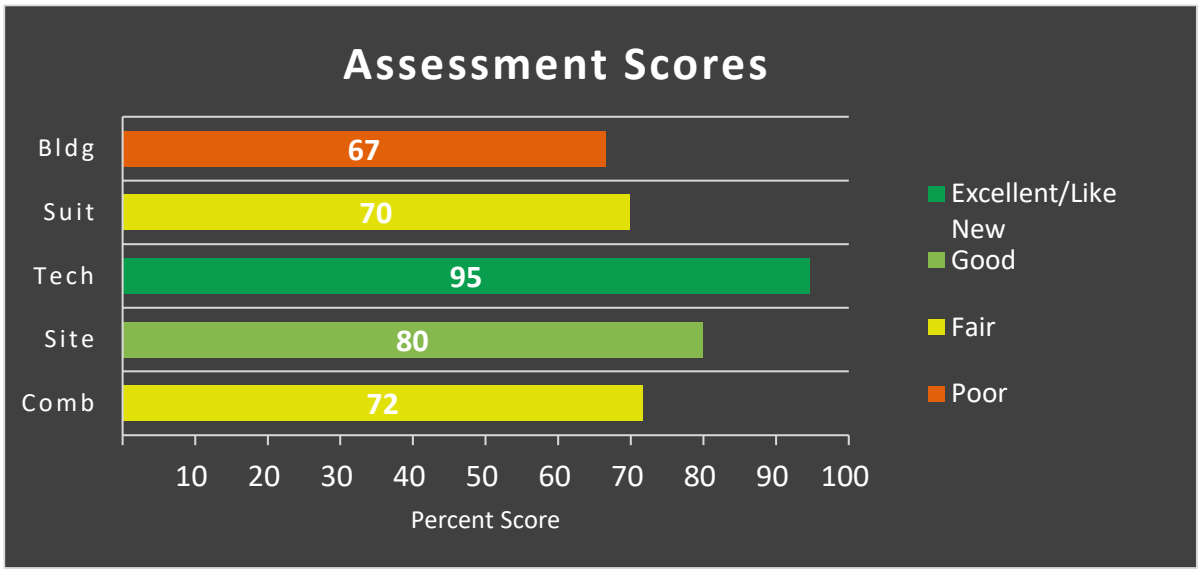
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Jackson Elementary Building Inventory | | | | 40+ |
|---|---|---|---|---|
| | | | | 30-39 |
| | | | | 20-29 |
| | | | | 1-19 |
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 67,206 | 1959 | 66 |
| Gym | Permanent | 5,740 | 2001 | 24 |
| **TOTAL** | | **72,946** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



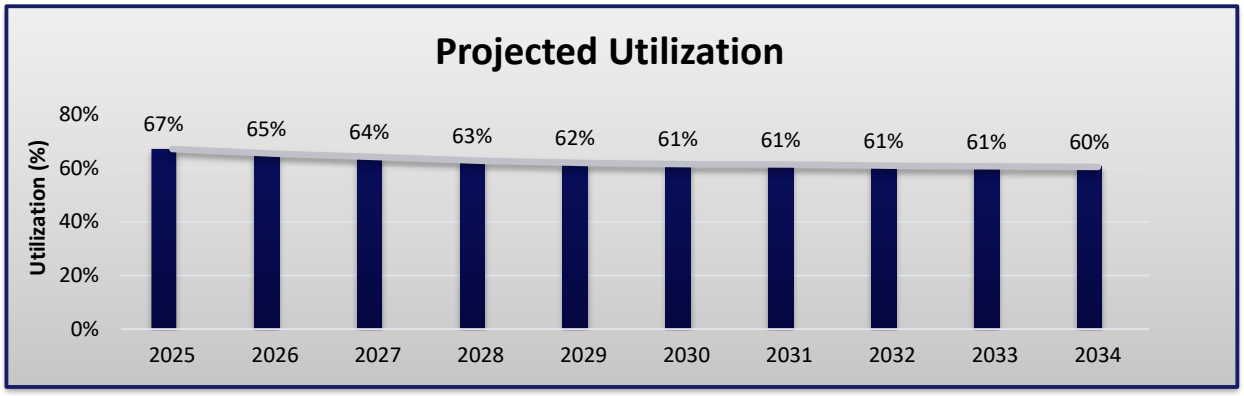
# Andrew Jackson Elementary School

## Capacity, Utilization & Enrollment Projections

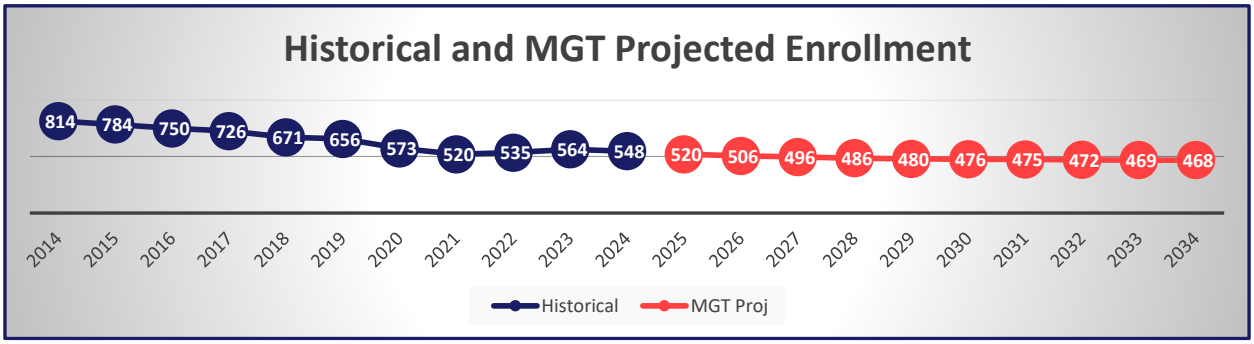
For the 2024–2025 school year, Jackson Elementary School's enrollment is 548 students, representing 70.72% of its target capacity. This places the school in the "Approaching Inefficient" range, showing that facilities are currently being utilized effectively.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| School | Current Enrollment | Maximum Capacity | Target Capacity | Utilization |
| **Jackson ES** | 548 | 861 | 775 | 70.72% |

Projected utilization at Jackson Elementary School is expected to gradually decline from 67% in 2025 to 60% by 2034. This steady decrease indicates that the campus will continue to operate well below capacity, providing flexibility for reconfiguration or program expansion but also signaling potential long-term inefficiencies in space use if enrollment trends remain low.




Enrollment has steadily declined from 814 students in 2014 to the mid-500s in recent years. Projections show continued decline, with enrollment expected to reach approximately 468 students by 2034.



# Andrew Jackson Elementary School

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 66.60%)

Jackson Elementary's Main Building received an overall condition score of 66.03%**,** reflecting aging infrastructure and system deficiencies. Structurally, the foundation is stable, but exposed backfill indicates gradual erosion. The roof, replaced in 2007, is past its warranty and has reported leaks, contributing to water-damaged ceilings. Single-pane windows, worn exterior doors, and outdated interior finishes highlight the age of the facility. Interior conditions are fair overall, but classrooms and science labs retain old casework, restroom partitions are worn, and the kitchen is undersized for current needs. Electrical systems are undersized, with too few outlets and tripping breakers. Plumbing is serviceable, though outdated faucets and old water fountains remain in use, and the nurse's clinic lacks a sink. HVAC systems are the most significant concern: energy generation requires frequent urgent repairs, airflow is inconsistent, and hallways lack circulation. Lighting is functional but outdated, with cafeteria fixtures missing covers and no LED upgrades. Safety systems are operational, though smoke alarms are located above suspended ceilings. ADA compliance is limited by the continued presence of knob-style interior door hardware.

The Gym, scoring 73.22%, is in slightly better condition but also reflects age. The roof leaks and exterior doors are weathered and difficult to operate. Interior finishes show wear, and restroom partitions are outdated. Electrical outlets, particularly exterior ones, are non-functional, and some fixtures lack protective covers. HVAC systems are functional but require frequent maintenance. Safety, fire protection, and ADA compliance are generally adequate.

### Educational Suitability (Score: 69.87%)

Jackson Elementary's educational adequacy score of 69.87% indicates functional but outdated learning environments. Classrooms are undersized, lack natural light, and have insufficient storage. Kindergarten and early childhood spaces fall below size standards and lack integrated restrooms and sinks, limiting program flexibility. Special education spaces are appropriately sized and well located, though storage is inadequate. Resource rooms are too small and under-equipped for instructional support. Science and performing arts spaces are functional but constrained by limited storage and a lack of specialized equipment. Music facilities are notably deficient, with undersized rooms, poor acoustics, and no dedicated storage. The media center is undersized and subdivided, which limits functionality. Physical education spaces, however, are a

strength, with well-equipped facilities that support program needs. Support spaces, including administration, counseling, cafeteria, and custodial areas, are adequate, though restrooms lack urinal partitions. Traffic flow is mostly functional, though pedestrian areas show cracking and lack covered connections between key buildings.

## Grounds Condition (Score: 79.9%)

The school grounds have generally well-maintained landscaping and fencing but notable issues in hardscape and drainage. Parking and driveways show uneven surfaces and ponding, and sidewalks and play courts are cracked, leading to pooling water. Irrigation coverage is incomplete, and while playground surfacing is in good shape, equipment is aging and shared with the city. Stormwater drainage is inadequate in several areas, contributing to puddling near buildings. Site lighting is limited, creating safety concerns during evening use.

## Technology Readiness (Score: 94.74%)

Technology infrastructure at Jackson Elementary is a relative strength, with a high score of 94.74%**.** Electrical and cooling capacity adequately support student and staff technology needs, and reliable connectivity is in place through LAN/WAN, voice/video, and alerting systems. Faculty and staff have access to sufficient technology resources to support instruction. The only notable deficiency is the lack of dedicated IT space, as systems are located within classroom areas, and the absence of classroom audio enhancement systems.

## Summary

Jackson Elementary School presents as a campus with strong technology readiness and adequate support spaces but significant challenges in building condition and educational suitability. The aging main building suffers from roof leaks, HVAC deficiencies, outdated finishes, and undersized or inflexible classrooms. While the gym provides functional physical education facilities, it also requires roof and door repairs. Grounds maintenance is generally strong, though drainage and hardscape issues persist. Overall, Jackson Elementary will require investment in building systems, classroom modernization, and site improvements to provide a learning environment aligned with current educational and operational standards.

# Andrew Jackson Elementary School

## Site Master Plan

### Safety and Security Enhancements

Campuswide improvements are recommended to strengthen accessibility, safety, and emergency preparedness. All knob-style door hardware should be replaced with ADA-compliant levers and panic hardware to ensure accessibility and safe egress. Security enhancements, including expanded access controls and upgraded camera systems, will improve monitoring and emergency response capabilities. Additional site lighting should be installed in parking areas, walkways, and dark zones to enhance visibility and safety during evening hours.

### Interior Modernization

Upgrading all interior and exterior lighting to LED will improve energy efficiency, reduce maintenance needs, and enhance illumination across learning and circulation spaces. Water-damaged ceiling tiles in the main building should be replaced following roof repairs. Stained walls, old casework, and restroom partitions should be refurbished or replaced. In the gym, worn tile flooring, hard-to-operate doors, and aged restroom partitions should be addressed.

### Site & Infrastructure

Mechanical and building system upgrades are critical for improving efficiency and preventing deterioration. Replacement of aging air handlers and re-insulation of chilled water lines will enhance system performance, while replacing outdated HVAC controls will increase reliability and energy efficiency. Roof replacement is needed to prevent water intrusion and protect building interiors. Plumbing fixture upgrades, including new faucets, drinking fountains, and an added sink in the nurse's clinic (if possible), will further support sanitation and accessibility. Playground equipment should be evaluated and replaced in coordination with the City to provide a safer, more engaging play environment for students.

### Technology Readiness

Technology upgrades are needed to improve instructional reliability and protect infrastructure. Outdated network cabling should be replaced to enhance connectivity across the campus, and IT server rooms should be relocated to secure, climate-controlled environments to ensure long-term equipment protection and operational stability.

# Andrew Jackson Elementary School

## Educational Adequacy Improvements

Enhancements to fine arts and performing spaces will improve program delivery and student engagement. Music rooms should be reconfigured or relocated to provide better acoustics and dedicated storage, while improvements to the cafeteria stage, including lighting, acoustics, and storage, will expand opportunities for performances and community use.

## Interior Repairs and Finishes

Water-damaged ceiling tiles in the main building should be replaced following roof repairs. Stained walls, old casework, and restroom partitions should be refurbished or replaced. In the gym, worn tile flooring, hard-to-operate doors, and aged restroom partitions should be addressed. Kitchen equipment upgrades, including a larger freezer and additional warmers, are recommended to meet operational needs.

## Site and Grounds Maintenance

Parking lots, driveways, and sidewalks require resurfacing and crack repair to prevent ponding and improve safety. Irrigation coverage should be expanded, and broken or buried heads replaced. Playground equipment, though serviceable, is aging and should be evaluated for replacement. Additional site lighting and covered walkways to key areas (such as the gym and cafeteria) should be considered.

## Specialized Program Space Upgrades

Classrooms should be modernized to improve size, storage, and natural light. Kindergarten and early childhood classrooms require expansion and the addition of sinks and restrooms. Music spaces should be reconfigured or relocated to meet program needs, with improved acoustics and dedicated storage. The undersized media center should be expanded and redesigned to provide flexible and functional learning space.

## Technology Infrastructure

Technology systems are generally strong, but IT areas should be relocated to secure, dedicated spaces with appropriate climate control. Classroom technology can be enhanced by adding audio systems to improve instructional delivery.

# Andrew Jackson Elementary School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **ADA Door Hardware Replacement** | Replace all knob-style interior door hardware with lever or panic hardware to meet ADA standards. | Priority 1 | Ensures compliance with ADA and improves safe egress. |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **HVAC System** | Replace aging air handlers; re-insulate chilled water lines. | Priority 1 | Improves system effectiveness |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Roof Replacement** | Replace roof systems across campus | Priority 1 | Prevents ongoing water damage; extends building life. |
| Modernization | **Interior and Exterior Painting** | Repaint aged interior and exterior wall finishes across campus. | Priority 2 | Improves learning environment and extends interior life cycle. |
| Site & Infrastructure | **Plumbing Fixture Upgrades** | Replace outdated faucets, drinking fountains, and add sink in nurse's clinic, if possible. | Priority 2 | Improves health, sanitation, and accessibility. |
| Technology Readiness | **Cabling & Network Upgrade** | Replace outdated 10+ year-old cabling; improve LAN performance campus-wide. | Priority 2 | Spotty connectivity reduces instructional reliability. |
| Technology Readiness | **IT Server Room Improvements** | Relocate IT spaces to secure, dedicated, climate-controlled rooms. | Priority 2 | Protects infrastructure and supports long-term tech growth. |

# Andrew Jackson Elementary School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Educational Adequacy Improvements | **Music Room Improvements** | Reconfigure or relocate music spaces with proper acoustics and dedicated storage. | Priority 3 | Supports program delivery and student experience. |
| Educational Adequacy Improvements | **Performing Arts Enhancements** | Improve cafeteria stage with enhanced lighting, acoustics, and storage. | Priority 3 | Expands program opportunities and improves functionality. |
| Health & Safety | **Site Lighting Enhancements** | Install additional lighting in parking areas, walkways, and dark site locations. | Priority 3 | Improves visibility, safety, and security during evening use. |
| Modernization | **Playground Equipment Renewal** | Work with City MOU to evaluate and replace aging playground equipment | Priority 3 | Provides safe, engaging play environment. |

# Christa McAuliffe Elementary School

**Address:**
3000 Daffodil Street
McAllen, TX 78501

**Grade Configuration:**
PK-5th Grade

**Year Constructed:**
1986

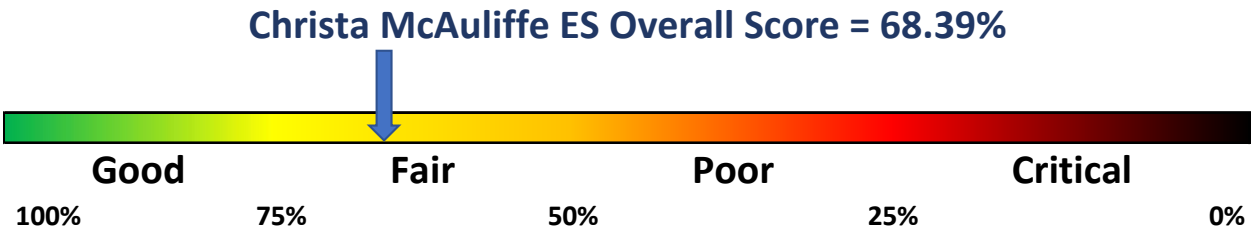
**2024-2025 Enrollment:**
385

Christa McAuliffe Elementary School, the school was established in 1986 and serves students from Pre-Kindergarten through 5th grade.

The school is named in honor of Christa McAuliffe, the first private citizen selected to fly in space as part of NASA's Teacher in Space Project. A dedicated educator, McAuliffe tragically lost her life in the 1986 Challenger shuttle disaster. Her legacy of courage, curiosity, and commitment to learning continues to inspire the school's mission and values.

Christa McAuliffe Elementary has achieved numerous milestones over the years. The school has been recognized for its strong literacy programs, including high participation and performance in the Accelerated Reader (AR) program, where students regularly surpass reading goals. It also promotes student engagement through extracurricular activities such as softball, where the school team has advanced to playoffs, and through community events like Veterans Day celebrations and college and career readiness programs. These accomplishments reflect the school's dedication to academic excellence, student leadership, and community involvement.

.



# Christa McAuliffe Elementary School

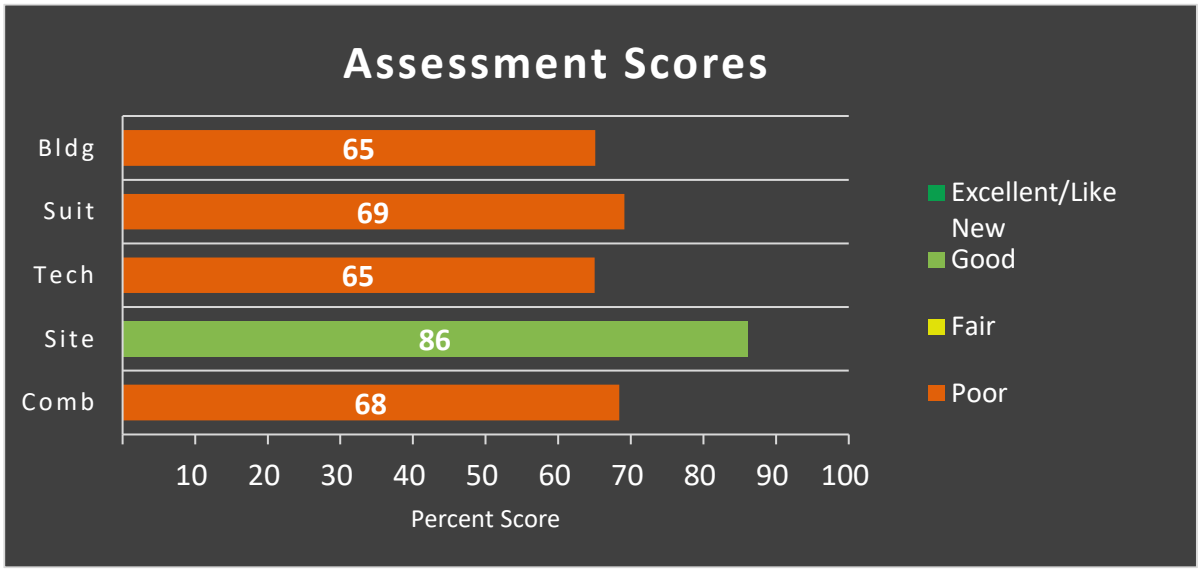
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| McAuliffe Elementary Building Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 54,892 | 1986 | 39 |
| Cafeteria | Permanent | 4,160 | 1989 | 36 |
| Gym | Permanent | 7,328 | 2001 | 24 |
| **TOTAL** | | **66,380** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



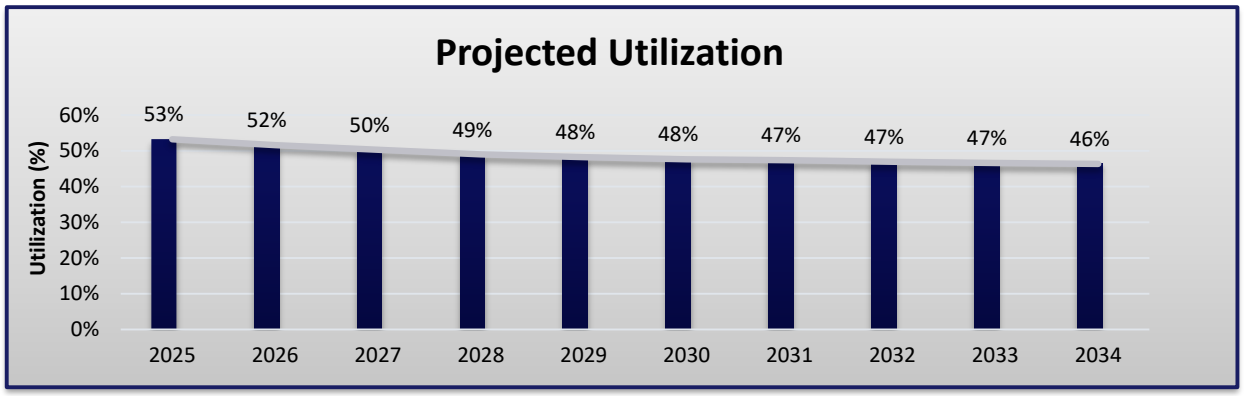
# Christa McAuliffe Elementary School

## Capacity, Utilization & Enrollment Projections

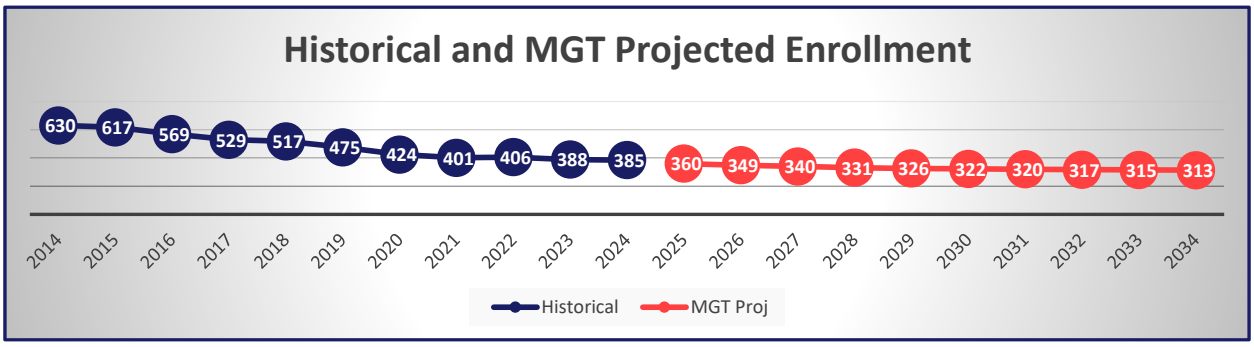
For the 2024–2025 school year, McAuliffe Elementary School's enrollment is 385 students, representing 56.96% of its target capacity. This places the school in the "Inefficient" range, indicating the facility is underutilized relative to its available space.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| **School** | **Current Enrollment** | **Maximum Capacity** | **Target Capacity** | **Utilization** |
| **McAuliffe ES** | 385 | 751 | 676 | 56.96% |

Utilization is projected to decrease from 72% in 2025 to about 62% by 2034, shifting the school from "Approaching Inefficient" into the "Inefficient" range in the long term. This sustained decline suggests the school may be a strong candidate for consideration in future consolidation or facility repurposing discussions.




Enrollment has steadily declined from 630 students in 2014 to the upper 300s in recent years. Projections indicate this trend will continue, with enrollment expected to drop further to approximately 313 students by 2034.



# BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

## Building Condition (Score: 65.10%)

The main building at McAuliffe Elementary exhibits significant signs of aging, particularly in its roof, windows, and interior finishes. The roof, replaced in 2012, has deteriorated rapidly due to inadequate maintenance, resulting in ponding, bubbling, and widespread leaks. Ceiling tiles are bowed and water-stained throughout the building, and a damaged skylight patched with tape is likely contributing to ongoing moisture issues. Single-pane aluminum windows are inefficient and prone to condensation, while exterior walls and doors show staining, missing paint, and general wear. Inside, flooring is old and cracked, especially in the library, and interior walls are marked and stained, though restroom and hallway ceramic tile remains in relatively good condition. Classroom cabinets, library shelves, and cafeteria lockers are worn, and the boys' restrooms lack privacy partitions.

Mechanical systems are functional but outdated in many areas. HVAC units provide inconsistent humidity control during the summer, leading to further deterioration of finishes, while outdated controls limit system efficiency. Plumbing fixtures are old but operable, though sewer odors are present in parts of the building. Lighting has not been upgraded to LED, and connectivity infrastructure—including data cabling, surveillance cameras, and intercom systems—is outdated and unreliable. Electrical panels are a mix of older and newer panels. Obsolete panels should be replaced. Fire protection relies on extinguishers, as the building is not sprinklered, though alarms and emergency lighting are functional. Accessibility issues remain, most notably in the cafeteria restrooms, which are not ADA compliant.

The gym is in even poorer condition, with its original pitched metal roof leaking and showing signs of significant age. Gutters and downspouts are clogged, and ceiling panels are stained, bowed, and in some cases missing, exposing damaged insulation. Interior and exterior doors are old and deteriorated, while VCT tile floors are stained and cracked. Mechanical systems are functional but degraded, with outdated HVAC units that require replacement and controls that are no longer reliable. Lighting remains fluorescent, with missing tubes, and connectivity infrastructure mirrors the deficiencies of the main building. While fire safety systems and emergency lighting are adequate, the stage stairs are not ADA accessible, limiting usability.

# Christa McAuliffe Elementary School

## Suitability (Score: 69.11%)

McAuliffe's instructional spaces are functional but inflexible, with limited storage and minimal accommodation for diverse learning styles. Classrooms are generally well located and appropriately sized, but storage is limited to basic cubbies and wardrobe cabinets. Kindergarten rooms are undersized, with some broken collapsible walls and minimal storage. Early childhood classrooms are smaller than standards and poorly located, lacking proximity to play areas and adequate equipment. Special education spaces have been created from modified general classrooms and lack dedicated restrooms or sufficient storage.

Specialized program spaces are particularly limited. The music room is a repurposed book room that is too small, lacks acoustics, and provides no storage. Art space is absent entirely, while science labs function adequately but lack storage capacity. Performing arts activities are held on the gym stage, which has poor acoustics and limited equipment. Physical education spaces are appropriately sized, but flooring and restrooms are in poor condition, and storage is inadequate. The media center is undersized for the school's enrollment and lacks proper storage for devices.

Support spaces vary in quality. Administration, counseling, and clinic areas are appropriately sized and functional, but staff workrooms are cramped and dated. Student restrooms provide limited privacy, while cafeteria and food service spaces are particularly inadequate—small, crowded, and undersized, with insufficient storage and poorly configured serving areas. Custodial and maintenance spaces are located in a converted restroom and offer very limited storage capacity. Circulation around campus is hampered by challenging site access, limited shade structures for walkers, and multiple access points that make supervision difficult.

## Grounds Condition (Score: 65.00%)

The condition of site grounds reflects deferred maintenance, with numerous cracked, potholed, and uneven paved areas in parking lots, driveways, and sidewalks. Covered walkways show significant wear. Play courts, though recently resurfaced, were poorly leveled, resulting in water pooling. Drainage across the site is problematic, contributing to barren patches in lawns and fields. Irrigation is limited to the front of the campus, leaving the rest of the grounds dry and uneven. Playground equipment remains functional but aging, and pea gravel surfacing limits accessibility. Utilities are generally reliable, though wastewater odors have been reported, and site lighting is limited to wall-mounted fixtures and city-provided poles. Fencing is secure and relatively new, contributing positively to site safety.

# Christa McAuliffe Elementary School

## Technology Readiness (Score: 86.11%)

Technology infrastructure at McAuliffe is generally reliable but with critical gaps. Electrical systems, connectivity, video, and WAN systems are well maintained, supporting instructional needs. However, the intercom system is outdated, classrooms lack phones, and server areas are collocated with storage, lacking dedicated cooling. Classroom audio systems are not present, limiting instructional enhancement opportunities. HVAC for the academic building is functional, but gym systems require frequent service. Overall, the school's technology supports learning but needs targeted upgrades to improve reliability and instructional effectiveness.

### Summary

McAuliffe Elementary presents as a campus with solid core classroom spaces and functional technology infrastructure, but with significant deficiencies in building condition, specialized program spaces, and site systems. The main building requires roof and HVAC upgrades, restroom modernization, and interior repairs. The gym suffers from roof failure, ceiling damage, and outdated HVAC controls, making it a top priority for renewal. Educational adequacy is hindered by undersized or absent specialized learning spaces, poor storage, and inadequate cafeteria and food service areas. Grounds need investment in paving, drainage, and irrigation improvements, while technology systems should be modernized to replace legacy intercoms, secure server environments, and add classroom audio supports. Addressing these deficiencies will be essential to align the school with contemporary educational and operational standards.

# Site Master Plan

## Safety and Security Enhancements

To improve accessibility and safety campuswide, door hardware should be replaced with ADA-compliant lever or panic hardware to ensure safe and equitable egress. The gym stage should receive an ADA-compliant lift or ramp to provide universal access to performance spaces. Campus security should be enhanced through expanded access controls, upgraded camera systems, and improved emergency preparedness measures.

## Modernization

Campus modernization efforts should include conversion of all interior and exterior lighting to high-efficiency LED fixtures to improve lighting quality and reduce long-term maintenance costs. Interior spaces should be repainted and refinished, with replacement of damaged ceiling tiles, flooring, and casework to extend the life of finishes and improve overall appearance. Student restrooms should be modernized with new fixtures, partitions, and finishes to improve privacy, sanitation, and comfort.

## Site & Infrastructure

Aging building systems require significant upgrades, including replacement of obsolete electrical panels and installation of new HVAC controls to improve system reliability and energy efficiency. The main building roof and gym roof have reached the end of their service life and should be replaced to prevent ongoing leaks and structural deterioration. Site improvements should include resurfacing cracked parking lots, sidewalks, and play courts to enhance safety and accessibility, as well as improved site drainage to reduce pooling. Exterior walls and doors should be repainted or refinished to protect the building envelope, and plumbing fixtures should be replaced to improve restroom function and sanitation.

## Educational Adequacy Improvements

Program delivery and instructional quality can be enhanced by modernizing spaces for the arts and early learning. The music and arts programs should be relocated or expanded into properly equipped spaces with improved acoustics and dedicated storage. Early Childhood Education classrooms should be modernized with age-appropriate furnishings and fixtures or in purpose-built classrooms with appropriate restrooms and storage to ensure accessibility and equitable learning environments. The gym stage should be improved with upgraded equipment and acoustics to better support performing arts programs.

## Technology Readiness

The school's network infrastructure should be updated to replace aging cabling and improve campus-wide connectivity. The existing IT server should be relocated from shared storage to a dedicated, cooled space to protect critical technology systems and ensure instructional reliability.

## Playground & Outdoor Areas

Outdoor play areas should be renewed by replacing aging playground equipment and pea gravel surfacing with modern, accessible play systems that promote safety and inclusivity for all students.

# Christa McAuliffe Elementary School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **ADA Door Hardware Replacement** | Replace knob-style interior door hardware with lever or panic hardware. | Priority 1 | Ensures ADA compliance and improves safe egress. |
| Health & Safety | **Gym Stage Accessibility** | Add ADA-compliant access to gym stage. | Priority 1 | Provides equitable access to performance space. |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **Electrical System Upgrades** | Replace obsolete electrical panels | Priority 1 | Improves efficiency, reduces costs, and resolves electrical reliability issues. |
| Site & Infrastructure | **Gym Roof Replacement** | Replace original pitched metal roof and repair clogged gutters/downspouts. | Priority 1 | Leaking roof with extensive damage requires replacement. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Main Building Roof Replacement** | Replace failing 2012 roof with new system; repair/replace skylights; improve drainage. | Priority 1 | Current roof leaking and failing prematurely. |
| Site & Infrastructure | **Parking, Walkways, and Play Courts** | Resurface cracked and potholed parking lots and play courts | Priority 1 | Improves safety and usability of site circulation areas. |
| Educational Adequacy Improvements | **Music & Arts Improvements** | Relocate or expand music into a proper facility with acoustics and storage; add dedicated art space. | Priority 2 | Provides adequate space for arts curriculum. |
| Modernization | **Interior Modernization** | Repaint walls, replace damaged ceiling tiles and flooring, and update interior finishes throughout campus. Replace casework and provide additional storage where needed. | Priority 2 | Improves interior environment and extends life of finishes. |
| Modernization | **Restroom Modernization** | Renovate student restrooms with updated finishes and fixtures to improve privacy and condition. | Priority 2 | Improves student environment and sanitation. |

# Christa McAuliffe Elementary School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Site & Infrastructure | **Drainage Improvements** | Improve site drainage across campus | Priority 2 | Reduces pooling and improves site condition. |
| Site & Infrastructure | **Exterior Wall & Door Refurbishment** | Repaint exterior walls and replace/refinish worn exterior doors. | Priority 2 | Improves appearance and building envelope protection. |
| Site & Infrastructure | **Plumbing Fixture Upgrades** | Replace worn faucets/sinks, install urinal partitions, and address wastewater odor issues. | Priority 2 | Improves sanitation and restroom privacy. |
| Technology Readiness | **Cabling & Network Upgrade** | Replace outdated 10+ year-old cabling; improve LAN performance campus-wide. | Priority 2 | Spotty connectivity reduces instructional reliability. |
| Technology Readiness | **IT Server Room Improvements** | Relocate server from shared storage area and provide dedicated cooling. | Priority 2 | Protects critical infrastructure. |
| Educational Adequacy Improvements | **Early Childhood Classroom Expansion** | Expand and modernize undersized ECE classrooms; add age-appropriate equipment and fixtures. | Priority 3 | Aligns early learning spaces with program needs. |
| Educational Adequacy Improvements | **Performing Arts Enhancements** | Improve gym stage with acoustics and equipment to support performing arts. | Priority 3 | Enhances student opportunities and program quality. |
| Educational Adequacy Improvements | **Special Education Space Upgrades** | Create purpose-built special education classrooms with appropriate restrooms and storage. | Priority 3 | Supports program delivery and equitable access. |
| Site & Infrastructure | **Playground Renewal** | Replace aging equipment and pea gravel surfacing with modern, accessible play systems. | Priority 3 | Provides safe and inclusive play environment. |

# Ben Milam Elementary School

**Address:**
3800 North Main Street
McAllen, TX 78501

**Grade Configuration:**
PK-5th Grade

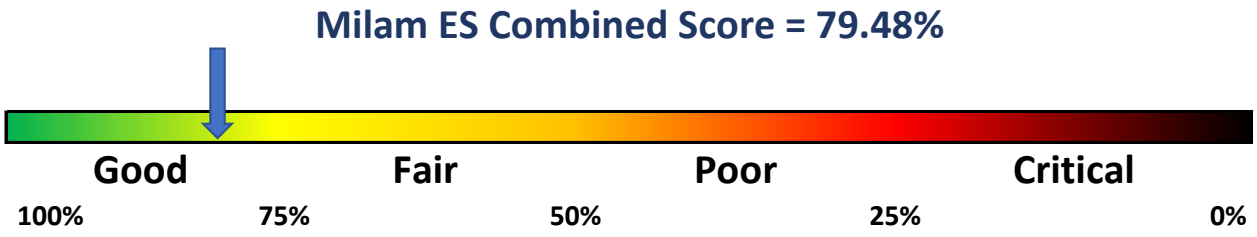
**Year Constructed:**
1929 - Established
1967 - Expansion/Rebuild

**2024-2025 Enrollment:**
811

Ben Milam Elementary School was originally established in 1929 under the name Union Grove Elementary. The school serves students in Pre-Kindergarten through 5th grades.

The school was renamed at the start of the 1929-1930 school year in honor of Benjamin R. Milam, a hero of the Texas Revolution best known for his leadership during the Siege of Bexar, where he famously rallied Texan forces with the cry, “Who will go with old Ben Milam into San Antonio?”

Over the years, Milam Elementary has built a strong reputation for academic excellence and community involvement. The school has consistently excelled in district-wide competitions, including the UIL academic contests, where students have earned top placements in disciplines such as Ready Writing and Oral Reading. The school also promotes literacy through programs like Battle of the Books, and fosters a vibrant school culture with events such as Open House, community picnics, and seasonal celebrations that bring families and staff together in support of student success.



# Ben Milam Elementary School

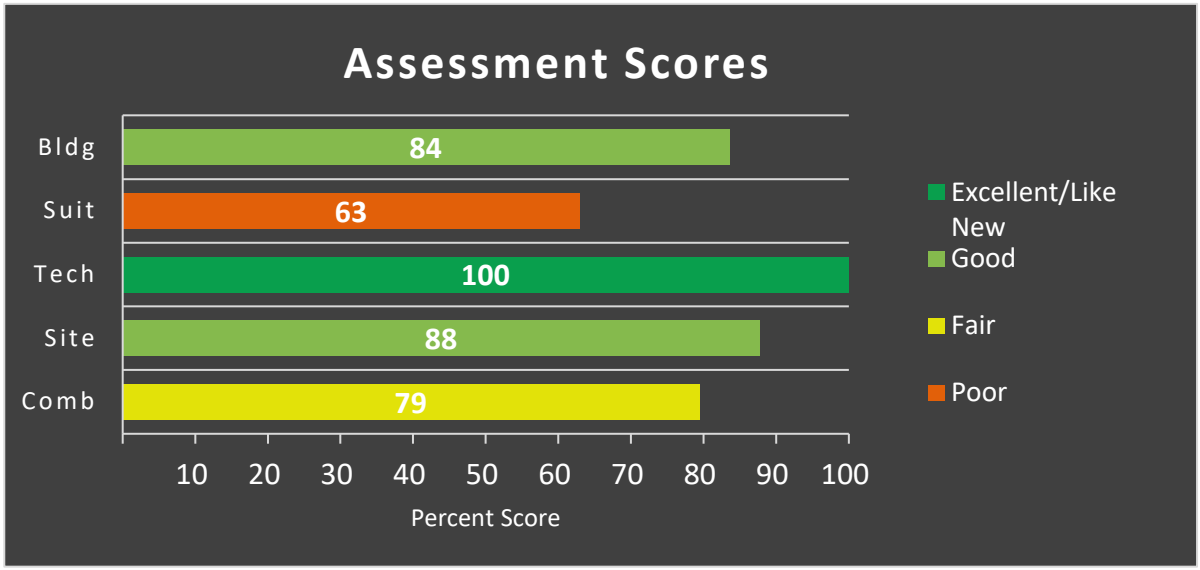
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Milam Elementary Building Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 54,496 | 1967 | 58 |
| Cafeteria | Permanent | 3,531 | 1979 | 46 |
| Gym | Permanent | 7,080 | 2001 | 24 |
| Portable 63 | Portable | 1,536 | 1975 | 50 |
| Portable 44 | Portable | 1,536 | 1978 | 47 |
| Portable 82 | Portable | 1,536 | 1984 | 41 |
| Portable 88 | Portable | 1,536 | 1985 | 40 |
| Portable 109 | Portable | 1,728 | 1989 | 36 |
| **TOTAL** | | **72,979** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



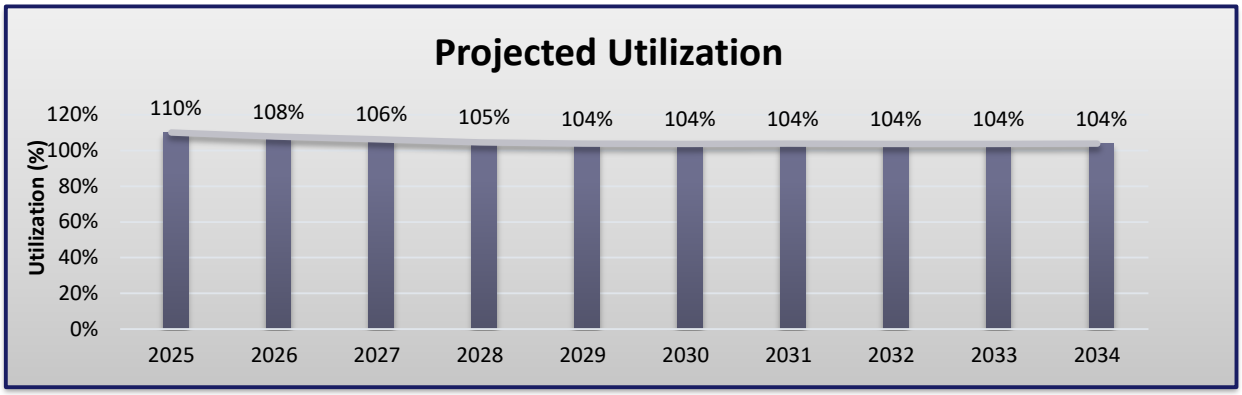
# Ben Milam Elementary School

## Capacity, Utilization & Enrollment Projections

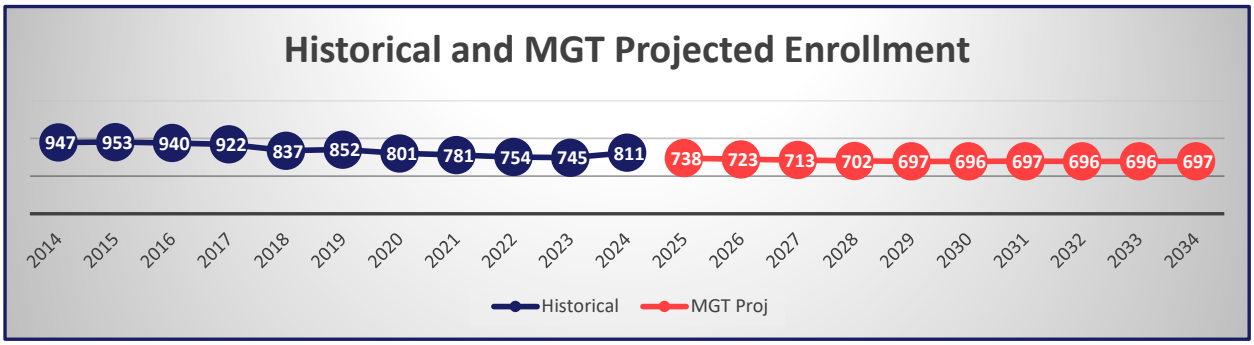
For the 2024–2025 school year, Milam Elementary School's enrollment is 811 students, representing 110.97% of its target capacity. This places the school firmly in the "Inadequate" range, indicating it is operating well above capacity and facing significant overcrowding.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| School | Current Enrollment | Maximum Capacity | Target Capacity | Utilization |
| **Milam ES** | 811 | 812 | 731 | 110.97% |

Utilization is projected to remain consistently over 100% across the forecast period, beginning at 110% in 2025 and holding at approximately 104% through 2034. This sustained overcapacity suggests an ongoing need for relief strategies such as facility expansion, boundary adjustments, or program relocation to reduce crowding and support effective learning environments.




Enrollment has declined from the mid-900s in 2014 to the low 800s in 2024, but projections indicate only modest decreases in the future, stabilizing around 696–697 students through 2034.



# Ben Milam Elementary School

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 83.60%)

Milam Elementary is a large campus with a mix of permanent buildings, a cafeteria and gym, and multiple portables. The main building, though structurally stable, shows its age in numerous ways. The roof, replaced in 2012, is already showing signs of premature deterioration from tree overhangs and ponding, and will require consistent maintenance to reach its full service life. Exterior windows are single-pane and inefficient, with some inoperable units. Doors are aged and worn, while interior walls, floors, and doors display cracking, wear, or outdated finishes. Restrooms are partly upgraded, but most remain non-ADA compliant. Ceiling tiles are replaced as needed, though recurring water stains suggest underlying roof and HVAC issues.

Mechanical systems are a growing concern. HVAC equipment in the main building is well beyond its useful life, with rusted condensing units, missing insulation, and corroded controls. Distribution has been partially upgraded, but degraded insulation and outdated hydronic components continue to cause condensation and leaks. Lighting has not been upgraded to LED, and connectivity infrastructure, including cameras, intercom, and data cabling, is outdated and unreliable. The electrical main and sub panels are older and obsolete, and should be considered for replacement. Fire alarm systems have been upgraded, and emergency lighting is adequate, but many portables still rely on original doors and hardware, with deadbolts instead of panic hardware, which is a life-safety issue.

The cafeteria and gym are in better condition overall. Both structures are stable, with roofing systems in fair-to-good condition. The cafeteria has benefited from kitchen equipment replacement, though its restrooms are not ADA accessible and hardware is outdated. The gym roof and structure are sound, but its rubberized flooring and restroom partitions. Across the site's portables, conditions are generally fair-to-good. Roofs and structures are stable, but interiors are dated, with wood paneling, mismatched or aged flooring, and original doors and cabinets. A common deficiency across portables is the absence of panic hardware, reliance on deadbolts, and outdated interior finishes.

# Ben Milam Elementary School

## Educational Suitability (Score: 62.99%)

Milam's instructional environments are serviceable but limited in flexibility and modernization. General classrooms are often cramped, lack natural light, and provide minimal storage, with six housed in portables that further restrict program functionality. Kindergarten classrooms meet most size standards but lack sinks and restrooms. Early childhood and special education rooms are undersized and lack storage, restrooms, and appropriate fixtures, having been adapted from general classroom space.

Specialized program areas are notably deficient. Music is conducted in a portable without adequate size, storage, or acoustics. Art classrooms do not exist as dedicated spaces, further limiting curriculum delivery. The science room is appropriately located and functional but under-equipped for storage. Performing arts activities are conducted on the gym stage, which lacks proper lighting, storage, and acoustical support. The media center is particularly constrained, consisting of two converted classrooms with no natural light and insufficient storage for devices.

Support spaces vary in quality. While the clinic and staff lounge are adequate, administration and counseling areas are undersized and lack conference or waiting areas. Student restrooms are functional but lack privacy, with no partitions in some areas. Food service is a major concern: the cafeteria is undersized, requiring six lunch periods, and the kitchen itself is too small with limited storage. Custodial and maintenance spaces are undersized and inadequate for current needs.

## Grounds (Score: 87.83%)

The school grounds are generally in very good condition thanks to recent investments. Parking lots and driveways have been resurfaced and striped, play courts resurfaced, and landscaping well maintained. Irrigation systems cover landscaped areas effectively, and playfields and playgrounds are in good condition, with equipment replaced and surfaces maintained annually. Sidewalks, however, are cracked and gouged in areas, creating hazards and detracting from the overall site appearance. Security is supported by updated fencing, effective lighting, and proper drainage across the campus.

## Technology Readiness (Score: 100%)

Technology infrastructure at Milam Elementary is a relative strength. Electrical systems, connectivity, and network performance are reliable and capable of supporting current instructional and operational needs. Faculty and staff have equitable access to devices, and LAN/WAN performance is strong. IT equipment is properly climate-controlled, and systems for alerting, voice, and video distribution are fully operational.

# Ben Milam Elementary School


## Summary

Milam Elementary benefits from solid structural stability, well-maintained grounds, and strong technology readiness. However, major challenges persist in building condition and educational suitability. The main building requires roof maintenance, full HVAC modernization, and restroom upgrades to meet ADA standards. Portables are structurally sound but rely on outdated finishes and unsafe exit hardware. Instructional adequacy is constrained by the absence of dedicated spaces for art, music, and performing arts, undersized and outdated classrooms, and a severely undersized cafeteria and kitchen. While site systems are well maintained, targeted investments in building renewal, modernization of specialized spaces, and HVAC replacement will be necessary to align the campus with contemporary educational and operational needs.


## Site Master Plan

### New Construction

The construction of a new permanent classroom wing at Milam Elementary School is recommended to replace outdated portable classrooms that no longer support modern instructional delivery. The existing portables are undersized, lack integrated restrooms and storage, and provide limited access to technology and specialized program spaces. Replacing them with permanent, appropriately equipped classrooms will enhance educational adequacy, improve accessibility and comfort, and provide flexible learning environments aligned with current instructional standards. This project also creates an opportunity to consolidate special education, resource, and enrichment programs into dedicated spaces that support collaboration and equitable access for all students.

### Safety and Security Enhancements

Campuswide upgrades are needed to improve safety, accessibility, and emergency preparedness. All knob-style and deadbolt door hardware should be replaced with ADA-compliant levers and panic hardware to meet current accessibility and life-safety standards. Security improvements will enhance monitoring and campus safety, including expanded access controls and upgraded camera systems.

### Modernization

Aging building systems and finishes require targeted modernization to improve efficiency, comfort, and learning environments. The main building HVAC system should be replaced, with new controls and insulation to restore reliability and eliminate condensation issues. Aging portable HVAC units should also be replaced with modern, energy-efficient systems. Interior modernization should include replacement of stained ceilings, cracked flooring, and outdated

wood paneling, along with repainting and installation of new cabinetry and finishes. Campuswide LED lighting upgrades will reduce energy use and improve illumination quality.

### Site & Infrastructure

Infrastructure improvements are essential to support reliable operations and protect facilities from deterioration. Obsolete electrical panels should be replaced to improve efficiency and safety, and HVAC controls should be upgraded campuswide. Plumbing upgrades—including new sinks, faucets, water fountains, and bottle-filling stations—will improve sanitation and student access to drinking water. Replacement of aging exterior doors will enhance weather resistance and site security. Parking expansion should be considered to address capacity shortfalls and improve staff access.

### Technology Readiness

Upgrading technology infrastructure is critical to improving instructional reliability and connectivity. Outdated network cabling should be replaced to enhance LAN performance, ensuring consistent access to instructional technology throughout the campus.

### Educational Adequacy Improvements

Programmatic improvements should focus on expanding and modernizing instructional and support spaces. Early childhood and special education classrooms should be reconfigured to provide adequate space, restrooms, and storage. Development of dedicated music and art spaces, along with upgrades to the gym stage for improved acoustics, lighting, and storage, will support curriculum delivery, student engagement, and program growth.

# Ben Milam Elementary School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Educational Adequacy Improvements | **Remove Outdated Portables- Construct New Classroom Wing** | Construct new classroom wing to support the removal of portable classrooms | Priority 1 | Outdated portables are inadequate for curriculum delivery. |
| Educational Adequacy Improvements | **Cafeteria & Food Service Expansion** | Expand cafeteria and modernize food prep/storage to support enrollment. | Priority 1 | Current cafeteria is undersized and food service systems are outdated. |
| Health & Safety | **ADA Door Hardware Replacement** | Replace all knob-style and deadbolt door hardware with lever or panic hardware to meet ADA and NFPA standards. | Priority 1 | Improves accessibility and compliance with current ADA standards. |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **HVAC Modernization** | Replace aging HVAC equipment, restore insulation on piping and ductwork. Replace aging portable HVAC units | Priority 1 | Units are beyond life cycle; frequent failures and condensation damage. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting across main building, gym, cafeteria, and portables to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **Electrical System Upgrades** | Replace obsolete electrical panels | Priority 1 | Improves efficiency, reduces costs, and resolves electrical reliability issues. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Educational Adequacy Improvements | **Early Childhood & Special Education Expansion** | Expand and reconfigure ECE and special education classrooms with proper restrooms and storage. | Priority 2 | Current rooms undersized and lack proper fixtures. |
| Modernization | **Interior Modernization** | Replace stained ceilings, cracked flooring, older casework and dated wood paneling; repaint and refresh finishes. | Priority 2 | Improves learning environment and extends building life. |
| Site & Infrastructure | **Exterior Door Replacements** | Replace original exterior doors across main building, cafeteria, gym, and portables. | Priority 2 | Maintains security and weather resistance. |
| Site & Infrastructure | **Plumbing Fixture Upgrades** | Replace aged sinks, faucets, and water fountains with modern fixtures and expand bottle-filling stations. | Priority 2 | Improves sanitation and student access to drinking water. |
| Technology Readiness | **Cabling & Network Upgrade** | Replace outdated 10+ year-old cabling; improve LAN performance campus-wide. | Priority 2 | Improves network reliability and system performance. |

# Ben Milam Elementary School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Educational Adequacy Improvements | **Music & Art Space Development** | Create or modernize dedicated spaces for music and art programs. Upgrade gym stage with improved acoustics, storage, and lighting. | Priority 3 | Supports curriculum delivery and program growth. |
| Site & Infrastructure | **Gym Roof & Envelope Upgrades** | Replace restroom partitions and rubberized flooring; refurbish original doors. | Priority 3 | Improves gym usability, safety, and building envelope. |
| Site & Infrastructure | **Parking Expansion** | Expand staff parking to reduce off-site parking needs, if possible | Priority 3 | Addresses current capacity shortfall. |

# Dr. Pablo Perez Elementary School

**Address:**
7801 North Main Street
McAllen, TX 78501

**Grade Configuration:**
PK-5th Grade

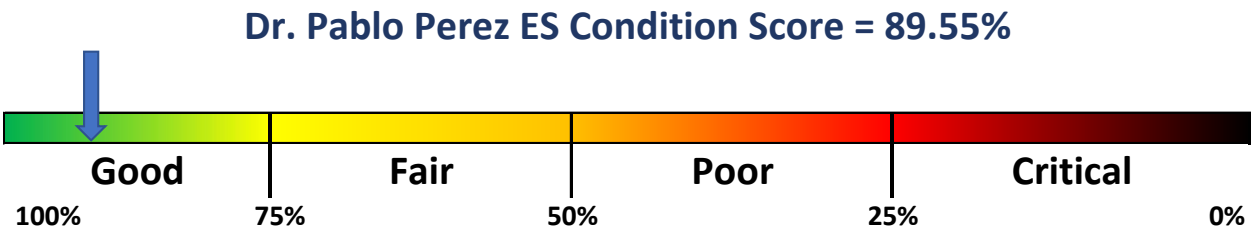
**Year Constructed:**
2007

**2024-2025 Enrollment:**
601

Dr. Pablo Perez Elementary School was established in 2007, serving students Pre-Kindergarten through 5th grades.

The school is named after Dr. Pablo Perez, a respected physician and community leader in the Rio Grande Valley. Dr. Perez was known for his dedication to public health and education, and his legacy continues to inspire the school's mission of academic excellence and service.

Over the years, Dr. Pablo Perez Elementary has earned recognition for its strong academic performance and inclusive programs. The school is an International Baccalaureate (IB) World School and ranks among the top 20% of public elementary schools in Texas and has been praised for its Gifted and Talented, bilingual, and special education programs. The school's Special Education Department was honored by the Council for Exceptional Children as "Teachers Who Rock," highlighting its commitment to student support and innovation in education.



# Dr. Pablo Perez Elementary School

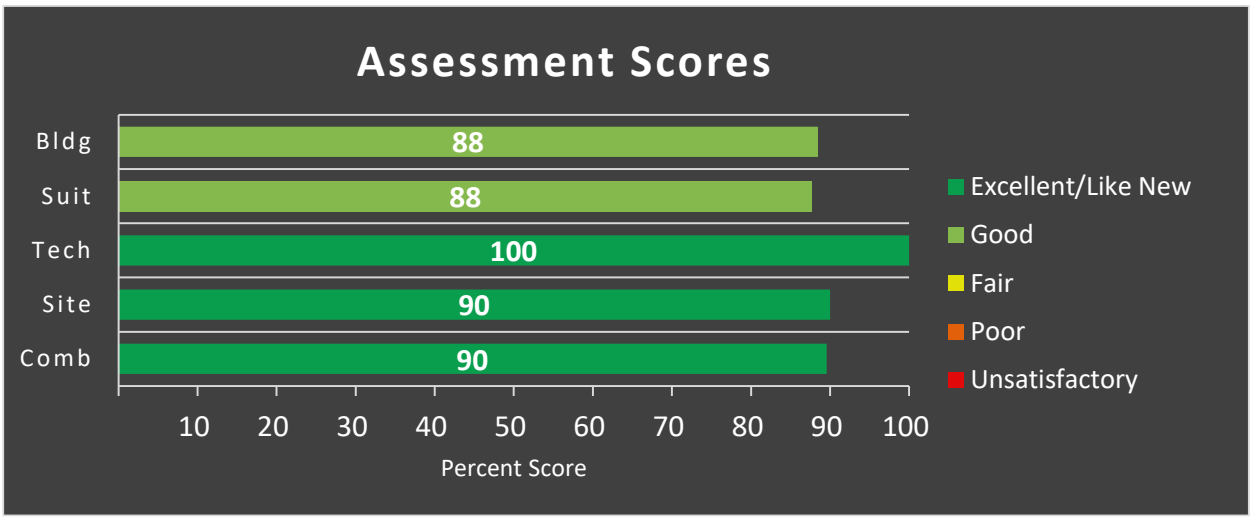
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Perez Elementary Building Inventory | | | | 40+ |
|---|---|---|---|---|
| | | | | 30-39 |
| | | | | 20-29 |
| | | | | 1-19 |
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 67,440 | 2007 | 18 |
| **TOTAL** | | **67,440** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



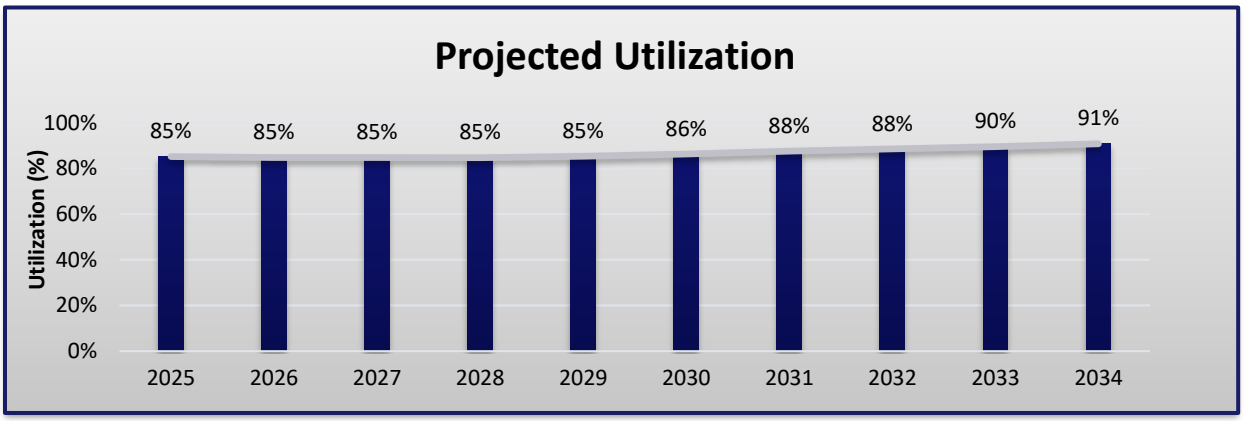
# Dr. Pablo Perez Elementary School

## Capacity, Utilization & Enrollment Projections

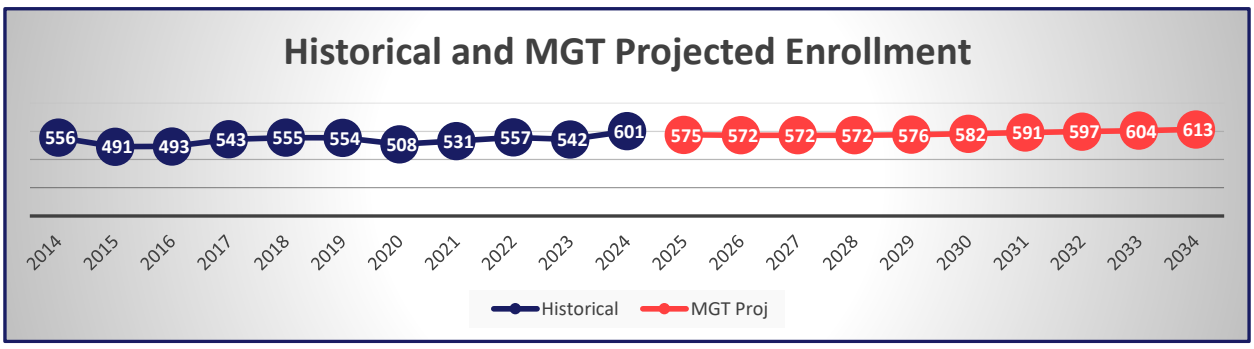
For the 2024–2025 school year, Perez Elementary School's enrollment is 601 students, representing 89.04% of its target capacity. This places the school in the "Adequate" range, indicating the campus is operating at capacity, but may face challenges with overcrowding looking forward.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| **School** | **Current Enrollment** | **Maximum Capacity** | **Target Capacity** | **Utilization** |
| **Dr. Pablo Perez ES** | 601 | 750 | 675 | 89.04% |

Utilization is projected to remain above 85% throughout the forecast period, reaching 91% by 2034. This climb towards maximum capacity suggests a need to consider strategies such as facility expansion, boundary adjustments, or program relocation to alleviate crowding and maintain a functional learning environment.




Enrollment has remained relatively stable over the past decade, with gradual increases in recent years. Projections show continued growth, with enrollment expected to rise to approximately 613 students by 2034. The stability and growth may be attrributed to school choice.



# BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

## Building Condition (Score: 88.47%)

Perez Elementary's structural systems are in good overall condition. The foundation and main structure are sound, and exterior walls are well maintained with no significant wear. Roofing was replaced in 2007 with a 20-year warranted SBS Modified Bitumen system, which remains in good condition, though the warranty will expire in early 2027. Exterior windows are single-pane units with safety film and caulking installed, providing adequate performance. Exterior doors are in good condition, with hardware upgraded to meet state safety and security requirements. Interior floors are well maintained, including recent carpet replacement in the library. Interior walls and ceilings are in good repair, and interior doors have upgraded safety-compliant hardware. Fixed equipment throughout the campus is in good condition.

Mechanical and electrical systems are functional and reliable. The main electrical service and distribution remain in good condition, though the original design did not anticipate the current level of technology usage; the number of outlets is insufficient to meet the demands of a fully 1:1 student device program. Lighting is adequate overall, though mechanical and electrical rooms lack dedicated fixtures. Plumbing systems, including water supply, fixtures, and waste lines, are in good working order. The existing HVAC chillers and controls are functional but due for life cycle replacement of chillers and controls that have become obsolete.

Safety and fire protection systems meet operational needs, with compliant exit hardware, upgraded fire alarms, and functional emergency lighting. ADA accessibility is in good condition, with the campus meeting current compliance requirements.

## Educational Suitability (Score: 87.73%)

Perez Elementary supports a range of instructional strategies and offers flexible learning environments. Classrooms are appropriately sized, well located, and equipped with sufficient storage, although HVAC imbalances are not a significant issue on this campus. Kindergarten rooms meet instructional standards, while Pre-K spaces lack in-room restrooms and have limited storage. The self-contained special education classroom meets most program needs but is smaller than current standards and lacks specialized fixtures.

Instructional resource rooms are well designed and located, providing strong support for small group and intervention programs. Science spaces provide a strong learning environment with minor size limitations. The music room is well located and equipped, though undersized at about 65% of the recommended area. The campus has no dedicated art program or room. The gym is used for P.E., performing arts, and food service; while the size is excellent, scheduling is a challenge due to shared use. Performing arts spaces are effective for their intended purpose.

The media center is modern, well located, and well resourced, though storage is only adequate. Student restrooms, administrative offices, counseling, clinic, and staff spaces are in good condition and appropriately located. The cafeteria and food service areas are adequate for current needs, with an efficient layout and sufficient storage. The school does not have a detached gymnasium like other elementary campuses across the district. Custodial and maintenance facilities are functional. Vehicular traffic flow, parking, and pedestrian access are safe and efficient. Play areas are well maintained, and campus security measures, including fencing, supervision, and controlled entrances, are strong.

## Grounds (Score: 90.00%)

The grounds at Perez Elementary are in good condition. Parking lots and driveways are smooth and clearly striped, with sidewalks in good repair aside from minor cracking. Play courts are safe and functional, and lawns, gardens, and playfields are well maintained with full irrigation coverage. Playground equipment is in good condition, and artificial turf provides a safe and durable play surface. Utility services, including water, wastewater, storm sewer, and site lighting, are reliable and adequate. Perimeter fencing meets state safety standards.

## Technology Readiness (Score: 100.00%)

Technology infrastructure at Perez Elementary is excellent, with a score of 100%. Cooling for IT spaces is adequate, and communications equipment is secure and climate controlled. Electrical power is reliable across campus, and equity of access ensures all students and staff have consistent technology support. Network connectivity is robust both internally and externally, with reliable LAN/WAN performance. Video and voice distribution systems are functional throughout the school. Faculty and staff have access to the technology tools they need, and the classroom alerting system is operational in all instructional spaces.

## Summary

Perez Elementary is a well-maintained and high-performing campus with strong building, site, and technology conditions. Structural and mechanical systems are in good repair, and safety features—including upgraded fire alarms and ADA-compliant hardware—meet current standards. Classrooms and support spaces are functional and flexible, though Pre-K, special education, and music rooms are undersized for modern program needs. Site circulation, parking, and play areas are safe and well maintained, supported by reliable utilities and strong perimeter security.

Technology infrastructure is excellent, providing consistent connectivity and full access to instructional tools across the campus.

## Site Master Plan

### Safety and Security Improvements

Campuswide safety upgrades are needed to strengthen security, emergency preparedness, and code compliance. Expanded access controls and upgraded camera systems will enhance visibility and monitoring throughout the site. Replacement of the obsolete fire alarm system is necessary to ensure reliable detection and communication during emergencies. Dedicated lighting should also be installed in mechanical and electrical rooms to improve safety for maintenance personnel.

### Modernization & Site Infrastructure

Infrastructure improvements should focus on improving system performance, building reliability, and equitable access to facilities. Replacement of outdated HVAC controls will improve efficiency and comfort, while targeted HVAC distribution repairs—including insulation replacement, duct cleaning, and life cycle chiller replacement—will extend system life and enhance air quality. Parking lots, sidewalks, and play courts should be repaired and resurfaced to correct cracking, potholes, and pooling, improving safety and usability across campus. The existing open pavilion should be enclosed to create a new gymnasium, providing equitable access to physical education and indoor recreation. Roof renewal planning should begin to address aging SBS modified bitumen systems nearing the end of warranty to prevent future water intrusion and maintain the building envelope.

### Technology Readiness

Electrical system upgrades are needed to support instructional technology and modern classroom needs. Additional outlets and circuits should be installed in classrooms and common areas to safely accommodate 1:1 device programs and future technology integration.

### Educational Adequacy Improvements

Programmatic upgrades are recommended to improve learning environments and better support specialized instruction. Pre-K classrooms should be enhanced with in-room restrooms, added storage, and improved layouts that align with early learning standards. The self-contained special education classroom should be expanded and equipped with appropriate fixtures to meet accessibility and program requirements. Fine arts programming should be strengthened through the expansion or reconfiguration of the undersized music room to provide adequate space and acoustical quality for instruction.

# Dr. Pablo Perez Elementary School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **Fire Alarm Replacement** | Replace obsiolete EST fire alarm systems | Priority 1 | Improves site safety monitoring, and emergency preparedness. |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Site & Infrastructure | **Enclose Pavilion to Create New Gym** | Enclose existing pavilion to create a new gynnasium | Priority 1 | Supports facility equity |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **HVAC Mechanical Renewal** | Chiller replacement and HVAC updates | Priority 1 | Ensures reliable comfort and prevents further damage from condensation issues. |
| Site & Infrastructure | **Parking, Walkways, and Play Courts** | Repair and resurface cracked and potholed parking lots, sidewalks, and covered walkways; relevel play courts to correct pooling. | Priority 1 | Improves safety and usability of site circulation areas. |
| Educational Adequacy Improvements | **Pre-K Classroom Upgrades** | Add in-room restrooms, improve storage, and enhance space functionality for Pre-K classrooms. | Priority 2 | Supports early learning program standards. |
| Educational Adequacy Improvements | **Special Education Classroom Expansion** | Expand and equip self-contained special education classroom to meet program size and fixture requirements. | Priority 2 | Improves accessibility and instructional support. |
| Site & Infrastructure | **HVAC Distribution Improvements** | Repair crushed insulation, clean ductwork and address rust to improve efficiency and air quality. | Priority 2 | Improves comfort and system performance. |
| Technology Readiness | **Electrical System Upgrades** | Add classroom and common area outlets and circuits to support 1:1 technology program. | Priority 2 | Supports technology integration and safe electrical use. |
| Educational Adequacy Improvements | **Music Room Improvements** | Expand or reconfigure adjacent spaces to increase undersized music room to recommended capacity. | Priority 3 | Enhances fine arts programming. |
| Health & Safety | **Mechanical & Electrical Room Lighting** | Install dedicated lighting in mechanical and electrical rooms. | Priority 3 | Improves safety for maintenance staff. |
| Site & Infrastructure | **Roofing Renewal Planning** | Plan and budget for replacement of SBS Modified Bitumen roof system installed in 2007, as warranty will expire in 2027. | Priority 3 | Prevents future water intrusion and maintains building integrity. |

# Sam Rayburn Elementary School

**Address:**
7000 North Main Street
McAllen, TX 78501

**Grade Configuration:**
PK-5th Grade

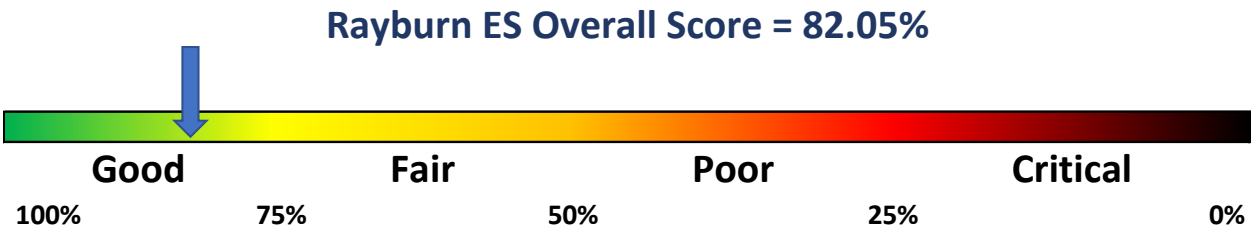
**Year Constructed:**
1979

**2024-2025 Enrollment:**
530

Sam Rayburn Elementary School, was established in 1979, serving students in Pre-Kindergarten through 5th grade.

The school is named after Samuel Taliaferro Rayburn, a longtime U.S. Congressman from Texas who served as Speaker of the House for 17 years—longer than anyone in American history. His legacy of leadership, integrity, and public service is reflected in the school's mission to empower students through education and civic responsibility.

Rayburn Elementary has become one of the district's top-performing campuses. It is currently ranked #2 among McAllen ISD elementary schools and #281 in Texas, based on academic performance and student outcomes. The school boasts impressive proficiency rates, with 69% of students meeting or exceeding expectations in math and 73% in reading, outperforming both district and state averages. Additionally, nine teachers at Rayburn Elementary recently earned TIA (Teacher Incentive Allotment) designations, a prestigious recognition of instructional excellence.



# Sam Rayburn Elementary School

## Building Inventory

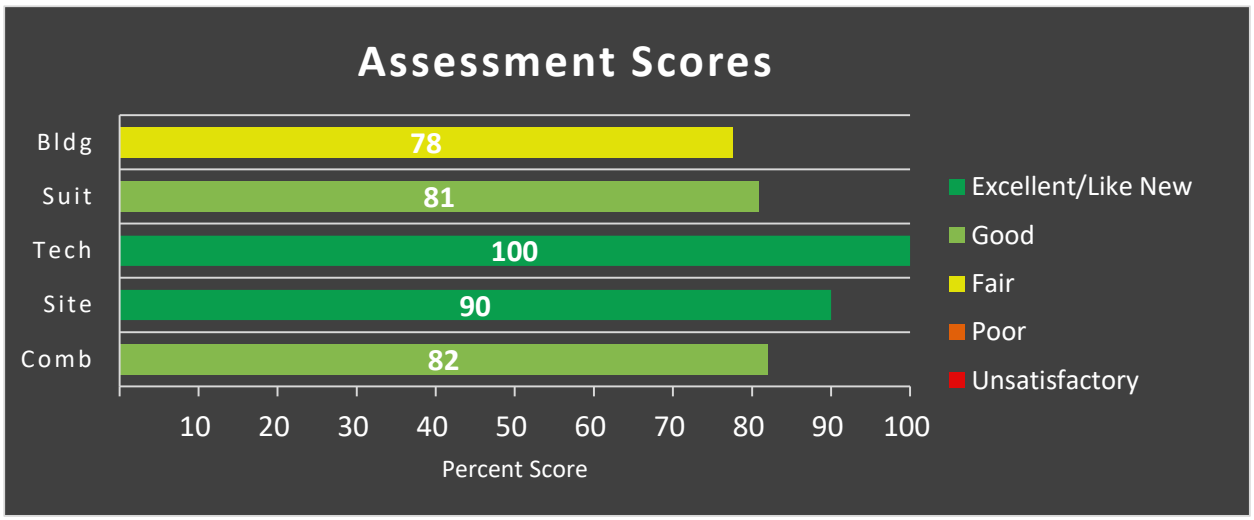
The Building Inventory list is sorted by age and type of buildings.

| Rayburn Elementary Building Inventory | | | | 40+ |
|---|---|---|---|---|
| | | | | 30-39 |
| | | | | 20-29 |
| | | | | 1-19 |

| Building Name (As Shown on District Inventory) | Construction Type | Area (Sq. Ft.) | Construciton Year | Age in 2025 |
|---|---|---|---|---|
| Main Building | Permanent | 55,679 | 1979 | 46 |
| Gym | Permanent | 6,264 | 2001 | 24 |
| Cafeteria | Permanent | 4,680 | 2024 | 1 |
| **TOTAL** | | **66,623** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



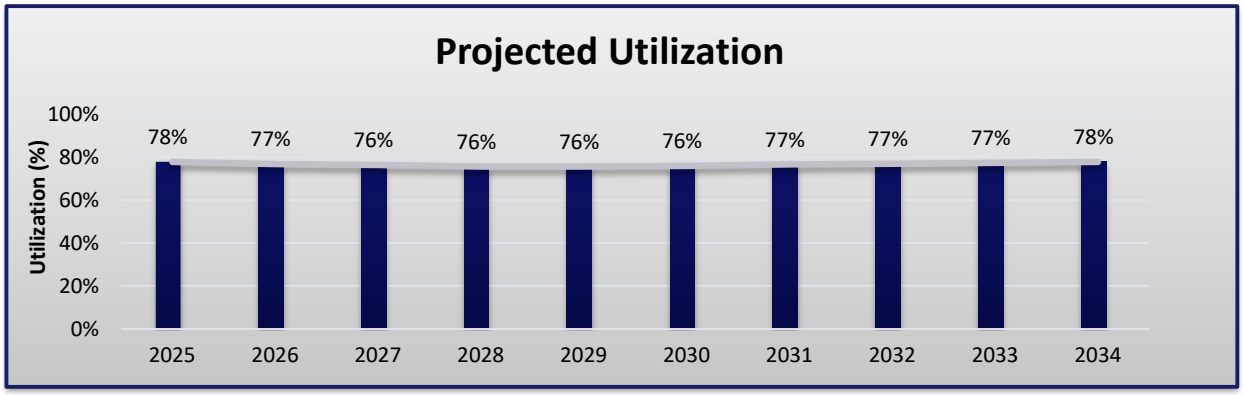
# Sam Rayburn Elementary School

## Capacity, Utilization & Enrollment Projections

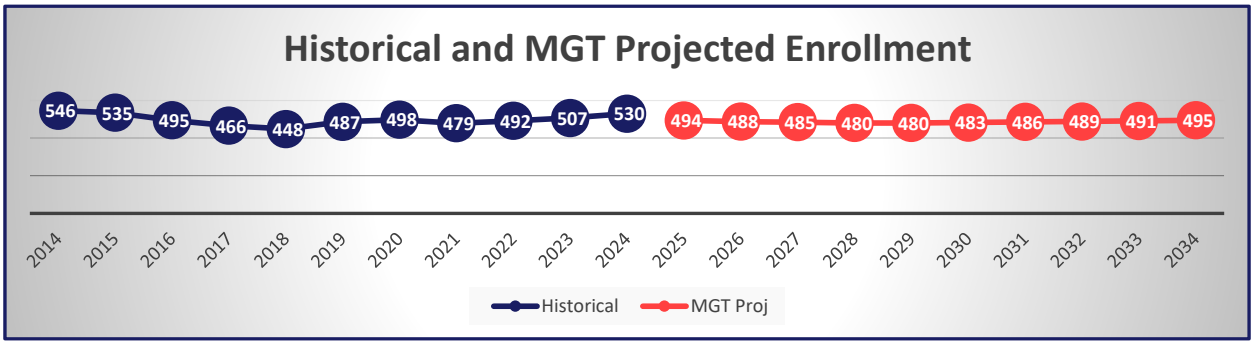
Rayburn Elementary School is operating at 83.41% utilization, indicating that current enrollment is below maximum capacity and the campus has sufficient space to accommodate minor enrollment growth without exceeding optimal capacity levels.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| **School** | **Current Enrollment** | **Maximum Capacity** | **Target Capacity** | **Utilization** |
| **Rayburn ES** | 530 | 706 | 635 | 83.41% |

Enrollment at Rayburn Elementary School is projected to remain stable over the next decade, with utilization consistently ranging between **76% and 78%**. This steady trend indicates that the campus will continue to operate below capacity, providing flexibility to accommodate future enrollment fluctuations or program expansions.




Enrollment at Rayburn Elementary has remained steady over the past decade, declining slightly from **546 students in 2014** to **530 in 2024**. Projections indicate minimal fluctuation through 2034, with enrollment expected to stabilize around **480–495 students**, reflecting consistent community demographics and sustained program participation.



# Sam Rayburn Elementary School

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 77.55%)

Rayburn Elementary's main building is structurally stable and generally serviceable, but several systems and finishes reflect its age. The roof was replaced in 2019 with a PVC system under a 20-year warranty and is performing well, though walls show staining and discoloration. Interior spaces are maintained, but floors are cracked and worn, requiring annual refinishing. Doors and windows are functional, with hardware upgraded to meet safety standards, though some rust is visible. Equipment such as cabinetry is aged, and restroom partitions vary in condition.

The electrical main service is a significant concern, as the Federal Pacific Electric switchgear remains in use and is known to present failure risks. Plumbing systems are largely functional, but HVAC systems show mixed performance: chillers have been replaced, yet outdated pumps, missing insulation, and corroded valves limit efficiency. Lighting remains dim fluorescent rather than LED. Fire alarms and emergency lighting are upgraded, but combustible wood paneling in some areas reduces fire resistance. ADA compliance is partial, as not all restrooms are accessible.

The gymnasium is in stronger condition overall, with a stable structure, replaced roof, and maintained interior finishes. Systems including plumbing, HVAC, and lighting are all functional. Life-safety systems are upgraded and the facility is fully ADA compliant.

### Educational Suitability (Score: 80.92%)

Instructional suitability at Rayburn is moderate, balancing strong classroom layouts with deficiencies in specialized areas. Classrooms are appropriately sized and well located, but HVAC inconsistencies and limited natural light detract from the environment. Kindergarten and Pre-K spaces are adequate in size and placement but lack restrooms and sufficient storage. Special education spaces are centrally located but undersized and without natural light. Instructional resource rooms are well located but often windowless.

Science rooms meet size and placement needs but lack casework and consistent HVAC. Music instruction is hindered by undersized space, poor acoustics, and limited storage. There is no dedicated art program or space, and labs, while functional, are constrained by HVAC and storage. Performing arts functions are relegated to shared gym spaces, with poor acoustics

and inadequate storage. The media center is a bright spot, being well equipped and centrally located.

Support spaces range from sufficient to undersized. Student restrooms are adequate but lack partitions. Administration is functional but cramped, while the clinic is undersized and lacks ADA access, a nurse's office, and shower facilities. The staff lounge is small, though the cafeteria and food service areas are adequate. Traffic flow is functional, but parking near the main entry is limited. Play areas are shared with a city park and lack ADA accessibility. Supervision is generally strong, though signage and wayfinding are limited.

## Grounds Condition (Score: 90.00%)

The campus grounds are well maintained and provide a positive exterior environment. Parking lots, driveways, sidewalks, and play courts have been resurfaced and are in good condition. Lawns and playfields are maintained with a functional irrigation system, while playgrounds are safe and well equipped, though city-owned play structures do not meet ADA standards. Utilities function effectively, with only minor ponding during heavy rain. Perimeter fencing meets state safety requirements and supports secure campus operations.

## Technology Readiness (Score: 100.00%)

Rayburn Elementary benefits from strong technology infrastructure. The campus supports equitable access to instructional technology with reliable LAN/WAN connectivity, modern systems for voice, video, IT, and alerting, and robust performance across classrooms and offices. Faculty and staff have adequate access to technology.

# Site Master Plan

## Safety and Security Improvements

Electrical and safety upgrades are critical to ensuring campus reliability and compliance with current standards. Replacement of the Federal Pacific Electric switchgear and main distribution panels is a high priority to eliminate safety hazards and improve electrical reliability. Expanding access controls and upgrading camera systems will enhance security, monitoring, and emergency preparedness across the site.

## Modernization

Mechanical and electrical system improvements are needed to maintain efficient operation and extend building life. Replacement of one chiller and aging air handlers will improve indoor comfort and prevent further condensation damage. Campuswide LED lighting upgrades will enhance illumination, reduce maintenance, and improve energy efficiency. Interior modernization should focus on replacing worn flooring, cabinetry, and restroom partitions to improve functionality, appearance, and sanitation. Additionally, obsolete accordion walls should be removed and replaced to improve sound isolation and usability.

## Site & Infrastructure

Replacement of outdated HVAC controls is recommended to improve system reliability, operational efficiency, and overall occupant comfort.

## Technology Readiness

Technology infrastructure upgrades are needed to support reliable connectivity and modern instructional technology. Replacing outdated cabling and improving LAN performance will ensure stable digital access throughout the campus.

## Educational Adequacy Improvements

Programmatic improvements should focus on enhancing specialized learning spaces. Pre-K and Kindergarten classrooms should be modernized with adequate storage and learning resources. Science labs should receive upgraded casework and storage, and larger, acoustically treated music and performing arts spaces should be developed to support instructional delivery and program growth.

# Sam Rayburn Elementary School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **Electrical System Upgrades** | Replace Federal Pacific Electric switchgear and upgrade main service/distribution panels. | Priority 1 | Current equipment is a known hazard and poses significant safety and reliability risks. |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **HVAC and Mechanical Renewal** | Replace one chiller and air handlers that are at the end of their life cycle | Priority 1 | Ensures reliable comfort and prevents further damage from condensation issues. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Educational Adequacy Improvements | **Program Space Enhancements** | Modernize Pre-K and Kindergarten with storage; upgrade science labs with casework and storage; create larger, acoustically treated music and performing arts spaces with proper storage. | Priority 2 | Supports curriculum delivery and improves learning environments. |
| Modernization | **Interior Modernization** | Replace cracked and aging VCT flooring, update cabinetry and classroom casework, and replace restroom partitions. | Priority 2 | Improves functionality, appearance, and hygiene of instructional spaces. |
| Technology Readiness | **Cabling & Network Upgrade** | Replace outdated 10+ year-old cabling; improve LAN performance campus-wide. | Priority 2 | Improves network reliability and system performance. |
| Modernization | **Replace Obsolete Moveable Walls** | Replace unused accordian walls where sound transfer is an issue | Priority 3 | Enhances appearance, usability, and extends facility life. |

# Roosevelt Elementary School

**Address:**
4801 South 26th Street
McAllen, TX 78501

**Grade Configuration:**
PK-5th Grade

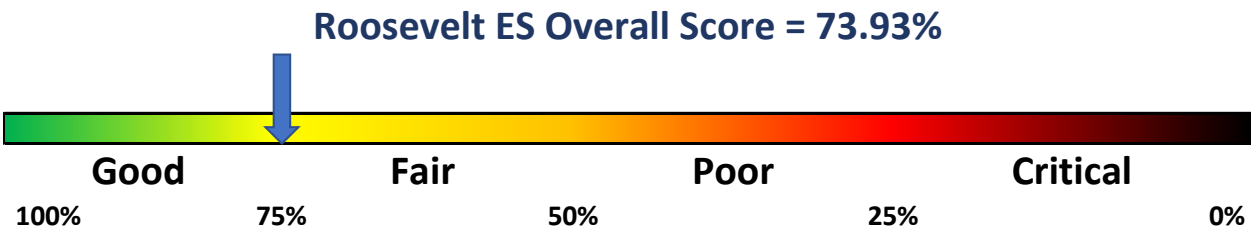
**Year Constructed:**
1979

**2024-2025 Enrollment:**
357

Theodore Roosevelt Elementary School was established in 1979 and serves students in Pre-Kindergarten through 5th grade.

The school is named after Theodore Roosevelt, the 26th President of the United States, known for his progressive leadership, conservation efforts, and dedication to public service. His legacy of courage, innovation, and civic responsibility is reflected in the school's mission to empower students through academic excellence and character development.

Roosevelt Elementary has earned recognition as one of the Best Elementary Schools by *U.S. News & World Report*, a distinction that highlights the dedication of its students, staff, and leadership. The school actively engages families and the community through events such as Pre-K & Kinder Camp, Meet the Teacher Night, and seasonal celebrations, fostering a vibrant and inclusive school culture.



# Roosevelt Elementary School

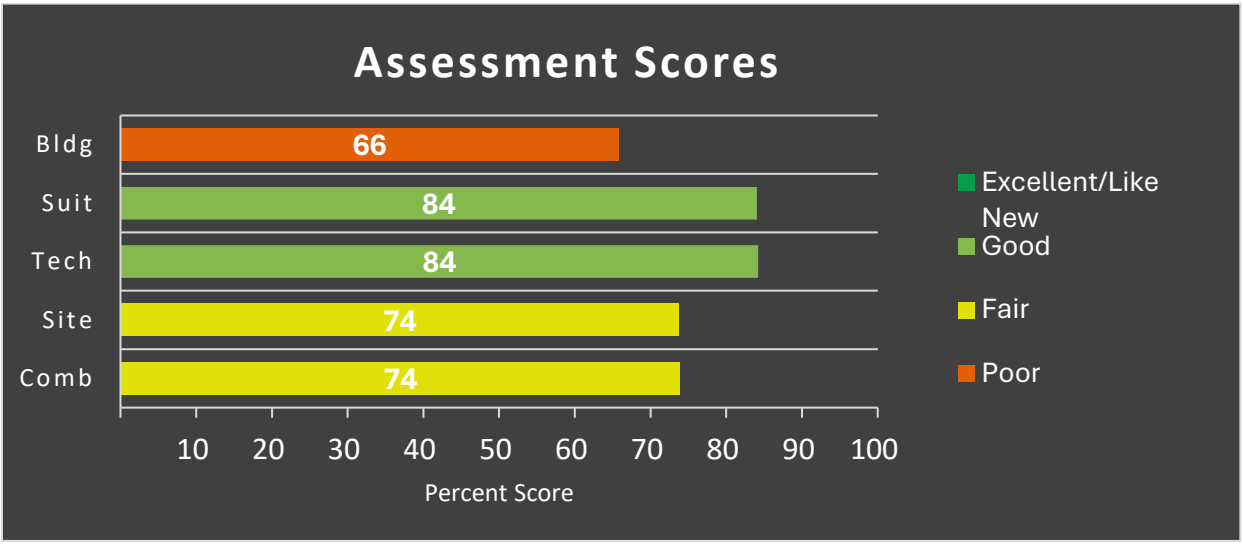
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Roosevelt ES Building Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 62,275 | 1980 | 45 |
| Gym | Permanent | 6,076 | 2001 | 24 |
| Cafeteria | Permanent | 4,732 | 2024 | 1 |
| **Total** | | **73,083** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



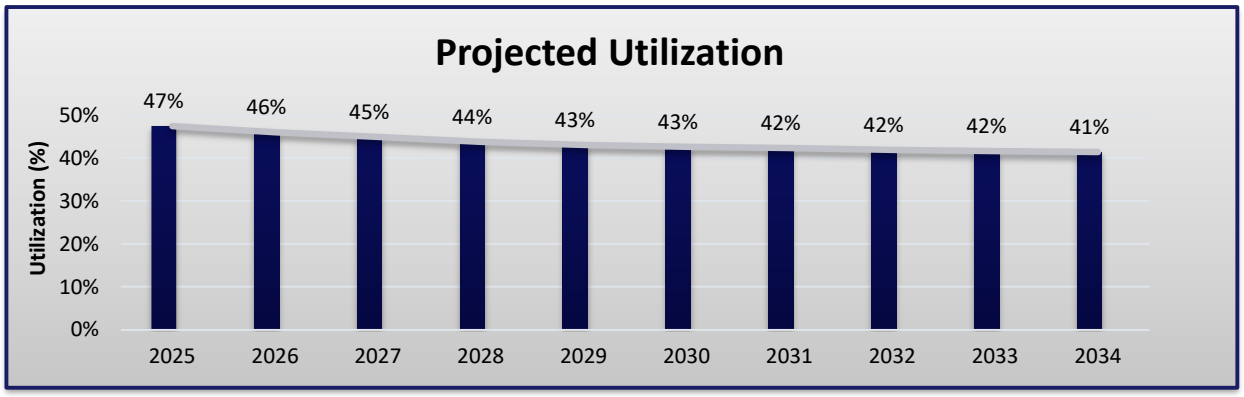
# Roosevelt Elementary School

## Capacity, Utilization & Enrollment Projections

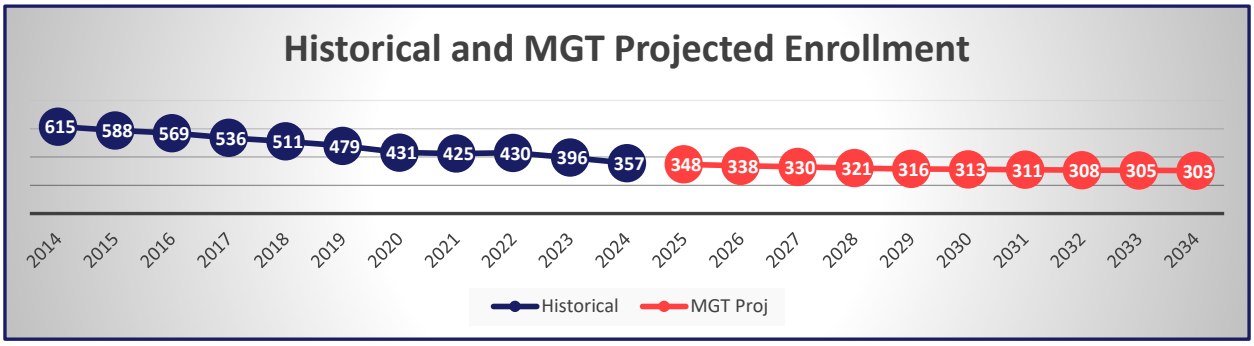
Roosevelt Elementary is operating at 48.67% utilization, indicating that current enrollment is well below available capacity. The school has substantial space available to accommodate enrollment growth or potential program expansion without exceeding optimal capacity levels.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| **School** | **Current Enrollment** | **Maximum Capacity** | **Target Capacity** | **Utilization** |
| **Roosevelt ES** | 357 | 815 | 734 | 48.67% |

Enrollment at Roosevelt Elementary is projected to gradually decline over the next decade, with utilization decreasing from **47% in 2025** to approximately **41% by 2034**. This trend reflects a sustained period of underutilization, suggesting opportunities for repurposing space or consolidating programs if demographic trends continue.




Enrollment at Roosevelt Elementary has steadily declined over the past decade, falling from **615 students in 2014** to **357 in 2024**. Projections indicate continued gradual decline, with enrollment expected to level off around **300 students by 2034**, reflecting ongoing demographic shifts and reduced elementary-age populations in the surrounding area.



# BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

## Building Condition (Score: 65.86%)

Roosevelt Elementary's facilities are structurally sound overall but show extensive signs of age, deferred maintenance, and system deterioration. The main building exhibits foundation settlement with visible cracking, exposed concrete, and sagging floors. Exterior walls show staining, missing stucco, exposed rebar, and graffiti, though much of the brick veneer remains intact and stable. Roof conditions vary across campus: the main roof, replaced in 2019, is in good condition with routine upkeep; however, the cafeteria roof combines newer PVC sections with older Modified Bitumen areas that are bubbling and cracked. The gym roof is in poor condition, with active leaks caused by clogged gutters and deteriorated skylights.

Exterior windows and doors are worn, with rusting frames, dents, and outdated hardware—many still utilizing knob handles rather than ADA-compliant levers. Interior finishes reflect heavy use and age, including worn flooring, cracked tiles, and mismatched ceiling tiles with stains and evidence of water intrusion. Fixed equipment is inconsistent, with deteriorated cabinetry, rusting restroom partitions, and soiled movable partitions that are no longer functional.

Mechanical and electrical systems require significant attention. The Federal Pacific Electric switchgear in the main building poses a known safety hazard and should be replaced immediately. Electrical capacity is limited, with only one outlet per wall in most classrooms, constraining technology use. Plumbing systems are operational but outdated, with frequent restroom backups and non-compliant fixtures in the clinic. HVAC systems function but show signs of rust and debris accumulation, indicating nearing end-of-life components. Lighting remains dim fluorescent, and connectivity is restricted by outdated cabling, unreliable cameras, and a legacy intercom system.

## Educational Suitability (Score: 84.02%)

Roosevelt provides strong classroom layouts but struggles with specialized and support spaces. Core classrooms and Kindergarten are appropriately sized and located, supporting effective instruction. Pre-K and special education spaces are well located but undersized, with inadequate restrooms and changing areas. Instructional resource rooms are highly functional but lack natural

light. Science classrooms function well but are undersized and lack dedicated casework and storage.

Specialized instructional areas are a weakness. Music and performing arts spaces are undersized, poorly equipped, and located in acoustically challenging areas of the gym. Art is not offered, limiting program diversity.

Support spaces vary widely. Administration and counseling areas are generally adequate, but the clinic is undersized and lacks ADA space, a nurse's office, and a shower. The staff lounge is small for the school's needs. The cafeteria and food service areas perform well. Restrooms are serviceable but could benefit from cosmetic upgrades.

Site access and circulation are weak points. Vehicular traffic and parking are constrained, sidewalks and covered walkways are cracked and rusted, and playground access is frequently disrupted by flooding. Supervision is challenging due to poor signage, wayfinding, and camera coverage, while controlled entrances are partially effective but lack full security features.

## Grounds Condition (Score: 73.74%)

Grounds conditions at Roosevelt are inconsistent. Parking lots and driveways are generally in good shape, but sidewalks and play courts are cracked, settled, and prone to puddling. Landscaping is sparse and weedy, with erosion problems and bare playfields shared with the city. Irrigation systems require frequent maintenance and have buried or damaged heads. Playgrounds are newer and well maintained. Utilities are functional, though storm sewer issues cause flooding under sidewalks and around play areas. Site lighting is inadequate, with no fixtures in parking lots and only limited building-mounted LEDs. While fencing meets standards in most areas, gaps remain near the adjacent city park.

## Technology Readiness (Score: 84.22%)

Technology systems at Roosevelt provide a solid backbone but are limited by outdated infrastructure. LAN/WAN connectivity, video/voice distribution, and equitable access are strong across classrooms, but electrical capacity is strained, with power strips daisy-chained to offset a lack of outlets. IT spaces are shared and lack dedicated cooling, compromising equipment reliability.

## Summary

Roosevelt Elementary demonstrates a clear need for reinvestment. While classrooms and core instructional spaces remain functional, critical concerns with electrical safety, roof performance, ADA accessibility, and aging specialized program spaces place the school at risk. Grounds and site issues, particularly flooding and inadequate parking, compound these challenges. With

upgrades to electrical systems, roofing, HVAC, specialized instructional areas, and site infrastructure, the campus can continue to serve students effectively.

# Site Master Plan

## Safety and Security Improvements

Campuswide safety and electrical upgrades are a top priority to ensure compliance, reliability, and occupant protection. Replacement of the Federal Pacific Electric switchgear and main distribution panels is critical to eliminate fire and electrocution risks. Expanded access controls and upgraded camera systems will enhance monitoring, security response, and emergency preparedness across the site.

## Modernization

Several modernization projects are recommended to extend facility life and improve comfort and usability. Replacing aging air handling units, pumps, and insulation will enhance HVAC performance and prevent system failures. Campuswide LED lighting upgrades will improve energy efficiency, lighting quality, and reduce long-term maintenance costs. Interior improvements should address cracked or mismatched flooring, stained ceilings, and worn cabinetry to modernize learning environments and improve hygiene. Obsolete accordion walls should be replaced to reduce sound transfer and enhance flexibility in instructional areas.

## Site & Infrastructure

Infrastructure improvements should address both system efficiency and site safety. Outdated HVAC controls should be replaced to improve building performance and occupant comfort. Drainage and sidewalk repairs are essential to resolve flooding and erosion near the playground, walkways, and gym entrances. Exterior wall and envelope renewal—including cleaning, repainting, and repairing cracked stucco, rebar, and rusted doors—will protect the building structure and improve appearance and energy performance.

## Technology Readiness

Technology infrastructure upgrades are needed to meet modern instructional demands. Replacing outdated cabling and improving LAN performance will increase network reliability, connectivity, and support for classroom technology.

## Educational Adequacy Improvements

Programmatic modernization should focus on enhancing specialized instructional spaces. Science labs should be upgraded with dedicated casework and storage, and music and

performing arts areas should be expanded and acoustically treated to improve sound quality and program delivery. These enhancements will align learning spaces with current instructional standards and improve student engagement.

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **Electrical System Upgrades** | Replace Federal Pacific Electric switchgear and upgrade main service/distribution panels. | Priority 1 | Current equipment is a fire/electrocution hazard and must be addressed immediately. |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **Drainage & Sidewalk Improvements** | Correct flooding and erosion issues under sidewalks, near the playground, and at gym access points. Repair covered walkways. | Priority 1 | Flooding blocks access and creates ongoing hazards for students and staff. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Educational Adequacy Improvements | **Specialized Program Modernization** | Provide dedicated science casework/storage; expand and acoustically treat music and performing arts spaces. | Priority 2 | Current program spaces are undersized, outdated, and hinder instructional delivery. |
| Modernization | **HVAC & Mechanical System Renewal** | Replace aging AHUs and pumps, update insulation. | Priority 2 | Ensures reliable climate control and prevents further system deterioration. |
| Modernization | **Interior Finishes & Restroom Renovations** | Replace cracked/mismatched floor tiles, stained ceilings, cabinetry campuswide. | Priority 2 | Modernizes interiors and improves functionality and hygiene. |
| Site & Infrastructure | **Exterior Wall & Envelope Renewal** | Clean, repaint, and repair stained/cracked stucco and exposed rebar. Refinish rusted exterior doors. | Priority 2 | Extends building life, reduces maintenance needs, and improves energy efficiency. |
| Technology Readiness | **Cabling & Network Upgrade** | Replace outdated 10+ year-old cabling; improve LAN performance campus-wide. | Priority 2 | Improves network reliability and system performance. |
| Modernization | **Replace Obsolete Moveable Walls** | Replace unused accordion walls where sound transfer is an issue | Priority 3 | Enhances appearance, usability, and extends facility life. |

# Blanca E. Sanchez Elementary School

**Address:**
2901 Incarnate Word Street
McAllen, TX 78501

**Grade Configuration:**
PK-5th Grade

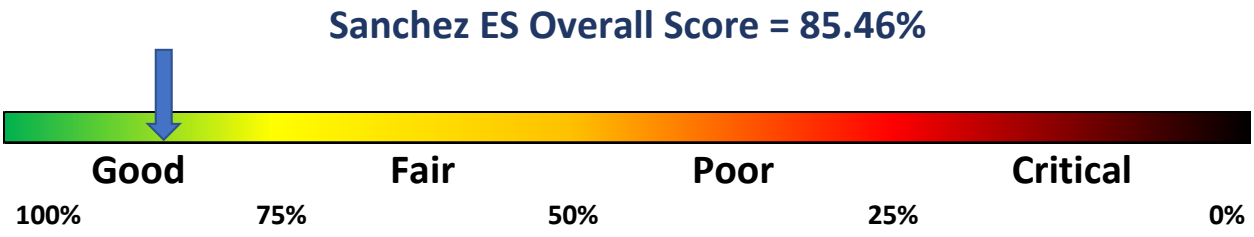
**Year Constructed:**
2007

**2024-2025 Enrollment:**
502

Blanca E. Sanchez Elementary School, was established in 2007 and serves students in Pre-Kindergarten through 5th grades.

The school is named in honor of Blanca E. Sanchez, a respected educator and advocate for bilingual education in the Rio Grande Valley. Her legacy reflects a deep commitment to equity, literacy, and empowering students through language and cultural understanding.

Blanca E. Sanchez Elementary has achieved notable academic success, ranking in the top 20% of Texas elementary schools for overall test scores. Approximately 58% of students are proficient in math and 68% in reading, outperforming state averages. The school also offers robust bilingual/ESL, Gifted and Talented, and special education programs, with over 52% of students enrolled in bilingual education. In addition, the school's counseling team has earned recognition through the CREST Award, highlighting excellence in student support services.



# Blanca E. Sanchez Elementary School

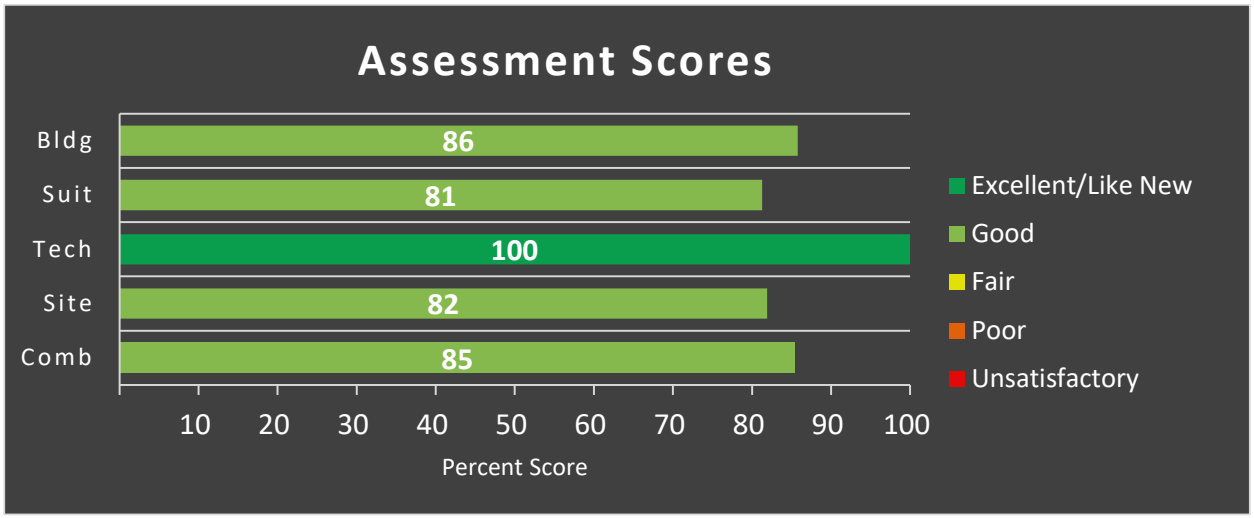
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Sanchez ES Building Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 67,440 | 2007 | 18 |
| **Total** | | **67,440** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



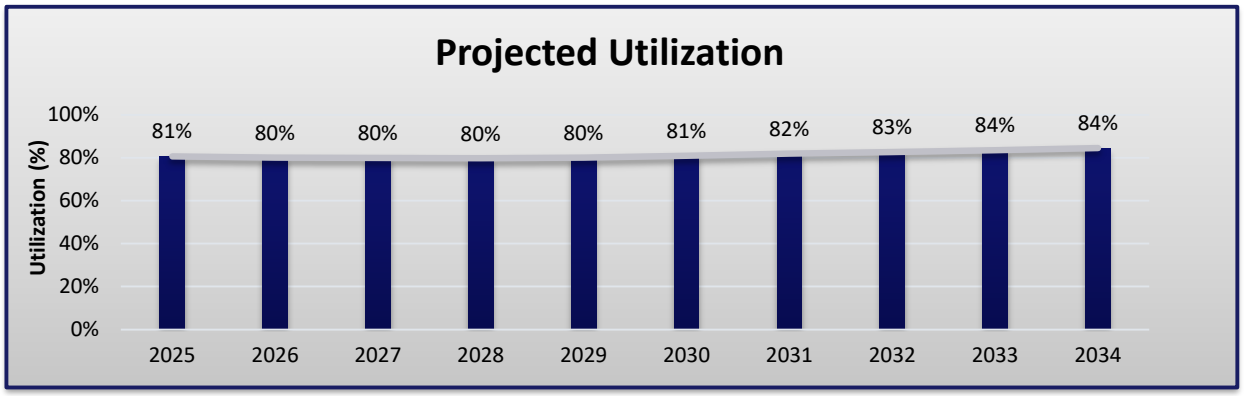
# Blanca E. Sanchez Elementary School

## Capacity, Utilization & Enrollment Projections

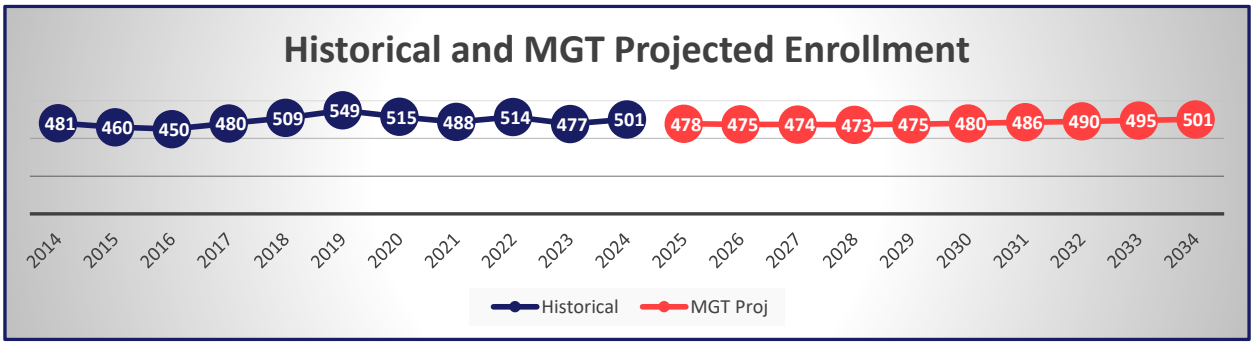
Sanchez Elementary is operating at 84.64% utilization, indicating the campus is efficiently used and nearing its target capacity while still maintaining some flexibility for future enrollment changes.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| School | Current Enrollment | Maximum Capacity | Target Capacity | Utilization |
| **Blanca E Sanchez ES** | 502 | 659 | 593 | 84.64% |

Utilization at Sanchez Elementary is projected to remain stable over the next decade, ranging between 80% and 84%**.** This consistent trend reflects steady enrollment and suggests the school will continue to operate efficiently within its available capacity.




Enrollment at Sanchez Elementary has remained relatively stable over the past decade, fluctuating between 450 and 550 students. Projections show continued stability, with enrollment expected to hold steady around 470–500 students through 2034, reflecting a balanced and consistent attendance pattern.



# Blanca E. Sanchez Elementary School

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as “Good” or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 85.77%)

Sanchez Elementary is a structurally stable and generally well-maintained campus, though several systems show signs of age and wear. The roof was installed in 2007 and under warranty until 2027, has developed a leak behind the stage, indicating the need for more proactive maintenance. Exterior walls and windows are in good condition, though exterior doors show rust and require excessive force to latch shut. Interior finishes are mostly in good condition: floors are scuffed but serviceable, walls are well maintained, and ceilings show no major issues. Interior doors, however, are worn with peeling paint and need refinishing. Fixed equipment is generally functional but includes broken or worn cabinets in high-use areas.

Building systems are reliable overall. Electrical service is functional, though distribution is limited by insufficient outlets in some classrooms. Plumbing is in good condition with functional supply and waste systems. HVAC systems, including a chiller and air handling units, are in working order, but one compressor was under maintenance and the AHUs were observed in extremely dirty condition. Central controls are installed and operational. Lighting remains outdated fluorescent and should be upgraded to LED. Connectivity is reliable, and fire alarm and life-safety systems have been upgraded and are fully functional. ADA standards are met across the campus.

### Educational Suitability (Score: 81.28%)

Educational spaces at Sanchez support instruction effectively, though limitations exist in specialized programs and storage. General classrooms are appropriately sized and located, but limited outlets reduce flexibility. Kindergarten and early childhood classrooms are well situated but suffer from undersized spaces, insufficient storage, and a lack of restrooms. Special education rooms are well located, adequately sized, and provide good storage, while instructional resource rooms are functional and well equipped.

Specialized spaces show mixed performance. Science instruction occurs in a general classroom that lacks dedicated storage, while music benefits from a dedicated, well-sized space. Art does not have a dedicated classroom. Physical education is notably deficient, as no dedicated gym exists and PE classes occur in the cafeteria with minimal equipment storage. Performing arts programming is supported by a stage in the cafeteria, but the stairs are in poor condition and the

projector screen is unusable. The media center is an inviting and functional space with a strong layout, though storage is somewhat limited.

Support spaces range from adequate to excellent. Administration is appropriately sized but would benefit from exterior awnings. Counseling is appropriately located, while the clinic and staff lounge are well designed and fully functional. The cafeteria is large and effective, though outlets occasionally trip breakers. Food service is adequate, though HVAC inconsistencies create an uncomfortable environment at times. Custodial and maintenance spaces are well supported. Site circulation is functional, though parking and traffic areas would benefit from awnings to improve usability. Play areas are well maintained but have some camera blind spots.

## Grounds Condition (Score: 81.92%)

The grounds at Sanchez are in good condition overall, though some areas show wear. Parking lots are rated fair due to visible aging, while driveways, sidewalks, and play courts remain in good condition. Lawns and gardens are well maintained, and playfields are functional and usable. Playgrounds are serviceable but show fading and deterioration, with pavilion backstops in need of replacement. Irrigation systems provide adequate coverage, and utilities such as water, wastewater, storm sewer, and site lighting are all functional. Perimeter fencing is secure and up to current standards.

## Technology Readiness (Score: 100.00%)

Technology infrastructure is a strength at Sanchez Elementary, with systems scoring at the highest levels. Cooling and electrical power adequately support IT spaces, and access is equitable across instructional areas. LAN/WAN connectivity is reliable, and voice, video, and alerting systems are fully functional. Faculty and staff have adequate access to technology.

## Summary

Sanchez Elementary benefits from strong building stability, modern technology readiness, and supportive classroom and support environments. However, roofing repairs, door refinishing, LED lighting upgrades, and additional classroom outlets are needed to address building wear and functionality gaps. Educational adequacy is limited by the absence of a dedicated gym, weaknesses in performing arts and science facilities, and undersized early childhood spaces. Grounds are well maintained, though playgrounds and parking lots show aging and wear. Targeted improvements to roofs, lighting, HVAC cleanliness, and program-specific instructional spaces would ensure the campus continues to meet instructional and operational needs.

# Blanca E. Sanchez Elementary School

## Site Master Plan

### Safety and Security Improvements

Campuswide improvements are recommended to strengthen safety, security, and emergency preparedness. Expanded access controls and upgraded camera systems will enhance monitoring and overall campus security. Replacement of the obsolete fire alarm system is also a high priority to ensure compliance with current safety standards and improve emergency response reliability.

### Modernization

System and facility upgrades are needed to maintain comfort, efficiency, and long-term usability. Upgrading all interior and exterior lighting to LED will improve illumination, reduce maintenance, and lower energy costs. Cleaning and rebalancing HVAC ductwork and air handling units will improve indoor air quality and occupant comfort. Interior modernization—including repainting, refinishing, and replacement of worn cabinets—will enhance learning environments and protect interior finishes from further deterioration.

### Site & Infrastructure

Infrastructure and site enhancements will improve safety, efficiency, and program support. Replacement of outdated HVAC controls will ensure reliable temperature management and energy efficiency across the campus. Resurfacing and restriping the parking lots and driveways, along with curb and asphalt repairs, will enhance safety, accessibility, and appearance. Construction of a new gymnasium will address facility equity and provide improved space for physical education and extracurricular programs. Additional covered walkways are recommended to improve safety and comfort during circulation and inclement weather.

### Technology Readiness

Technology upgrades are essential to support instructional reliability and network performance. Replacement of outdated cabling and improved LAN infrastructure will ensure dependable connectivity and accommodate current and future digital learning needs.

# Blanca E. Sanchez Elementary School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **New Gymnasium** | Construction of new gymnasium | Priority 1 | Facility equity and program improvements |
| Site & Infrastructure | **Parking Lot and Driveway Rehabilitation** | Resurface deteriorated asphalt areas, replace damaged curbs, and repaint striping. | Priority 1 | Improves site safety, functionality, and visual appeal. |
| Health & Safety | **Fire Alarm Replacement** | Replace obsiolete EST fire alarm systems | Priority 1 | Improves site safety monitoring, and emergency preparedness. |
| Modernization | **HVAC Cleaning & Ventilation** | Clean AHUs and ductwork; correct inconsistent HVAC performance campuswide | Priority 2 | Protects indoor air quality and improves occupant comfort. |
| Technology Readiness | **Cabling & Network Upgrade** | Replace outdated 10+ year-old cabling; improve LAN performance campus-wide. | Priority 2 | Improves network reliability and system performance. |
| Modernization | **Interior Modernization** | Repaint door frames, refinish peeling surfaces, and replace broken/worn cabinets. | Priority 3 | Maintains instructional environment and prevents further deterioration. |
| Site & Infrastructure | **Covered Walkways** | Install additional awnings for covered pedestrian, parking, and traffic areas. | Priority 3 | Enhances safety and comfort during circulation and weather events. |

# Juan Seguin Elementary School

**Address:**
2200 North 29th Street
McAllen, TX 78501

**Grade Configuration:**
PK-5th Grade

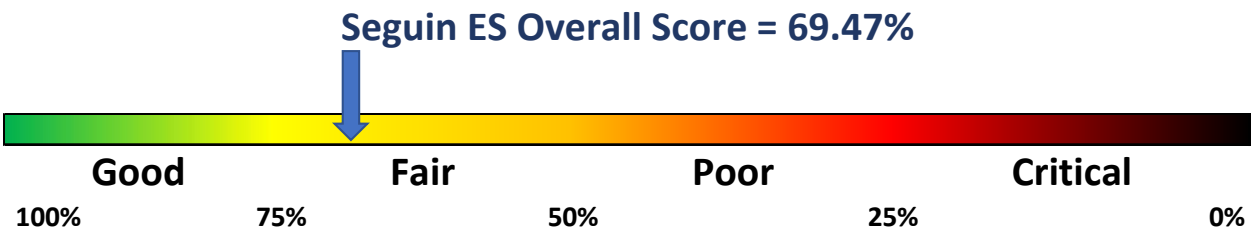
**Year Constructed:**
1972

**2024-2025 Enrollment:**
526

Juan Seguin Elementary School was established in 1972 and serving students from Pre-Kindergarten through 5th grade.

The school was named after Juan Nepomuceno Seguin, a prominent figure in Texas history. Born in San Antonio on October 27, 1806, Seguin was a Tejano leader who played a vital role in the Texas Revolution. He recruited Mexican ranchers to fight at the Battle of Bexar, served as a captain in the Texas Army, and was one of the few men to leave the Alamo to seek reinforcements before its fall. He later fought at the Battle of San Jacinto, was promoted to lieutenant colonel, and gave an honorable burial to the Alamo defenders. Seguin went on to serve three terms in the Texas Senate and as Mayor of San Antonio (Bexar). He died in Nuevo Laredo in 1889.

The school is recognized for its commitment to academic excellence and student wellness. It has been honored as one of America's Healthiest Schools by the Alliance for a Healthier Generation, actively promotes dyslexia awareness, and celebrates staff and student achievements, including Teacher of the Year awards and academic competition successes.



# Juan Seguin Elementary School

## Building Inventory

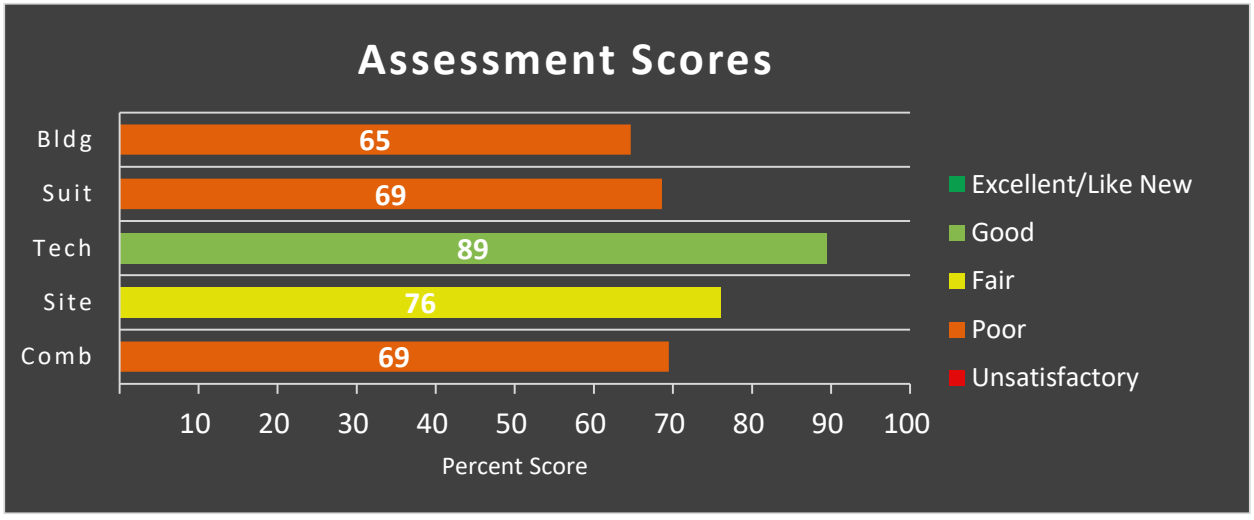
The Building Inventory list is sorted by age of buildings.

| Seguin Elementary Building Inventory | | | | 40+ |
|---|---|---|---|---|
| | | | | 30-39 |
| | | | | 20-29 |
| | | | | 1-19 |

| Building Name (As Shown on District Inventory) | Construction Type | Area (Sq. Ft.) | Construciton Year | Age in 2025 |
|---|---|---|---|---|
| Main Building | Permanent | 61,520 | 1973 | 52 |
| Cafeteria | Permanent | 3,890 | 1979 | 46 |
| Gym | Permanent | 6,060 | 1979 | 46 |
| **TOTAL** | | **71,470** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



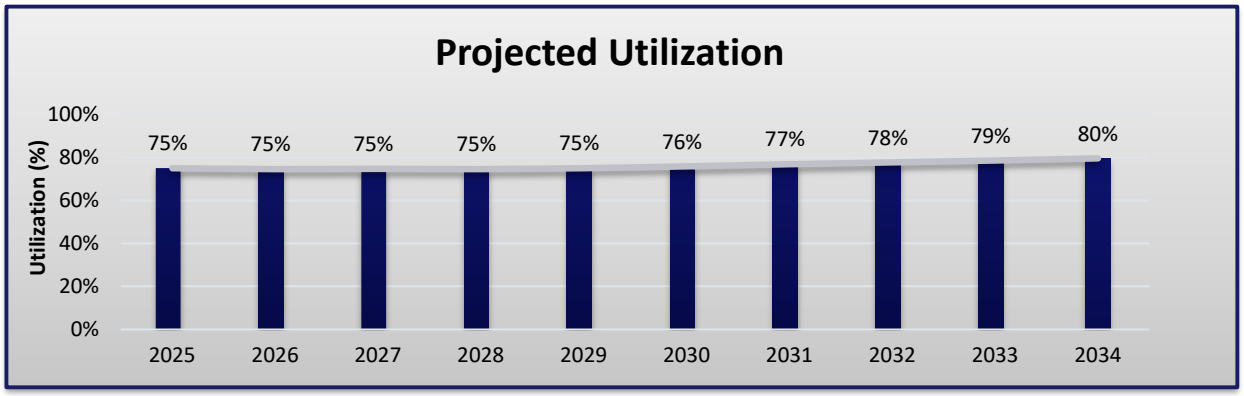
# Juan Seguin Elementary School

## Capacity, Utilization & Enrollment Projections

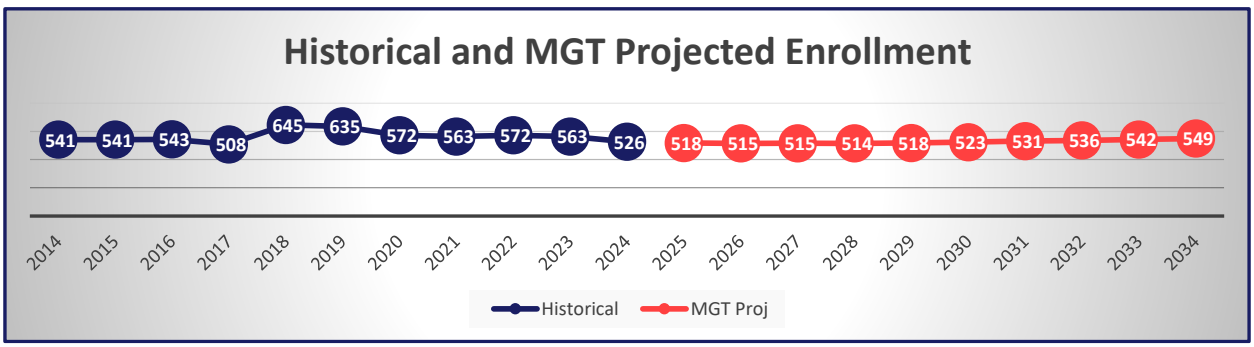
Seguin Elementary School is operating at 76.30% utilization, indicating that the campus is moderately occupied with available space to accommodate future enrollment growth or program adjustments. This level of use supports efficient operations while maintaining flexibility for specialized instructional areas or expanded student services without the need for immediate facility expansion.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| School | Current Enrollment | Maximum Capacity | Target Capacity | Utilization |
| **Seguin ES** | 526 | 766 | 689 | 76.30% |

Projected utilization at Seguin Elementary School is expected to remain stable over the next decade, gradually increasing from 75% in 2025 to 80% by 2034. This steady upward trend suggests consistent enrollment growth that will move the campus closer to optimal capacity while still allowing flexibility for program expansion and classroom reconfiguration as needs evolve.




Seguin Elementary School's enrollment has fluctuated over the past decade, peaking at 645 students in 2018 before declining to 526 students in 2024. Projections show a period of stability, with enrollment expected to remain between 515 and 550 students through 2034.



# Juan Seguin Elementary School

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 64.67%)

Seguin Elementary's facilities show signs of age and deferred maintenance, with varying conditions across the main building, gym, and cafeteria. The main building has water intrusion issues at external walls, aged windows and doors, and VCT flooring at the end of its life cycle. Accordion partitions in the 200 Hall are soiled and worn, while ceilings display mismatched and stained tiles. Mechanical systems are outdated, with functional chillers but rusted pumps and obsolete distribution equipment. Lighting is fluorescent and not LED, and connectivity is poor, with old cabling, unreliable surveillance, and an analog intercom. Fire alarms are upgraded, but not all smoke detectors are interconnected, creating a potential life safety gap. ADA compliance is partial, with some restrooms inaccessible.

The gym is among the weakest facilities, with structural and envelope concerns including water and pest intrusion at corrugated wall panels and roof-to-wall connections. Insulation is collapsing, ceilings are damaged, and restroom partitions are worn. While HVAC is functional, air handlers are aging, and the building still relies on fluorescent lighting. On the positive side, fire safety systems are upgraded and exits are compliant.

The cafeteria is in relatively stronger condition with a 2012 roof under warranty and well-maintained interiors. However, it remains undersized for current enrollment, and restrooms are not ADA compliant. Metal ceilings lack insulation, leading to condensation, and the rear exit doors are not equipped with panic hardware, presenting a safety concern.

Overall, Seguin's facilities are serviceable but aging, with notable deficiencies in electrical systems, HVAC distribution, lighting, and ADA compliance.

### Educational Suitability (Score: 68.6%)

Educational suitability at Seguin is limited by rigid instructional spaces and outdated facilities. Classrooms are under standard size, offer little natural light, and have insufficient electrical outlets. Kindergarten and Pre-K classrooms are undersized, with HVAC inconsistencies and limited storage. The school lacks proper instructional resource rooms, while generally accessible, also show HVAC and lighting deficiencies.

Specialized instructional spaces are underdeveloped. There is no dedicated art room, and music is taught in a general classroom without acoustical treatments, undersized for the program. The gym and PE facilities are a strong point, offering well-placed and functional spaces, while performing arts is also adequately supported with a dedicated space. The media center is appropriately located, sized, and equipped.

Support spaces vary in quality. Restrooms are adequate, but the administration area lacks a conference room and is not optimally located. The cafeteria is undersized, with dry storage occupying student seating areas, and food service storage is inadequate. Circulation challenges include unsafe vehicular traffic flow during pick-up and drop-off, while pedestrian paths and parking are functional. Play areas show significant safety concerns, including exposed rebar in hard-surface areas and poor accessibility for Pre-K/K students. Supervision and controlled entry are strong, though minor camera blind spots remain.

## Grounds Condition (Score: 76.12%)

Grounds at Seguin are generally functional but aging. Parking lots and driveways are worn, sidewalks need repair, and site lighting is inadequate. Play courts and playgrounds, maintained by the city, are in good condition, while lawns and playfields are supported by an effective irrigation system. Flooding and ponding occur during heavy rains due to clogged storm drains, which require attention. Perimeter fencing is in good condition and compliant with safety standards.

## Technology Readiness (Score: 89.47%)

Technology infrastructure at Seguin is one of its weakest areas, with outdated systems hindering instructional effectiveness. While server and IT rooms are properly cooled, they lack ventilation, leading to inconsistent performance. Electrical power is reliable in newer areas but insufficient in older sections. Wireless access has been updated but remains inconsistent, and WAN performance is slow at times.

## Summary

Seguin Elementary exhibits aging infrastructure and facilities that limit educational functionality and system performance. The main building and gym show significant wear, including water intrusion, obsolete mechanical and electrical systems, and fluorescent lighting throughout. ADA accessibility remains partial, and key safety issues, such doors lacking panic hardware, require correction. While the cafeteria is in relatively better condition, it is undersized for enrollment and served by an obsolete chiller. Instructional spaces are constrained by undersized classrooms, poor lighting, and limited storage, while specialized programs such as art, science, and music lack properly designed facilities. Grounds are generally well maintained but require resurfacing of

driveways and sidewalks, improved site lighting, and drainage repairs to address ponding. Overall, Seguin Elementary remains serviceable but is in need of comprehensive modernization to address aging systems, improve learning environments, and support current instructional and technology needs.

# Site Master Plan

## Safety and Security Enhancements

Several health and safety upgrades are needed to protect the building envelope, ensure code compliance, and enhance emergency preparedness. Water intrusion repairs should be completed at the gym roof-to-wall connections and building foundations to prevent ongoing structural deterioration. Drainage improvements are also required to correct ponding and erosion that threaten walkways and building integrity. Installation of panic hardware on cafeteria exit doors will improve egress safety, while expanded access controls and upgraded camera systems will strengthen site security and monitoring.

## Modernization

Campuswide modernization efforts should focus on improving energy efficiency and the interior learning environment. Upgrading all lighting to LED will reduce energy use and maintenance needs while improving visibility in classrooms and corridors. Interior modernization should include replacement of worn flooring, ceiling tiles, and wall finishes, along with installation of new classroom cabinetry and storage to replace deteriorated casework and improve instructional functionality.

## Site & Infrastructure

Infrastructure improvements are recommended to support long-term functionality and safety. Outdated HVAC controls should be replaced to improve comfort and system efficiency. Parking lots, driveways, and sidewalks require resurfacing and repair to eliminate trip hazards and enhance accessibility. Additional lighting should be installed in parking and pedestrian areas to improve visibility and safety during evening use.

## Technology Readiness

Technology infrastructure upgrades are essential to support instructional reliability and future digital learning needs. Outdated network cabling should be replaced to improve connectivity, bandwidth, and system performance across the campus.

# Juan Seguin Elementary School

## Educational Adequacy Improvements

Programmatic enhancements should focus on addressing undersized and outdated learning and support spaces. The cafeteria should be expanded and modernized to accommodate current enrollment and food service requirements. The music room requires improved acoustics, HVAC, and dedicated storage to better support the instructional program and enhance the learning experience for students.

# Juan Seguin Elementary School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Educational Adequacy Improvements | **Cafeteria & Food Service Expansion** | Expand cafeteria and modernize food prep/storage to support enrollment. | Priority 1 | Current cafeteria is undersized and food service systems are outdated. |
| Health & Safety | **Emergency Exit Door Hardware Replacement** | Install panic hardware on cafeteria exit doors | Priority 1 | Current conditions do not meet code and pose a life-safety risk. |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **Drainage Improvements** | Not enough drainage around campus. Ponding and erosion is a concern. Some under sidewalk drainage systems are completely filled with eroded dirt. | Priority 1 | Proper drainage reduces erosion related issues on walkways and buildings |
| Site & Infrastructure | **Water Intrusion Repairs** | Correct water intrusion at foundations and gym roof-to-wall connections. | Priority 1 | Water intrusion threatens structural integrity and safe use of spaces. |
| Site & Infrastructure | **HVAC Mechanical Renewal** | Chiller replacement and HVAC updates | Priority 1 | Ensures reliable comfort and prevents further damage from condensation issues. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Educational Adequacy Improvements | **Music Room Improvements** | Improve acoustics, HVAC, and storage for music. | Priority 2 | Current spaces limit effective instruction. |
| Site & Infrastructure | **Sidewalks, Parking, and Driveway Repairs** | Resurface parking lots/driveways; repair cracked sidewalks and hardscape for safety. | Priority 2 | Cracks, gravel, and uneven surfaces pose trip hazards and reduce usability. |
| Site & Infrastructure | **Site Lighting Upgrades** | Add additional lighting in parking and pedestrian areas. | Priority 2 | Current lighting is insufficient for safety/security. |
| Technology Readiness | **Cabling & Network Upgrade** | Replace outdated 10+ year-old cabling; improve LAN performance campus-wide. | Priority 2 | Improves network reliability and system performance. |
| Modernization | **Interior Modernization** | Replace worn flooring, casework, ceiling tiles, and wall finishes across campus. | Priority 3 | Interior finishes are at end of lifecycle. |

# Thigpen-Zavala Elementary School

**Address:**
2500 Galveston Avenue
McAllen, TX 78501

**Grade Configuration:**
PK-5th Grade

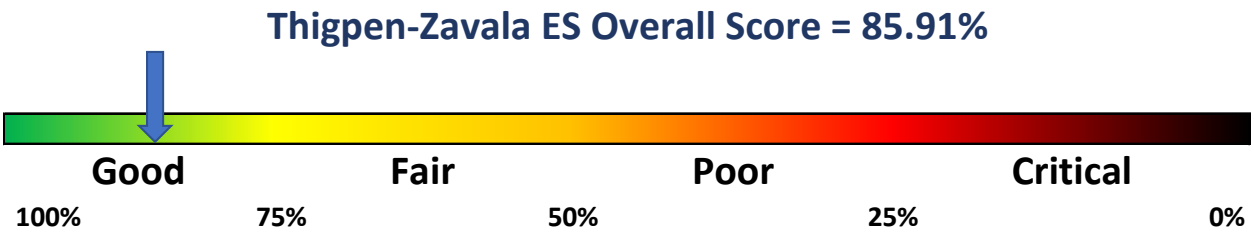
**Year Constructed:**
2007

**2024-2025 Enrollment:**
470

Thigpen-Zavala Elementary School, was established in 2007 serving Pre-Kindergarten through 5th grades. Thigpen Elementary, and Zavala Elementary school site campuses stood side by side in the heart of McAllen.

The naming of the school campus was after Zara Thigpen, a former principal at McAllen's Roosevelt School, and Zavala Elementary, named after Lorenzo de Zavala, a distinguished intellectual and statesman who played a key role in shaping Texas during its early history.

The school has earned recognition for academic excellence, ranking in the top 30% of public schools in Texas. It offers programs such as Gifted & Talented education, and supports a diverse student body, with a strong emphasis on bilingual education and inclusive learning.



# Thigpen-Zavala Elementary School

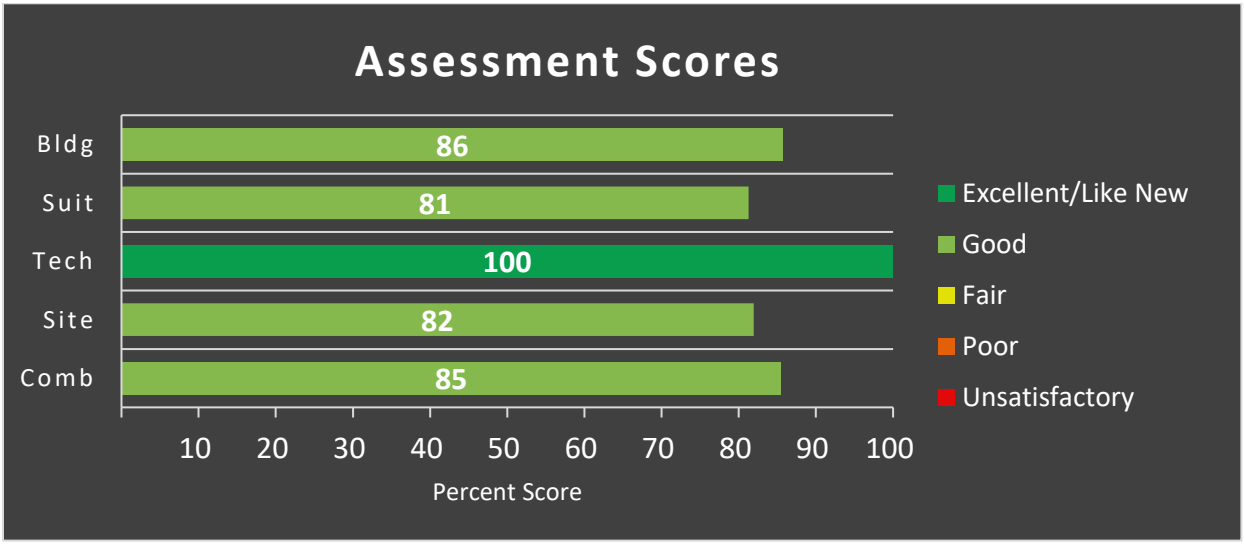
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Thigpen-Zavala ES Building Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Cafeteria | Permanent | 4,068 | 1980 | 45 |
| Gym | Permanent | 5,684 | 2001 | 24 |
| Main Building | Permanent | 66,679 | 2007 | 18 |
| Portable 47 | Portable | 1,536 | 1972 | 53 |
| **Total** | | **77,967** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



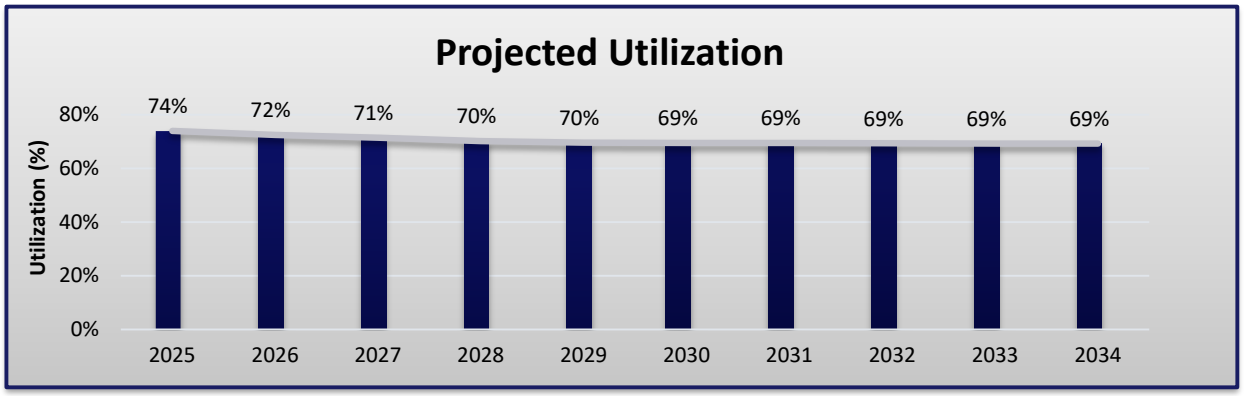
# Thigpen-Zavala Elementary School

## Capacity, Utilization & Enrollment Projections

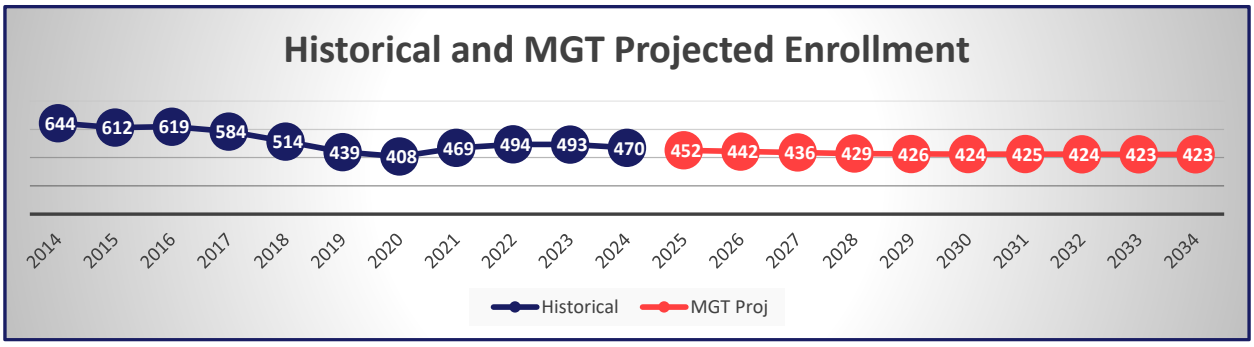
Thigpen-Zavala Elementary is operating at 76.91% utilization, indicating efficient use of existing capacity with adequate room to accommodate minor enrollment increases or future programmatic changes.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| School | Current Enrollment | Maximum Capacity | Target Capacity | Utilization |
| **Thigpen-Zavala ES** | 470 | 679 | 611 | 76.91% |

Utilization at Thigpen-Zavala Elementary is projected to gradually decline from 74% in 2025 to 69% by 2034, suggesting the school will continue to operate below capacity with sufficient flexibility for instructional and support space needs.




Enrollment at Thigpen-Zavala Elementary has steadily declined from 644 students in 2014 to 470 in 2024, with projections indicating stabilization around 420–430 students through 2034. This trend reflects a gradual enrollment decrease followed by long-term stabilization consistent with neighborhood demographic patterns.



# Thigpen-Zavala Elementary School

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 83.70%)

The main building at Thigpen-Zavala Elementary is structurally sound and in generally good condition. The roof, replaced in 2007, remains under warranty until 2027 and is performing well, though routine maintenance is needed to extend its lifespan. Exterior walls show staining, and exterior doors are worn, but windows with safety film and caulking are functional. Interior spaces are well maintained, though flooring is cracked and stained in some areas, and ceilings show wear from HVAC access. Original cabinetry is aged, and electrical distribution offers insufficient outlets for modern classroom needs. HVAC systems are functioning and in good condition. Lighting across the main building and gym remains primarily fluorescent, with LED upgrades still needed. Safety systems, including fire alarms, extinguishers, and emergency lighting, are upgraded and functional. ADA accessibility is supported throughout the main campus.

The gymnasium is also stable and serviceable, though weathering and cracking are evident on exterior walls. Interior floors, while original, are maintained, and restroom finishes are aged but usable. Doors and interior finishes require cosmetic improvements, and LED conversions are recommended. HVAC and mechanical systems remain functional, with routine maintenance required.

Portable 47, used for instructional space, shows the greatest deficiencies. Flooring is cracked and worn, ceilings are stained, and cabinetry is original. Safety concerns are present: exits lack panic hardware, no smoke detection or suppression systems are in place, and emergency lighting is outdated. While HVAC and electrical systems are functional, connectivity is poor, with no PA or intercom system installed. The building remains ADA accessible, but safety system upgrades are essential.

### Educational Suitability (Score: 86.49%)

Thigpen-Zavala Elementary provides an effective learning environment overall, though flexibility in instructional spaces is limited. General classrooms are well-sized and located, with strong instructional conditions; however, eight interior rooms lack natural light. Kindergarten and Pre-K rooms are appropriately sized but lack nearby restrooms and sufficient built-in storage. The self-contained special education classroom is undersized, isolated from instructional areas, and constrained by a large restroom that reduces usable space.

Instructional resource rooms are appropriately sized and well located, providing adequate storage. Two science rooms exist—one in a portable with no plumbing or casework, and one fully compliant within the main building. Music instruction occurs in a small, general classroom with poor acoustics and limited storage. No dedicated art spaces exist. Physical education is a strong point, supported by modern facilities, storage, and location. Performing arts are supported by a welcoming stage at the end of the gym, though acoustical and storage improvements are needed. The media center is well-equipped, centrally located, and effectively supports instruction despite lacking natural light.

Support spaces are a mix of strengths and limitations. Administration and counseling offices are adequate, and the clinic and staff lounge are excellent. Student restrooms are generally sufficient, but Pre-K and Kindergarten areas lack nearby access. The cafeteria is functional, though it cannot be isolated for after-hours events, and food service lacks secure rear-entry viewing. Custodial and maintenance facilities are adequate. Traffic and access are safe and functional, with some congestion at neighborhood entry points. Play areas have been upgraded, and new fencing meets safety standards. Signage and wayfinding, however, remain limited.

## Grounds Condition (Score: 86.65%)

The school grounds are in strong overall condition. Parking lots, driveways, and play courts have been resurfaced and striped, and lawns, playfields, and gardens are well maintained with reliable irrigation. Playgrounds have been upgraded with safe, modern equipment and surfacing. Utilities, including water, wastewater, and lighting, are functional, though storm sewer systems remain problematic in sloped areas between the main building and gym, where flooding occurs. Fencing is new and compliant with current safety standards.

## Technology Readiness (Score: 94.44%)

Technology infrastructure at Thigpen-Zavala Elementary is generally strong. Cooling, electrical power, video/voice distribution, and faculty/staff technology are reliable and support instruction. LAN connectivity, however, is inconsistent in some areas, leading to spotty service. IT spaces are properly maintained, though classroom audio and alert systems are not installed.

# Thigpen-Zavala Elementary School


## Summary

Thigpen-Zavala Elementary is a well-maintained and structurally sound campus with reliable building systems and a positive learning environment. The main building and gym are in good condition, though interior finishes, LED lighting, and electrical capacity require modernization. The portable classroom shows significant deficiencies, including outdated finishes and missing life-safety systems, warranting priority upgrades or replacement. Instructional spaces are well organized and appropriately sized, though several classrooms lack natural light and storage, and specialized spaces for science, music, and art are limited. The campus grounds are attractive and well maintained, supported by modern fencing and irrigation, though drainage issues persist between the main building and gym. Technology systems are strong overall, with dependable connectivity and infrastructure, though classroom audio and alert systems remain areas for future improvement.


## Site Master Plan

### Safety and Security Improvements

Upgrades to safety and site systems are needed to protect campus users and improve emergency preparedness. Expanding access controls and upgrading camera systems will enhance campus security and monitoring. Stormwater drainage improvements are also a high priority, as ponding and poor grading between the main building and gym threaten safety and building integrity during heavy rains.

### Modernization

Targeted modernization projects will improve energy efficiency, functionality, and interior appearance. Upgrading all lighting to LED will enhance illumination, reduce energy costs, and lower long-term maintenance needs. Interior modernization—including replacement of aging floors, ceilings, and cabinetry—will improve learning environments and extend the lifespan of interior finishes.

### Site & Infrastructure

Infrastructure upgrades are recommended to maintain facility reliability and extend building life. Replacement of outdated HVAC controls will improve system efficiency and occupant comfort. Roof repairs and future replacement planning are needed to address gym roof-to-wall water intrusion and ensure continued building protection. Updated wayfinding and signage should also be installed to improve campus navigation for students, staff, and visitors.

## Technology Readiness

Technology upgrades are essential to maintain instructional reliability and support digital learning. Replacing outdated cabling and improving LAN performance will increase network speed and system stability across the campus.

## Educational Adequacy Improvements

Program enhancements should focus on improving the music program environment. Acoustic treatments and additional storage are recommended to address sound control and space limitations within the undersized music room, ensuring a more functional and effective learning environment.

# Thigpen-Zavala Elementary School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Health & Safety | **Stormwater Drainage Improvements** | Correct flooding issues between main building and gym; repair storm drains and improve grading. | Priority 1 | Standing water threatens safety and building integrity. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Modernization | **Interior Modernization** | Replace aging flooring, ceilings, and cabinetry across main building and portables. | Priority 2 | Interior finishes are at or beyond life cycle and reduce functionality. |
| Site & Infrastructure | **Roof Replacement and Repairs** | Budget for roof replacement after 2027. Correct gym roof-to-wall water intrusion. | Priority 2 | Maintains roof longevity and prevents costly failures. |
| Technology Readiness | **Cabling & Network Upgrade** | Replace outdated 10+ year-old cabling; improve LAN performance campus-wide. | Priority 2 | Improves network reliability and system performance. |
| Educational Adequacy Improvements | **Music Program Improvements** | Provide acoustical treatments and storage for the undersized music space. | Priority 3 | Space limitations and poor acoustics reduce program effectiveness. |
| Site & Infrastructure | **Wayfinding & Signage Upgrades** | Install improved interior and exterior signage to guide visitors. | Priority 3 | Current signage is minimal and confusing for visitors. |

# Woodrow Wilson Elementary School

**Address:**
1200 Hackberry Street
McAllen, TX 78501

**Grade Configuration:**
PK-5th Grade

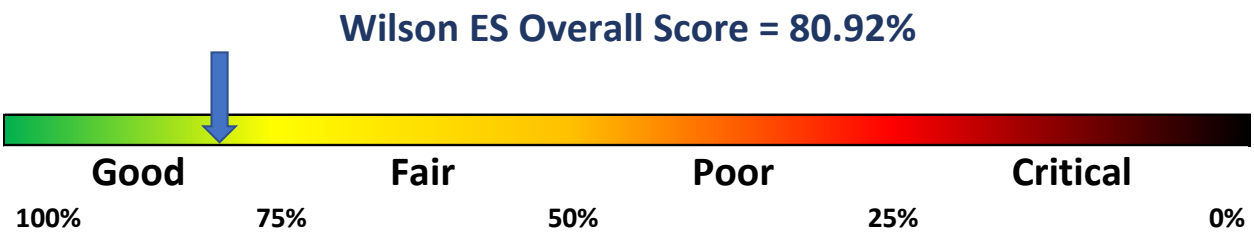
**Year Constructed:**
1920

**2024-2025 Enrollment:**
408

Woodrow Wilson Elementary School was established in 1920 under the name North Wared School and was later renamed in honor of Woodrow Wilson, the 28th President of the United States, who served from 1913 to 1921. The school serves students from Pre-Kindergarten through 5th grades.

The school has a rich history, including being the first integrated school in McAllen ISD and the Rio Grande Valley following the Supreme Court's desegregation ruling in 1957. It also became a pioneer in bilingual education after receiving federal funding through the Bilingual Education Act signed by President Lyndon B. Johnson in 1968. The original building was replaced in 1988, preserving the bricks from the historic structure in the new facility.

The school is recognized for its academic excellence, including being named one of the Best Elementary Schools in Texas. The school fosters a strong reading culture, celebrating students through its Warrior Reader Club and other literacy initiatives.



# Woodrow Wilson Elementary School

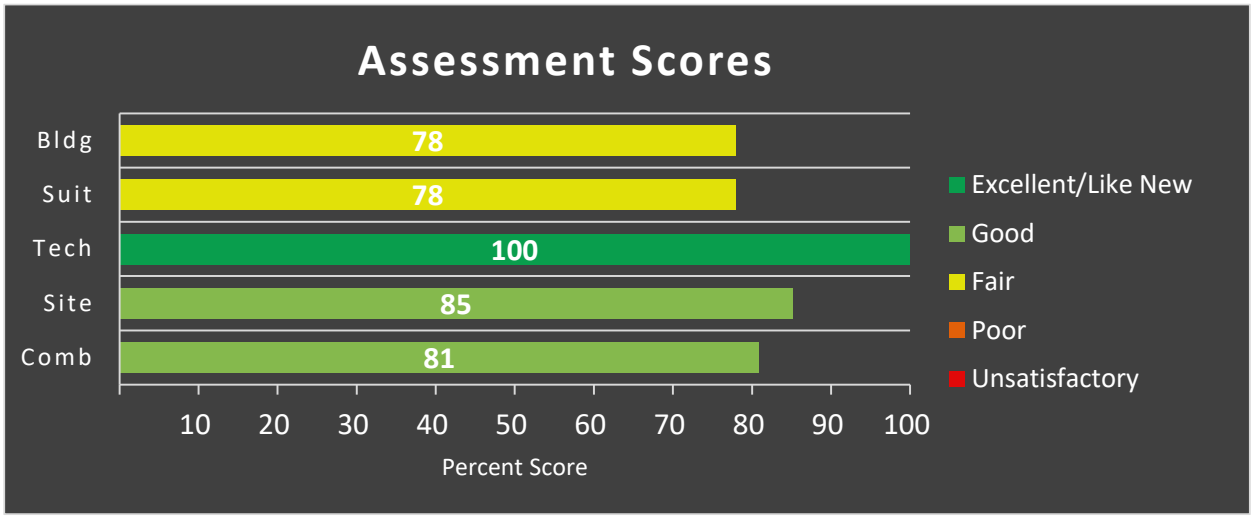
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Building Name (As Shown on District Inventory) | Construction Type | Area (Sq. Ft.) | Construciton Year | Age in 2025 |
|---|---|---|---|---|
| Main Building | Permanent | 40,754 | 1930 | 95 |
| Cafeteria | Permanent | 4,836 | 1980 | 45 |
| Gym | Permanent | 7,202 | 2001 | 24 |
| Portable 33 | Portable | 1,536 | 1975 | 50 |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



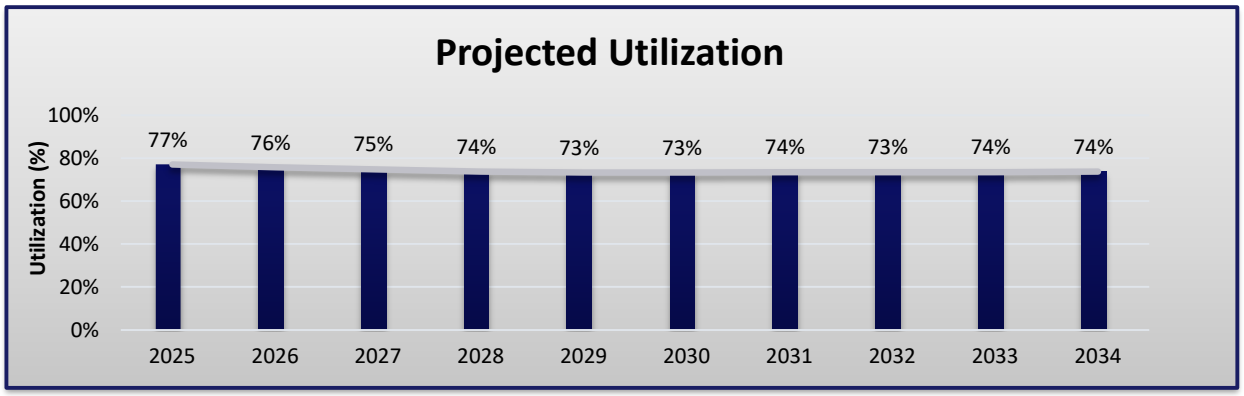
# Woodrow Wilson Elementary School

## Capacity, Utilization & Enrollment Projections

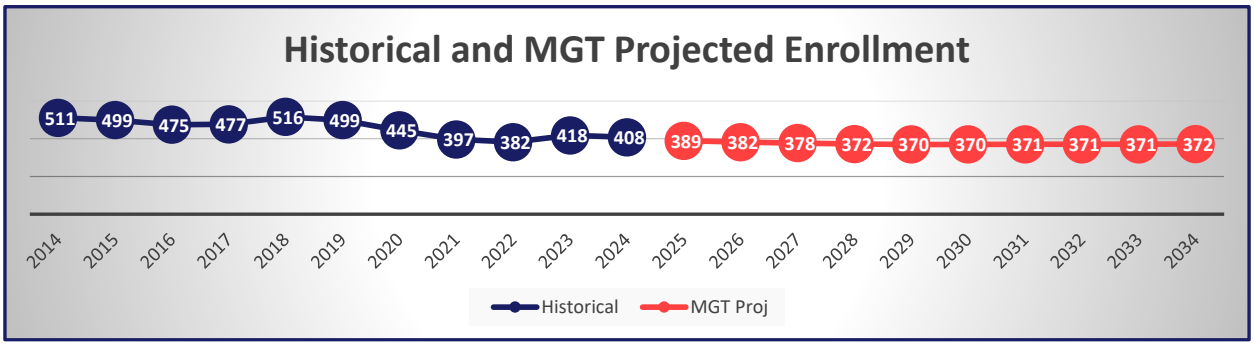
Wilson Elementary is operating at 80.81% utilization, indicating efficient use of available classroom space with some remaining capacity to accommodate modest enrollment growth or additional programs.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| **School** | **Current Enrollment** | **Maximum Capacity** | **Target Capacity** | **Utilization** |
| **Wilson ES** | 408 | 561 | 505 | 80.81% |

Utilization at Wilson Elementary is projected to remain stable over the next decade, gradually declining from 77% in 2025 to approximately 74% by 2034. This steady trend suggests the campus will continue operating within an optimal range, maintaining flexibility for future programmatic needs.




Enrollment at Wilson Elementary has declined gradually from a high of 516 students in 2018 to 408 students in 2024. Projections indicate stabilization around 370–372 students through 2034, reflecting consistent community demographics and stable neighborhood enrollment patterns.



# BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

## Building Condition (Score: 78.02%)

Wilson Elementary's main building is stable but reflects signs of age and deferred maintenance. The roof, installed in 1988, has surpassed its service life and now requires replacement, while exterior windows and doors show wear and lack modern performance standards. Interior spaces are generally well maintained, though mismatched ceiling tiles, worn cabinetry, and dated partitions highlight the need for updates. Mechanical and electrical systems are functional, but distribution is strained by insufficient outlets for modern instructional technology. HVAC generation has been upgraded, but condensing units are rusting and nearing end of life, with pumps and controls showing significant wear. Lighting remains outdated fluorescent, and connectivity, though functional, relies on aging cabling. Safety and fire systems are operational, but the fire alarm provides only audible alerts without strobes. ADA access is supported across the campus, though some restrooms and exit paths are constrained.

The gym is similarly stable but suffers from the same 1988 roof nearing the end of its serviceable life. Interior finishes are functional though dated, and condensing units show rust and poor condition in some cases. Connectivity is weakened by outdated cabling and legacy intercom systems. The portable building, while stable, is clearly beyond its prime: finishes are aged and worn, HVAC units are rusting, and panic hardware is lacking at emergency exits. Fire detection and suppression systems are absent in the portable, and wood paneling construction presents additional risks.

## Educational Suitability (Score: 77.98%)

Educational suitability at Wilson Elementary is fair to good, with strengths in classroom location, storage, and core instructional areas, but with limitations in specialized spaces. General classrooms are well placed and offer a positive instructional environment, though many are undersized. Kindergarten and Pre-K classrooms lack dedicated restrooms and sufficient built-in storage, reducing functionality for younger learners. Special education spaces are appropriately sized but do not include restrooms or changing areas. Instructional resource rooms function adequately, though storage remains limited.

Science instruction is notably undersupported, taking place in a portable with inadequate space, infrastructure, and equipment. Music programs occur in general classrooms, which lack acoustics and storage. The media center is undersized for the school population and does not

support differentiated instructional needs. Conversely, performing arts and physical education are well accommodated, with spaces that are appropriately located, sized, and equipped. Support spaces are mixed: administration, cafeteria, food service, and custodial facilities are excellent, but counseling lacks confidentiality, and student restrooms are missing partitions.

## Grounds Condition (Score: 85.13%)

The campus grounds are in generally good condition. Parking lots, driveways, and play courts have been resurfaced and striped, ensuring functionality. Sidewalks show cracks and edge damage, and playground equipment is in fair condition, with some items such as basketball hoops in need of replacement. Playfields and landscaped areas are well maintained, supported by a functional irrigation system. Site utilities, including water, wastewater, storm drainage, and lighting, are reliable. Recent upgrades to perimeter fencing enhance overall safety and security.

## Technology Readiness (Score: 100.00%)

Technology infrastructure at Wilson Elementary is a relative strength. Core systems—including cooling, power, communications, LAN/WAN connectivity, voice and video distribution, and staff access—are all rated highly. Faculty and staff enjoy equitable technology access across the campus, and classroom alerting systems are in place and operational. However, the school lacks a classroom audio enhancement system.

## Summary

Wilson Elementary is a well-maintained campus with solid building structure and reliable systems but shows signs of age in roofs, HVAC equipment, and interior finishes. Classrooms and core instructional spaces are functional, though many are undersized and lack storage, and specialized areas for science and music remain limited. Grounds and site infrastructure are in good condition, supported by reliable utilities and recent resurfacing of parking areas. Technology infrastructure is a districtwide strength, providing strong connectivity and reliable access across the campus. Overall, the school remains serviceable and efficient but would benefit from modernization to improve functionality, comfort, and program support.

# Woodrow Wilson Elementary School

## Site Master Plan

### Safety and Security Improvements

Campuswide safety upgrades are needed to strengthen security and ensure compliance with modern safety standards. Expansion of access controls and installation of upgraded camera systems will enhance monitoring, emergency preparedness, and overall campus security.

### Modernization

Modernization projects should focus on improving efficiency, lighting quality, and interior functionality. Upgrading all interior and exterior lighting to LED will enhance energy efficiency, reduce long-term maintenance costs, and improve illumination throughout classrooms and circulation areas. Interior modernization—including replacement of worn partitions, cabinetry, and movable walls, along with repainting—will refresh learning environments and improve overall usability.

### Site & Infrastructure

Several infrastructure improvements are recommended to ensure reliable operation and extend the life of campus systems. Replacement of the aging exterior electrical switchgear will reduce failure risk and improve electrical safety. HVAC and chiller replacements are needed to address end-of-life equipment and maintain consistent indoor comfort, while replacement of outdated HVAC controls will enhance system performance and energy efficiency. Parking lot and driveway rehabilitation—including resurfacing asphalt, repairing curbs, and repainting striping—will improve safety, traffic flow, and visual appeal. Roof replacements are also necessary to eliminate active leaks and protect building interiors from future water damage.

### Technology Readiness

Technology infrastructure upgrades are essential to support modern instructional needs. Replacing outdated cabling and improving LAN performance campuswide will enhance network reliability, capacity, and connectivity for both students and staff.

# Woodrow Wilson Elementary School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

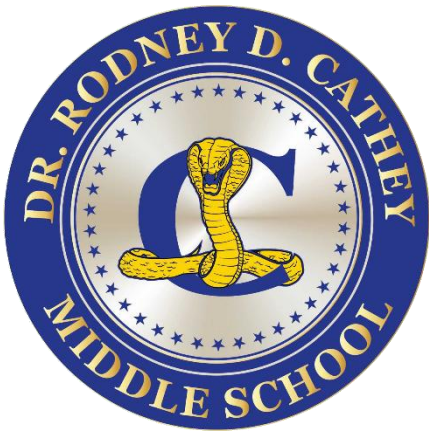
| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **Electrical System Upgrades** | Exterior switchgear is older and in need of replacement | Priority 1 | Reduces risk of failure and improves safety. |
| Site & Infrastructure | **HVAC and Chiller Replacement** | Replace chillers that are at the end of their life cycle. Replace outdated wall hung units on portables | Priority 1 | Life cycle replacements and system renewal |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Parking Lot and Driveway Rehabilitation** | Resurface deteriorated asphalt areas, replace damaged curbs, and repaint striping. | Priority 1 | Improves site safety, functionality, and visual appeal. |
| Site & Infrastructure | **Roof Replacement** | Replace aging roof systems to eliminate leaks and protect building interiors. | Priority 1 | Prevents water intrusion and building damage. |
| Modernization | **Interior Modernization** | Replace worn partitions, cabinetry, and movable walls; repaint interior walls. | Priority 2 | Interior finishes are aging and detract from functionality. |
| Technology Readiness | **Cabling & Network Upgrade** | Replace outdated 10+ year-old cabling; improve LAN performance campus-wide. | Priority 2 | Improves network reliability and system performance. |

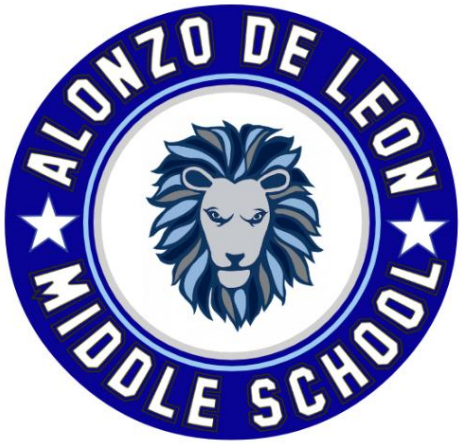
# Woodrow Wilson Elementary School

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **Electrical System Upgrades** | Exterior switchgear is older and in need of replacement | Priority 1 | Reduces risk of failure and improves safety. |
| Site & Infrastructure | **HVAC and Chiller Replacement** | Replace chillers that are at the end of their life cycle. Replace outdated wall hung units on portables | Priority 1 | Life cycle replacements and system renewal |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Parking Lot and Driveway Rehabilitation** | Resurface deteriorated asphalt areas, replace damaged curbs, and repaint striping. | Priority 1 | Improves site safety, functionality, and visual appeal. |
| Site & Infrastructure | **Roof Replacement** | Replace aging roof systems to eliminate leaks and protect building interiors. | Priority 1 | Prevents water intrusion and building damage. |
| Modernization | **Interior Modernization** | Replace worn partitions, cabinetry, and movable walls; repaint interior walls. | Priority 2 | Interior finishes are aging and detract from functionality. |
| Technology Readiness | **Cabling & Network Upgrade** | Replace outdated 10+ year-old cabling; improve LAN performance campus-wide. | Priority 2 | Improves network reliability and system performance. |

# Appendix A-
# Middle School Sites











# Dorothea W. Brown Middle School

**Address:**
2700 South Ware Road
McAllen, TX 78501

**Grade Configuration:**
6th – 8th Grade

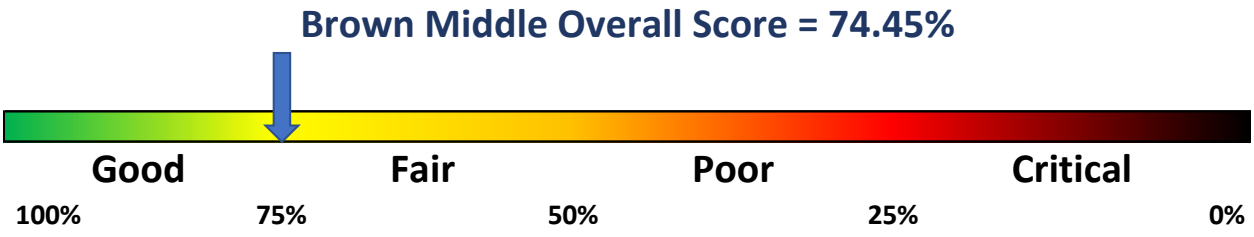
**Year Constructed:**
1980

**2024-2025 Enrollment:**
580

Dorothea Brown Middle School, the school opened its doors to students on November 17, 1975, initially operating within the Memorial High School facility. Its dedicated campus was completed in 1980, making a new chapter in McAllen ISD's commitment to middle school education where it serves students 6th through 8th grades.

Brown Middle School is more than just a place of learning—it is a tribute to the enduring legacy of its namesake, Mrs. Dorothea Wilson Brown, a beloved educator whose passion for teaching shaped generations. Mrs. Brown began her teaching career in McAllen in 1926 and spent nearly five decades inspiring students with her love for history and debate. Her spirited personality and patriotic enthusiasm earned her the title of "Most Spirited Teacher" at McAllen High School in 1969, and in 1970, her students honored her with a special "Dorothea Brown Day."

Brown Middle School has earned recognition for its excellence in counseling with two CREST Awards, partnered with Texas State University for a summer math camp, celebrated outstanding educators like its Teacher of the Year, and developed a strong choir program known for impressive student performances.



# Dorothea W. Brown Middle School

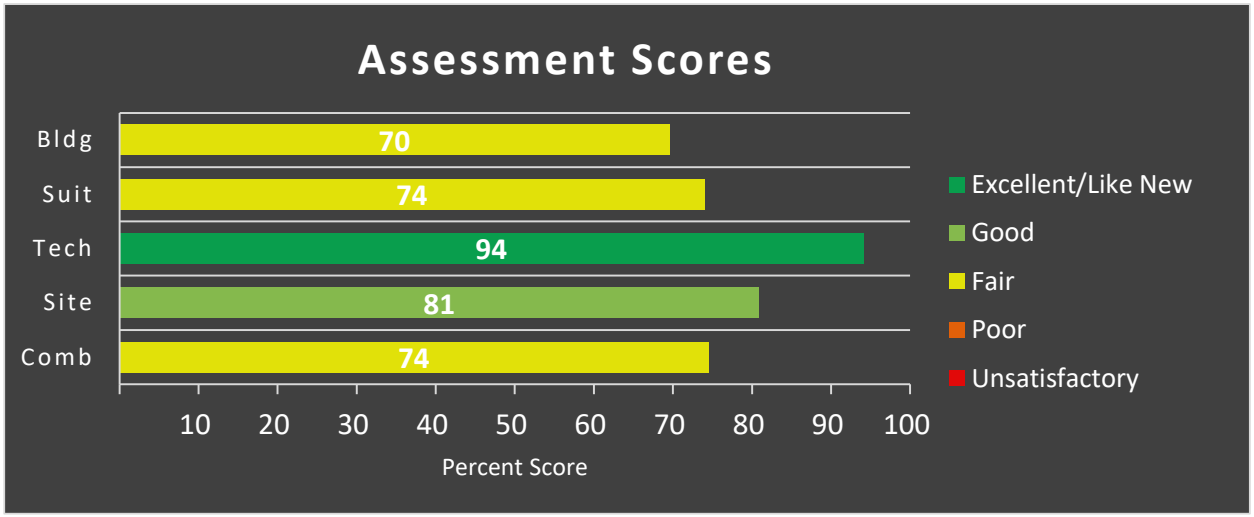
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Brown Middle Building Inventory | | | | 40+ |
|---|---|---|---|---|
| | | | | 30-39 |
| | | | | 20-29 |
| | | | | 1-19 |
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 112,015 | 1980 | 45 |
| Portable 105 | Portable | 1,536 | 1989 | 36 |
| Portable 31 | Portable | 1,536 | 1968 | 57 |
| Portable 6 | Portable | 1,728 | 1968 | 57 |
| **Total** | | **116,815** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness



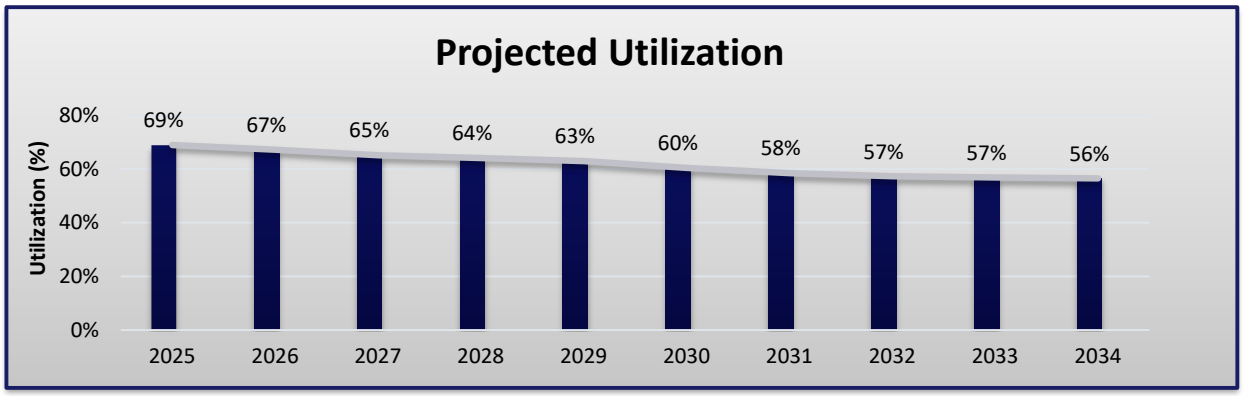
# Dorothea W. Brown Middle School

## Capacity, Utilization & Enrollment Projections

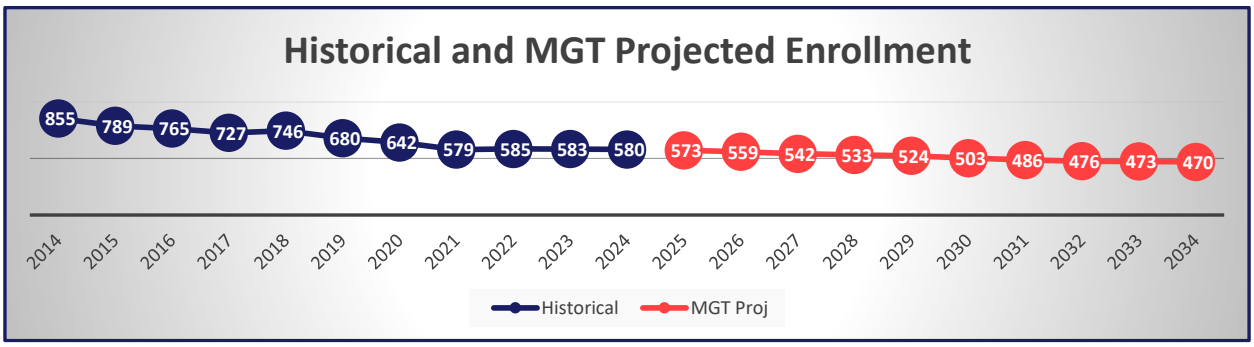
For the 2024–2025 school year, Brown Middle School's enrollment is 580 students, representing 78.89% of its target capacity. This falls within the "Approaching Inefficient" range, indicating the campus is underutilized relative to its available capacity.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| School | Current Enrollment | Maximum Capacity | Target Capacity | Utilization |
| **Brown MS** | 580 | 1114 | 735 | 78.89% |

Correspondingly, utilization is projected to decrease from 69% in 2025 to around 56% by 2034, shifting the school firmly into the "Inefficient" range in later years. This decline may warrant future consideration of strategies to consolidate resources or repurpose space to align capacity with anticipated demand.




Enrollment has declined steadily over the past decade, dropping from 855 students in 2014 to the current level. Projections show this trend continuing, with enrollment expected to fall to approximately 470 students by 2034.



# BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

## Building Condition (Score: 69.49%)

Brown Middle School's main building is structurally sound but exhibits widespread signs of aging and deferred maintenance. Minor tuck-pointing is needed at select wall joints, and the roof—installed in 2006—is nearing the end of its warranty and due for replacement. Exterior walls and doors show surface wear and fading finishes, while windows and frames remain functional but original. Interior conditions vary, with worn paneling, stained ceiling tiles, and aging cabinetry evident throughout, though the library flooring has been updated. The Federal Pacific Electric switchgear presents a major safety concern and has been red-tagged for immediate replacement. HVAC systems are partially reliable; however, controls and distribution equipment are outdated, and portions of the system are in poor condition. Plumbing fixtures and waste systems require renewal, as several restrooms were non-functional during inspection. Lighting remains fluorescent and dated, while the intercom and data cabling are older legacy systems. Accessibility, emergency lighting, and fire safety systems are compliant, but portable classrooms range from fair to poor condition, with weathered exteriors, worn carpeting, and outdated finishes.

## Educational Suitability (Score: 73.98%)

Educational spaces at Brown Middle School are adequate in size and organization but lack flexibility and modern features. Classrooms are functional yet dated, offering limited natural light and minimal built-in storage. Corridor lockers are being replaced with bench seating, creating informal areas that could serve small-group instruction. Special education classrooms are undersized and isolated, lacking appropriate storage, accessibility equipment, and natural light. Science laboratories vary in condition; many require upgrades to casework, ventilation, and safety equipment such as eyewash stations, showers, and gas shut-offs. The music and art programs operate in rooms that are undersized and lack acoustic treatment, sinks, and proper ventilation for materials.

Career Technical Education (CTE) areas include one underutilized space and one active room that meets size standards but lacks natural light. The absence of a performing arts space limits program opportunities. Physical education and locker rooms are serviceable but outdated, with poor ventilation and storage constraints. In contrast, the media center is a strong asset, providing modern, functional space that supports student learning. Administrative and counseling areas are cramped, lack privacy, and suffer from poor ventilation. Vehicular traffic patterns create congestion during arrival and dismissal, and interior wayfinding remains limited.

# Dorothea W. Brown Middle School

## Grounds Condition (Score: 80.94%)

The campus grounds are well maintained overall, with recently resurfaced parking lots and play courts now on an annual slurry seal and restriping schedule. Sidewalks show cracking and gouges that require localized repair, and some lawn areas are bare due to an inactive irrigation system with known leaks. Playfields, tennis courts, and basketball courts are in good condition, and playground equipment is serviceable, though surrounding pavement is cracked. Minor stormwater ponding occurs in the northwest corner of the site but drains through the storm system. Perimeter fencing has been replaced and meets current state safety standards, and site lighting via building wallpacks provides adequate illumination for evening use.

## Technology Readiness (Score: 94.12%)

Technology infrastructure across the campus is strong. Cooling for IT spaces is adequate, connectivity is robust, and communication and video systems are reliable. Staff and students have equitable access to technology resources. There is no dedicated classroom audio system, but the overall technology environment meets or exceeds district standards.

## Summary

Brown Middle School is a stable but aging campus with several systems nearing the end of their service life. The main building remains structurally sound, but the roof, HVAC controls, and electrical systems require replacement, including the Federal Pacific Electric switchgear identified as a critical safety hazard. Classrooms and core learning spaces are functional but dated, with limited natural light and worn finishes. Science, art, and CTE rooms need modernization to meet current instructional standards, and the campus lacks a dedicated performing arts space.

Grounds and play courts are well maintained, though sidewalks and irrigation require repair. Site circulation and signage improvements would enhance supervision and safety. Technology infrastructure is strong overall, with reliable connectivity and communication systems, though additional electrical capacity is needed to support expanding technology use.

# Site Master Plan

## Safety and Security Improvements

Campuswide safety and electrical improvements are a top priority. Replacement of the Federal Pacific Electric switchgear and related distribution panels is critical to eliminate fire and electrocution hazards. Expanding access controls, upgrading camera systems, and improving interior and exterior wayfinding will enhance security, supervision, and emergency response across the campus.

## Modernization

Modernization projects should focus on system renewal and improved learning environments. Replacement of the aging roof will protect the building envelope and prevent continued water intrusion. Converting all interior and exterior lighting to LED will improve visibility, reduce energy consumption, and lower long-term maintenance costs. Classroom modernization—including new flooring, ceilings, casework, and finishes—will refresh dated interiors and support instructional quality. Renovations to specialized learning spaces, including science, art, and CTE rooms, should address ventilation, casework, and safety equipment needs to meet modern program standards.

## Site & Infrastructure

Infrastructure upgrades are needed to improve reliability and accessibility. Replacement of outdated HVAC controls and distribution systems will increase energy efficiency and occupant comfort. Sidewalk and pavement repairs, along with resurfacing of play courts, will enhance safety and site usability. Exterior wall and door refinishing should be completed to preserve the building envelope and improve appearance.

## Educational Adequacy Improvements

Program improvements should focus on enhancing core and specialized learning environments. Reconfiguring the administration and counseling areas will improve privacy, ventilation, and secure record storage. Development of a dedicated performing arts space will expand fine arts opportunities and improve student engagement. Locker rooms should be modernized to include improved ventilation, secure storage, and conversion of unused showers to functional spaces. Creating shaded outdoor learning and seating areas will provide flexible spaces that support collaboration and instructional variety.

## Technology Readiness

Technology improvements are recommended to support digital learning and instructional reliability. Adding outlets in general classrooms will increase electrical capacity and reduce reliance on extension cords. Continued upgrades to network infrastructure and intercom systems will ensure consistent connectivity, communication, and operational reliability across the campus.

# Dorothea W. Brown Middle School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization. See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **Signage & Wayfinding Improvements** | Improve room labels, directional signage, and campus wayfinding for clarity and safety. | Priority 1 | Improves navigation and emergency response |
| Health & Safety | **Electrical Panel Replacement** | Replace outdated Federal Pacific electrical panels | Priority 1 | The Federal Pacifc panels have known safety issues |
| Educational Adequacy Improvements | **Performing Arts Space Addition** | Create a dedicated performing arts space with stage, acoustics, and appropriate storage. | Priority 2 | Expands program opportunities |
| Educational Adequacy Improvements | **Administration & Counseling Renovations** | Reconfigure cramped administration and counseling spaces to improve privacy, ventilation, and secure storage. | Priority 2 | Supports student services and safety |
| Modernization | **Classroom Modernization** | Refresh flooring, ceilings, casework, and lighting in dated classrooms; add storage and replace worn hardware. | Priority 2 | Improves instructional quality |
| Modernization | **Specialized Program Room Upgrades** | Renovate science, art, and CTE spaces with proper safety equipment, ventilation, and dedicated storage. | Priority 2 | Supports curriculum delivery |
| Site & Infrastructure | **Irrigation System Repair** | Repair broken irrigation main in northwest corner to restore full lawn and landscape coverage. | Priority 2 | Preserves grounds and playfields |
| Site & Infrastructure | **Sidewalk & Surface Repairs** | Repair cracked and damaged sidewalks; resurface play courts to improve safety. | Priority 2 | Improves safety and accessibility |
| Technology Readiness | **Electrical System Enhancements** | Add outlets in general classrooms to support technology use and reduce reliance on extension cords. | Priority 2 | Supports instructional technology |
| Modernization | **Locker Room Renovation** | Renovate outdated locker rooms; improve ventilation, storage, and convert unused showers to functional space. | Priority 3 | Improves facility functionality |
| Educational Adequacy Improvements | **Outdoor Learning & Shade Structures** | Add shaded seating and outdoor instructional areas to expand learning space. | Priority 3 | Supports flexible learning environments |
| Site & Infrastructure | **Exterior Wall & Window Upgrades** | Repair weathered walls, repaint surfaces, and replace aged single-pane windows with energy-efficient glazing. | Priority 3 | Prevents deterioration and improves efficiency |

# Dr. Rodney D. Cathey Middle School

**Address:**
1800 North Cynthia Street
McAllen, TX 78501

**Grade Configuration:**
6th – 8th Grade

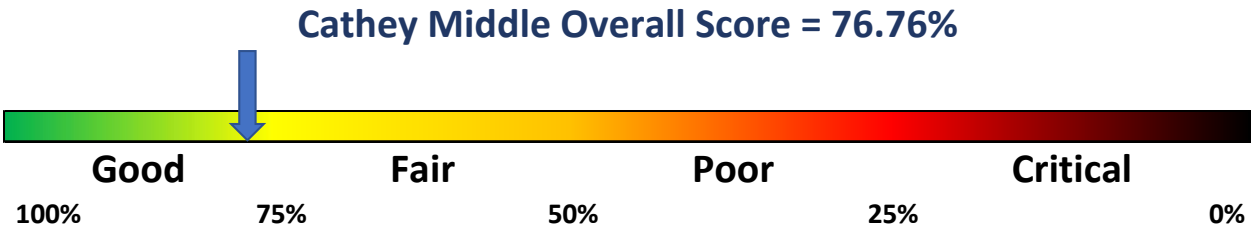
**Year Constructed:**
2000

**2024-2025 Enrollment:**
827

Dr. Rodney D. Cathey Middle was established in 2000 where it serves students 6th through 8th grades.

The school was named in honor of Dr. Rodney D. Cathey, a lifelong educator whose legacy reflects perseverance, service, and a deep commitment to student success. The school serves a diverse student population and is recognized for its academic rigor, strong fine arts programs, and inclusive school culture.

Milestones include regional recognition for orchestra students in the TMEA All-Region Orchestra, top placements in spelling bees, and active participation in community service initiatives like Operation Blue Santa and food drives. The school's facilities support 21st-century learning with modern classrooms, collaborative spaces, and technology integration.



# Dr. Rodney D. Cathey Middle School

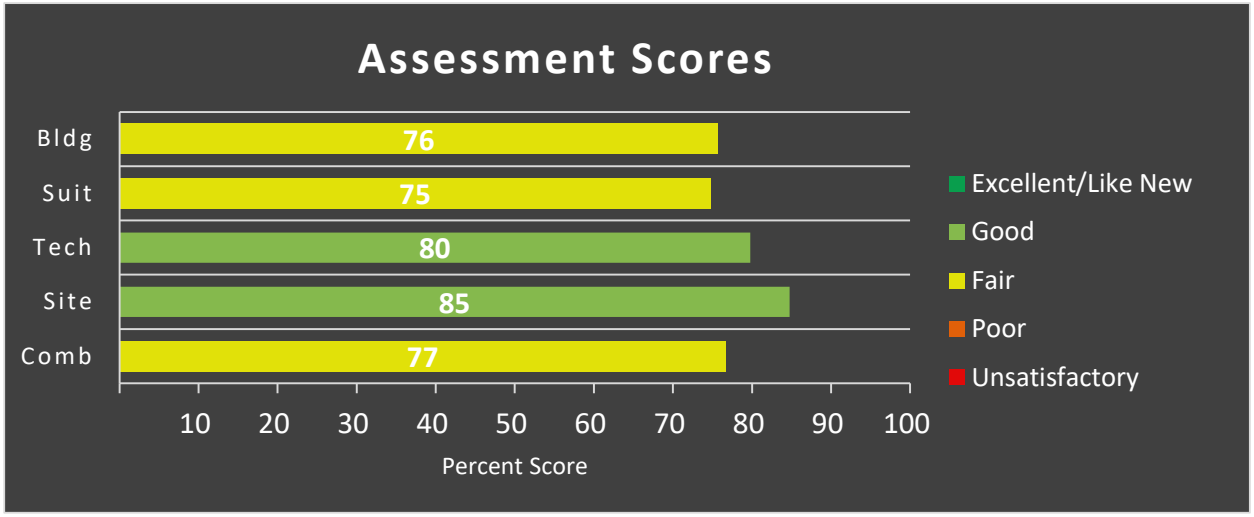
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Cathey MS Building Inventory | | | | 40+ |
|---|---|---|---|---|
| | | | | 30-39 |
| | | | | 20-29 |
| | | | | 1-19 |
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 119,782 | 2000 | 25 |
| Portable 30 | Portable | 1,536 | 1979 | 46 |
| Portable 32 | Portable | 1,536 | 1978 | 47 |
| Portable 34 | Portable | 1,536 | 1978 | 47 |
| **Total** | | **124,390** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



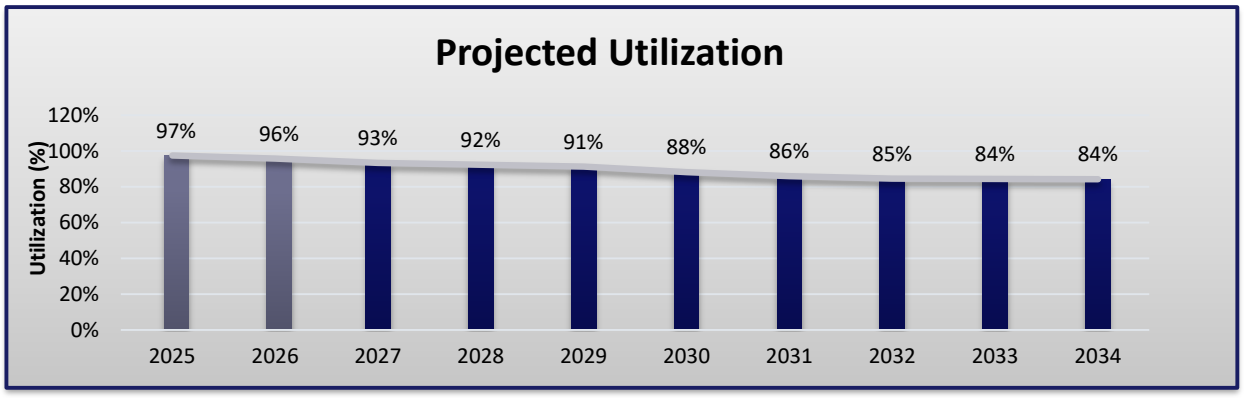
# Dr. Rodney D. Cathey Middle School

## Capacity, Utilization & Enrollment Projections

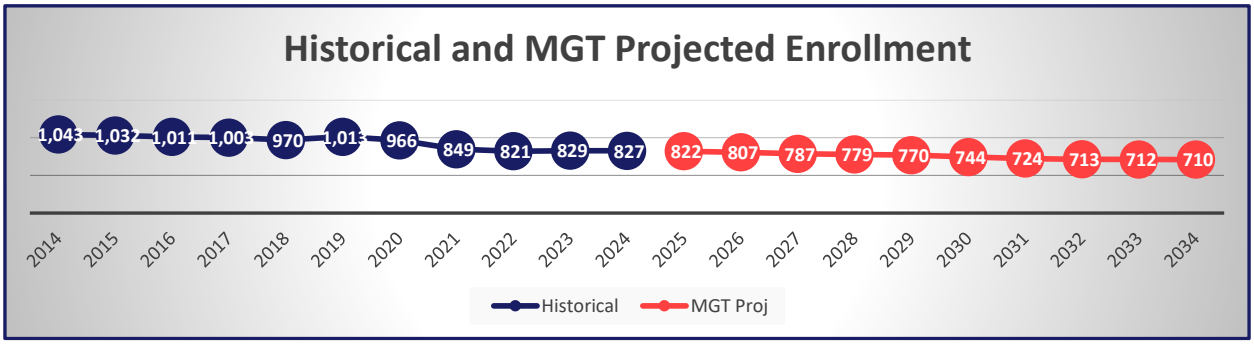
Cathey Middle School is operating at 98.05% utilization, indicating that the campus is functioning near full capacity. This high utilization level reflects efficient use of available instructional space but leaves little flexibility to accommodate enrollment increases or new program initiatives.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| **School** | **Current Enrollment** | **Maximum Capacity** | **Target Capacity** | **Utilization** |
| **Cathey MS** | 827 | 1,278 | 843 | 98.05% |

Projected utilization at Cathey Middle School is expected to gradually decline from 97% in 2025 to 84% by 2034. This downward trend suggests that current space pressures will ease over time, allowing the school to operate within an optimal range. The projected stabilization near mid-80% utilization supports continued efficiency while restoring flexibility for program expansion, specialized classrooms, and enrollment fluctuations.




Enrollment has declined from over 1,000 students in 2014 to the low 800s in recent years, but projections indicate a gradual decline to approximately 710 students by 2034.



# BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

## Building Condition (Score: 75.73%)

Cathey Middle School comprises the Main Building, Fine Arts, Gymnasium, Band Hall, Library, Cafeteria, Science Labs, and multiple portable classrooms. Condition scores range from 64.48% (Main Building) to 90.06% (Band Hall). Structural systems are generally in good condition, with most concerns related to aging HVAC systems, outdated lighting, limited storage, and worn finishes in older areas. The campus supports a broad range of academic and extracurricular programs but faces challenges with traffic flow, athletic facility conditions, and technology infrastructure.

Structural elements—including foundations, walls, and roofs—are well maintained, with only minor wear noted on portable roofs. Interior finishes vary; newer spaces like the Band Hall and Library are in better condition, while the Main Building's floors and ceilings show staining, mismatched tiles, and wear. Exterior doors and hardware range from Good to Fair, with some weathering in older portables. Fixed equipment is functional but aging in the gym. Electrical systems are adequate, though the Main Building's service is older and lighting across campus would benefit from LED upgrades. Plumbing is in generally good condition, with only minor fixture issues, and HVAC performance is inconsistent in older buildings and portables due to outdated controls and aging units.

## Suitability (Score: 74.78%)

The campus provides functional, appropriately sized spaces for most programs, including science, art, career tech, and computer labs. However, general classrooms and special education spaces have limited built-in storage, and self-contained special education classrooms are undersized compared to standards. Performing arts instruction is constrained by the cafeteria-stage arrangement, which limits performance quality and storage. Physical education facilities are challenged by dated locker rooms, cracked courts, and suboptimal weight room placement. Traffic circulation presents a safety concern, with poor separation of bus and parent drop-off areas. Athletic fields require resurfacing due to bare patches, ant hills, and tripping hazards.

## Grounds (Score: 84.77%)

Paved areas are in good condition, with only minor vegetation growth and faded striping, but play courts show surface cracking and rusted equipment. Lawns and gardens are generally maintained, though some bare spots and ponding occur near the tennis courts. Playfields and the track are in good condition, but irrigation is inconsistently maintained, especially near portables. Perimeter fencing is new and meets safety standards.

## Technology Readiness (Score: 79.79%)

Core network infrastructure supports learning effectively, with reliable LAN, WAN, and voice systems. However, temperature control is inconsistent, affecting technology spaces, and some communications/IT equipment is housed in non-dedicated areas without HVAC. Power distribution is insufficient in some classrooms, leading to heavy reliance on power strips. Video projection is not available in all classrooms, and while alerting systems are functional, audio distribution systems were not applicable or evaluated.

## Summary

Cathey Middle School is a well-functioning campus that supports a wide range of academic and extracurricular programs but faces challenges related to aging systems and limited specialized spaces. The main building and older areas show worn finishes, outdated lighting, and inconsistent HVAC performance, while newer facilities such as the Band Hall and Library remain in good condition. Structural systems are stable, and plumbing and electrical systems are generally reliable, though lighting and controls should be upgraded for efficiency and comfort.

Educational spaces are appropriately sized and functional overall, but storage is limited, and self-contained special education rooms are undersized. The cafeteria stage setup constrains performing arts instruction, and locker rooms and outdoor athletic areas show wear, with cracked courts and poor drainage. Traffic circulation remains a safety concern due to overlapping bus and parent drop-off zones.

# Dr. Rodney D. Cathey Middle School

## Site Master Plan

### Safety and Security Improvements

Campuswide safety and circulation improvements are a top priority. Expanding access controls, upgrading security cameras, and improving traffic flow will enhance student safety and supervision. Reconfiguring the parking and drop-off areas to separate bus and parent traffic will reduce congestion and improve pedestrian safety.

### Modernization

Upgrading all interior and exterior lighting to LED will improve visibility, reduce energy costs, and enhance learning environments. Replacement of outdated HVAC controls will improve reliability, comfort, and system efficiency across the campus. Electrical system upgrades, including added outlets in classrooms, will improve technology access and reduce reliance on extension cords. New built-in classroom storage and updated finishes will modernize instructional spaces and improve functionality.  The roof system was installed in 2000 and is due for replacement.

### Educational Adequacy Improvements

Special education classrooms should be reconfigured or expanded to meet current standards and improve program delivery. Locker rooms require renovation to address aging conditions, improve ventilation, and enhance accessibility. Performing arts spaces should receive acoustical and storage upgrades to support instructional quality and performances. Relocating the weight room to a more suitable and supervised location will improve safety and program effectiveness.

### Site & Infrastructure

Site improvements will focus on restoring and maintaining campus safety and function. Parking lots, driveways and play courts should be resurfaced, curbs repaired, and striping refreshed. The campus layout creates safety concerns due to poor separation of bus and parent drop-off areas. Reconfigured circulation patterns, signage, and dedicated lanes, where possible during paving project, will improve traffic flow and pedestrian safety.

### Technology Readiness

Technology upgrades will support instructional reliability and protect critical equipment. Dedicated HVAC should be provided for IT spaces, and server rooms should be relocated or enclosed to ensure proper climate control. Classroom technology power upgrades will increase capacity and provide sufficient outlets to support digital learning.

# Dr. Rodney D. Cathey Middle School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Educational Adequacy Improvements | **Special Education Space Expansion** | Reconfigure or expand undersized self-contained special education classrooms to meet current standards. | Priority 1 | Current spaces are below size standards, limiting program delivery. |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Health & Safety | **Traffic Flow and Site Safety Improvements** | Reconfigure circulation patterns, add signage, and create dedicated lanes to improve separation of bus and parent drop-off areas, enhancing pedestrian safety. | Priority 1 | Current traffic layout poses safety risks |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Parking Lot and Driveway Rehabilitation** | Resurface deteriorated asphalt areas, replace damaged curbs, and repaint striping. | Priority 1 | Improves site safety, functionality, and visual appeal. |
| Site & Infrastructure | **Roof Replacement** | Replace aging roof systems to eliminate leaks and protect building interiors. | Priority 1 | Prevents water intrusion and building damage. |
| Technology Readiness | **IT Server Room Improvements** | Provide dedicated HVAC for technology spaces and relocate communications/IT equipment to climate-controlled rooms. | Priority 1 | Temperature inconsistencies an damage equipment. |
| Educational Adequacy Improvements | **Locker Room Modernization** | Renovate dated locker rooms to improve ventilation, sanitation, and accessibility. | Priority 2 | Locker rooms are aged and impact health, safety, and program effectiveness. |
| Modernization | **Electrical System Upgrades** | Upgrade Main Building electrical service and add outlets in classrooms to meet technology and equipment needs. | Priority 2 | Older electrical service limits tech integration and safe equipment use. |
| Site & Infrastructure | **Court and Grounds Resurfacing** | Repair and resurface cracked courts, replace rusted play equipment, and address ponding near tennis courts. | Priority 2 | Damaged court surfaces and equipment reduce safety and usability. |
| Site & Infrastructure | **Gym Floor Renewal** | Sand, refinish and repaint gymnasium floor. | Priority 2 | Extends lifecycle of key building elements. |
| Technology Readiness | **Classroom Technology Power Upgrades** | Increase power distribution capacity and add outlets to reduce reliance on power strips. | Priority 2 | Limited power availability affects safe and efficient technology use. |

# Dr. Rodney D. Cathey Middle School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Educational Adequacy Improvements | **Special Education Space Expansion** | Reconfigure or expand undersized self-contained special education classrooms to meet current standards. | Priority 1 | Current spaces are below size standards, limiting program delivery. |
| Health & Safety | **Traffic Flow and Site Safety Improvements** | Reconfigure circulation patterns, add signage, and create dedicated lanes to improve separation of bus and parent drop-off areas, enhancing pedestrian safety. | Priority 1 | Current traffic layout poses safety risks |
| Modernization | **HVAC System and Controls Replacement** | Replace aging HVAC units in older buildings and portables, update controls, and improve ventilation for consistent indoor comfort. | Priority 1 | Current HVAC systems are inconsistent, impacting learning environments. |
| Technology Readiness | **IT Room HVAC and Infrastructure Upgrades** | Provide dedicated HVAC for technology spaces and relocate communications/IT equipment to climate-controlled rooms. | Priority 1 | Temperature inconsistencies an damage equipment. |
| Modernization | **Locker Room Modernization** | Renovate dated locker rooms to improve ventilation, sanitation, and accessibility. | Priority 2 | Locker rooms are aged and impact health, safety, and program effectiveness. |
| Modernization | **Electrical System Improvements** | Upgrade Main Building electrical service and add outlets in classrooms to meet technology and equipment needs. | Priority 2 | Older electrical service limits tech integration and safe equipment use. |
| Modernization | **Lighting System Upgrades** | Replace outdated lighting fixtures campus-wide with energy-efficient LED lighting. | Priority 2 | Upgrading to LED improves energy efficiency and enhances visibility. |
| Site & Infrastructure | **Athletic Field Safety Upgrades** | Resurface athletic fields to address bare patches, ant hills, and tripping hazards; improve irrigation for consistent maintenance. | Priority 2 | Field conditions present safety hazards and reduce usability |
| Site & Infrastructure | **Court and Grounds Resurfacing** | Repair and resurface cracked courts, replace rusted play equipment, and address ponding near tennis courts. | Priority 2 | Damaged court surfaces and equipment reduce safety and usability. |
| Technology Readiness | **Classroom Technology Power Upgrades** | Increase power distribution capacity and add outlets to reduce reliance on power strips. | Priority 2 | Limited power availability affects safe and efficient technology use. |

# Dr. Rodney D. Cathey Middle School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Educational Adequacy Improvements | **Performing Arts Enhancements** | Improve cafeteria-stage space with acoustical treatments, storage expansion, and layout modifications for performances. | Priority 3 | Current setup limits quality of performances and instructional use. |
| Educational Adequacy Improvements | **Weight Room Relocation** | Relocate weight room to a more suitable location (if possible) to improve program delivery and safety. | Priority 3 | Current location is suboptimal for supervision |
| Modernization | **Classroom Storage Expansion** | Add built-in storage solutions in general and special education classrooms to support instructional needs. | Priority 3 | Limited storage reduces organization and efficiency in classrooms. |
| Site & Infrastructure | **Exterior Wall & Envelope Renewal** | Clean, repair, and repaint exterior walls; refinish worn doors. | Priority 3 | Prevents deterioration and improves efficiency |

# Alonzo De Leon Middle School

**Address:**
4201 North 29th Street
McAllen, TX 78501

**Grade Configuration:**
6th – 8th Grade

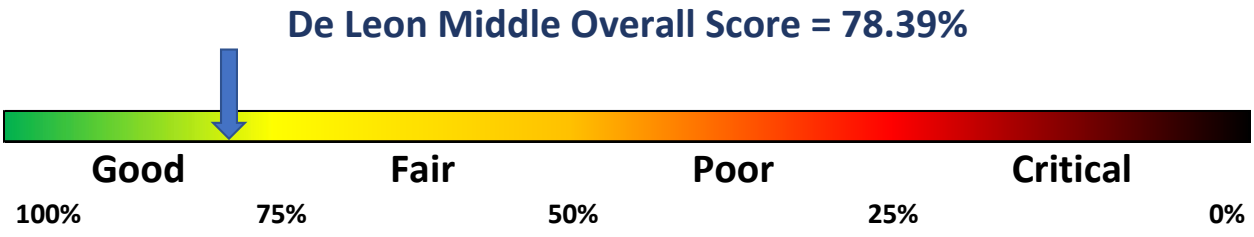
**Year Constructed:**
1990

**2024-2025 Enrollment:**
664

Alonzo De Leon Middle School, the school was established in 1990 and serves students in grades 6th through 8th grades.

The school is named in honor of two historical figures—a father and son—both named Alonzo De León. The elder De León founded Cadereita in Nuevo León, a settlement that contributed significantly to the early population of Reynosa, which had jurisdiction over what is now McAllen. He also authored the first history of the province of Nuevo León in 1649. His son, a general and governor of Coahuila, led five expeditions into Texas beginning in 1686. He was the first Spaniard to explore and map the Lower Rio Grande Valley, discovered and named several major rivers, and encountered the Tejas Indians, whose name would later be adopted by the state of Texas. Alonzo De León Middle School became an International Baccalaureate (IB) World School in 2013, reflecting its commitment to global education and academic excellence. The school continues to serve as a cornerstone of the McAllen Independent School District, fostering student achievement and honoring the legacy of its namesake

Alonzo De Leon Middle School has achieved several notable milestones, including participation in district-wide academic competitions such as the Vocabulary.com Vocabulary Bowl. The school also supports a wide range of extracurricular activities—from Magic: The Gathering clubs to athletics and esports—highlighting its commitment to both academic excellence and student engagement.



# Alonzo De Leon Middle School

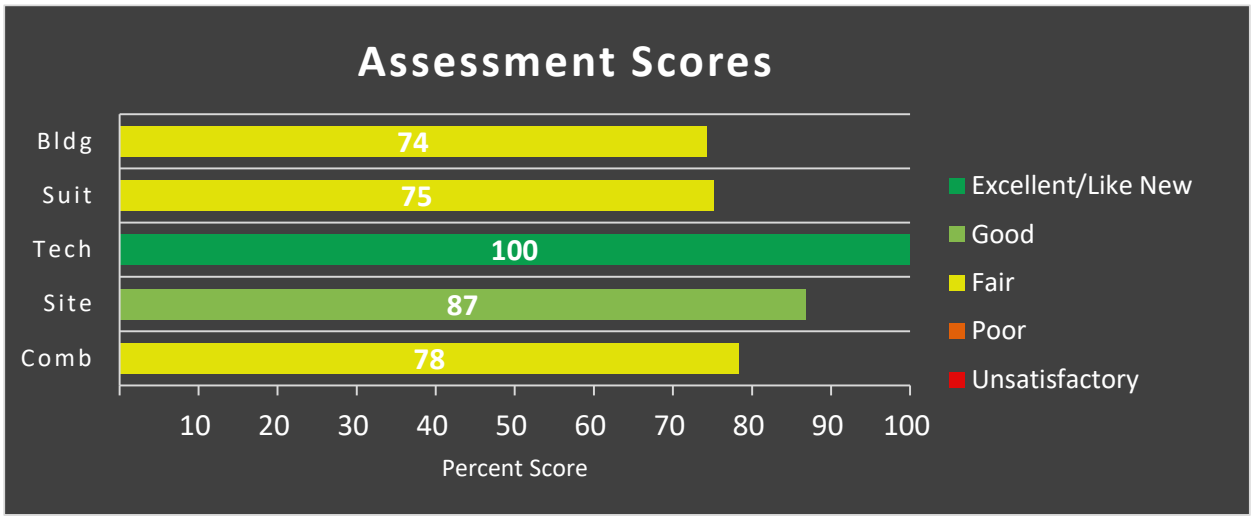
## Building Inventory

The Building Inventory list is sorted by age of buildings.

| De Leon MS Building Inventory | | | | 40+ |
|---|---|---|---|---|
| | | | | 30-39 |
| | | | | 20-29 |
| | | | | 1-19 |
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 138,741 | 1993 | 32 |
| Portable 49-Weight Room | Portable | 1,536 | 1982 | 43 |
| **Total** | | **140,277** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



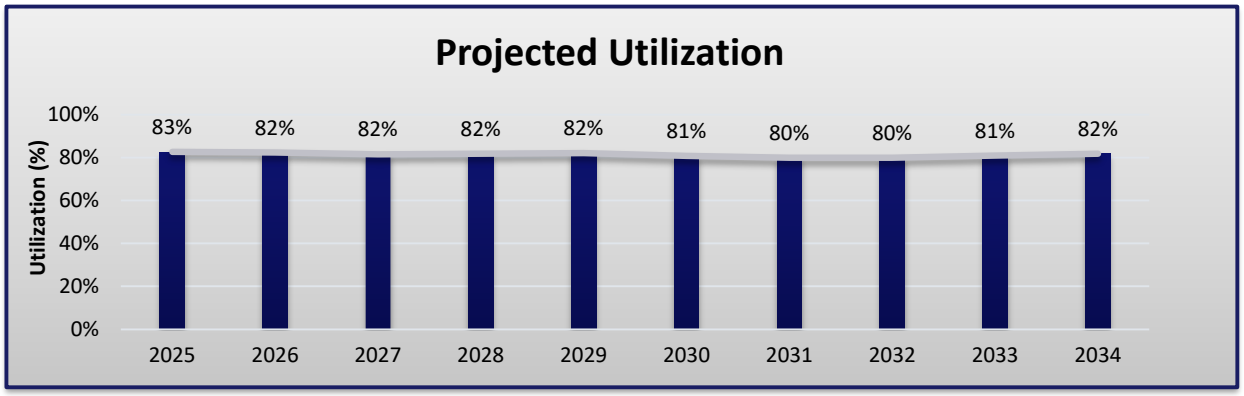
# Alonzo De Leon Middle School

## Capacity, Utilization & Enrollment Projections

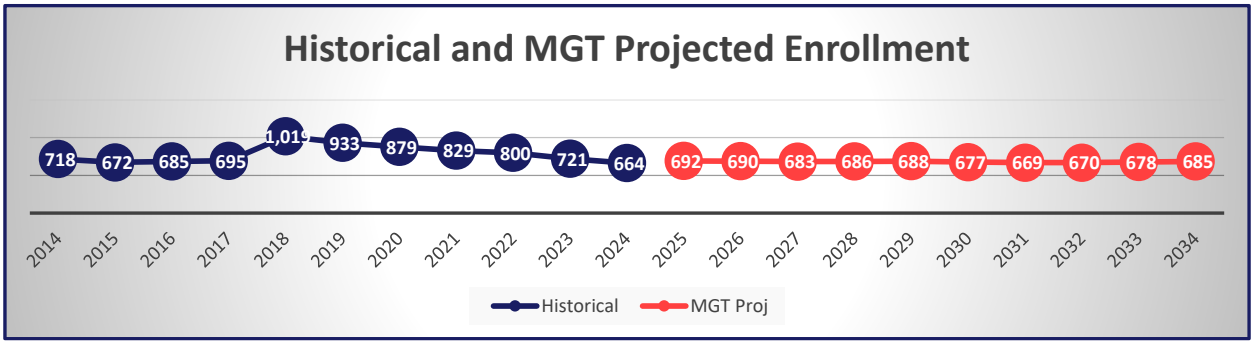
De Leon Middle School is operating at 79.28% utilization, indicating that the campus is being used efficiently while maintaining flexibility for enrollment growth or program expansion. This utilization level supports effective use of facilities without overcrowding, allowing the school to adapt spaces to evolving academic and extracurricular needs.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| School | Current Enrollment | Maximum Capacity | Target Capacity | Utilization |
| De Leon MS | 664 | 1,269 | 838 | 79.28% |

Projected utilization at De Leon Middle School is expected to remain stable over the next decade, ranging between 80% and 83% through 2034. This consistent utilization level reflects balanced enrollment and efficient use of facilities, allowing the campus to operate effectively while maintaining flexibility for minor enrollment increases or programmatic adjustments.




De Leon Middle School's enrollment has fluctuated over the past decade, peaking at 1,015 students in 2018 before gradually declining to 664 students in 2024. Projections indicate that enrollment will stabilize over the next several years, ranging between 670 and 690 students through 2034.



# Alonzo De Leon Middle School

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 74.28%)

DeLeon Middle School's main building is structurally stable but shows signs of age and deferred maintenance in multiple areas. Cracking has been observed in several classrooms, and while the exterior walls are in good condition, windows are single-pane with safety film and have reached the end of their useful life. The roof was replaced in 2017 with a TPO system and remains under warranty, providing reliable protection. Doors outside secured areas have been replaced, but older doors within fenced areas are rusting and aged. Interior finishes are functional overall, with recently updated library flooring and well-maintained walls and ceilings, though the gymnasium floor requires refinishing.

Building systems show mixed performance. While plumbing supply and waste are in good condition, fixtures still exhibit rust. Electrical service panels are operable but outdated and due for replacement. HVAC chillers are in good condition, but air handling units and distribution systems are at the end of their lifecycle, with missing insulation and jacketing. Outdated hydronic fixtures and rusting components compromise system reliability. Lighting remains primarily fluorescent and requires conversion to LED. Connectivity is limited by 10+ year-old cabling and a legacy analog intercom. Life-safety systems have been upgraded, and ADA accessibility is generally adequate, though not all restrooms are compliant.

The recently built Portable 49, used as a weight room, is in excellent condition. Structural, mechanical, and life-safety systems are new and fully functional, and the building is ADA compliant.

### Educational Suitability (Score: 75.22%)

DeLeon supports varied instruction with adequate classroom environments, though space and storage deficiencies are evident. General classrooms meet approximately 78% of size standards and lack sufficient built-in storage. Self-contained special education spaces are appropriately located but lack restrooms or changing facilities. Instructional resource rooms are particularly undersized, shared by multiple teachers, and lack adequate separation and storage.

Specialized program spaces show both strengths and weaknesses. Science, art, and music classrooms are appropriately sized, located, and equipped to support instruction. However, physical education is limited by storage capacity, and performing arts is significantly inadequate, with the stage located in the cafeteria and lacking proper size, storage, and environmental conditions. The media center is well-sized and inviting, serving as a strength for the campus.

Support spaces vary in quality. Administration and the clinic are adequate, while counseling lacks a dedicated meeting space. Restrooms function but lack privacy partitions in boys' facilities. The staff lounge and cafeteria are functional, though minor issues such as drainage in parking lots persist. Custodial and maintenance operations are adequately supported.

## Grounds Condition (Score: 86.82%)

The campus grounds are generally in good condition. Parking lots have been resurfaced and striped, and driveways and play courts have been corrected and maintained. Sidewalks show occasional cracking and fading paint but remain functional. Lawns and gardens are well maintained, and irrigation systems have been corrected for coverage. Playfields and the track are maintained by the city and in good condition, though the campus lacks its own playground equipment. Utilities are reliable, and updated perimeter fencing provides strong site security.

## Technology Readiness (Score: 100.00%)

Technology infrastructure is a strength at DeLeon, with reliable connectivity, adequate electrical capacity, and well-maintained IT spaces. LAN/WAN systems are stable, and voice, video, and alerting systems function effectively. Faculty and staff have strong access to technology. The only limitation noted is the absence of classroom audio enhancement systems, which are not currently in place.

## Summary

DeLeon Middle School benefits from a structurally sound facility with a recently replaced roof and a newly constructed weight room. However, aging building systems—including HVAC distribution, electrical service panels, and lighting—require modernization. Program spaces are functional but undersized in key areas, particularly instructional resource rooms and performing arts. Grounds and site infrastructure are generally strong, with updated fencing and well-maintained fields, though sidewalks show wear and the campus lacks a playground. Technology systems are robust and reliable, providing a strong foundation for instruction. Targeted investments in building systems, specialized learning environments, and restroom accessibility will ensure that DeLeon continues to serve students effectively.

# Alonzo De Leon Middle School

## Site Master Plan

### Safety and Security Improvements

Campuswide safety and security improvements are a top priority. Reconfiguring the main entrance to include a secure vestibule will improve visitor screening and strengthen campus access control. Expanding security cameras and electronic access systems will enhance monitoring, supervision, and emergency preparedness. Updated wayfinding and directional signage will further support safe navigation and visibility across campus.

### Modernization

Modernization projects should focus on system reliability and instructional flexibility. Replacement of aging electrical panels and installation of additional classroom outlets will improve safety and support technology integration. HVAC upgrades—including replacement of aging air handlers, re-insulation of chilled water lines, and renewal of hydronic systems—will improve performance and energy efficiency. Conversion of all interior and exterior lighting to LED will reduce energy costs and provide brighter, more uniform illumination. Interior modernization should address aged science casework, worn music lockers, and deteriorated restroom partitions to extend component life and improve overall appearance.

### Site & Infrastructure

Infrastructure upgrades are needed to enhance safety, efficiency, and longevity. Replacement of outdated HVAC controls will increase comfort and system reliability. Parking lot and driveway rehabilitation—including asphalt resurfacing, curb repair, and re-striping—will improve site safety and traffic circulation. Refinishing the gym floor will preserve the existing structure and maintain appearance and function for athletics and physical education.

### Educational Adequacy Improvements

Reconfiguration or expansion of instructional resource rooms will provide appropriately sized, dedicated spaces for staff collaboration and small-group instruction, replacing shared or undersized areas. These enhancements will better support student learning and instructional delivery across grade levels.

# Alonzo De Leon Middle School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **Improve Secure Vestibule** | Improve the security at the main entrance with reconfigured vestibule | Priority 1 | Improves safety and security, monitors entry into buildings |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **Electrical System Upgrades** | Replace outdated electrical service panels; add classroom outlets for instructional flexibility. | Priority 1 | Improves safety and supports technology integration. |
| Modernization | **HVAC Distribution Improvements** | Replace aging air handlers; re-insulate chilled water lines; replace outdated hydronic fixtures. | Priority 1 | Systems are beyond lifecycle and inefficient. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Parking Lot and Driveway Rehabilitation** | Resurface deteriorated asphalt areas, replace damaged curbs, and repaint striping. | Priority 1 | Improves site safety, functionality, and visual appeal. |
| Health & Safety | **Wayfinding & Signage Upgrades** | Install improved signage across campus to strengthen supervision and navigation. | Priority 2 | Limited signage reduces visibility and clarity for users. |
| Site & Infrastructure | **Gym Floor Renewal** | Sand, refinish and repaint gymnasium floor. | Priority 2 | Extends lifecycle of key building elements. |
| Educational Adequacy Improvements | **Instructional Resource Room Expansion** | Provide additional or reconfigured instructional resource rooms to replace undersized, shared spaces. | Priority 3 | Current rooms are too small and shared by multiple teachers. |
| Modernization | **Interior Modernization- Science, Music, Restrooms** | Replace or refinish aged science cabinets, music lockers, and restroom partitions. | Priority 3 | Improves functionality and extends component life. |

# Michael E. Fossum Middle School

**Address:**
7800 North Ware Road
McAllen, TX 78501

**Grade Configuration:**
6th – 8th Grade

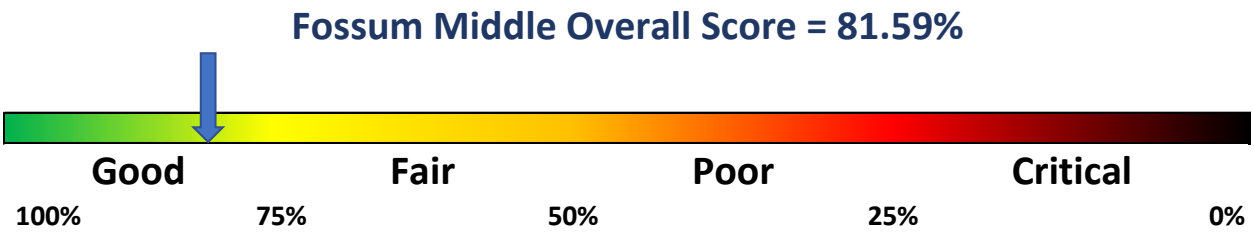
**Year Constructed:**
2008

**2024-2025 Enrollment:**
791

Michael E. Fossum Middle School was established in 2008, and serves grades 6th through 8th grades.

The school was named after astronaut Michael E. Fossum, a McAllen native who flew on multiple NASA missions and served aboard the International Space Station. The school honors his legacy by promoting academic excellence and leadership in science and technology.

Fossum Middle School has consistently ranked among the top middle schools in Texas, with strong performance in both math and reading. It serves a diverse student body and offers programs such as Gifted & Talented and Dual Language, reflecting its commitment to high achievement and inclusive education.



# Michael E. Fossum Middle School

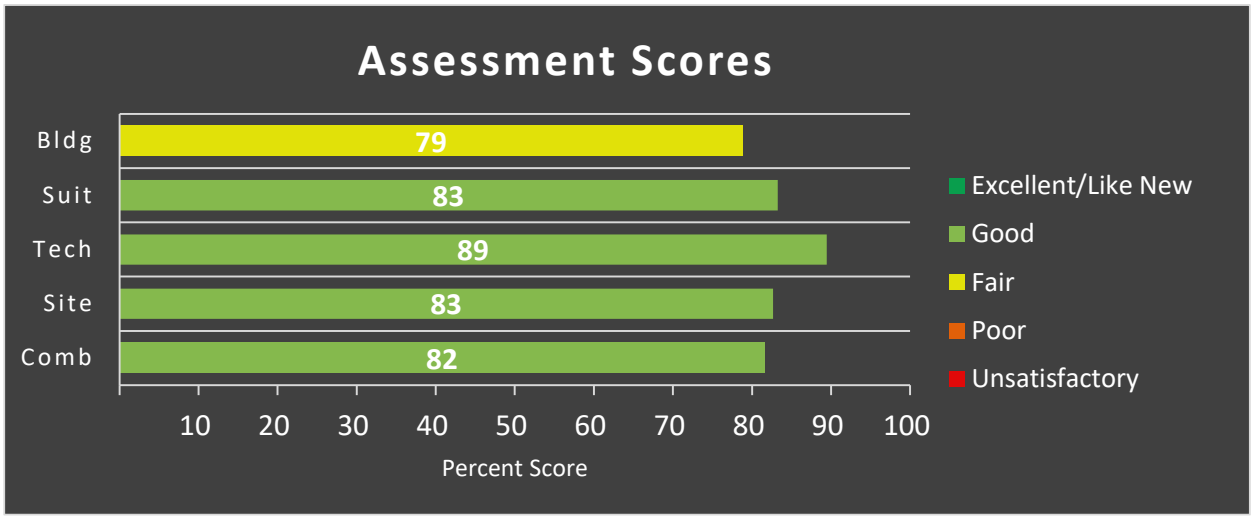
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Fossum MS Building Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 119,782 | 2008 | 17 |
| Portable 94-Weight Room | Portable | 1,536 | 1985 | 40 |
| **Total** | | **121,318** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



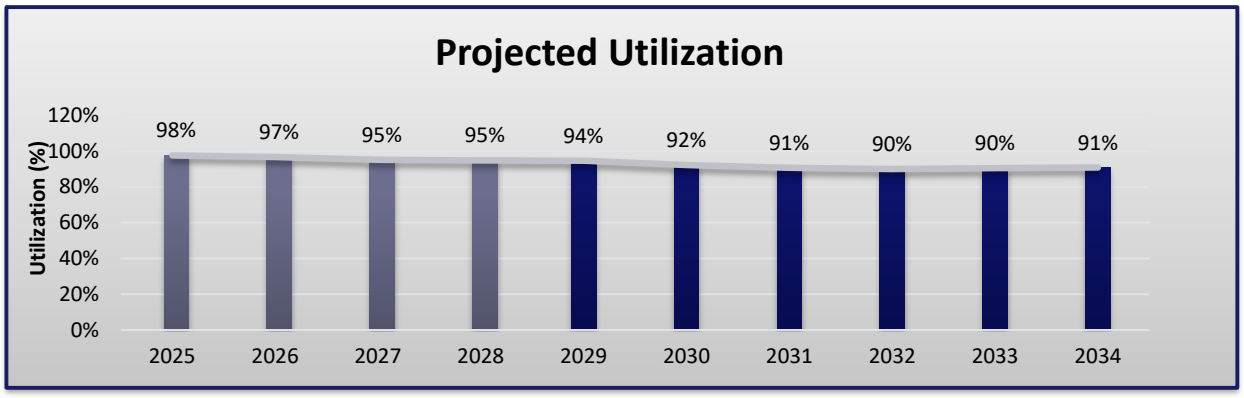
# Michael E. Fossum Middle School

## Capacity, Utilization & Enrollment Projections

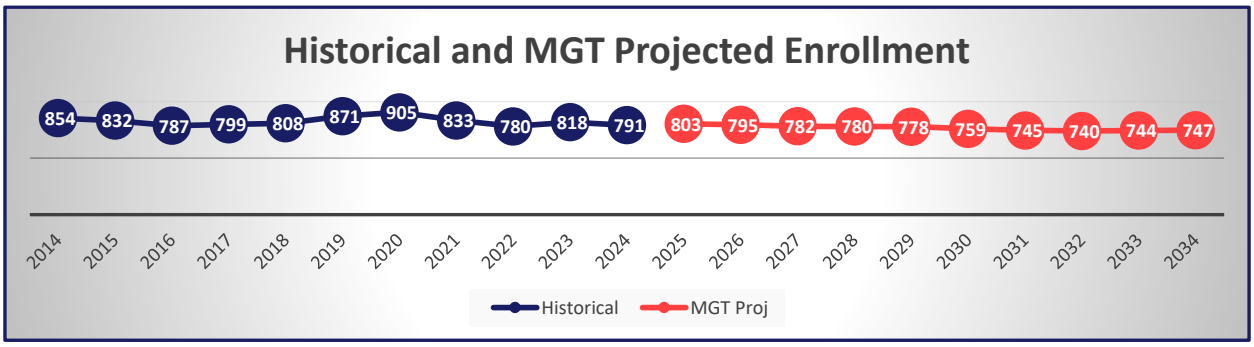
Fossum Middle School is operating at 96.11% utilization, indicating that the campus is functioning near full capacity. This high utilization level reflects efficient space use but leaves limited flexibility for enrollment increases, scheduling adjustments, or program expansion. Continued monitoring and potential space reallocation may be needed to prevent overcrowding and maintain a comfortable learning environment.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| School | Current Enrollment | Maximum Capacity | Target Capacity | Utilization |
| **Michael E. Fossum MS** | 791 | 1,247 | 823 | 96.11% |

Projected utilization at Fossum Middle School is expected to gradually decrease from 98% in 2025 to 90% by 2033, before stabilizing near 91% in 2034. This modest decline suggests that current space pressures will ease slightly over time, allowing for more balanced classroom use and improved scheduling flexibility while maintaining efficient facility utilization.




Fossum Middle School's enrollment has remained relatively stable over the past decade, ranging between 780 and 905 students, with 791 students enrolled in 2024. Projections indicate a gradual decline over the next ten years, with enrollment expected to level off around 740–750 students by 2034.



# BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

## Building Condition (Score: 78.81 %)

The main building's structure is sound, but several systems require repair or upgrade. Exterior walls show cracking around windows, and gym doors have rust and finish deterioration. Roofing is in good condition but nearing the end of its warranty. The chill There are HVAC piping leaks above band room and girl's locker room causing heavy ceiling damage. HVAC control inconsistencies contribute to comfort issues. One chiller is due for replacement. Plumbing concerns include faulty control valves and sealant failures at custodial sinks, risking hidden water damage. Fixed equipment repairs are needed, including a freezer compressor replacement.

The portable structure is in fair to poor condition, with possible termite damage, roof shingle loss, and significant accessibility and safety concerns. Doors are severely damaged, lack panic hardware, and ramps are not ADA-compliant due to uneven asphalt and tree root intrusion. Interior finishes are worn, ceilings show moisture damage, and lighting needs LED upgrades. Fire extinguishers are missing, creating a safety hazard.

## Educational Suitability (Score: 83.24%)

The school supports a wide range of instructional programs, but several facilities show deficiencies in environmental quality and specialized space design. While the makerspace/library is functional, HVAC inconsistencies and broken water fountains detract from comfort and usability. Missing light posts and limited awning coverage reduce outdoor accessibility and safety. Classrooms generally meet size and location standards, but many interior rooms lack windows and natural light. Science, music, and career technical education spaces experience leaks during rain and have ventilation or plumbing issues. Art facilities are notably undersized with inadequate storage. Performing arts facilities are the most limited—there is no separate auditorium, and the stage is located in the cafeteria, which has poor acoustics and storage constraints. Support spaces are mostly adequate, though the staff lounge has leaks and inconsistent HVAC. Parking shortages and camera blind spots near the fields present ongoing challenges.

## Grounds (Score: 82.65%)

The site is generally well maintained, with good condition parking lots, driveways, sidewalks, and playfields. However, asphalt deterioration on play courts requires resurfacing, and landscaped areas have bare patches and pest concerns near buildings. Irrigation repairs are needed where heads are broken or buried. Stormwater drainage issues include erosion near the gym and poorly set drain grates. Rear site lighting is insufficient, creating security concerns.

## Technology Readiness (Score: 87.00%)

The school benefits from reliable power, strong LAN connectivity, and functional classroom alerting and distribution systems. Internet speed is the primary performance concern, with LAN-WAN performance rated as poor. Some IT rooms lack dedicated cooling and are shared with storage, creating operational risks. Faculty and staff technology resources are adequate to support instructional needs.

## Summary

Fossum Middle School is a well-performing campus with strong instructional programs but aging infrastructure and system deficiencies that impact comfort and safety. The main building is structurally sound, though leaks from HVAC piping and aging plumbing require repair. Outdated fire alarms, limited lighting in rear areas, and camera blind spots present safety concerns. HVAC controls and lighting upgrades are needed to improve efficiency and reliability, while drainage issues near the gym and portable areas should be addressed to prevent water damage.

Instructional spaces are generally functional, but modernization is needed to refresh interior finishes and improve environmental quality. Art and CTE rooms are undersized and lack proper storage, ventilation, and technology connections, and performing arts instruction is limited by poor acoustics in the cafeteria stage area. Play courts require resurfacing, and irrigation system repairs are needed to restore turf and eliminate ponding.

# Site Master Plan

### Safety and Security Improvements

Upgrades to life-safety systems and campus security are a top priority. Replacement of obsolete fire alarm systems will improve emergency preparedness and compliance with modern safety standards. Expanded access controls, upgraded camera systems, and additional lighting near the gym and rear site areas will strengthen supervision and visibility, reducing blind spots and improving after-hours safety.

# Michael E. Fossum Middle School

## Modernization

Several modernization projects are needed to extend building life and improve learning environments. Campuswide conversion to LED lighting will enhance illumination, reduce maintenance, and improve energy efficiency. Classroom improvements should include new flooring, ceilings, and paint, along with casework refinishing in the band room and general classrooms. Dedicated HVAC for IT and server rooms is needed to ensure equipment protection and prevent overheating. Plumbing and drainage improvements near the gym will prevent erosion and mitigate water intrusion risks.

## Site & Infrastructure

Infrastructure and exterior system upgrades will improve campus safety and functionality. The roof system is near the end of its warranty and useful life. Replacement of outdated HVAC controls will enhance energy efficiency and comfort. Play courts require resurfacing, curb repair, and re-striping to improve usability and safety for students. Repair HVAC piping leaks near the band room and gym. Replace chiller that is past its useful life. Ceiling tile replacement is needed in the cafeteria/music room due to soiling and in both locker rooms due to leaks, stains, and peeling paint. Band room doors/frames require painting, and locker room mats and padding should be replaced. Interior finishes in Portable 94 are worn and should be refreshed.

## Educational Adequacy Improvements

Specialized instructional spaces should be upgraded to support student learning and program growth. The undersized art room should be expanded or reconfigured to include proper storage, while CTE labs need additional ethernet drops and improved water protection at garage doors. Performing arts improvements—such as enhanced stage acoustics, lighting, and storage—will elevate instructional quality and performance capacity for fine arts programs.

## Technology Readiness

Technology improvements are needed to ensure reliability and system protection. IT closets should be separated from storage and provided with dedicated cooling. Network performance upgrades should focus on improving LAN-WAN speeds, while classroom power capacity should be increased to support expanding technology use across the campus.

# Michael E. Fossum Middle School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **Fire Alarm Replacement** | Replace obsiolete EST fire alarm systems | Priority 1 | Improves site safety monitoring, and emergency preparedness. |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems. Add lighting to rear site areas and gym vicinity. | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Modernization | **HVAC Mechanical Renewal** | Chiller replacement and HVAC piping repairs/replacement | Priority 1 | Ensures reliable comfort and prevents further damage from condensation issues. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Play Court Rehabilitation** | Resurface deteriorated asphalt areas, replace damaged curbs, and repaint striping. | Priority 1 | Improves site safety, functionality, and visual appeal. |
| Modernization | **Classroom Modernization** | Refresh flooring, ceilings, casework, paint doors and frames in band room. classrooms | Priority 2 | Improves instructional quality |
| Modernization | **HVAC-Server Room** | Provide dedicated cooling for IT rooms. | Priority 2 | Improves equipment protection. |
| Modernization | **Drainage Improvements** | Improve drainage near gym | Priority 2 | Prevents water damage |
| Educational Adequacy Improvements | **Specialized Program Space Upgrades** | Expand/reconfigure Art room; improve CTE spaces with more ethernet drops; enhance performing arts space acoustics and storage. | Priority 3 | Supports specialized instructional programs and student learning. |

# Homer J. Morris Middle School

**Address:**
1400 Trenton Road
McAllen, TX 78501

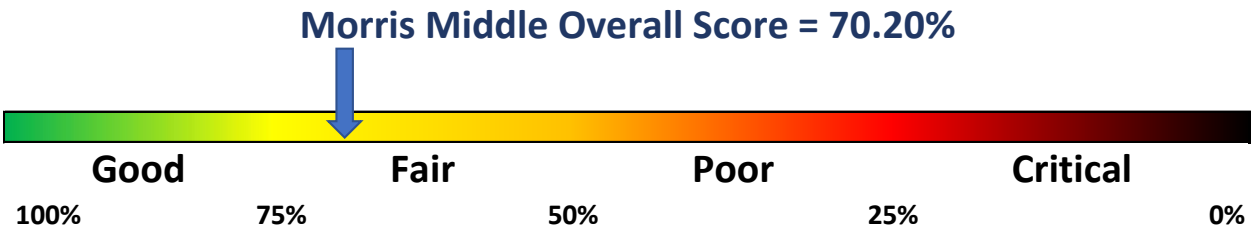
**Grade Configuration:**
6th – 8th d Grade

**Year Constructed:**
2003

**2024-2025 Enrollment:**
999

Homer J. Morris Middle School was established in 2003 and serves students 6th through 8th grades. The school was named in honor of Homer J. Morris, a long-time educator, coach, community leader and 1976 McAllen Citizen of the Year, who was subsequently honored by the district with the naming of the school in his memory. Homer J. Morris, a respected educator who devoted 43 years of service to children in the Rio Grande Valley as a teacher, coach, and administrator.

Morris Middle has notable achievements in arts and academics—for example, in early 2025, it placed its largest-ever contingent of students into the Texas Music Educators Association (TMEA) Region Jazz Band, marking a milestone for the campus music program. These accomplishments, along with its active parent and community engagement and successful fundraising on platforms like DonorsChoose, underscore Morris Middle's commitment to creative and equitable student opportunities.



# Homer J. Morris Middle School

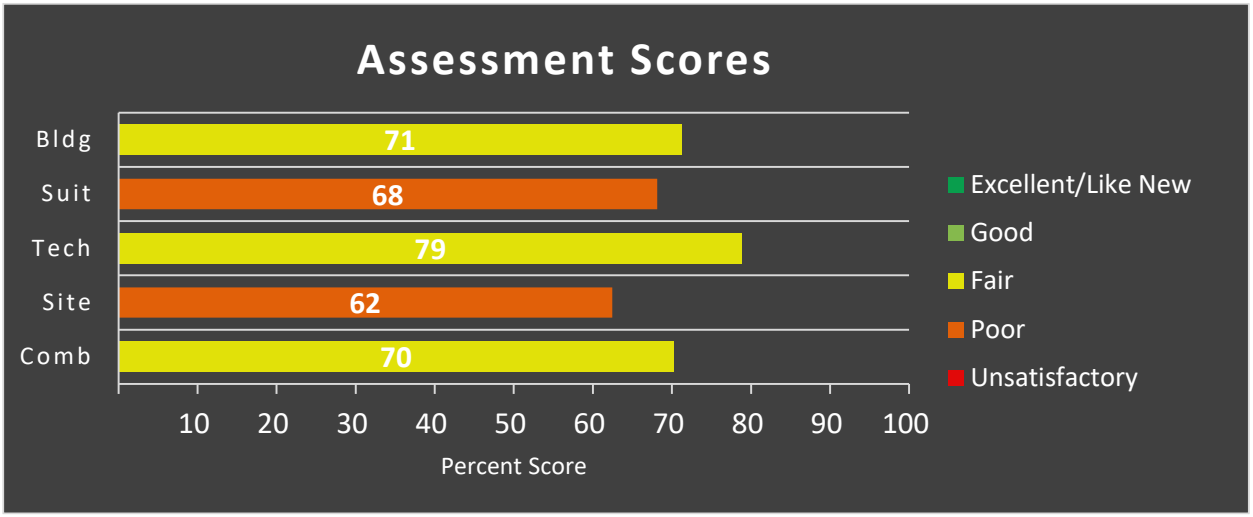
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Morris MS Building Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 97,006 | 1984 | 41 |
| Portable 20- SpEd | Portable | 768 | 1952 | 73 |
| Portable 54 | Portable | 1,536 | 1975 | 50 |
| Portable 19-Weight Room | Portable | 1,536 | 1982 | 43 |
| Portable 67 | Portable | 1,536 | 1982 | 43 |
| Portable 72 | Portable | 1,536 | 1982 | 43 |
| Portable 95 | Portable | 1,536 | 1985 | 40 |
| Portable 114 | Portable | 1,536 | 1986 | 39 |
| Portable 104 | Portable | 1,536 | 1988 | 37 |
| **Total** | | **108,526** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



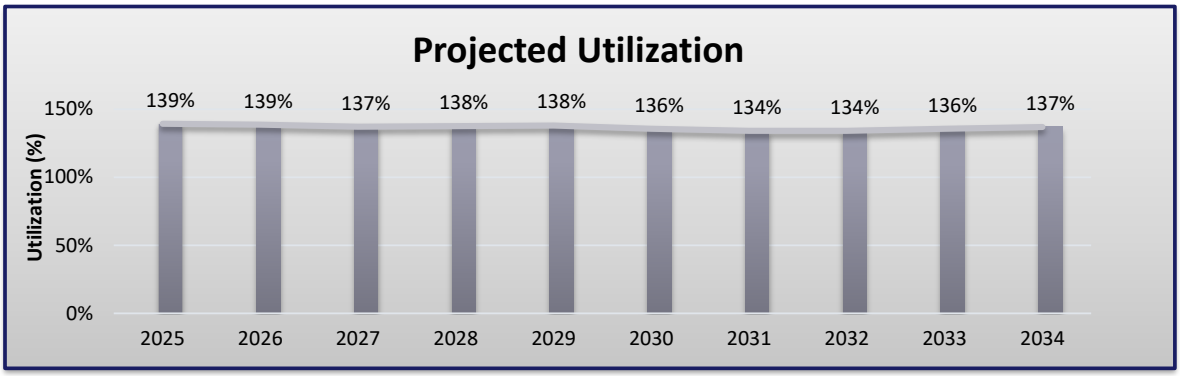
# Homer J. Morris Middle School

## Capacity, Utilization & Enrollment Projections[1]

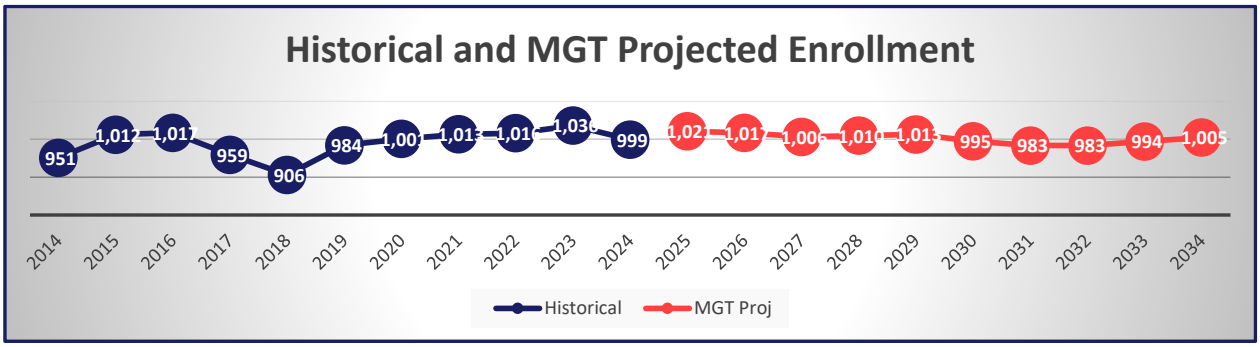
Morris Middle School is operating at 136.24% utilization, indicating significant overcrowding well beyond the campus's designed capacity.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| **School** | **Current Enrollment** | **Maximum Capacity** | **Target Capacity** | **Utilization** |
| **Morris MS** | 999 | 1,111 | 733 | 136.24% |

Projected utilization at Morris Middle School is expected to remain well above capacity, ranging from 134% to 139% through 2034. This sustained overutilization highlights the need for long-term capacity relief solutions, as current facilities will continue to face overcrowding pressures. Without new construction to remove portables, high utilization levels may impact instructional delivery, scheduling efficiency, and overall student experience.




Morris Middle School's enrollment has remained consistently high over the past decade, fluctuating around 1,000 students and reaching 999 students in 2024. Projections show enrollment will continue at or slightly above this level through 2034, maintaining a steady student population.




[1] *For purposes of Capacity and Utilization calculations, portable classrooms are not counted in the classroom capacity total as they are intended to be a "temporary" solution to capacity issues.*

# Homer J. Morris Middle School

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 71.27 %)

Morris Middle School's main building is stable structurally, but its systems and finishes reflect significant age. The exterior brick veneer is solid but stained with mildew, and the roof, an SBS Modified Bitumen system from 1994, has long exceeded its warranty, with ponding, debris, and active leaks in the gym. Original 1984 windows and doors remain in poor condition—windows with failing seals and doors that are rusted, cracked, and in some cases chained shut. Interior finishes are serviceable but dated, with water-stained ceiling tiles, cracked flooring, and aging cabinets and lockers.

Mechanical and electrical systems are operational but nearing obsolescence. The main distribution panel and older panelboards are still functional but need replacement. HVAC chillers remain in good condition, but air handling units are at the end of their lifecycle. Lighting is outdated fluorescent, and connectivity suffers from aging cabling and a legacy analog intercom. Life-safety systems are upgraded and functional, though older panic hardware remains in use and combustible wall paneling is still present. ADA compliance is limited by knob-style hardware and barriers in circulation.

Portable buildings are in poor condition across the campus. Foundations are settling, roofs are aged and leaking, and interiors show worn floors, sagging ceilings, and dated cabinetry. While HVAC units remain functional, refrigerant lines are poorly insulated, and lighting is not LED. Life-safety concerns are evident, with questionable ramp integrity, deadbolt hardware, limited ADA access, and combustible panel construction. Overall, the portables reduce the instructional quality and present ongoing maintenance and safety liabilities.

### Educational Suitability (Score: 68.12 %)

The educational environment at Morris Middle School is compromised by aging facilities and heavy reliance on portable classrooms. General classrooms are undersized, with limited storage and poor natural light in portable units. Special education spaces are also undersized, poorly located, and lack storage and proximity to the nurse's office. Instructional resource rooms are small and inadequately equipped, with at least one housed in a portable.

Specialized program areas are weak overall. Science classrooms meet instructional needs but are undersized and lack dedicated storage. Music rooms are in poor condition, with mold and cracked windows damaging instruments and uniforms. Art has been relocated to a portable,

where space, storage, and location are all poor. Performing arts facilities are among the weakest, with an undersized stage in the cafeteria lacking lighting, curtains, and storage, while theater arts is housed in a portable. Career Tech Ed programs such as web and professional communications function but lack proper storage. PE and athletics are supported by a gymnasium, but leaks and limited storage reduce effectiveness.

Support spaces highlight multiple deficiencies. The media center is a strength—large, well-equipped, and centrally located—but restrooms, cafeteria, and food service facilities are outdated and undersized. Administration is small, lacks private meeting space, and experiences circulation issues from public traffic moving through office corridors. Counseling and the clinic are functional but limited. Parking is insufficient for staff and events, and circulation issues during pickup and drop-off create congestion and safety risks.

## Grounds Condition (Score: 58.31 %)

The school's site and grounds are in poor overall condition. Parking lots, driveways, and play courts are cracked and worn, with sidewalks bulging and creating hazards. Drainage issues cause pooling around canopy structures, which also leak and present lightning concerns. Playfields are uneven and bare in places, with no competition track. Irrigation systems function, but lawns and gardens are patchy. Utilities show frequent kitchen backups and roof drainage issues, and lighting is insufficient in parking areas. New perimeter fencing has improved site security, but blind spots near athletic fields reduce supervision effectiveness.

## Technology Readiness (Score: 78.89 %)

Technology infrastructure at Morris Middle School is inconsistent. Core network systems, including LAN/WAN connectivity, equity of access, voice, and faculty technology, are reliable and adequately distributed. However, cooling and electrical systems are stressed, with breakers tripping regularly and HVAC underperforming in portables. Access to IT spaces is limited, and video distribution is poor, with not all teachers having projectors availableOverall, while the backbone of the system is strong, technology delivery is uneven and constrained by aging building systems and portables.

## Summary

Morris Middle School presents a mixed picture: the permanent building is structurally sound but outdated, while the portables are well past their useful life and significantly impact both safety and instructional quality. Key deficiencies include an expired roof system with leaks, outdated windows and doors, undersized specialized program spaces, circulation and parking congestion, and failing site infrastructure. Technology access is reliable at the network level but undermined by electrical, cooling, and video distribution limitations. Priority needs include roof replacement, window and door modernization, portable replacement, program space upgrades, and site drainage and parking improvements.

# Homer J. Morris Middle School

## Site Master Plan

### New Construction

The construction of a new permanent classroom wing at Morris Middle School is recommended to replace outdated portable classrooms that no longer support modern instructional delivery. The existing portables are undersized, lack integrated restrooms and storage, and provide limited access to technology and specialized program spaces. Replacing them with permanent, appropriately equipped classrooms will enhance educational adequacy, improve accessibility and comfort, and provide flexible learning environments aligned with current instructional standards. This project also creates an opportunity to consolidate music, performing arts and other improperly housed programs into dedicated spaces that support collaboration and equitable access for all students.

### Health & Safety

Campuswide safety and accessibility improvements are critical to ensuring a secure, compliant learning environment. Replacement of all interior door hardware with ADA-compliant levers and panic hardware will enhance accessibility and emergency egress. Expanding access controls, upgrading security cameras, and improving site visibility will strengthen supervision and emergency preparedness.

### Modernization

Modernization efforts should focus on replacing outdated systems and improving indoor comfort, functionality, and aesthetics. HVAC upgrades—including replacement of aging air-handling units, insulation, and portable systems—will improve reliability and performance. Campuswide conversion to LED lighting will enhance energy efficiency and reduce maintenance costs, while new HVAC controls will improve comfort and operational consistency. Roof replacement across the main building and portables will address active leaks, ponding, and drainage issues. Interior modernization projects should include new ceilings, flooring, cabinetry, lockers, and library upgrades to refresh outdated finishes and create a cohesive learning environment. Modernization of heavily used student restrooms will improve cleanliness, privacy, and durability. Electrical system upgrades—including new panels and expanded outlet capacity—will support technology integration and instructional flexibility.

# Homer J. Morris Middle School

## Educational Adequacy Improvements

Educational spaces require significant reconfiguration and expansion to meet current instructional needs. A new classroom wing should be constructed to replace outdated portable classrooms, improving accessibility, safety, and curriculum delivery. Expansion of the cafeteria and modernization of food preparation and storage areas will support increased enrollment and more efficient service. Art, music, and performing arts programs should be relocated from portable buildings into purpose-built, acoustically treated spaces to enhance program quality and student engagement. Administrative, counseling, and clinic areas should be expanded and reconfigured to provide additional privacy, efficiency, and support services for students and staff.

## Site & Infrastructure

Infrastructure improvements will enhance safety, functionality, and site usability. Drainage and resurfacing projects—including repair of driveways, sidewalks, and play courts—will address erosion and improve accessibility. Roof replacement and canopy repairs will prevent further water intrusion and maintain building longevity.

## Technology Readiness

Dedicated, climate-controlled IT and video infrastructure spaces are needed to protect equipment and ensure reliable instructional delivery. Expanding network capacity and providing modernized technology hubs will support classroom connectivity and long-term instructional innovation.

# Homer J. Morris Middle School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Educational Adequacy Improvements | **Cafeteria & Food Service Expansion** | Expand cafeteria and modernize food prep/storage to support enrollment. | Priority 1 | Current cafeteria is undersized and food service systems are outdated. |
| Educational Adequacy Improvements | **Music & Art Program Modernization** | Expand and modernize art, music, and performing arts spaces; relocate from inadequate portables. | Priority 1 | Current spaces are undersized, acoustically poor, and hinder student programs. |
| Educational Adequacy Improvements | **Remove Outdated Portables- Construct New Classroom Wing** | Construct new classroom wing to support the removal of portable classrooms | Priority 1 | Outdated portables are inadequate for curriculum delivery. |
| Health & Safety | **ADA Door Hardware Replacement** | Replace all knob-style interior door hardware with lever or panic hardware to meet ADA standards. | Priority 1 | Addresses ADA accessibility and emenrgency exit safety |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **HVAC Distribution Improvements** | Replace aging AHUs, improve insulation, and update portable HVAC systems. | Priority 1 | Systems are near end of life and fail to provide reliable comfort. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Roof Replacement** | Replace main building roof and end-of-life shingle roofs on portables. Correct ponding, leaks, and drainage. | Priority 1 | Roofs are far beyond service life and actively leaking. |

# Homer J. Morris Middle School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Modernization | **Electrical System Upgrades** | Replace obsolete MDPs and panelboards; expand outlet capacity. | Priority 2 | Ensures electrical reliability for instruction and technology. |
| Modernization | **Interior Modernization** | Replace ceilings, cabinets, lockers, and flooring in aged areas. Modernize library millwork and bleachers. | Priority 2 | Interior spaces are worn and mismatched, reducing functionality and aesthetics. |
| Modernization | **Restroom Modernization** | Replace partitions, and modernize finishes for heavily used student restrooms. | Priority 2 | Addresses overuse, odor issues, and limited privacy. |
| Site & Infrastructure | **Site Drainage & Resurfacing** | Resurface west teacher parking lot and driveways, sidewalks, and play courts; correct drainage issues and canopy leaks. | Priority 2 | Enhances site safety and usability while addressing erosion. |
| Technology Readiness | **Dedicated IT & Video Infrastructure** | Provide dedicated, climate-controlled IT spaces | Priority 2 | Supports reliable technology integration and instructional delivery. |
| Educational Adequacy Improvements | **Administration & Counseling Expansion** | Enlarge administrative spaces, add private meeting areas, and expand counseling and clinic spaces. | Priority 3 | Supports student and staff needs with improved privacy and efficiency. |

# William B. Travis Middle School

**Address:**
600 Houston Ave.
McAllen, TX 78501

**Grade Configuration:**
6th – 8th Grade

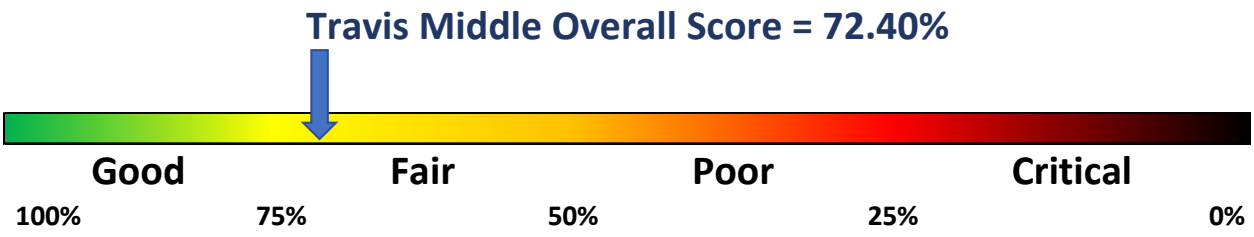
**Year Constructed:**
2017

**2024-2025 Enrollment:**
505

William B. Travis Middle School was formally known as William B. Travis Elementary school opened in 1956 later in 2017 a new campus was constructed where it serves students 6th through 8th grades.

It was named in honor of William B. Travis – a famed Texas Revolution figure who died defending the Alamo in 1836, reflecting a tradition of naming schools after state historical heroes. Since its founding, Travis Middle School has been a cornerstone of the community, serving generations of students with a consistent commitment to academic excellence.

Over the decades, the school has marked several milestones in its development. Travis transitioned from a traditional junior high to a middle school model, and today it serves grades 6–8 as one of McAllen ISD's eight middle schools. The campus and its programs have earned distinction; notably, Travis Middle School received National Blue Ribbon School recognition in the mid-1990s for its high performance. Through such achievements and its robust academic programs, Travis Middle School has maintained a proud legacy within McAllen ISD, underscoring its role in fostering educational success and community pride. **Sources:** McAllen ISD; Valley Business Report (2019); *Architectural Record* (Feb. 1958); Wikipedia.



# William B. Travis Middle School

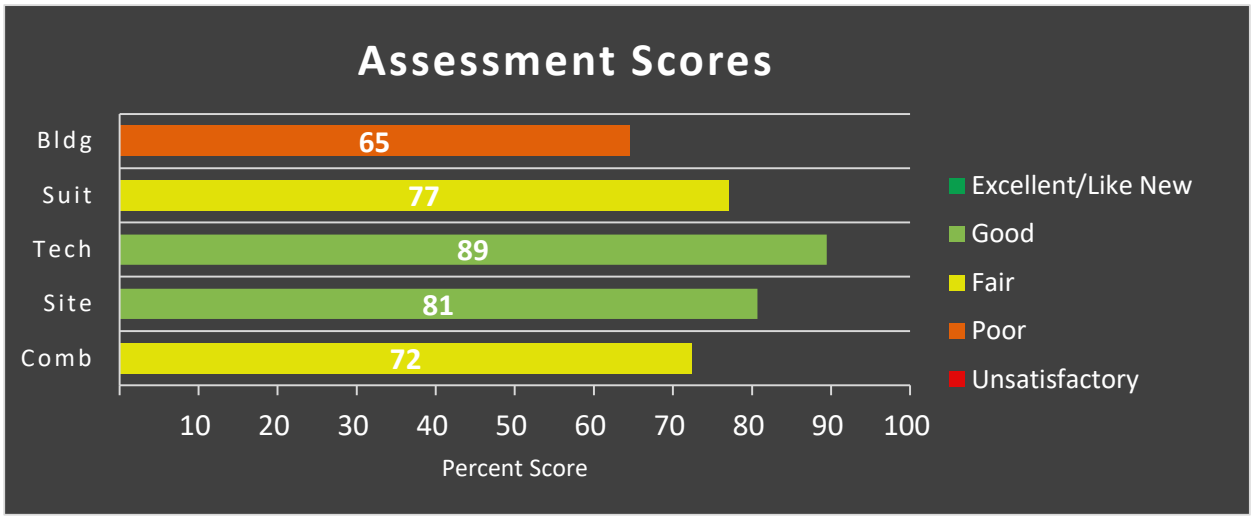
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Travis MS Building Inventory | | | | 40+ |
|---|---|---|---|---|
| | | | | 30-39 |
| | | | | 20-29 |
| | | | | 1-19 |
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 74,913 | 1957 | 68 |
| Arts/Library | Permanent | 5,107 | 1980 | 45 |
| Industrial Arts | Permanent | 3,607 | 1980 | 45 |
| Band/Music | Permanent | 8,686 | 1984 | 41 |
| Gym/Lockers | Permanent | 29,584 | 1993 | 32 |
| **Total** | | **121,897** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



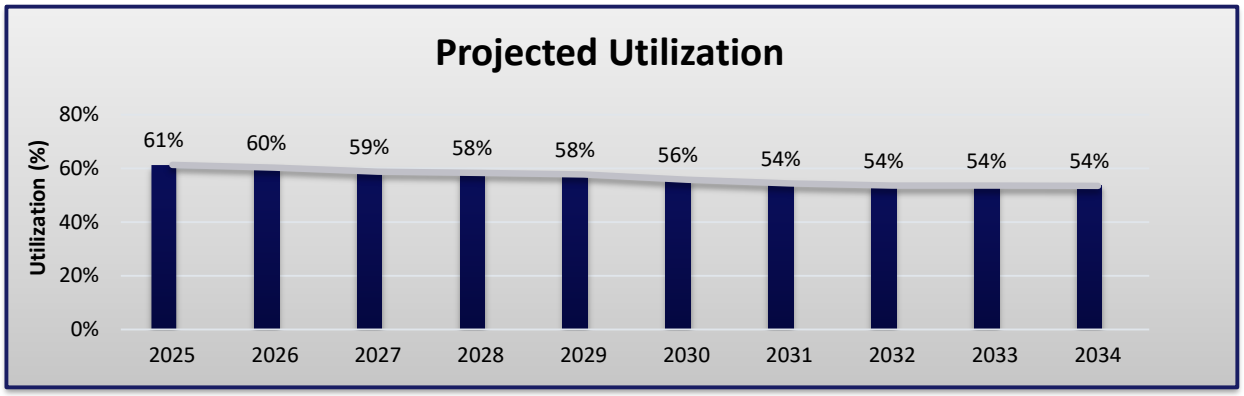
# William B. Travis Middle School

## Capacity, Utilization & Enrollment Projections

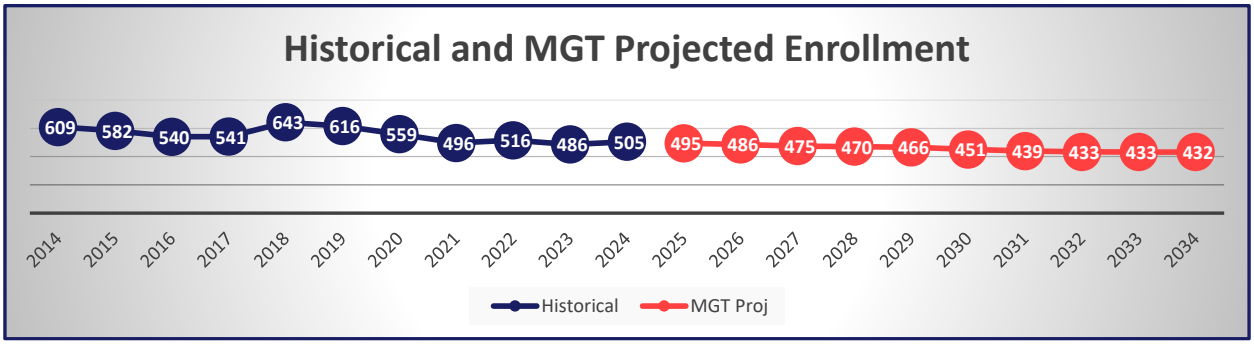
Travis Middle School is operating at 62.56% utilization, indicating that the campus is significantly under capacity. This low utilization level provides ample flexibility for program expansion or classroom reconfiguration.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| School | Current Enrollment | Maximum Capacity | Target Capacity | Utilization |
| **Travis MS** | 505 | 1,223 | 807 | 62.56% |

Projected utilization at Travis Middle School is expected to decline gradually from 61% in 2025 to 54% by 2034, indicating a continued decrease in enrollment relative to capacity. This sustained underutilization trend suggests excess space across the campus, which may provide opportunities for program consolidation or reconfiguration, or potential boundary adjustments to better balance student distribution across schools.




Historical and projected enrollment for Travis Middle School shows a steady decline over the past decade, dropping from 609 students in 2014 to 505 in 2024. Projections indicate that enrollment will continue to decrease gradually to approximately 432 students by 2034. This long-term downward trend highlights ongoing demographic shifts and reduced demand within the school's attendance area, reinforcing the need to evaluate facility utilization and long-term program planning.



# William B. Travis Middle School

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 64.54%)

Travis Middle School is an aging facility with a mix of newer and outdated systems across its buildings. The library has a new roof installed in 2024, but interiors show age with worn VCT flooring, dated wood paneling, and damaged ceilings in some areas. Electrical panels are obsolete and should be replaced, and HVAC air handlers are at the end of their service life. Lighting remains fluorescent, and connectivity is limited by outdated cabling and an analog intercom system. ADA compliance is fair, with knob-type hardware still present in some areas.

The gym requires significant upgrades, particularly to HVAC systems where heating units are non-functional and controls are badly degraded. Roof leaks at roof-to-wall connections have damaged interior finishes, including warped floors and stained ceilings. Plumbing issues persist, with shower drains non-functional and hot water unavailable. Lighting is dim, and knob-type door hardware remains in use. While fire alarms and emergency lighting are functional, some finishes, including the wood ceiling in the old gym, may not meet current fire standards.

The industrial/fine arts building recently had a new roof installed in 2024, but electrical systems remain a major concern. Federal Pacific and GE panels are outdated and unsafe, with breakers tripping during equipment use. Shop areas lack dust collection, and HVAC units are obsolete and nearing failure. Interior finishes, including worn VCT and dated doors, show signs of age. Connectivity is limited by older cabling, and classrooms lack sufficient outlets for modern technology needs.

The main building is in the weakest overall condition. Settlement cracks, deteriorating exterior overhangs with exposed rebar, and poor drainage have created safety hazards. Although the roof was replaced in 2025, associated drainage systems continue to cause damage. Many windows are cracked, leaking, or boarded up, and exterior doors and interior finishes are worn. The boiler is at the end of its life cycle, and air handlers are obsolete and corroded, resulting in poor air quality and comfort. Electrical systems include a mix of old and new panels, but outlets remain insufficient in classrooms. Lighting is dim throughout classrooms, stairways, and the cafeteria, and connectivity relies on outdated cabling and analog intercoms. Despite upgraded fire alarms and emergency lighting, the overall infrastructure needs substantial modernization.

# William B. Travis Middle School

## Educational Suitability (Score: 77.04%)

Instructional spaces at Travis are adequate in size and placement but limited in flexibility. Classrooms generally meet size standards and are well located, though HVAC inconsistencies affect comfort and noise transfer reduces instructional quality. Specialized spaces are inconsistent: science labs are functional, while music rooms face HVAC issues, and art is relegated to a small, undersized room without proper storage or natural light. Career Tech Ed programs are supported but hampered by nonfunctional outlets, while performing arts lacks a dedicated space and relies on a cafetorium with inadequate infrastructure.

Support spaces present mixed conditions. The media center is undersized, detached from the main building, and difficult to access during bad weather. Counseling spaces are undersized, while administrative and clinic spaces are generally functional. The cafeteria and food service areas are serviceable but outdated in lighting. Restrooms are functional, and custodial/maintenance spaces are adequate. Circulation is generally strong, though event parking is limited.

## Grounds Condition (Score: 80.69%)

The campus grounds are in fair condition, with recently repaired fields and functioning irrigation systems. Covered walkways, however, show extensive wood rot and rust, while cracked and eroded sidewalks result from poor drainage. Storm sewer placement is inadequate, leading to ponding and erosion issues across the site. Site lighting is fair, with insufficient coverage in some areas, though perimeter fencing is secure and well maintained. Play equipment is in good condition.

## Technology Readiness (Score: 59.22%)

Technology infrastructure is a critical area of concern at Travis. HVAC systems negatively impact technology use due to poor environmental control. The IT room is located in a detached library storage space and lacks proper climate control. Electrical capacity is insufficient, and wireless coverage remains inconsistent in some areas. LAN and WAN connectivity are functional, but network speeds are slow. Video distribution systems are limited, and there is no phone system. Faculty technology is adequate, but classroom audio and alerting systems are not in place.

# Site Master Plan

## Safety and Security Improvements

Several improvements are needed to enhance campus safety, accessibility, and compliance. Replacement of all knob-style door hardware with ADA-compliant lever and panic hardware will improve accessibility and emergency egress. Structural repairs to deteriorating overhangs are necessary to address safety risks from falling concrete and exposed rebar. Expanded access controls and upgraded security cameras will strengthen supervision, while additional site lighting will improve visibility and evening safety.

## Structural and Envelope Improvements

The main building requires urgent structural and envelope repairs. Settlement cracks and deteriorating concrete overhangs with exposed rebar pose safety risks and must be corrected. Exterior walls should be repainted and sealed, and boarded or leaking windows Should be addressed. Gym roof leaks indicate the need for replacement to prevent further damage. Portables and specialty buildings require ongoing repairs to aging siding, flooring, and doors.

## Roofing and Drainage

Although the main and library roofs have recently been replaced, drainage systems remain a concern. Gutters and downspouts should be redesigned to prevent ongoing water intrusion and deterioration of concrete overhangs. Gym roof replacement is recommended to correct leaks at wall connections, and portable roofs nearing end-of-life must also be replaced.

## Mechanical, Electrical, and Plumbing Systems

Electrical systems across the campus require modernization. Unsafe Federal Pacific panels in the industrial arts building must be replaced immediately, along with obsolete GE panels. Additional outlets should be installed to support classroom technology and CTE equipment. Plumbing upgrades are needed in the gym to provide hot water and repair shower drains. HVAC systems require significant investment: obsolete air handlers and degraded hydronic valves in the main building, gym, and specialty buildings must be replaced, and boilers are at the end of their lifecycle. Preventive maintenance should accompany replacements to sustain long-term performance.

## Interior Finishes and Equipment

Interior conditions reflect the school's age. Worn VCT flooring, stained ceiling tiles, mismatched finishes, and aging cabinetry across multiple buildings should be replaced. Gym flooring, buckled by condensate leaks, requires repair or replacement. Science labs should be modernized, and dust collection added in the wood shop for safety. Movable partitions and restroom partitions should also be replaced.

# William B. Travis Middle School

## Educational Adequacy Improvements

Travis Middle School's specialized instructional areas require upgrades to meet program demands. A dedicated performing arts space should be developed to replace the shared cafetorium, providing appropriate acoustics, storage, and stage infrastructure. Science and industrial arts classrooms should be modernized with updated lab equipment, casework, and a new dust collection system in the wood shop to enhance safety and program quality. The art room should be relocated to a larger, properly equipped space with improved lighting and storage to better support creativity and engagement.

## Grounds and Site Improvements

Storm sewer redesign is critical to resolve ponding and erosion issues across campus. Covered walkways should be rebuilt to eliminate structural wood rot and rust. Sidewalks require repairs and leveling to remove tripping hazards. Site lighting should be expanded to ensure full coverage. Event parking capacity should be increased, and pedestrian safety improved by separating traffic lanes and pedestrian walkways.

## Technology Infrastructure

Technology upgrades are essential. The IT room must be relocated to a climate-controlled space, and wireless coverage expanded to eliminate inconsistent zones. LAN/WAN speeds should be improved, and video distribution and phone systems installed. LED lighting upgrades throughout the campus will improve both visibility and energy efficiency.

# William B. Travis Middle School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Educational Adequacy Improvements | **Improve Performing Arts Program Spaces** | Develop a dedicated performing arts space to replace cafetorium space. | Priority 1 | Current facility lacks infrastructure, limiting program delivery. |
| Health & Safety | **ADA Door Hardware Replacement** | Replace knob hardware upgrade panic hardware and exits. | Priority 1 | Non-compliant areas limit accessibility and egress. |
| Health & Safety | **Electrical System Upgrades** | Remove Federal Pacific and obsolete GE/Square D panels; replace with modern switchgear. | Priority 1 | Current panels present fire/electrocution hazards and trip under load. |
| Health & Safety | **Repair Deteriorating Overhangs** | Address falling concrete and exposed rebar at main building overhangs. | Priority 1 | Structural hazard to students and staff. |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **HVAC Distribution Improvements** | Replace AHUs, boilers, and hydronic valves at end of life; upgrade distribution. | Priority 1 | Obsolete units cause comfort issues and system inefficiencies. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Modernization | **Modernize Science & Industrial Arts Spaces** | Upgrade science labs and add dust collection system in wood shop. | Priority 2 | Improves program safety and adequacy. |
| Site & Infrastructure | **Correct Storm Sewer & Drainage** | Improve drainage to prevent ponding and erosion across campus. | Priority 2 | Current drainage failures cause flooding and structural damage. |
| Site & Infrastructure | **Rebuild Covered Walkways** | Replace rotted/rusted covered walkways to ensure safe access. | Priority 2 | Existing structures are unsafe and deteriorating. |
| Site & Infrastructure | **Site Lighting Expansion** | Add lighting in dark areas and parking lots. | Priority 2 | Current coverage is inadequate for evening safety. |
| Technology Readiness | **Relocate IT Room** | Move IT/server room into a climate-controlled space. | Priority 2 | Current IT room is in storage area without proper cooling. |

# William B. Travis Middle School

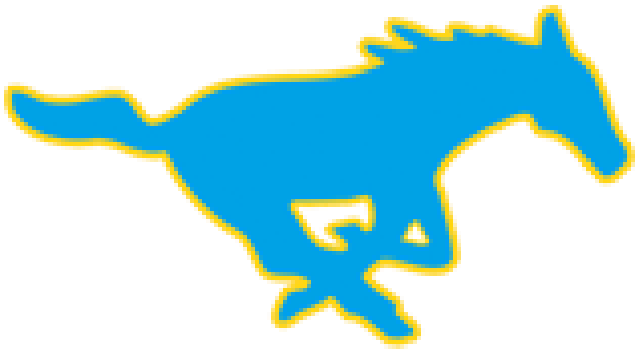
## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Educational Adequacy Improvements | **Relocate & Modernize Art Program** | Provide a larger, properly equipped art room with natural light and storage. | Priority 3 | Current room is undersized, isolated, and inadequate. |
| Modernization | **Interior Modernization** | Replace worn flooring, stained ceiling tiles, partitions, lockers, and cabinetry. | Priority 3 | Spaces are aged and no longer functional. |
| Modernization | **Update Electrical Capacity** | Add outlets to classrooms and CTE areas; support new technology and programs. | Priority 3 | Limited outlet capacity restricts program functionality. |
| Technology Readiness | **Upgrade Cabling & Wireless** | Replace outdated 10+ year-old cabling; expand wireless coverage. | Priority 3 | Current system creates inconsistent connectivity. |

# Appendix D-
# High School Sites









# Achieve Early College High School

**Address:**
1601 North 27th
McAllen, TX 78501

**Grade Configuration:**
9th – 12th Grade

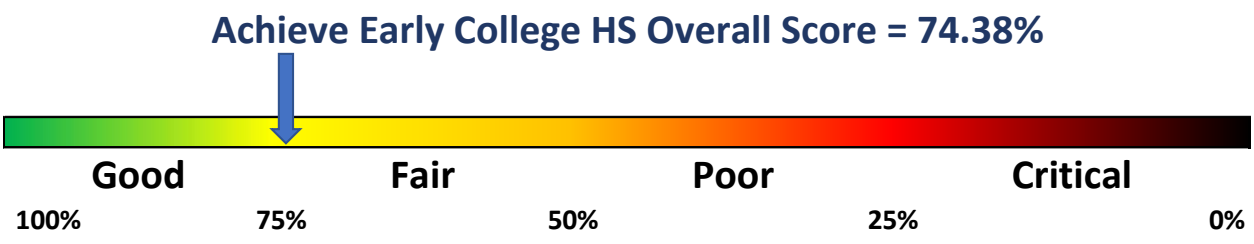
**Year Constructed:**
1966

**2024-2025Enrollment:**
428

Achieve Early College High School was established in 2008 serving students 9th through 12th grades. The program is now housed in what was formerly Lincoln Middle School.

The school does not carry the name of an individual but instead reflects its mission to help students "ACHIEVE" academic and college success. It is designed to provide students with the opportunity to earn college credit while completing high school, in partnership with South Texas College.

Since its first graduating class in 2012, more than 800 students have earned associate degrees before high school graduation, saving families both time and money. Achieve has earned numerous accolades, including being named a National Blue Ribbon School in 2015 and 2021, and being ranked seventh in Texas by Children at Risk for two consecutive years. It has also been recognized on the State Honor Roll for five consecutive years, highlighting its consistent academic excellence and college readiness achievements.



# Achieve Early College High School

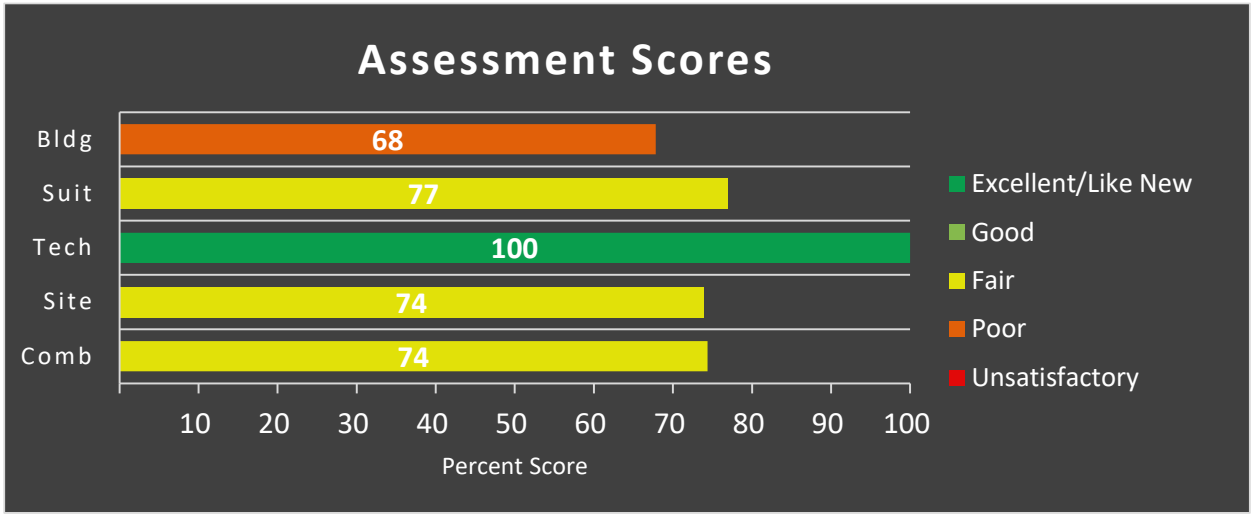
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Achieve Early College HS Building Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 79,184 | 1966 | 59 |
| Culinary Arts | Permanent | 3,260 | 1990 | 35 |
| STRIDES Classrooms | Permanent | 5,490 | 1990 | 35 |
| Gym | Permanent | 13,260 | 2007 | 18 |
| Strides Teaching House | Portable | 1,536 | 1981 | 44 |
| **Total** | | **102,730** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



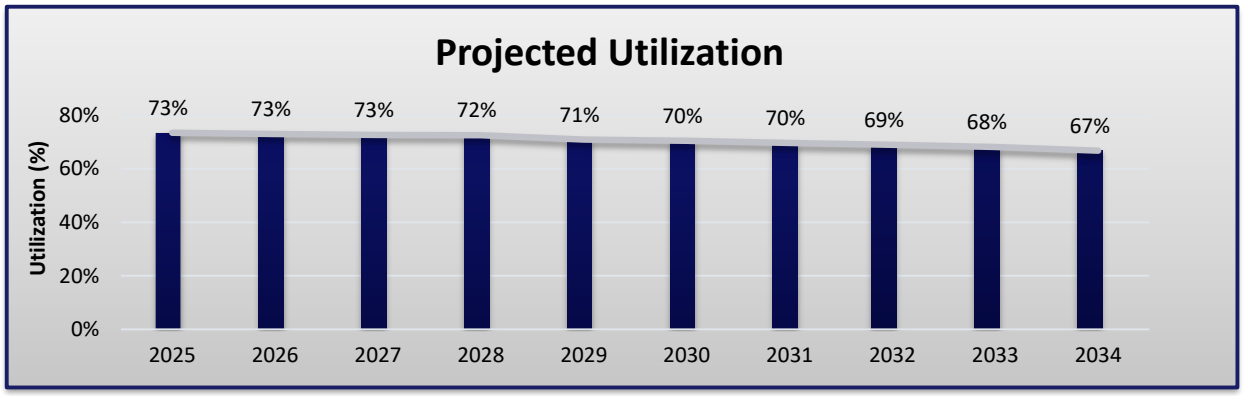
# Achieve Early College High School

## Capacity, Utilization & Enrollment Projections

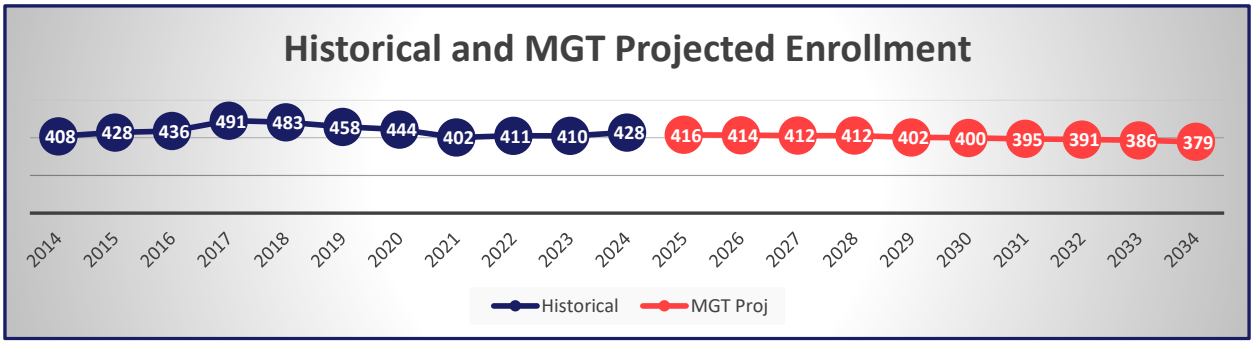
For the 2024–2025 school year, the school's enrollment is 428 students, representing 87.51% of its target capacity. This falls within the "Adequate & Efficient" range, indicating the campus is being used effectively without significant overcrowding or underutilization.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| **School** | **Current Enrollment** | **Maximum Capacity** | **Target Capacity** | **Utilization** |
| **Achieve Early College HS** | 428 | 741 | 489 | 87.51% |

This chart shows projected facility utilization from 2025 through 2034. Utilization is expected to gradually decline from 73% in 2025 to 67% by 2034, reflecting the district's projected decrease in enrollment relative to available capacity. This downward trend indicates increasing underutilization of space over time if facility capacities remain unchanged.




This graphic illustrates historical and projected student enrollment from 2014 through 2034. Enrollment peaked around 2017–2018 before beginning a gradual decline. MGT's projections anticipate a continued slow decrease, from 428 students in 2024 to approximately 379 students by 2034, reflecting a long-term trend of modest but steady enrollment decline.



# Achieve Early College High School

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 67.84%)

Achieve Early College High School consists of the Main Building, Culinary Arts facility, Gym, STRIDES Classroom Building, and the Portable STRIDES Model House. Overall, structural systems are in good condition, though aging HVAC components, outdated lighting, minor plumbing concerns, and worn finishes affect performance and aesthetics.

Structural systems—including foundations, framing, and exterior walls—are well maintained with no major deficiencies. Roofs are in good condition, with the Main Building's membrane roof replaced in 2019–2020. Windows are generally in good condition where present, though several buildings lack them entirely. Exterior doors range from good to poor, with the Main Building showing age and the STRIDES building in need of repainting. Interior finishes vary from good to fair, with the Main Building's VCT mismatched and worn, and ceilings showing stains and mismatched tiles. Interior walls are sound but in need of repainting in some areas. Fixed equipment is generally functional, though Main Building lockers and bleachers are worn.

Mechanical and electrical systems are mostly reliable, though the Main Building's service and distribution systems are outdated, and LED lighting upgrades are recommended campus-wide. Plumbing systems are functional but show rust on the Main Building's gas supply and minor fixture deterioration in the Gym and STRIDES building. HVAC systems generally operate fairly well, but the Main Building's distribution system is in poor condition with missing or damaged insulation. Additionally, end of life cycle chiller replacement is also needed. Controls are outdated in multiple facilities. Fire and life safety systems are operational. ADA accessibility is generally good, but the Main Building's administrative restrooms are not compliant.

### Educational Suitability (Score: 76.92%)

Educational suitability at Achieve Early College High School scores 76.92%, reflecting a campus that meets many program needs but is challenged by environmental comfort, limited outlets, and undersized or outdated spaces in certain areas. Learning style variety is fair, with the library's makerspace too small for program demand. Interior environments are impacted by inconsistent HVAC performance and limited electrical access, while exterior environments are generally well maintained.

General classrooms meet size standards and are appropriately located, but HVAC issues and portable-based instruction reduce comfort and limit technology readiness. Science rooms function well for current use but lack safety equipment like eyewash stations and have limited power availability. The art room is small for program needs, while career technical education (CTE) spaces meet or exceed all requirements.

P.E. facilities are adequate in size and location but suffer from ventilation issues and showers used for storage. Performing arts spaces are located in the cafetorium, with limited acoustics, space, and storage. The media center is well placed and sized but has HVAC inconsistencies and is located near restrooms, causing noise disruption. Support spaces such as administration, counseling, clinic, and food service are functional but face noise issues, with some size and storage limitations. Parking is insufficient for current needs, though vehicular and pedestrian traffic flow is functional. Security is strong overall, but blind spots—particularly near the media center—affect supervision.

## Grounds Condition (Score: 73.87%)

Grounds condition scores 73.87%, with most outdoor spaces functional but showing signs of wear. Parking lots range from fair to poor, with the main lot needing sealcoating and striping and the rear lot in worse condition. Sidewalks are generally serviceable, though metal covered walkways to the gym show age and damage, and there is no cover to the STRIDES teaching house. Athletic courts are in good condition, though basketball hoops are worn. Utilities are functional, but stormwater management is a concern due to water pooling along main walkways. Site lighting is fair, with limited coverage.

## Technology Readiness (Score: 100%)

Technology readiness scores a perfect 100%. Reliable power, strong connectivity, functional classroom alerting systems, and a robust WAN backbone support instructional and operational needs. IT spaces are adequately cooled, though the MDF lacks dedicated air conditioning. Faculty and staff have sufficient technology tools, and all classrooms have operational audio systems.

# Site Master Plan

## Safety and Security Improvements

Campuswide security and accessibility enhancements are recommended to ensure a safe and supportive learning environment. Expanded access controls and upgraded camera systems will strengthen site security, while additional cameras and lighting near the media center and other high-traffic areas will eliminate blind spots and improve supervision.

## Modernization

LED lighting upgrades throughout classrooms, the gym, cafeteria, and portables will improve energy efficiency and lighting quality. Interior modernization projects should focus on repairing ceiling tiles, replacing mismatched flooring, and refreshing finishes to improve learning environments. Electrical system upgrades—including the replacement of aging panels and additional outlets in classrooms and labs—will enhance safety, technology access, and instructional support.

## Gym and Locker Room Renovations

The main building gym suffers from ventilation issues, while locker rooms have moisture concerns and showers currently used for storage. Remediation and modernization will improve safety, usability, and program flexibility.  The gym floor needs complete sand down, repaint lines and logos, and refinish.

## Site & Infrastructure

Several infrastructure improvements are needed to extend building life and improve operational efficiency. Replacement of the chiller and HVAC system upgrades will ensure reliable comfort and prevent condensation-related damage. Outdated HVAC controls should be replaced to enhance energy efficiency and climate consistency. Roof and drainage improvements—including sealing and grading main walkways—will mitigate water damage and safety hazards.

## Site and Grounds Upgrades

Parking capacity is insufficient for current needs, with the rear lot in poor condition and the main lot in need of sealcoating and restriping. Covered walkways to the gym show damage, and no covered path exists to the STRIDES teaching house. Drainage improvements are needed to address water pooling along main walkways. Site lighting upgrades will improve evening safety.

## Educational Adequacy Improvements

Program-specific spaces require targeted upgrades to support curriculum delivery and student engagement. The gym and locker rooms should be refinished with new flooring, updated bleachers, and improved fixtures to enhance safety and usability. The cafetorium requires lighting, acoustic, and storage upgrades to better support performing arts and community events. Expansion of the library and makerspace will create additional opportunities for CTE integration and collaborative learning, while expanding the art room will address program size and storage needs.

## Technology Readiness

Technology infrastructure upgrades are essential for maintaining reliable and efficient instructional delivery. Replacing outdated cabling and upgrading electrical systems will improve connectivity, while relocating IT systems to secure, climate-controlled areas will protect equipment and support long-term technology growth.

# Achieve Early College High School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Health & Safety | **Security and Supervision Enhancements** | Add cameras and lighting to eliminate blind spots near media center and other high-traffic areas | Priority 1 | Enhances security and supervision |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting across main building, gym, cafeteria, and portables to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **HVAC Mechanical Renewal** | Chiller replacement and HVAC updates | Priority 1 | Ensures reliable comfort and prevents further damage from condensation issues. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Parking Lot Repairs and Expansion** | Sealcoat and restripe main lot, reconstruct rear lot, and expand parking capacity | Priority 1 | Improves safety, function, and capacity |
| Educational Adequacy Improvements | **Gym and Locker Room Renovations (Main Building)** | Cutdown, repaint and refinish gym floor, replace bleachers, update finishes and fixtures in locker rooms | Priority 2 | Improves safety, health, and usability |
| Modernization | **Classroom and Program Space Modernization** | Replace mismatched flooring, repair ceiling tiles, refresh finishes, and expand or reconfigure undersized spaces | Priority 2 | Improves learning environments and functionality |
| Modernization | **Electrical System Upgrades** | Update Main Building aging electrical service | Priority 2 | Improves safety, and technology support |
| Site & Infrastructure | **Covered Walkway Repairs and Additions** | Repair covered walkways to gym and add cover to STRIDES teaching house | Priority 2 | Improves accessibility and weather protection |
| Site & Infrastructure | **Drainage Improvements** | Resolve water pooling along main walkways with grading and drainage upgrades | Priority 2 | Prevents slip hazards and water damage |
| Site & Infrastructure | **HVAC and Environmental Comfort Improvements** | Upgrade Main Building HVAC distribution, replace damaged insulation, improve gym ventilation, and remediate locker rooms | Priority 2 | Improves indoor air quality, comfort, and health |
| Technology Readiness | **Electrical System Upgrades** | Add outlets in classrooms and labs to reduce reliance on extension cords | Priority 2 | Improves technology access and safety |

# Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Educational Adequacy Improvements | **Cafetorium and Performing Arts Enhancements** | Improve acoustics, lighting, and storage in cafetorium for performances and events | Priority 3 | Improves performing arts program delivery |
| Educational Adequacy Improvements | **Library and Makerspace Expansion** | Expand library makerspace to meet program demand and support CTE integration | Priority 3 | Enhances collaboration and innovation opportunities |
| Modernization | **Art Room Expansion** | Expand art room to meet program size and storage needs | Priority 3 | Supports instructional delivery and engagement |

# McAllen High School



**Address:**
2021 La Vista
McAllen, TX 78501

**Grade Configuration:**
9th – 12th Grade

**Year Constructed:**
1963

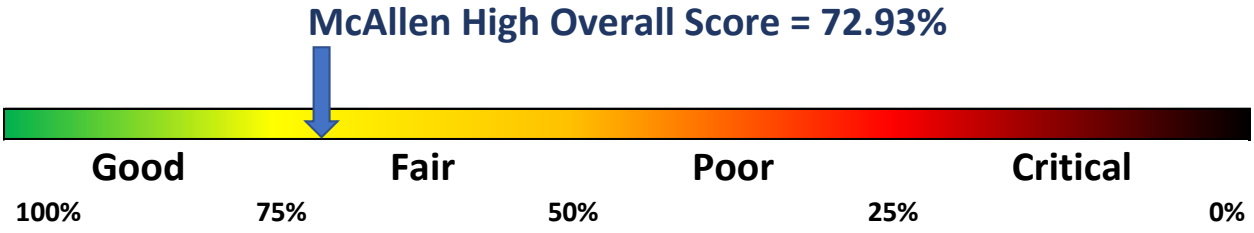
**2024-2025 Enrollment:**
2,134

McAllen High School (aka McHi), originally opened in 1909 with only fourteen students, then later moved to its current location at 2021 La Vista Avenue in 1963. The school serves students 9th through 12th grades, the original public high school serving McAllen, Texas, and remains the flagship campus of McAllen Independent School District. The school carries the "Bulldogs" mascot and the purple and gold colors, and continues to host a wide range of UIL Class 5A athletic and extracurricular program.

Among its notable milestones, McHi's Mariachi Oro ensemble recently reclaimed its eighth state championship title in April 2025 at the Texas Association of Mariachi Educators (TAME) State Finals, overcoming strong competition across the 5A classification with a largely new cohort of performers. In addition, the school has consistently had large groups of students selected for College Board National Recognition Programs, with 58 students honored in October 2022, followed by even more in subsequent years.

The band program dates back decades, beginning as a Texas Music Educators Association (TMEA) 4-A Honor Band in the 1960s, and maintaining Sweepstakes awards through the 1970s—hallmarks of its fine arts leadership in the region. McAllen ISD itself has also received recognition for its commitment to visual and fine arts education, earning the State's "District of Distinction" Award from the Texas Art Education Association (TAEA) for six consecutive years by July 2025.

The school has produced multiple nationally recognized alumni across diverse fields: astronaut Michael E. Fossum, film director Catherine Hardwicke, screenwriter Robert Roy Pool, NFL player Rolando Cantu, swimmer Shaine Casas, among others. This legacy of successful graduates reinforces McHi's impact at local and national levels.



# McAllen High School

## Building Inventory

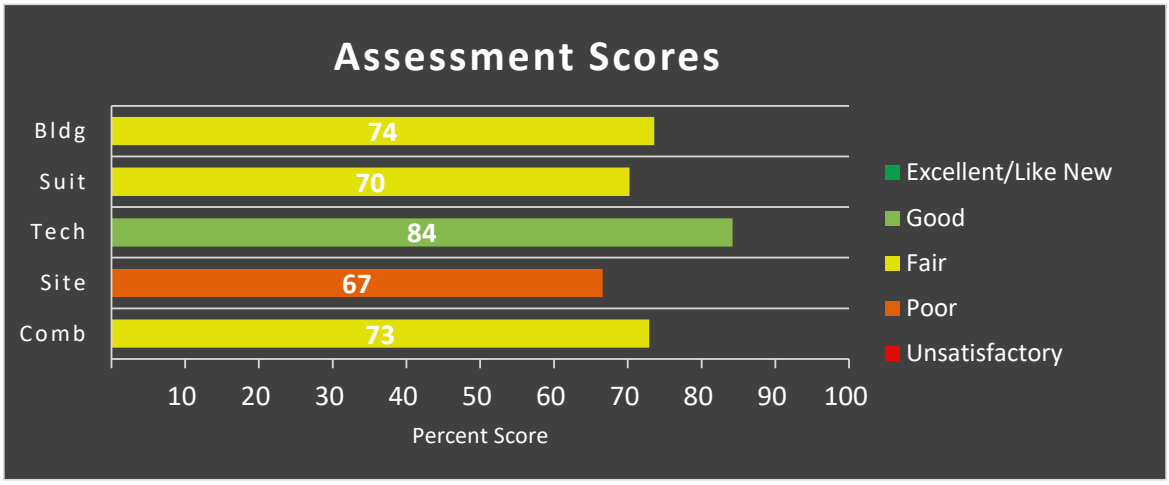
The Building Inventory list is sorted by age and type of buildings.

| McAllen High Building Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Activity Building | Permanent | 15,600 | 2009 | 16 |
| Music Building | Permanent | 16,512 | 1984 | 41 |
| Vocational Annex | Permanent | 13,797 | 1978 | 47 |
| AEP Building | Permanent | 1,536 | 1978 | 47 |
| Main Building | Permanent | 235,905 | 1962 | 63 |
| Vocational Building | Permanent | 36,355 | 1962 | 63 |
| Portable 93 | Portable | 1,536 | 1985 | 40 |
| Portable 96 | Portable | 1,536 | 1985 | 40 |
| Portable 81 | Portable | 2,040 | 1,984 | 41 |
| Portable 48 | Portable | 1,536 | 1981 | 44 |
| Portable 60 | Portable | 1,536 | 1977 | 48 |
| Portable 29 | Portable | 1,536 | 1975 | 50 |
| Portable 25 | Portable | 1,536 | 1972 | 53 |
| Portable 3-Baseball Dressing | Portable | 1,536 | 1966 | 59 |
| Portable 4 | Portable | 1,536 | 1966 | 59 |
| Portable 7-Restroom-Concession | Portable | 1,536 | 1966 | 59 |
| **Total** | | **335,569** | | |

# McAllen High School

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.




## Capacity, Utilization & Enrollment Projections[1]

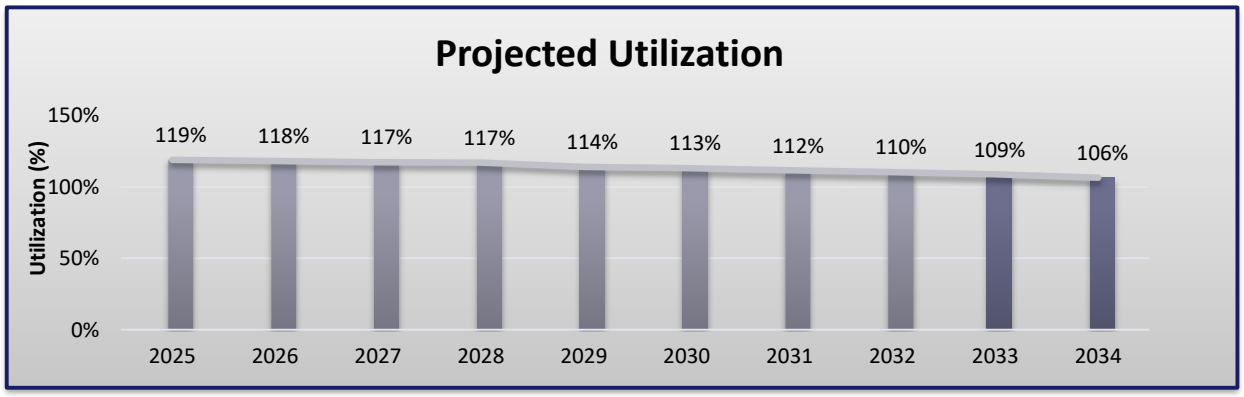
For the 2024–2025 school year, the school's enrollment is 2,134 students, representing 120.06% of its target capacity. This falls within the "Inadequate" range, indicating the campus is being used effectively without significant overcrowding or underutilization.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| **School** | **Current Enrollment** | **Maximum Capacity** | **Target Capacity** | **Utilization** |
| **McAllen HS** | 2,134 | 2,693 | 1,777 | 120.06% |

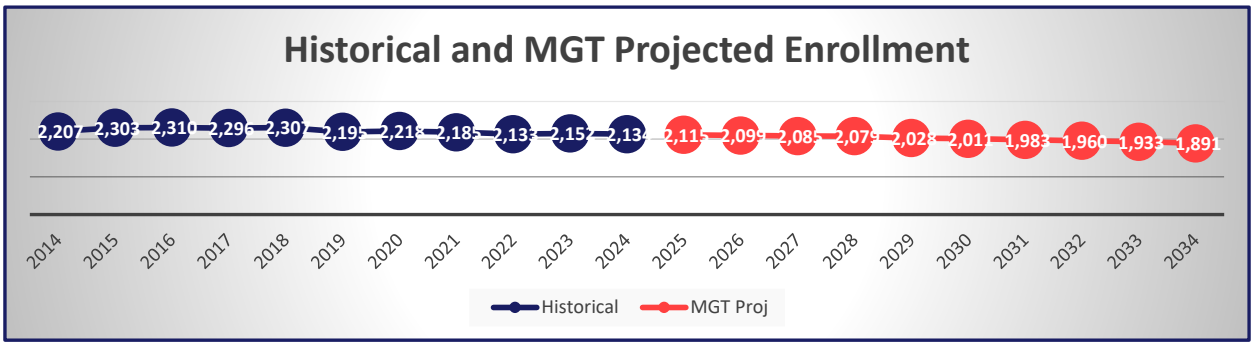
Despite a gradual decline in enrollment, McAllen High School is projected to remain above 100% capacity through 2034, indicating continued space pressure across instructional areas. Utilization is expected to decrease from 119% in 2025 to approximately 110% by 2032, reflecting slight relief as enrollment trends stabilize.

[1] For purposes of Capacity and Utilization calculations, portable classrooms are not counted in the classroom capacity total as they are intended to be a "temporary" solution to capacity issues.

# McAllen High School




Historical enrollment at McAllen High School has remained relatively stable over the past decade, ranging from approximately 2,200 to 2,300 students between 2014 and 2023. However, MGT's projections indicate a gradual decline in enrollment over the next ten years, with enrollment expected to drop below 2,000 students by 2030 and stabilize near 1,900 students by 2034.



# McAllen High School

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition Overall (Score: 73.57%)

McAllen High School is one of the district's largest and most complex campuses, consisting of multiple permanent buildings and a range of portable facilities. Overall, the site remains structurally sound and functional but shows clear signs of system aging, deferred modernization, and uneven quality between older and newer buildings.

#### Main Building (Score: 74.63%)

The Main Building is structurally stable with minor settlement cracks and some terrazzo damage. Interior floors and walls are generally clean, though worn VCT and dated finishes detract from appearance. Wood interior doors are showing signs of wear. Exterior walls are aged and stained but intact. The roof, replaced in 2013 with a 20-year TPO system, remains in good condition. The HVAC system, supported by new chillers installed in 2021, operates effectively, but fluorescent lighting remains outdated and dim. Electrical distribution is mixed, with some obsolete Federal Pacific panels still in use. The elevator and select restrooms are not ADA-compliant, requiring upgrades for accessibility.

#### Vocational Building – Classrooms & Shops (Score: 60.51%)

The Vocational Building is among the oldest facilities on campus and reflects significant wear. The shingle roof and moisture-damaged ceilings require attention, and aging floor finishes and casework are nearing end-of-life. Electrical panels are obsolete, ventilation is poor, and lighting remains fluorescent. HVAC systems are dirty and outdated, and restrooms lack ADA access. While the structure itself is stable, modernization is needed to ensure safety and functionality for technical programs.

#### Vocational Annex – Welding/Auto (Score: 70.80%)

The Vocational Annex is in fair overall condition. This building has had updates to support the current programs, but the updates are becoming outdated as technology advances. The structure is stable, and floors and walls are serviceable, though mismatched tiles and ceiling stains are prevalent. Electrical systems are a mix of newer and outdated panels, the oldest of which should be replaced. New HVAC equipment provides adequate comfort, but lighting remains dim and inefficient. Restrooms require accessibility upgrades.

### Music Building (Score: 77.33%)

The Music Building is in fair-to-good condition with minor structural cracking and aged finishes. The roof is in good condition, but interior ceilings show water staining and delaminating acoustic panels. Lighting remains poor, and restrooms are not fully ADA-compliant. While the space supports instructional use, modernization would improve acoustics, lighting, and aesthetics.

### AEP Building (Score: 59.05%)

The Alternative Education Program (AEP) building is the most deteriorated permanent structure on site. The aging brick façade and wood-paneled interiors show extensive wear. HVAC and lighting systems are obsolete, electrical panels are rusted, and accessibility is limited by a non-compliant paver walkway around the building. While structurally sound, the building requires substantial renovation to remain serviceable.

### Activity Building (Score: 87.5%)

The Activity Building is among the campus's newest assets. Its roof and finishes remain in excellent condition, and mechanical and electrical systems function well. However, lighting remains fluorescent and outdated. Overall, the building is fully compliant and provides a reliable, well-maintained space for student use.

### Portable Buildings (Scores: 61–89%)

McAllen High School's portables vary widely in condition and functionality.

- **Best Performing Units:** Portable 96 (Softball Lockers) and Portable 73 (Classrooms) are in good condition and fully operational, requiring only lighting upgrades.
- **Moderate Condition Units:** Portables 3, 4, 48, and 81 show general wear, moisture intrusion, and ADA ramp issues. Most maintain solid structural integrity but lack compliant exit hardware or LED lighting.
- **Poor Condition Units:** Portables 25, 29, and 93 are aged and deteriorating, with damaged walls, moisture issues, and non-compliant access.
  Across all portables, common deficiencies include aging and damaged ADA ramps, absence of proper exit hardware on some doors, outdated finishes, and insufficient lighting. These structures no longer provide equitable learning environments and should be prioritized for replacement or renovation.

### Overall Summary – Building Systems

Permanent structures such as the Main, Music, and Activity Buildings remain functional and structurally reliable but require modernization of lighting, finishes, and accessibility features. The Vocational and AEP facilities exhibit the greatest need for improvement due to aging systems,

poor air quality, and outdated electrical components. Portable classrooms continue to fill instructional gaps but fall short of modern standards for safety, comfort, and compliance.

## Educational Suitability (Score: 70.22%)

McAllen High School provides a generally functional learning environment but lacks flexibility and modernization in many instructional spaces. Classrooms are appropriately sized but limited by inconsistent HVAC, poor lighting, and minimal natural daylight. The interior environment is acceptable, yet the overall design restricts collaborative or differentiated instruction.

Specialized spaces such as science labs and performing arts areas are adequate, though art and CTE programs occupy undersized and outdated rooms with aging infrastructure. The cafeteria is functional but lacks flexibility due to fixed seating and low ceilings. Administrative and support areas are operational but inefficiently organized, particularly the disconnected main office layout and undersized counseling suite. Security is a key concern, as the campus lacks a secure vestibule and has multiple exterior doors left open for circulation. Overall, modernization should focus on improving comfort, safety, and instructional adaptability across all learning spaces.

## Grounds Condition (Score: 66.61%)

The campus grounds are functional but show significant wear and deferred maintenance. Parking areas and driveways require resurfacing and re-striping, and several curbs and sidewalks are cracked or uneven. Athletic courts, tennis areas, and track surfaces exhibit age-related deterioration. Landscaping is maintained but limited, with opportunities for additional outdoor learning and seating spaces.

Drainage issues remain a recurring concern, particularly near the Sports Medicine area, where stormwater backups threaten adjacent interior spaces. Site lighting is insufficient in several zones, affecting safety during early and late activities. Fence repairs are needed near portables and athletic gates, where hinges and posts show rust and fatigue. Improvements to stormwater management, paving, and lighting would significantly enhance both safety and usability.

## Technology Readiness (Score: 84.21%)

McAllen High School performs well in terms of core technology infrastructure. LAN and WAN systems are reliable and well-distributed, providing strong connectivity across most academic buildings. Faculty and staff have access to modern technology tools, and the classroom alert system functions effectively. However, several IT and communications spaces lack adequate cooling and ventilation, and electrical service in older wings cannot support increased device use.

While instructional technology access is equitable, many classrooms still operate with limited outlets and dim fluorescent lighting. Modernization should include expanding electrical capacity, improving IT room ventilation, and ensuring consistent Wi-Fi coverage to support evolving digital learning demands.

# McAllen High School

## Summary

McAllen High School remains a solid educational facility supported by strong core systems and a generally reliable infrastructure. However, uneven conditions across older vocational buildings, portables, and support spaces highlight the need for targeted investment. Priorities include modernization of lighting and electrical systems, ADA accessibility upgrades, replacement of outdated HVAC and panel equipment, and elimination of portable dependency. Addressing these deficiencies will ensure that the school's facilities match the quality of its academic programs and continue to serve students effectively for years to come.

# Site Master Plan

### Safety and Security Improvements

The main entrances at McAllen High School should be reconfigured to improve the secure vestibule that channel all visitors through the main office before accessing instructional areas. This improvement would enhance campus security, visitor management, and emergency response by creating a single controlled point of entry. Incorporating security glazing, new access control systems at all exterior entry doors, and clear sightlines will align the campus with current safety and design standards for K-12 facilities. Ensure all major exit doors updated panic hardware and replace deadbolts on portables with proper hardware on portable buildings. Install compliant hardware on the Cafeteria, Gym, and Vocational exits. Replace obsolete Federal Pacific electrical panels to improve safety and code compliance. Upgrade restrooms in the vocational buildings, and exterior ramps to meet ADA accessibility standards.

### Structural and Building Envelope

Address drainage deficiencies throughout campus, particularly near the Sports Medicine and Vocational Building areas, where ponding and backups threaten interior spaces. Replace deteriorated gutters and downspouts, especially those that discharge directly onto overhangs or sidewalks, to prevent erosion and structural damage.

### Interior Finishes and Fixtures

Repaint and clean aging exterior walls to improve appearance and protect surfaces from further staining and moisture intrusion. Repaint and clean aging exterior walls to improve appearance and protect surfaces from further staining and moisture intrusion. Replace worn flooring, particularly in high-traffic corridors and classrooms, with durable, low-maintenance materials such as luxury vinyl tile (LVT) or polished concrete in CTE spaces. Update aging casework, cabinetry, and restroom partitions across all buildings to improve functionality and appearance.

## Mechanical, Electrical, and Plumbing Systems

Replace obsolete AHUs in the Vocational, Music, and AEP buildings to improve reliability and efficiency. Continue routine maintenance of the Main Building's newer chiller system (installed in 2021) and address rust and valve degradation in older mechanical rooms. Replace wall hung units on portables that are past the end of their life cycle. Upgrade HVAC controls campuswide to modern digital systems that allow centralized monitoring and energy management.

The existing elevator, original to the 1962 Main Building, has a narrow entry that does not meet current ADA accessibility standards. Because the existing elevator shaft cannot accommodate a modern, full-size elevator system, the installation of a new elevator providing accessible service to the second floor should be considered.

Replace all fluorescent lighting with high-efficiency LED fixtures throughout the campus, prioritizing classrooms, gyms, and corridors. Upgrade electrical service to meet modern technology and instructional demands. Add outlets in classrooms and CTE labs to reduce reliance on extension cords and improve safety.

Replace aging restroom fixtures and drinking fountains across the Main and Vocational Buildings. Address recurring drain blockages in the kitchen and restroom areas. Continue proactive maintenance of the newer plumbing systems in the Activity Building and Gym.

## Educational and Program Spaces

Renovate classrooms in the Main and Vocational Buildings to improve lighting, HVAC comfort, and finishes. Replace knob-type hardware with lever handles that meet safety and ADA standards. Install flexible casework, writable surfaces, and enhanced lighting to support collaborative and project-based learning.

Modernize science classrooms to include proper sinks, safety fixtures, and storage. Improve lighting, acoustics, and ventilation in the Music Building to address performance and rehearsal needs. Expand art classroom storage and update HVAC and lighting to create a more comfortable creative environment.

Upgrade cafeteria seating and ceiling finishes to improve comfort and flexibility. Modernize the food service area with improved lighting, new casework, and expanded preparation and storage space. Evaluate the potential for expanding the dining area or enclosing the adjacent outdoor space to accommodate current enrollment.

## Site and Grounds Improvements

Seal and restripe driveways around buildings, repair concrete curbs, and replace cracked sidewalks across campus. Provide covered walkways connecting the CTE Building, Gym, and Main Building to improve weather protection and accessibility.

Regrade areas prone to ponding near athletic facilities and building perimeters. Add trench drains and redirect downspouts to improve stormwater flow. Enhance campus landscaping with shade

trees and outdoor seating near the cafeteria to create more inviting gathering and instructional areas.

Add LED site lighting in parking lots, pathways, and between academic buildings to improve safety after hours. Repair or replace damaged fencing and gates near portables and athletic fields. Install additional security cameras to eliminate blind spots and improve supervision.

## Portable Building Improvements

Repair and replace deteriorated ramps and handrails to meet ADA standards. Install compliant panic hardware and exit lighting in all occupied portables. Address moisture intrusion, wood panel delamination, and non-fire-rated materials through targeted renovation or phased removal.

Upgrade interior lighting to LED fixtures and add dedicated HVAC systems to improve indoor air quality and comfort. Replace outdated electrical service and ensure sufficient outlets for instructional technology.

Interior finishes within the portable buildings show signs of wear consistent with age and extended use. Many units exhibit worn flooring, stained or damaged ceiling tiles, and outdated wall paneling that no longer meet durability or appearance standards for instructional spaces. Interior modernization should include replacing floor coverings with resilient, low-maintenance materials; updating ceiling systems to improve lighting performance and acoustics; and refinishing or replacing wall surfaces to create brighter, more uniform learning environments. These improvements will enhance comfort, safety, and visual consistency across all portable classrooms.

Given the age and condition of several portable units, particularly Portables 25, 29, and 93, develop a phased plan for replacement with permanent, code-compliant facilities to support long-term program stability.

## Technology and Infrastructure

Add circuits and outlets in older wings to accommodate modern devices and instructional technology. Improve IT room ventilation and cooling to protect network infrastructure.

Expand wireless coverage to eliminate connectivity gaps across portables and remote buildings. Integrate classroom technology systems into a unified platform to improve communication, alerting, and instructional efficiency.

# McAllen High School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **ADA Compliance Upgrades** | Upgrade restrooms in vocational bldgs, replace damaged ramps, modernize elevator and door hardware to meet accessibility standards. | Priority 1 | Existing deficiencies prevent full accessibility and ADA compliance. |
| Health & Safety | **Electrical System Upgrades** | Replace obsolete Federal Pacific and Westinghouse electrical panels across Main, Vocational, and AEP Buildings. | Priority 1 | Panels present fire and electrocution hazards and are beyond service life. |
| Health & Safety | **Emergency Exit Door Hardware Replacement** | Install panic hardware on Cafeteria, Gym, exits; replace deadbolts with proper door hardware. | Priority 1 | Ensures safe egress and compliance with life safety codes. |
| Health & Safety | **Improve Secure Vestibule** | Improve the security at the main entrance with reconfigured vestibule | Priority 1 | Improves safety and security, monitors entry into buildings |
| Health & Safety | **Portable Building Repairs and Modernization** | Replace or repair ramps, add proper door hardware, modernize finishes, and upgrade lighting and HVAC systems in portables. | Priority 1 | Addresses safety, ADA, and comfort deficiencies in portable classrooms. |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **Classroom Modernization** | Repaint walls, replace worn VCT, worn ceiling tiles, refinish worn doors and frames, and update cabinetry throughout campus. | Priority 1 | Improves aesthetics and extends building service life. |
| Modernization | **Elevator Improvements** | Replace undersized elevator with ADA-compliant lift system in Main Building. | Priority 1 | Addresses accessibility and code compliance. |
| Modernization | **HVAC Replacement and Modernization** | Replace obsolete AHUs in Vocational, Music, and AEP Buildings and outdated wall hung units in portables. | Priority 1 | Enhances reliability, air quality, and energy efficiency. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Site Lighting and Security Cameras** | Replace outdated exterior fixtures with LED lighting and expand camera coverage in dark or unsupervised areas. | Priority 1 | Enhances security and visibility after hours. |
| Technology Readiness | **IT Server Room Improvements** | Improve cooling, power, and ventilation for communications and server rooms. | Priority 1 | Protects core technology infrastructure from overheating and power interruptions. |

# Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Educational Adequacy Improvements | **Cafeteria and Food Service Reconfiguration** | Modernize cafeteria finishes, lighting, and seating; expand food prep (or reopen serving bar) and storage areas. | Priority 2 | Addresses space limitations and enhances student comfort. |
| Educational Adequacy Improvements | **Science Lab Upgrades** | Install sinks, safety equipment, and modern casework in all science rooms. | Priority 2 | Improves functionality and supports lab-based instruction. |
| Health & Safety | **Roof Drainage and Overhang Repair** | Repair overhangs, downspouts, and roof drainage to prevent falling debris and flooding. | Priority 2 | Water intrusion and concrete deterioration pose safety risks. |
| Site & Infrastructure | **Asphalt Driveway Rehabilitation- Vocational Bldg Area** | Seal or replace deteriorated asphalt and concrete curbs around vocational buildings | Priority 2 | Improves safety, traffic flow, and site appearance. |
| Site & Infrastructure | **Covered Walkway Upgrades** | Add covered walkways connecting CTE, Gym, and Main Building. | Priority 2 | Increases pedestrian safety and comfort during weather events. |
| Site & Infrastructure | **Drainage and Stormwater Management** | Correct ponding and drainage issues, especially near Sports Medicine, Vocational, and AEP buildings. | Priority 2 | Prevents water intrusion and damage to mechanical/electrical systems. |
| Technology Readiness | **Electrical System Upgrades** | Add outlets, dedicated circuits, and upgraded wiring in vocational classrooms and CTE areas. | Priority 2 | Supports modern technology and device charging needs. |
| Educational Adequacy Improvements | **Administrative and Counseling Suite Redesign** | Reorganize admin and counseling areas for efficiency, privacy, and accessibility where possible during vestibule reconstruction. | Priority 3 | Improves workflow and supports student and staff services. |
| Modernization | **Portable Replacement Program** | Develop phased plan to replace oldest portable classrooms with permanent facilities. | Priority 3 | Provides long-term capacity and equity in learning environments. |
| Site & Infrastructure | **Fence and Gate Replacement** | Replace rusted gates and fencing near portables and athletic areas. | Priority 3 | Ensures security and long-term durability. |
| Site & Infrastructure | **Landscape and Outdoor Learning Enhancements** | Improve outdoor seating, shade structures, and landscaping near the cafeteria and courtyard. | Priority 3 | Promotes social and instructional outdoor use. |

# Memorial High School

**Address:**
101 East Hackberry
McAllen, TX 78501

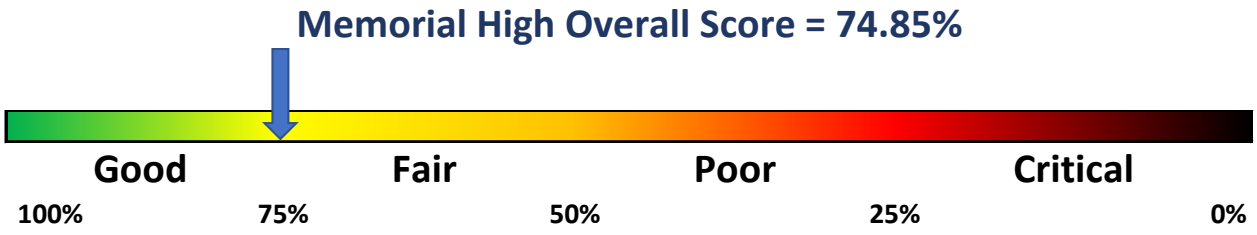
**Grade Configuration:**
9th – 12th Grade

**Year Constructed:**
1980

**2024-2025 Enrollment:**
2,021

McAllen Memorial High School, was established in August 1980 as the city's second high school, initially serving students 9th through 11th grades; graduating its first senior class in 1982. Prior to the establishment of Memorial High School, the school and its building were originally opened and operated as Brown Middle School. While it is not named after an individual, the name "Memorial" honors the broader legacy of education and community service in McAllen.

The school has grown to serve over 2,000 students and is known for its academic programs, strong athletic tradition, and vibrant extracurricular offerings. Among its milestones, Memorial has maintained a reputation for excellence in academics and athletics, including a standout football season in 2012 with a 12–1 record. The school continues to be a cornerstone of the McAllen Independent School District, fostering student achievement and community pride.



# Memorial High School

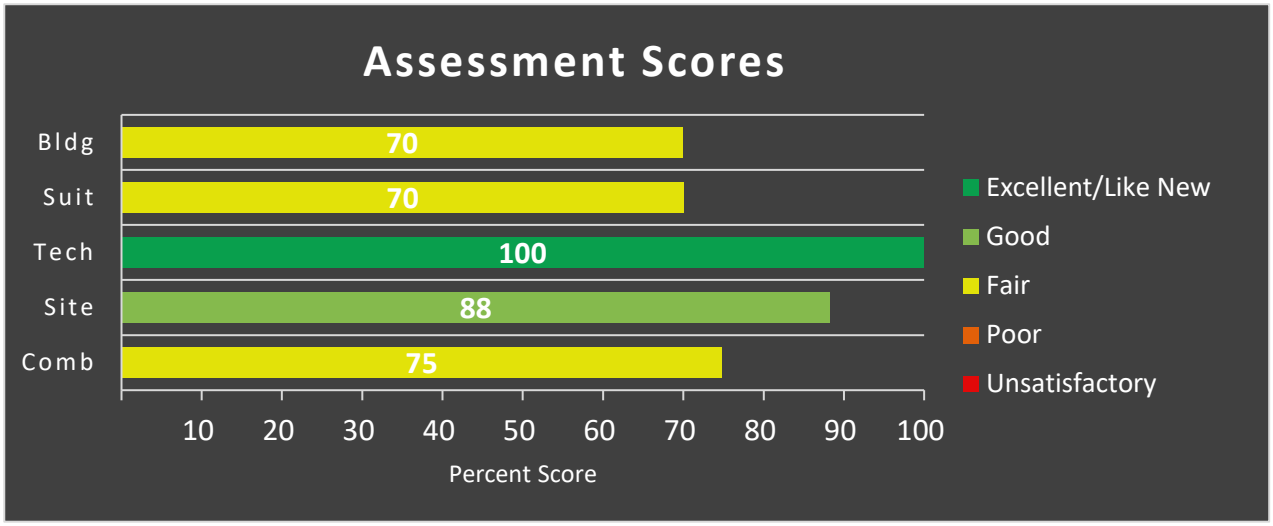
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| McAllen High Building Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Auditorium | Permanent | 13,654 | 1975 | 50 |
| Auto Body Shop | Permanent | 10,620 | 1975 | 50 |
| Carrier Tech | Permanent | 5,124 | 1975 | 50 |
| FFA Building | Permanent | 5,000 | 1975 | 50 |
| Main Building | Permanent | 245,911 | 1975 | 50 |
| Classroom Annex | Permanent | 15,511 | 1999 | 26 |
| Activity Center | Permanent | 15,600 | 2009 | 16 |
| Portable 8-Restroom/Concession | Portable | 782 | 1966 | 59 |
| Portable 24 | Portable | 1,536 | 1968 | 57 |
| Portable 35 | Portable | 1,536 | 1971 | 54 |
| Portable 113-Vocational House | Portable | 1,536 | 1982 | 43 |
| Portable 58 | Portable | 1,152 | 1990 | 35 |
| **Total** | | **317,962** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



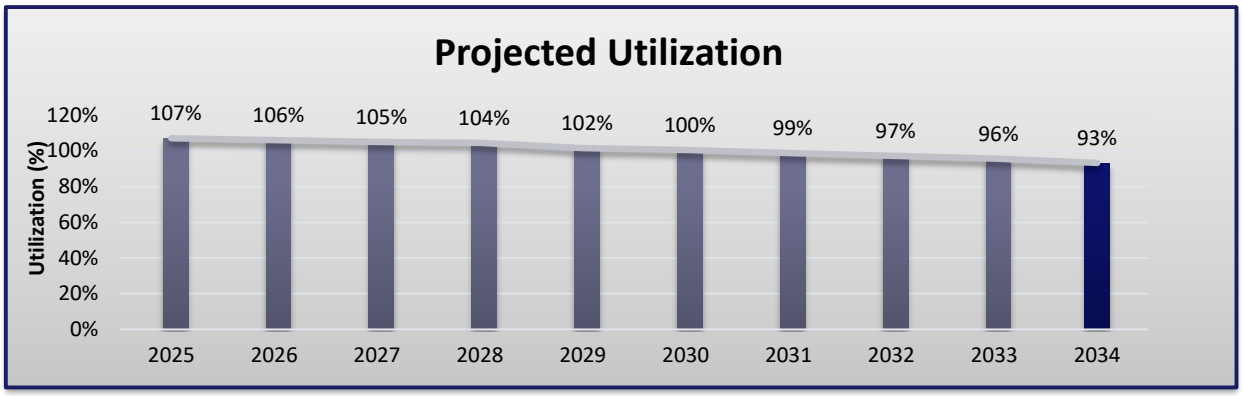
# Memorial High School

## Capacity, Utilization & Enrollment Projections

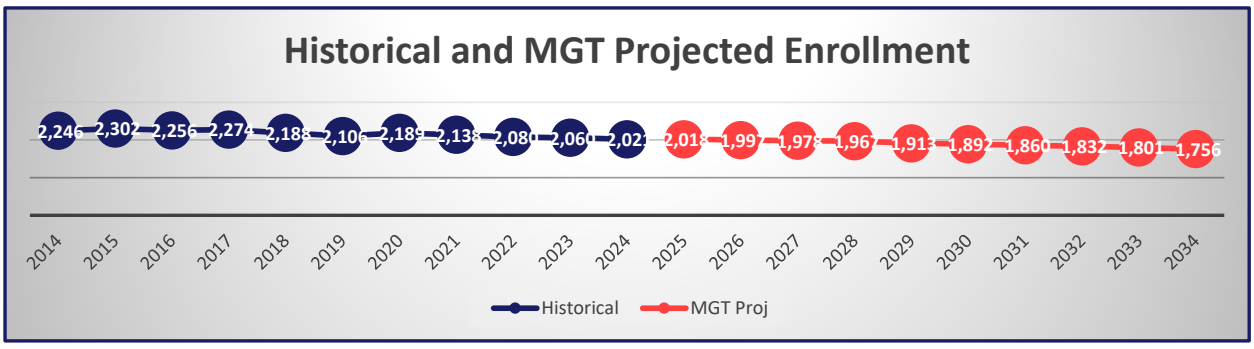
For the 2024–2025 school year, Memorial High School is operating at 107% utilization, indicating that current enrollment exceeds the school's functional capacity. This level of overutilization suggests that classrooms and core facilities are under pressure, with limited flexibility to accommodate specialized programs or enrollment fluctuations.

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| **School** | **Current Enrollment** | **Maximum Capacity** | **Target Capacity** | **Utilization** |
| **Memorial HS** | 2,021 | 2,853 | 1,883 | 107.33% |

Memorial High School is projected to experience a gradual decline in facility utilization over the next decade, decreasing from 107% in 2025 to approximately 93% by 2034. Although this trend reflects a modest easing of capacity pressures, the school is expected to remain above 100% utilization through 2029, indicating continued strain on classroom space and core facilities in the near term.




Memorial High School's enrollment has remained relatively stable over the past decade, ranging from approximately 2,100 to 2,300 students between 2014 and 2023. However, projections indicate a gradual decline beginning in 2024, with enrollment expected to drop below 2,000 students by 2026 and continue decreasing to approximately 1,750 students by 2034.



# Memorial High School

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition Overall (Score: 69.96%)

Memorial High School consists of multiple permanent buildings and five portable classrooms of varying age and quality. While the overall campus remains structurally sound, most systems and finishes reflect decades of wear. Roof age, fluorescent lighting, outdated electrical equipment, and limited ADA compliance are recurring themes. The 2022 roof replacement on the Main Building has stabilized the building envelope, but mechanical and electrical modernization remains a pressing need.

#### Main Building (Score: 69.38%)

The Main Building is structurally stable with only minor settlement cracking. The roof system was replaced in 2022 with a durable 30-year system, ensuring long-term protection. Exterior walls show distressed cracking and worn paint, and single-pane windows, though sealed with safety film and caulking, remain inefficient. Interior finishes, including cracked tile and worn carpet, show clear signs of age.

Mechanical and electrical systems are functional but dated: a mix of Westinghouse panels still in use lack capacity in science areas, and older units show surface rust. HVAC chillers range from 2007 to 2023, with preventive maintenance essential to extend their lifespan. Controls are obsolete, insulation on chilled-water lines is poor, and fluorescent lighting is dim throughout. ADA compliance is limited to select areas; several staff restrooms remain non-accessible.

#### Auditorium (Score: 74.33%)

The Auditorium retains good structural integrity and presents well after previous refurbishments, including updated seating and finishes. However, the 43-year-old roof has exceeded its useful life, and obsolete Square D electrical panels require replacement. Lighting remains fluorescent and uneven, and restroom fixtures do not meet ADA standards. Although the facility functions adequately, roof replacement, lighting conversion, and accessibility upgrades are needed to restore performance quality.

### Vocational Building (Score: 67.54%)

The Vocational Building exhibits clear signs of aging across multiple systems. Exterior and interior walls require repainting, flooring is worn, and the 40+ year old roof is near end-of-life. Electrical service is provided by obsolete Gould panels and switchboards that should be replaced for safety. Lighting is poor, ventilation is inconsistent, and mechanical controls are outdated. Though structurally sound, the building needs comprehensive modernization to support CTE programming and ensure ADA-compliant access.

### Auto Body Shop (Score: 72.67%)

The Auto Body Shop remains functional but dated. The structure is stable, though exterior and interior surfaces show staining and general wear. The roof, also 40+ years old, is failing and must be replaced. Electrical systems rely on Gould panels nearing obsolescence, and lighting remains fluorescent. Minor corrosion is visible in HVAC equipment, and restroom fixtures are not fully ADA-accessible. Targeted upgrades in roofing, lighting, and electrical capacity would significantly improve this facility's safety and functionality.

### FFA Building (Score: 69.30%)

The FFA Building is in fair condition. While the structure is stable, the exterior walls are cracked and stained, requiring paint renewal. The roof, another 40+ year old gravel system, is at end-of-life. The continued presence of Federal Pacific panels presents an electrical hazard and should be prioritized for immediate replacement. Floors and interior partitions are dated, and lighting is fluorescent. Restrooms lack ADA-accessible fixtures. Full electrical and lighting modernization and roof replacement are recommended.

### Activity Center (Score: 77.09%)

The Activity Center is among the better-performing facilities on campus. Structural systems, finishes, and equipment are in good condition, though the aged asphalt roof is due for replacement. Minor rust on door frames and outdated HVAC controls warrant attention. Lighting remains fluorescent and should be upgraded to LED to improve energy efficiency and visibility. Overall, the building is well maintained and fully ADA-compliant.

### Portable Buildings (Scores Range: 67–84%)

The campus includes five portable classrooms and team spaces with variable conditions. Most portables (24, 38, 58, and 113) exhibit weathered exteriors, worn carpets, stained ceilings, wood-panel interiors, and outdated fluorescent lighting. Common deficiencies include knob-style door hardware, missing panic bars, and aging ADA ramps that are sagging or non-compliant. Only Portable 35 stands out, with new flooring, paint, and lockers, but still relies on fluorescent lighting

and outdated controls. All portables remain structurally sound but require modernization of lighting, accessibility, and finishes to meet district standards.

### Overall Summary – Building Systems

Permanent buildings such as the Main Building, Auditorium, and Activity Center provide reliable infrastructure but need system renewal—particularly in lighting, HVAC controls, electrical modernization, and ADA accessibility. The Vocational, Auto Body, and FFA buildings represent the greatest modernization priorities due to obsolete electrical systems, failing roofs, and outdated finishes. The portable units, though serviceable, should be phased out or renovated to provide equitable learning environments. With focused investment, Memorial High School can transition from a structurally stable but aging facility to a modern, energy-efficient campus aligned with district standards.

## Educational Suitability (Score: 70.11%)

Memorial High School provides a stable academic environment but lacks the flexibility and warmth of a modern learning facility. The main instructional wings are appropriately sized but visually dated, with dim lighting, minimal natural light, and limited opportunities for flexible layouts. The science and CTE classrooms meet program needs but are scattered across campus, limiting collaboration and efficiency. Lab casework and storage are outdated, and many science rooms lack adequate outlets for equipment.

Fine arts and specialized instructional areas require focused improvements. Music spaces are acoustically poor and lack proper sound isolation or storage for instruments. The art room, located in the CTE building, is undersized and poorly equipped for modern art instruction. Performing arts areas, including the stage and rehearsal spaces, are functional but lack backstage amenities and ideal acoustical quality.

Support facilities are mixed in quality. The media center meets instructional needs but lacks natural light and is not centrally located, while restrooms and administrative offices remain outdated and undersized for current enrollment. The cafeteria and kitchen operate efficiently but are constrained by size, requiring multiple lunch periods.

Circulation challenges persist, as limited bus parking and congested parent loops create traffic hazards. Signage and visibility are limited across campus, and hidden corners in the multi-wing layout reduce ease of supervision. Despite these constraints, daily operations are supported by dedicated maintenance and custodial teams who keep facilities functional and clean.

# Memorial High School

## Grounds Condition (Score: 88.32%)

The exterior environment at Memorial High School is one of the campus's greatest strengths. Parking lots and driveways have been resurfaced and striped, offering safe and orderly circulation. Athletic facilities, including tennis courts, the track, and artificial turf fields, are in excellent condition and reflect strong maintenance practices. The site's lawns, irrigation system, and playfields are well maintained, although minor repairs are needed for cracked sidewalks and curbs.

Storm drainage and utilities function effectively, with no standing water or erosion issues observed. Exterior lighting provides adequate coverage throughout the site, and perimeter fencing meets state safety and security standards. Overall, the grounds are attractive, safe, and well managed, presenting a positive image for students and the community.

## Technology Readiness (Score: 100.00%)

Memorial High School excels in technology infrastructure and stands as a district leader in this category. The campus maintains consistent LAN/WAN performance, robust network connectivity, and a reliable WAN backbone that supports both instructional and administrative operations. Classroom audio amplification systems and campuswide alert systems are integrated and fully operational, enhancing both learning and safety.

IT and communications spaces are properly cooled, ventilated, and powered, ensuring equipment reliability. Faculty and staff have access to modern devices and consistent technical support, while every classroom benefits from equitable access to high-speed data, voice, and video systems. This level of readiness requires only ongoing maintenance to remain at peak performance.

## Summary

Memorial High School remains a strong and stable campus but faces widespread aging in building systems, finishes, and lighting that hinders its potential as a modern learning environment. While structurally sound, the main instructional areas, vocational wings, and auxiliary buildings all require targeted investments in roofing, lighting, electrical systems, and ADA compliance.

By contrast, the campus's grounds and technology infrastructure stand out as clear strengths, offering safety, functionality, and a sense of pride in the physical environment. With a strategic modernization program focused on system renewal, energy efficiency, and instructional adaptability, Memorial High School can continue to serve as a high-performing, future-ready flagship for McAllen ISD.

# Site Master Plan

## Safety and Security Improvements

The main entrances at Memorial High School should be reconfigured to establish a true secure vestibule that directs all visitors through the main office before accessing instructional areas, creating a single controlled point of entry. This enhancement, combined with improved lighting, strategic camera placement, and expanded access control systems to all entry doors, will strengthen campus security, visitor management, and emergency response. Incorporating security glazing, updated access technologies, and clear sightlines will further align the campus with current K–12 safety and design best practices.

## Building Systems and Infrastructure

Memorial High School's main and vocational buildings require targeted modernization to extend useful life and meet current safety and operational standards. Priority upgrades include replacing aging electrical systems, particularly the remaining Westinghouse, Square D, and Federal Pacific panels, which are obsolete and present reliability and safety concerns. Campuswide lighting upgrades to high-efficiency LED fixtures will improve visibility, lower energy costs, and enhance the learning environment.

The HVAC systems remain generally functional but show inconsistent performance across campus due to aged controls, deteriorated insulation, and variable air distribution. Replacement of outdated control systems, re-insulation of chilled-water lines, and preventive maintenance will improve efficiency and comfort. Roof replacements are recommended for the Vocational, Auto Body, FFA, and Activity Center buildings, where original roofing systems have exceeded service life.

## Interior Modernization

Aging finishes throughout Memorial High School diminish the quality of learning and working environments. Interior renewal should include new flooring, paint, ceiling tiles, and cabinetry across instructional and support areas. Science labs and CTE classrooms require modernization, including updated casework, sinks, and equipment to align with current program standards. Recommended work includes replacing obsolete lighting systems with LED fixtures, upgrading electrical panels, and renovating restrooms and backstage areas. Similarly, the music and art rooms require acoustical treatment, enhanced lighting, and improved storage capacity.

The FFA and Auto Body buildings require complete interior renovation to replace damaged finishes, restore functional casework, and create safer, more efficient instructional environments.

## Portable Classrooms

The five portable classrooms vary in condition but collectively fall below district quality standards. Portables 24, 38, 58, and 113 exhibit worn finishes, non-ADA-compliant ramps, and outdated fluorescent lighting. These units require ramp replacement, panic hardware installation, and LED lighting conversion to meet accessibility and safety expectations. Portable 35, while recently updated with new flooring and paint, still requires lighting upgrades to remain consistent with the rest of the campus. Where feasible, future capital plans should explore the replacement or consolidation of portable units to reduce maintenance costs and improve equity between permanent and temporary facilities.

## Educational and Support Spaces

Memorial High School's instructional spaces meet size standards but lack flexibility and visual appeal. Modernization efforts should focus on creating adaptable classrooms with improved lighting, natural light access, and flexible furnishings. The science and CTE wings need reconfiguration to improve program adjacency and collaboration. Fine arts and performing arts spaces require acoustic treatments, backstage support, and upgraded storage to enhance instructional quality and performance capability.

Administrative and support spaces, including the media center, restrooms, and offices, should be reconfigured for better flow and accessibility. The cafeteria and kitchen, while operational, are undersized and would benefit from expanded serving and preparation areas to reduce congestion and improve efficiency during lunch periods.

## Site and Grounds Improvements

The campus grounds represent a clear strength but still warrant select upgrades. Sidewalk and curb repairs should be prioritized where cracking and chipping are evident, and landscaping improvements can further enhance campus aesthetics. Additional shade structures and outdoor seating areas will create more functional and comfortable student gathering spaces.

The parking and circulation systems, while resurfaced and clearly striped, need evaluation to improve bus parking and relieve parent drop-off congestion. Updated wayfinding and signage will improve navigation for visitors and support overall campus security.

## Technology and Communication Systems

Memorial High School's technology infrastructure is a district model of excellence, requiring only ongoing maintenance and future-proofing. Systems for LAN/WAN connectivity, video distribution, classroom alerting, and voice communication are reliable and fully integrated. Future technology investments should focus on maintaining network redundancy, ensuring adequate cooling in IT spaces, and expanding digital classroom integration tools as educational technology evolves.

## Summary

Memorial High School remains a structurally sound and high-performing campus but faces widespread aging in mechanical, electrical, and finish systems that limit its long-term potential. Priority improvements include safety and security enhancements, electrical panel replacement, LED lighting conversion, roof replacement, and HVAC control upgrades. These upgrades, combined with modernization of instructional, fine arts, and vocational spaces, will elevate the campus to meet contemporary learning and operational standards.

With continued investment in modernization and strategic renewal, Memorial High School will sustain its role as a flagship campus for McAllen ISD—blending strong infrastructure, leading-edge technology, and a refreshed educational environment that supports student success.

# Memorial High School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **Electrical System Upgrades** | Replace obsolete Westinghouse, Square D, and Federal Pacific panels campuswide. | Priority 1 | Ensures electrical safety, prevents outages, and eliminates high-risk obsolete equipment. |
| Health & Safety | **Improve Secure Vestibule** | Improve the security at the main entrance with reconfigured vestibule | Priority 1 | Improves safety and security, monitors entry into buildings |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **Interior Modernization** | Replace worn VCT, carpet, and ceiling tiles; repaint all instructional and support areas. | Priority 1 | Modernizes appearance, improves cleanliness and acoustics. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **HVAC Replacement and Modernization** | Replace obsolete RTUs/AHUs in Campuswide as needed | Priority 1 | Enhances reliability, air quality, and energy efficiency. |
| Site & Infrastructure | **HVAC Utility Plant Modernization** | Replace/Modernize the Central Utility Plant | Priority 1 | Enhances reliability, air quality, and energy efficiency. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Roof Replacements – Vocational, Auto Shop, FFA, Activity Center** | Replace end-of-life 43-year-old roofing systems with new single-ply or modified bitumen roofs. | Priority 1 | Prevents water intrusion, protects assets, and extends facility lifespan. |
| Educational Adequacy Improvements | **Science & Lab Upgrades** | Refurbish lab spaces with new fixtures, sinks, and compliant ventilation. | Priority 2 | Supports STEM curriculum and safety. |
| Modernization | **Casework and Cabinetry Replacement** | Replace outdated classroom cabinetry and science casework as needed. | Priority 2 | Improves storage functionality and instructional efficiency. |
| Modernization | **CTE Facility Renewal** | Modernize Vocational, Auto Shop, and FFA buildings; replace electrical systems and install dust collection/exhaust. | Priority 2 | Improves safety and aligns with current CTE instructional standards. |
| Technology Readiness | **Electrical System Upgrades** | Add circuits and outlets in classrooms and labs. | Priority 2 | Supports 1:1 device use and instructional technology. |

# Memorial High School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Educational Adequacy Improvements | **Administrative and Counseling Suite Redesign** | Reorganize admin and counseling areas for efficiency, privacy, and accessibility. | Priority 3 | Improves workflow and supports student and staff services. |
| Educational Adequacy Improvements | **Special Education & Resource Room Renovations** | Improve lighting, finishes, and add secure storage. | Priority 3 | Enhances learning conditions for specialized programs. |
| Educational Adequacy Improvements | **Staff Lounge and Workroom** | Create or modernize additional spaces for staff lounges and workrooms around campus. There is only one lounge for 280 teachers | Priority 3 | Improves workflow and supports student and staff services. |
| Site & Infrastructure | **Parking and Traffic Flow Redesign** | Redesign bus and parent drop-off loops; expand staff parking, if possible. | Priority 3 | Reduces congestion and improves arrival/dismissal safety. |
| Site & Infrastructure | **Covered Walkways Between Buildings** | Install new covered walkways connecting main and vocational areas. | Priority 3 | Protects students during inclement weather and improves circulation. |

# James “Nikki” Rowe High School

**Address:**
2101 Ware Road
McAllen, TX 78501

**Grade Configuration:**
9th – 12th Grade

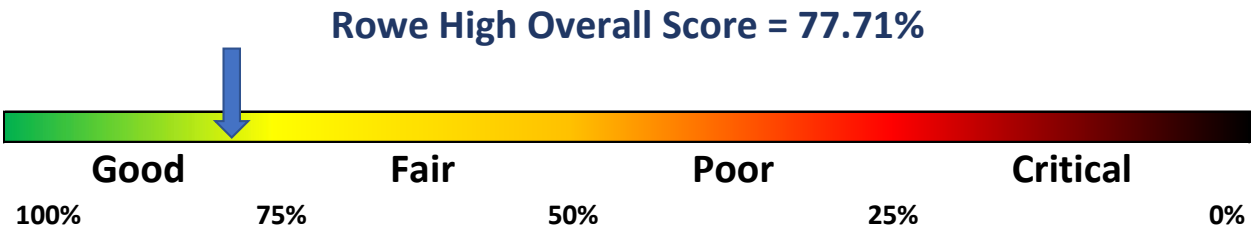
**Year Constructed:**
1990

**2024-2025 Enrollment:**
1,905

James “Nikki” Rowe High School in McAllen, was established in 1990 as a ninth-grade center and transitioned into a full four-year high school by 1992, where it serves students 9th through 12th grades. Nikki Rowe High continues the tradition of college preparatory academics, offering Advanced Placement, Honors, and specialized initiatives such as the ACE (A Chance to Excel) program, Quest, and Project Stay in School—programs introduced by the campus soon after opening.

The school is named in honor of Colonel James Nicholas “Nikki” Rowe, a McAllen native and West Point graduate who served with distinction in the United States Army and was one of only thirty-four American prisoners of war to escape captivity during the Vietnam War. Following his return, Rowe developed the U.S. Army’s Survival, Evasion, Resistance and Escape (SERE) training program, and his legacy of resilience and leadership is reflected in the school’s ethos.

Despite serving a high percentage of economically disadvantaged and English-language learners the school achieved all seven state accountability distinctions and an A-rated campus status—making it one of just three comprehensive high schools in the Rio Grande Valley to reach that mark in 2023.



# James “Nikki” Rowe High School

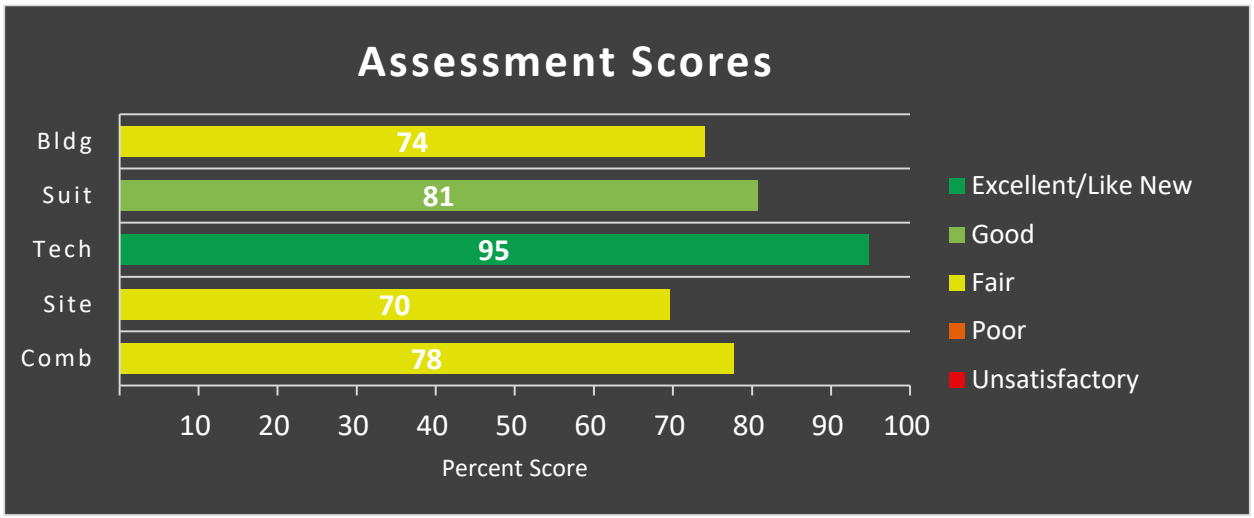
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Rowe HS Building Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Auditorium_Theatre | Permanent | 15,234 | 1990 | 35 |
| Concession_Restrooms | Permanent | 1,349 | 1990 | 35 |
| Library | Permanent | 9,582 | 1990 | 35 |
| Main Building | Permanent | 314,475 | 1990 | 35 |
| ROTC | Permanent | 13,500 | 1990 | 35 |
| Athletics | Permanent | 15,600 | 2009 | 16 |
| Portable 36 Baseball | Portable | 1,536 | 1975 | 50 |
| Portable 39 Softball | Portable | 1,536 | 1981 | 44 |
| Portable 90 Tennis Storage | Portable | 1,536 | 1985 | 40 |
| **Total** | | **374,348** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



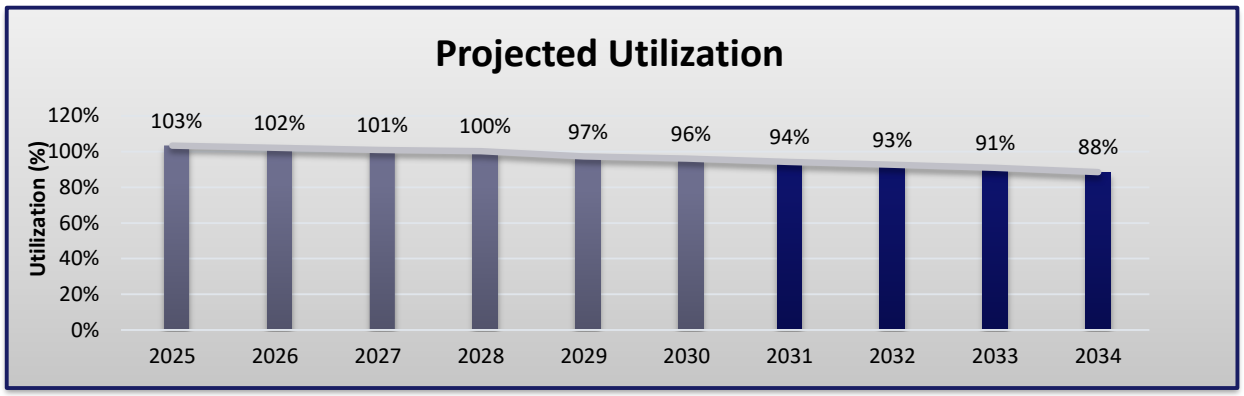
# James “Nikki” Rowe High School

## Capacity, Utilization & Enrollment Projections

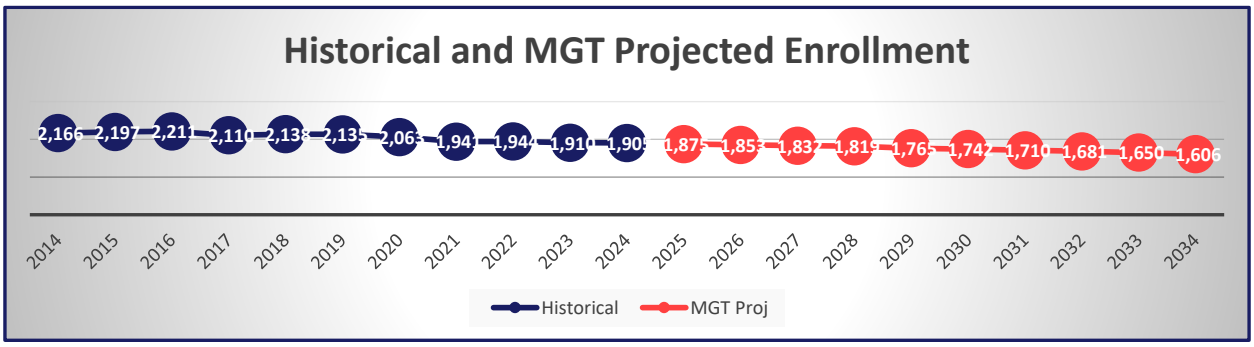
For the 2024–2025 school year, Rowe High School is operating at 105% utilization, indicating that current enrollment exceeds the school’s functional capacity. This level of overutilization suggests that classrooms and core facilities are under pressure, with limited flexibility to accommodate specialized programs or enrollment fluctuations. Continued monitoring and space planning will be important to ensure that learning environments remain effective and that future facility investments align with instructional needs and student growth trends

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| **School** | **Current Enrollment** | **Maximum Capacity** | **Target Capacity** | **Utilization** |
| **Rowe HS** | 1,905 | 2,750 | 1,815 | 104.96% |

Rowe High School is operating slightly above capacity in 2025, with utilization at 103%. Enrollment is projected to gradually decline over the next decade, reaching approximately 88% by 2034. This downward trend indicates that current capacity pressures will ease over time, allowing for more flexible use of instructional spaces and potential program expansion without the need for additional permanent facilities.




Rowe High School’s enrollment has steadily declined over the past decade, decreasing from a peak of approximately 2,200 students in 2015 to around 1,900 in 2024. This downward trend is projected to continue over the next ten years, with enrollment expected to fall to roughly 1,600 students by 2034.



# BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as “Good” or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

## Building Condition Overall (Score: 74.09%)

Rowe High School is a large, multi-building campus composed of several permanent instructional, athletic, and auxiliary facilities. While structurally stable overall, the site shows clear evidence of system aging, deferred maintenance, and widespread wear in finishes and building envelopes. Roof leaks, aging HVAC distribution systems, and non-LED lighting are recurring issues. Permanent buildings remain functional but require modernization to meet current performance, safety, and accessibility standards.

### Main Building (Score: 73.55%)

The Main Building, which houses the majority of academic functions, is structurally sound but exhibits significant wear across systems and finishes. Foundation settlement and erosion are visible around slab edges and should be corrected with compaction and backfill. Exterior masonry shows staining and cracking, with repeated structural movement at the amphitheater arches requiring reconstruction.

The roof, replaced in 2017 with PVC and tile systems, provides partial protection but continues to leak in several areas, including the library and classrooms. Interior finishes are aged, with mismatched tile, cracked terrazzo, and discolored carpet and paint. Ceiling tiles are bowed and stained from condensation and roof leaks. Mechanical and electrical systems are largely operational, but some systems are outdated, such as older fluorescent lighting. HVAC temperature control is inconsistent, insulation on chilled-water lines is poor, and ductwork shows corrosion. Science labs require modernization to address inactive gas lines, older shelving, and shared exhaust systems that allow air exchange between rooms.

### Athletics Building (Score: 79.74%)

The Athletics Building is in fair-to-good condition overall. Structural elements are stable, though rust is visible at the base of exterior siding. The roof performs well, but HVAC distribution struggles to maintain balanced temperatures between the weight room and wrestling/cheer spaces. Lighting remains non-LED, and interior doors still use knob-style hardware. The main gym is sprinklered, but auxiliary areas are not. Despite these issues, the building provides reliable service and strong program functionality.

### ROTC Building (Score: 71.73%)

The ROTC Building is structurally sound but shows moderate deterioration. Foundation erosion is evident around the perimeter slab, and exterior walls are stained and weathered. Interior finishes are serviceable but mismatched and stained in areas. Ceiling tiles are bowed from humidity, and HVAC units show rust and minor hail damage. Cooling performance is uneven across classrooms, and controls are outdated. Lighting remains fluorescent, and restrooms are functional but not modernized. The building is sprinklered, with proper extinguishers and alarms, but requires renewal of finishes, lighting, and HVAC systems to restore full efficiency.

### Auditorium (Score: 79.93%)

The Auditorium is structurally stable and remains a key campus asset. Exterior cracking and staining are evident but manageable. Interior finishes are worn, particularly carpet and ceiling tiles. Electrical systems are functional but outdated, and lighting remains fluorescent. The auditorium is accessible but lacks storage and stage support areas. Roof and finishes remain serviceable, though modernization of lighting, electrical, and fire systems is recommended to sustain long-term use.

### Concession/Restroom Building (Score: 78.54%)

This support facility is in fair condition, with structural stability and good overall integrity. Exterior walls are stained and require repainting. Interior concrete floors and restroom partitions show wear, and fixtures are outdated and non-water-efficient. Lighting remains fluorescent, and the building is not sprinklered. While restrooms are ADA-accessible, the attached crow’s nest for game operations is non-compliant. Upgrades to lighting, finishes, and accessibility are needed to align with district standards.

### Tennis Storage Portable (Score: 89.16%)

The Tennis Storage Portable is the campus’s best-performing facility, with solid structure, well-maintained finishes, and fully functional mechanical systems. Lighting is non-LED but sufficient. The only significant deficiencies are the lack of panic hardware at the exit door and the absence of sprinklers. Otherwise, the facility is clean, compliant, and reliable for storage and athletic support use.

### Overall Summary – Building Systems

Rowe High School’s permanent facilities remain structurally sound but display considerable system aging, particularly in the Main Building, which faces roof leaks, corroded ductwork, and outdated lighting and controls. Secondary buildings—including Athletics, ROTC, and the Auditorium—perform better but share similar needs for HVAC balance, lighting conversion, and

finish renewal. Auxiliary structures, such as the Concession Building and Tennis Portable, are in fair condition and well maintained but require targeted upgrades for lighting and ADA compliance.

Modernization priorities for the campus include interior finishes, LED lighting conversion, HVAC and control system renewal, and improved fire and accessibility features. With these upgrades, Rowe High School can maintain its structural integrity while achieving greater comfort, efficiency, and educational functionality across all buildings.

## Educational Suitability (Score: 80.76%)

Rowe High School provides a functional instructional environment that supports traditional learning while striving to adapt to evolving program needs. Classrooms are appropriately sized and well distributed, though many lack natural light and feature dated finishes, including cracked tiles and worn doors. Collaborative and flexible spaces are limited, and storage remains minimal across instructional areas.

Core programs such as Science, Art, and CTE are strong and meet most state standards, though laboratories and casework are aging. The Music and Performing Arts programs benefit from appropriately sized rooms and an accessible auditorium, but distance between instructional and performance spaces limits coordination. The Physical Education facilities meet program needs, though the auxiliary gym lacks seating and suffers from ceiling deterioration.

Support areas such as administration, counseling, and the clinic are adequately designed but lack certain modern features like a full security vestibule and dedicated conference space. Food service operations function efficiently but occupy undersized spaces with outdated finishes. While the building layout promotes visibility and secure circulation, the overall aesthetic is dated, and signage and wayfinding improvements are needed to enhance visitor orientation.

## Grounds Condition (Score: 69.58%)

The Rowe High School site exhibits both functional strengths and visible wear from age and weather exposure. Parking lots and driveways require resurfacing to correct potholes and faded striping, and sidewalks across campus are cracked and uneven, presenting tripping hazards. Brick pavers near the ROTC Building have heaved due to root growth, requiring reconstruction.

Athletic fields and courts remain a bright spot, with well-maintained baseball and softball fields, a good track surface, and strong fencing that supports site security. However, lawn and irrigation coverage are inconsistent, leading to dry patches and erosion. Drainage inlets require clearing to prevent ponding during heavy rain, and additional shade and seating near gathering areas would improve usability and comfort.

# James “Nikki” Rowe High School

## Technology Readiness (Score: 94.74%)

Rowe High School demonstrates a strong technology infrastructure with reliable connectivity and equitable access across all instructional spaces. The LAN/WAN network provides consistent coverage, and communication systems—including intercom, phone, and video distribution—are fully functional. Electrical capacity meets technology demands, and the WAN backbone supports robust instructional and administrative operations.

Minor HVAC inconsistencies in IT rooms should be corrected to ensure stable cooling and long-term equipment reliability. While no dedicated classroom audio systems are currently installed, the overall campus technology environment is well maintained, positioning Rowe as a technology-ready facility that supports both current and future instructional delivery.

## Summary

Rowe High School remains a solid, serviceable campus that continues to meet daily operational needs, but its physical and programmatic systems reflect deferred modernization. The main instructional spaces require improved finishes, HVAC and lighting upgrades, and modernization of science and fine arts facilities to fully align with 21st-century instructional standards.

The site and building exteriors present maintenance challenges, yet the school’s robust technology systems and secure layout provide a strong foundation for ongoing improvement. Strategic investment in energy-efficient lighting, ADA and safety compliance, and targeted renovation of aging finishes will sustain Rowe High School as a durable and adaptable educational environment for years to come.

# Site Master Plan

## Safety and Security Improvements

Rowe High School requires comprehensive safety and security improvements to align with current K–12 design standards and ensure a secure, accessible campus environment. The main entrances should be reconfigured to establish a secure vestibule that channels all visitors through the main office before accessing instructional areas. This controlled entry point would significantly enhance campus security, visitor management, and emergency response. Incorporating security glazing, access control systems at all entry doors, and clear sightlines will further strengthen protection and visibility.

Life safety and accessibility upgrades are also essential. Installing panic hardware on all exits, ensuring regular fire extinguisher placement, and adding emergency lighting will improve compliance with safety codes. ADA upgrades should include restroom modernization, compliant door hardware, and ramp corrections in areas where slope or erosion exceeds accessibility standards. The concession and restroom building’s upper-level access (crow’s nest) also requires ADA correction.

Campuswide security enhancements should include strategic camera placement, improved lighting, and expanded access controls to improve visibility and safety. Additional measures, such as improved signage, enhanced wayfinding, and ongoing fencing maintenance, will help sustain clearly defined, secure campus boundaries and promote a safe learning environment for all students and staff.

## Structural and Building Envelope

Rowe High School’s facilities are structurally sound but exhibit signs of age. The Main Building requires crack repair and exterior repainting to restore aesthetics and prevent further moisture intrusion. Roofing systems on the main structure, installed in 2017, should receive targeted maintenance to address minor leaks in the library and classroom wings. Erosion along the building perimeter requires soil stabilization and backfill replacement, particularly near the ROTC Building. Amphitheater arches with repeated cracking from base to crown should be structurally evaluated and repaired to prevent failure.

## Mechanical, Electrical, and Plumbing Systems

Mechanical systems across campus are functional but dated. The HVAC distribution and control systems are inconsistent, resulting in temperature imbalance between zones. Replacement of aging valves, duct insulation, and obsolete control components is recommended. The Athletics and ROTC facilities require improved temperature management through rebalancing and insulation repairs. LED lighting upgrades campuswide will improve visibility, energy efficiency,

and occupant comfort. Plumbing systems are functional but require fixture replacements in aging restrooms.

### Interior Finishes and Fixtures

Interior conditions throughout the main campus reflect long-term wear. Cracked terrazzo, mismatched VCT tiles, and stained ceilings are prevalent. A phased modernization effort should include replacement of flooring, repainting of walls, ceiling grid renewal, and new door and hardware installation to ensure ADA compliance.

Outdated science lab casework and gas systems should be modernized with new chemical-resistant surfaces, updated ventilation, and secured storage. Auditorium and classroom lighting should be upgraded to LED standards to improve learning environments and performance quality.

### Educational and Program Spaces

While Rowe’s instructional areas meet most size and layout requirements, enhancements are needed to support modern educational delivery. Collaborative learning zones and flexible furnishings should be introduced in key academic wings. The music and performing arts programs would benefit from acoustic improvements, additional storage, and modernization of practice and rehearsal spaces.

Special education classrooms should be renovated to include in-room restrooms and kitchenette facilities, and science labs require equipment upgrades and additional prep/storage space. The auxiliary gym should receive ceiling replacement, new wall finishes, and improved lighting to meet instructional standards.

### Site and Grounds Improvements

The Rowe campus requires comprehensive site rehabilitation to address aging infrastructure. Parking lots and driveways should be resurfaced and restriped, while sidewalks across the site must be replaced or leveled to correct tripping hazards and heaved pavers. Improved stormwater drainage and debris removal from inlets will reduce ponding and erosion issues, particularly around the main building and ROTC area.

Landscape renewal and expanded irrigation coverage will enhance the site’s appearance and sustainability. Additional shade structures, outdoor seating, and covered walkways between buildings will improve usability and safety during inclement weather.

## Technology Infrastructure

Technology systems across Rowe High School are a strength, but minor improvements are needed to ensure long-term performance. Additional cooling and ventilation in IT and communications rooms should be implemented to maintain equipment reliability. Classroom audio systems may be introduced in future upgrades to improve accessibility and instructional engagement. Routine network maintenance and backbone monitoring should continue to preserve the district’s strong connectivity standards.

## Summary

Rowe High School remains a capable and serviceable facility, but its aging infrastructure limits instructional flexibility and efficiency. Priority projects include a secure entry vestibule, LED lighting upgrades, wall repairs, HVAC control modernization, and site paving rehabilitation. With these improvements, Rowe High School will transition from a functional but dated facility into a modernized, energy-efficient, and secure learning environment that reflects McAllen ISD’s commitment to excellence.

# James “Nikki” Rowe High School

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **Improve Secure Vestibule** | Improve the security at the main entrance with reconfigured vestibule | Priority 1 | Improves safety and security, monitors entry into buildings |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Educational Adequacy Improvements | **Auxiliary Gym Renovation** | Replace damaged ceiling and wall finishes, improve lighting and locker room ventilation. | Priority 2 | Extends life of athletic spaces and supports daily use. |
| Educational Adequacy Improvements | **Science Lab Modernization** | Replace outdated casework, add fume hoods and sinks, and update finishes. | Priority 2 | Improves functionality and safety in STEM instruction. |
| Educational Adequacy Improvements | **Special Education Classroom Upgrades** | Add kitchenettes to meet program needs and accessibility standards. | Priority 2 | Supports equitable access and improved instructional environments. |
| Modernization | **Interior Modernization** | Replace worn flooring, repaint walls, and install new ceiling tiles and door hardware campuswide. | Priority 2 | Improves appearance, acoustics, and functionality. |
| Site & Infrastructure | **Exterior Wall & Envelope Renewal** | Clean, repair, and repaint exterior walls. | Priority 2 | Improves campus appearance, energy performance, and envelope integrity. |
| Site & Infrastructure | **Parking Lot and Driveway Rehabilitation** | Resurface deteriorated asphalt areas, replace damaged curbs, and repaint striping. | Priority 2 | Improves traffic flow, safety, and visual appeal. |
| Technology Readiness | **IT Server Room Improvements** | Add environmental controls in network and server rooms to ensure stable operation. | Priority 2 | Prevents overheating and extends technology equipment life. |
| Educational Adequacy Improvements | **Collaborative Learning Spaces** | Convert selected classrooms or underutilized spaces into flexible, collaborative environments. | Priority 3 | Supports evolving instructional models and student engagement. |
| Site & Infrastructure | **Shade and Outdoor Seating Installations** | Add shade structures and seating near common and lunch areas. | Priority 3 | Enhances outdoor usability and student comfort. |

# Appendix A-
# Collegiate and Alternative High School Sites

UTRGV
McAllen ISD
Collegiate Academy

Instruction & Guidance Center

# Instruction and Guidance Center

**Address:**
2604 Galveston Street
McAllen, TX 78501

**Grade Configuration:**
6th – 12th Grade

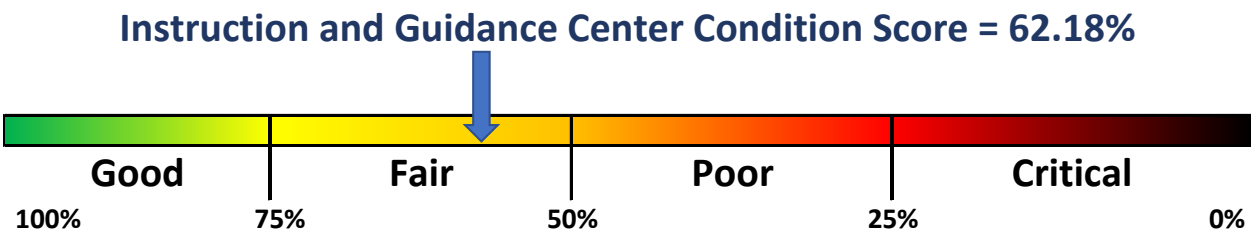
**Year Constructed:**
1973

**2024-2025 Enrollment:**
60

Established in 1990, the Instruction and Guidance (I&G) Center serves students in grades 6 through 12, with enrollment typically ranging from 32 to 70 students depending on need. Housed in the former Bowie Elementary School campus, the I&G Center carries forward the site's educational legacy, now reimagined as a dynamic alternative education campus.

The I&G Center provides short-term, individualized instruction—generally 20 to 40 days—before students transition back to their home campuses. The program also offers behavioral guidance counseling and hands-on life skills learning, ensuring that students receive both academic support and personal development opportunities.

The campus is staffed by educators and support personnel recognized for their dedication and exceptional work with at-risk students. At the heart of the school's mission is the motto *"Owl Vision"*—a multicultural, student-centered philosophy that inspires learners to be actively and enthusiastically engaged in their own journey toward academic achievement and personal growth. Instruction and guidance are tailored to meet each student's unique needs, fostering accountability, promoting positive reintegration into mainstream settings, and preparing students for long-term success.



# Instruction and Guidance Center

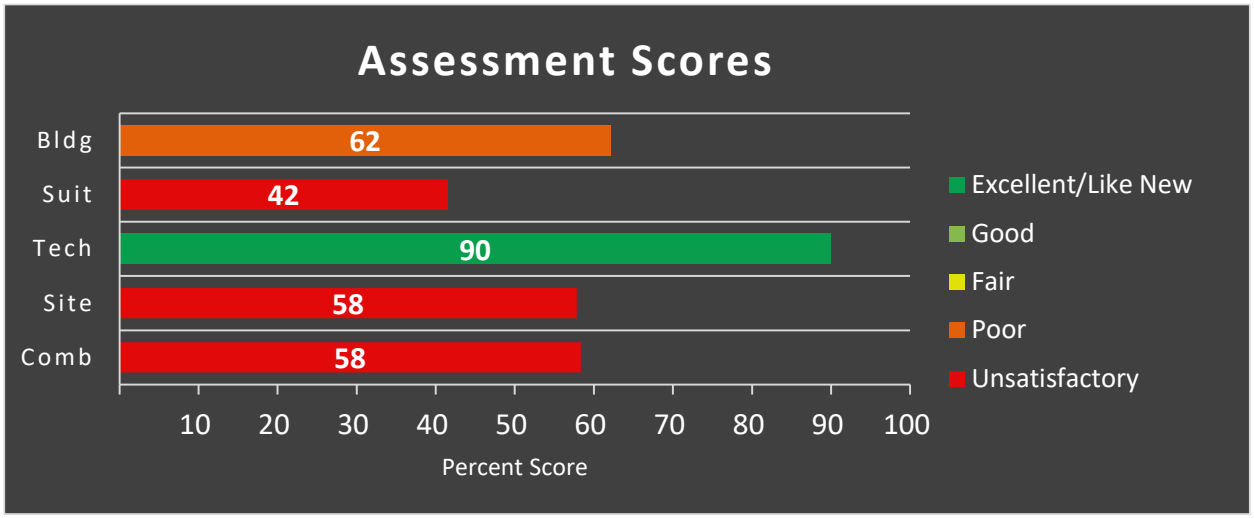
## Building Inventory

The Building Inventory list is sorted by age of buildings.

| Instruction & Guidance Building Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Portable 108 | Portable | 1,728 | 1989 | 36 |
| Annex | Permanent | 2,145 | 1975 | 50 |
| Portable 17 | Portable | 1,536 | 1975 | 50 |
| Main Building | Permanent | 13,725 | 1973 | 52 |
| Portable 40 | Portable | 1,536 | 1972 | 53 |
| Portable 56 | Portable | 768 | 1952 | 73 |
| **Total** | | **21,438** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



# Instruction and Guidance Center

## Capacity, Utilization & Enrollment Projections

As a continuation and alternative education campus, this site serves a small, specialized student population focused on credit recovery, counseling, and individualized academic support. The facility's available space exceeds current enrollment needs by design, ensuring flexibility and a safe, supportive learning environment. Therefore, traditional capacity and utilization metrics are not applicable indicators of program efficiency. **Therefore, the Projected Enrollment and Projected Utilization charts have been omitted.**

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| **School** | **Current Enrollment** | **Maximum Capacity** | **Target Capacity** | **Utilization** |
| **Instruction & Guidance Center** | 60 | 144 | 108 | 55.56% |

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 62.18%)

The Instruction and Guidance Center consists of a main building, an annex, and several portable classrooms, with overall conditions ranging from fair to poor depending on the facility type. The main and annex buildings are structurally sound, but both require roof replacements as the existing systems have reached the end of their service life. Exterior walls show staining, discoloration, and minor damage, indicating a need for patching and repainting. Windows and exterior doors are outdated; many doors lack panic hardware or rely on deadbolt-only locks, creating safety and accessibility issues. Interior finishes are generally maintained but dated, with aging VCT flooring, stained or bowed ceiling tiles, and worn wood paneling.

Mechanical and electrical systems are functional, though sub-panels are obsolete, and lighting remains fluorescent rather than energy-efficient LED.

The portable buildings are in significantly worse condition, with peeling flooring, rusted HVAC units, missing ceiling tiles, and inadequate egress features. None of the portables include plumbing, and several ramps and doorways are non-compliant with ADA standards. Across all buildings, HVAC equipment shows rust and age, with portable BARD units operating beyond their

expected life cycles. The lack of sprinklers, limited emergency lighting, and inconsistent fire signage further underscore the need for modernization and safety upgrades.

## Educational Suitability (Score: 42.22%)

The Instruction and Guidance Center serves as McAllen ISD's continuation and credit recovery program, providing students with individualized academic support, flexible scheduling, and opportunities for re-engagement in their education. The staff are deeply committed to student success, and the program demonstrates strong outcomes despite significant facility limitations.

Instructional spaces, located primarily in aging portable buildings, are undersized and in poor condition. Many classrooms lack adequate ventilation, insulation, and natural lighting, resulting in inconsistent indoor temperatures and a less-than-ideal learning environment. Several portables exhibit structural shifting, leaks, and worn finishes, while limited storage constrains instructional organization. Core classrooms are functional but fall short of current educational standards in size and flexibility, providing little space for collaborative or project-based learning.

Specialized program spaces are particularly inadequate. The art classroom operates from a standard portable with limited utility access, and the Career Tech "shop" and tool room are housed in a structure without fire protection or proper ventilation, posing safety and air quality concerns. There are no dedicated science or lab areas, and physical education and performing arts activities are held in repurposed classrooms, which lack appropriate flooring, storage, and acoustics. The absence of a defined media center or makerspace further restricts opportunities for collaborative learning and technology integration.

Administrative and counseling spaces are well utilized and support the program's focus on guidance and intervention. However, the aging infrastructure and limited amenities in instructional areas hinder the program's potential. The overall facility does not reflect the level of innovation, engagement, or safety expected in a modern continuation high school environment.

Comprehensive modernization—replacing deteriorated portables with purpose-built, permanent classrooms designed for flexibility, technology integration, and vocational learning—would elevate the Instruction and Guidance Center to a facility that matches the quality of its mission and the dedication of its staff.

## Grounds Condition (Score: 57.85%)

Site conditions reflect a mixture of functionality and wear. The parking lot and driveways are in poor condition, with widespread cracking, graveling, and loss of surface integrity—warranting full replacement and restriping. Sidewalks are generally serviceable but not all ADA-compliant, and the absence of covered walkways limits accessibility during inclement weather. Lawns and landscape areas are maintained and irrigated, but site lighting is limited, posing safety and

security concerns after dark. Perimeter fencing is rusted and aged in sections, requiring repainting or replacement to maintain appearance and security.

### Technology Readiness (Score: 90.00%)

The campus maintains a strong and reliable technology infrastructure, with robust LAN/WAN connectivity, good video and voice distribution, and equitable access across classrooms. Electrical systems are stable and capable of supporting current technology loads, and IT environments are adequately ventilated and maintained. However, inconsistent HVAC performance in certain areas affects both comfort and equipment longevity. Classroom alert systems within portables have limited coverage, making emergency communications difficult to hear. Faculty and staff technology resources are sufficient and well supported, though future modernization of portables should include upgraded sound and alerting systems for safety and instructional continuity.

### Summary

The Instruction and Guidance Center is structurally sound but in need of significant renewal. The main and annex buildings require roof replacements, LED lighting upgrades, and ADA and life-safety improvements, while the portables present serious challenges due to deferred maintenance and non-compliance. Parking and site infrastructure also need investment to enhance safety, accessibility, and visual appeal. Despite these challenges, the site benefits from strong technology readiness and well-maintained utilities, providing a solid foundation for modernization and continued support of alternative education programs.

## Site Master Plan

### Health & Safety

Campuswide safety and accessibility improvements are critical. All knob-style and deadbolt-only door hardware should be replaced with ADA-compliant levers and panic hardware to ensure safe egress. Security should be enhanced by expanding access control systems and upgrading cameras for improved supervision and emergency response. Fire safety systems, emergency lighting, and signage should be evaluated and updated to meet current standards. These measures will protect students and staff while aligning the facility with districtwide safety initiatives.

# Instruction and Guidance Center

## Educational Adequacy Improvements

The Instruction and Guidance Center fulfills an essential role in supporting student success through individualized learning and credit recovery. However, its instructional facilities—particularly the portable buildings—require significant improvements to ensure safe, equitable, and effective learning environments. The Portable Replacement and Renovation Program should prioritize replacing deteriorated portables with permanent, purpose-built classrooms. Interim improvements should include new ramps and compliant door hardware, upgraded lighting, modern finishes, and new HVAC systems to restore comfort and accessibility. Modernization of instructional spaces will provide appropriate classrooms for art, shop, and credit recovery programs, replacing outdated structures currently lacking ventilation, fire protection, and ADA-compliant features.

## Modernization

The main and annex buildings are structurally sound but dated. Modernization should include interior refinishing—replacement of worn flooring, ceiling tiles, and wood paneling; repainting; and installation of LED lighting throughout. Roof replacement is required to address leaks and prevent further deterioration of interior finishes. The HVAC controls should be replaced for improved temperature regulation and energy efficiency. In portable buildings, flooring and finishes are severely worn and should be replaced along with interior repainting to enhance cleanliness and learning conditions.

## Site & Infrastructure

Infrastructure renewal is essential to maintain reliability and functionality. Electrical panels should be replaced and distribution upgraded to support current technology loads and safety standards. The main and annex HVAC systems require replacement, and rusted wall-hung units in the portables should be replaced to improve air quality and comfort. Site improvements should include new perimeter lighting, fencing repair, and re-striping and reconstruction of deteriorated parking and driveway areas to improve safety and drainage. Roof replacements in the main and annex buildings are high priority to prevent continued water intrusion.

## Technology Readiness

Technology systems require modernization to support digital instruction and communication. Campuswide network cabling should be replaced with modern structured wiring to improve reliability and connectivity. Expansion of the audio and alert system in portable classrooms is also recommended to ensure full campus coverage for announcements and emergency notifications. These upgrades will improve safety, connectivity, and the overall educational experience.

# Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Educational Adequacy Improvements | **Portable Replacement-Renovation Program** | Replace portables in very poor condition. Replace or repair ramps, add proper door hardware, modernize finishes, and upgrade lighting and HVAC systems in portables. | Priority 1 | Provides safe, accessible, and equitable learning environments. |
| Health & Safety | **ADA Door Hardware Replacement** | Replace all knob-style interior door hardware with lever or panic hardware to meet ADA standards. | Priority 1 | Improves accessibility and compliance with current ADA standards. |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Roof Replacement – Main & Annex Buildings** | Replace aging roof systems at end of life cycle to prevent leaks and maintain building integrity. | Priority 1 | Protects building structure and interior finishes; prevents further deterioration. |
| Technology Readiness | **Audio/Alert System Expansion** | Improve sound coverage for classroom alerting and emergency announcements in portables. | Priority 1 | Ensures safety and effective communication during emergencies. |
| Modernization | **Classroom Modernization-Permanent Bldgs** | Upgrade finishes, lighting, and furnishings in main and annex buildings; replace worn flooring and casework. | Priority 2 | Improves aesthetics and supports effective instruction. |
| Modernization | **Classroom Modernization-Portables** | Replace worn flooring, ceiling tiles, and dated wood paneling; repaint all interior spaces. | Priority 2 | Modernizes appearance, enhances cleanliness, and improves learning environments. |
| Site & Infrastructure | **Electrical System Upgrades** | Replace obsolete electrical panels and improve circuit distribution throughout campus. | Priority 2 | Reduces risk of equipment failure and electrical hazard; supports modern loads. |
| Site & Infrastructure | **HVAC System Replacement** | Replace aged and rusted units in the main and annex buildings; replace portable wall hung units as needed. | Priority 2 | Improves indoor air quality, comfort, and energy efficiency. |
| Site & Infrastructure | **Lighting and Security Enhancements** | Install new site lighting and repair/repaint perimeter fencing. | Priority 2 | Increases safety, security, and nighttime visibility. |
| Site & Infrastructure | **Parking Lot and Driveway Reconstruction** | Remove and replace deteriorated asphalt and damaged curbs; re-stripe and improve drainage grading. | Priority 2 | Improves site safety, functionality, and visual appeal. |
| Technology Readiness | **Cabling & Network Upgrade** | Replace outdated 10+ year-old cabling; improve LAN performance campus-wide. | Priority 2 | Improves network reliability and system performance. |

# Lamar Academy

**Address:**
1009 North 10th Street
McAllen, TX 78501

**Grade Configuration:**
9th – 12th Grade

**Year Constructed:**
1939

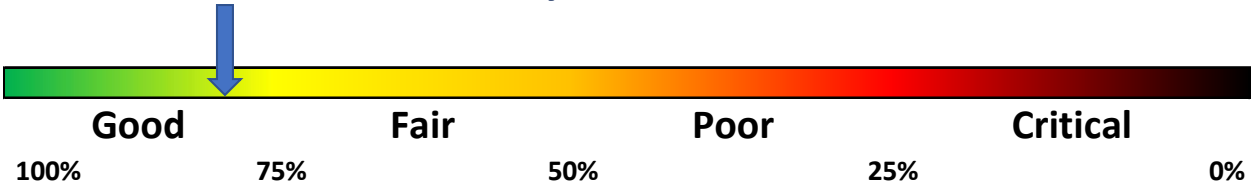
**2024-2025 Enrollment:**
395

Lamar Academy was established in 2001 and serves students 9th through 12th grades.

The school is best known for housing the district's International Baccalaureate (IB) Diploma Program, which is available to students from McAllen Memorial High School, McAllen High School, and James "Nikki" Rowe High School. In addition to the IB program, Lamar Academy also includes the Options in Education High School, which supports students needing flexible or accelerated learning environment.

Over the years, the school has achieved a 100% graduation rate, even while serving a student population where all are considered at risk of dropping out. It consistently ranks in the top half of Texas high schools for academic performance, with strong proficiency in math and reading. The school also supports a diverse student body, with nearly half enrolled in bilingual or English language learning programs. Through its IB exhibitions and the Options in Education program, Lamar Academy fosters both academic excellence and flexible learning paths, making it a model for alternative education in the region.

**Lamar Academy Overall Score = 79.37%**



# Lamar Academy

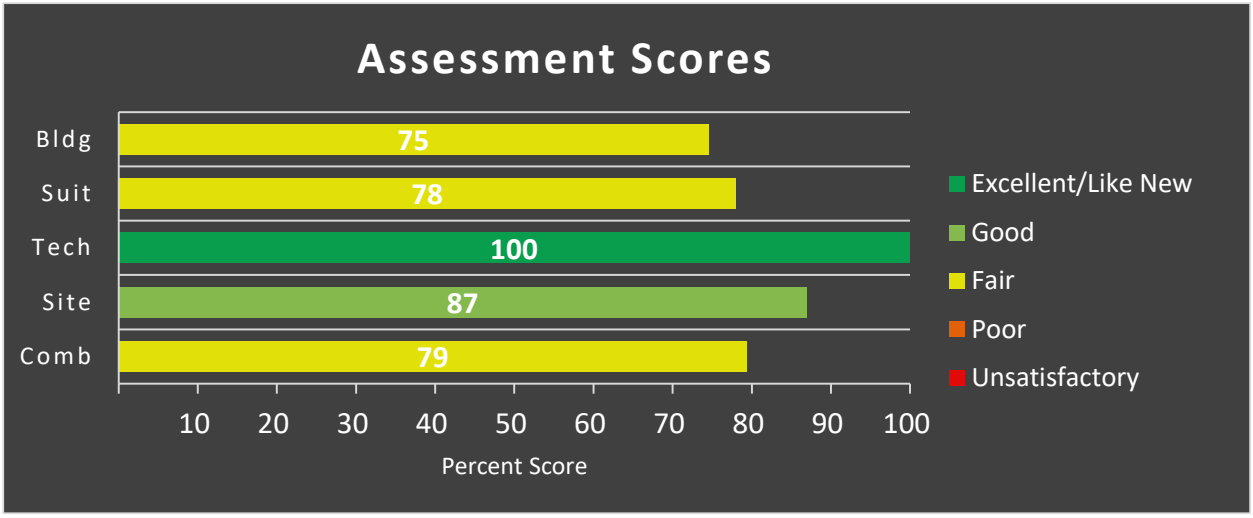
## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Lamar Academy Building Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 61,506 | 1939 | 86 |
| Gym | Permanent | 13,444 | 1960 | 65 |
| Print Shop | Permanent | 3,516 | 1974 | 51 |
| Science Building | Permanent | 8,500 | 1984 | 41 |
| Portable 33 | Portable | 1,536 | 1975 | 50 |
| Portable 12 | Portable | 1,536 | 1977 | 48 |
| Portable 28 | Portable | 1,536 | 1977 | 48 |
| Portable 15 | Portable | 1,536 | 1981 | 44 |
| Portable 52 | Portable | 1,536 | 1982 | 43 |
| Portable 70 | Portable | 1,536 | 1982 | 43 |
| Portable 106 | Portable | 1,728 | 1989 | 36 |
| **Total** | | **97,910** | | |

## Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness.



# Lamar Academy

## Capacity, Utilization & Enrollment Projections

Early College and advanced academic programs operate under selective enrollment models that emphasize dual-credit coursework and specialized instruction. Enrollment figures reflect students who are also counted within their home high school populations, resulting in smaller standalone enrollment totals. These programs are designed to provide focused access to college-level learning within existing facilities; therefore, lower capacity and utilization rates are expected and appropriate to their mission. **Therefore, the Projected Enrollment and Projected Utilization charts have been omitted.**

| Capacity and Utilization 2024-2025 | | | | |
|---|---|---|---|---|
| **School** | **Current Enrollment** | **Maximum Capacity** | **Target Capacity** | **Utilization** |
| **Lamar Academy** | 395 | 867 | 572 | 69.03% |

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 76.76%)

The main building at Lamar Academy is structurally stable, though its historic designation adds complexity to maintenance and repair. Exterior walls show staining that remains despite power washing, and any painting or refinishing requires historic approval. Roof systems, including SBS Modified Bitumen and Spanish Tile sections, were partially replaced in 2008 and remain in good condition, though warranties have expired. Windows are single-pane with aging frames, and exterior doors show rust. Interior finishes are serviceable but dated, with cracked tile flooring, worn walls, and original doors. Hardware upgrades have been made for safety, but accessibility concerns remain. Mechanical systems are mixed: chillers are in good condition, but chilled water distribution lacks insulation, leading to condensation. Electrical panels are functional but outdated, and lighting remains dim fluorescent rather than LED. Connectivity is weak, with 10+ year-old cabling, unreliable cameras, and legacy intercom systems. Fire and life-safety systems have been upgraded, but ADA compliance is only partial.

The gym is similarly stable, with exterior walls stained and requiring historic oversight for improvements. The roof is in fair to good condition, though maintenance is subject to historic approvals. Doors and walls are worn, and restroom facilities are original but serviceable. Rusted partitions and unused lockers and showers further reflect age. While HVAC systems are in good condition, electrical distribution is outdated and lighting remains fluorescent. Connectivity is poor, with unreliable cameras and old cabling. ADA concerns are most pronounced in the showers and locker rooms, which are not accessible.

The Art/Delivery Building shares similar conditions, with stained walls, an aged roof, and original doors and cabinetry in need of refinishing or replacement. Systems remain functional, though electrical panels are outdated and lighting is insufficient. Connectivity mirrors other campus facilities with outdated cabling and limited surveillance reliability.

Portable buildings are in the weakest condition. Units 12, 70, and 106 are not in active use but remain on site. Each requires significant repair, including roof replacement, flooring replacement, updated HVAC, and new lighting. Ceilings are stained or sagging, and cabinets are aged. Life-safety concerns include lack of panic hardware, deadbolt locks, insufficient fire detection, and limited ADA access. Their continued presence detracts from overall facility quality and safety.

## Suitability (Score: 68.52%)

Lamar Academy offers a unique program that supports international baccalaureate (IB) instruction, but its facilities only partially meet the needs of this programming. Few designed spaces support flexible or collaborative learning, and HVAC inconsistencies affect comfort. Classrooms are adequately sized and well located, though most lack permanent storage. Dedicated science and art classrooms are functional and well equipped, while career tech spaces are undersized and limited by HVAC and storage issues. Music instruction is not supported on site, which is unusual for IB campuses.

Performing arts facilities are inadequate, with a small stage lacking restrooms, dressing rooms, and sufficient storage. The media center is a strong asset—inviting, well located, and adequately sized, though additional storage is needed. Student support spaces vary: administration and counseling areas are excellent, but the clinic is small, poorly located, and difficult to supervise. Staff spaces are adequate but undersized, and cafeteria and food service areas function but do not provide full cooking capabilities, relying instead on reheating. Controlled entrances lack full security features, and signage across the campus is limited.

## Grounds (Score: 82.36%)

The campus grounds are in generally good condition. Parking lots and driveways have been resurfaced and striped, providing a functional circulation system. Sidewalks show cracking and require partial replacement. Landscaping is maintained on a seeding and fertilization cycle, and irrigation systems are reliable. There are no athletic courts, tracks, or fields at this campus, aligning with its program focus. Site lighting and fencing are adequate, and utilities, including water, wastewater, and storm sewer systems, function reliably.

## Technology Readiness (Score: 80.68%)

Technology infrastructure at Lamar Academy is robust and supports instructional and operational needs. Cooling, electrical power, and IT environments are well maintained. LAN/WAN performance is consistent, and equity of access ensures all classrooms are supported with technology. Voice, video, and alerting systems are fully functional, and faculty and staff technology access is adequate and reliable. The only limitation is the absence of classroom audio

# Site Master Plan

### Safety and Security Improvements

Lamar Academy requires focused upgrades to enhance safety, security, and emergency preparedness across campus. Replacing deadbolt hardware on portable building exits will ensure ADA compliance and safe egress. Security measures should be strengthened through expanded access controls, upgraded camera systems, and modernization of the main entry vestibule to establish a controlled point of entry with full camera coverage and improved visibility. These improvements will align the campus with best practices for student safety and secure campus design.

### Modernization

Campuswide modernization projects will improve efficiency, appearance, and functionality. Upgrading all interior and exterior lighting to LED will increase energy efficiency and provide better illumination in classrooms, corridors, and outdoor areas. Interior modernization should include replacing cracked flooring, stained ceilings, and outdated cabinetry, along with repainting walls to create a refreshed learning environment. Restroom and plumbing upgrades—including replacement of corroded fixtures, partitions, and modernization of cafeteria and gym restrooms—will enhance sanitation and usability.

## Site & Infrastructure

Mechanical and building systems require targeted renewal to extend service life and improve reliability. Replacement of obsolete electrical panels in the main, gym, and art/delivery buildings will enhance safety and reduce electrical risks. Outdated HVAC controls should be replaced to ensure consistent climate control and system efficiency. Roofing and exterior envelope repairs—including replacement of aging SBS and Spanish tile roofs and cleaning/repainting exterior walls—will prevent water intrusion and protect the building's historic character. Additional site improvements include repairing or replacing rusted canopy supports to improve accessibility and safety.

## Educational Adequacy Improvements

Program space improvements are needed to support academic and extracurricular offerings. Career Tech and staff workrooms should be modernized to provide adequate space, technology access, and flexibility for instructional delivery. Performing arts facilities should be expanded to include improved stage areas, dressing rooms, restrooms, and upgraded acoustics and lighting—enhancing support for fine arts and International Baccalaureate (IB) programming.

## Technology Readiness

Replacing outdated network cabling with modern structured systems will improve network speed, reliability, and connectivity across all instructional and administrative areas, supporting the school's technology-driven learning environment.

# Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **Emergency Exit Door Hardware Replacement** | Replace deadbolt door hardware on emergency exits on portables | Priority 1 | Ensures compliance with ADA and improves safe egress. |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Health & Safety | **Security & Controlled Entrances** | Upgrade vestibule barriers, add full camera coverage, and modernize entry controls. | Priority 1 | Strengthens campus security and supervision. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **Electrical System Upgrades** | Replace obsolete Cutler Hammer and Square D panels in main, gym, and art/delivery buildings. | Priority 1 | Reduces risk of failure and improves safety. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Educational Adequacy Improvements | **Career Tech & Program Space Expansion** | Modernize undersized Career Tech spaces and staff workrooms. | Priority 2 | Improves program delivery and staff support. |
| Educational Adequacy Improvements | **Performing Arts Enhancements** | Expand stage facilities; add storage, restrooms, dressing rooms, and acoustic/lighting improvements. | Priority 2 | Supports performing arts and IB programming. |
| Modernization | **Interior Modernization** | Replace cracked floors, stained ceilings, aged cabinetry, and repaint walls. | Priority 2 | Updates aging interior environment and supports learning. |
| Modernization | **Plumbing & Restroom Upgrades** | Replace corroded plumbing fixtures, partitions, and modernize cafeteria/gym restrooms. | Priority 2 | Improves sanitation, reliability, and usability. |
| Site & Infrastructure | **Covered Walkway Repairs** | Repair or replace rusted canopy supports. | Priority 2 | Enhances site safety and accessibility. |
| Site & Infrastructure | **Roofing & Envelope Refresh** | Repair/replace aging SBS/Spanish tile roofs; repaint/clean exterior walls with historic approval. | Priority 2 | Prevents deterioration and water intrusion. |
| Technology Readiness | **Cabling & Network Upgrade** | Replace outdated 10+ year-old cabling with modern structured cabling. | Priority 2 | Improves network reliability and system performance. |

# UTRGV McAllen ISD Collegiate Academy

**Address:**
801 East Lakeview Drive
McAllen, TX 78501

**Grade Configuration:**
9th – 12th Grade

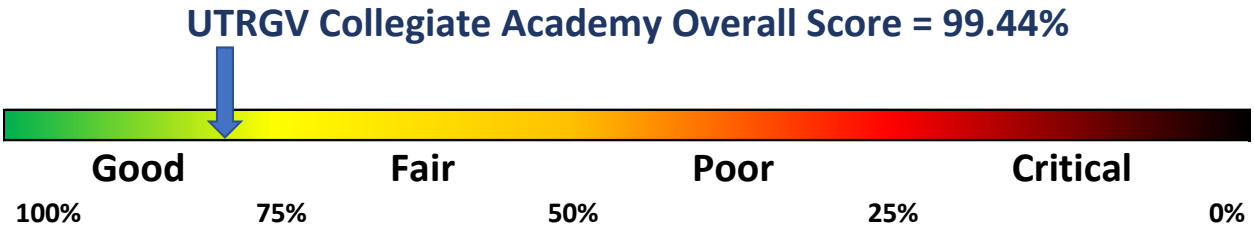
**Year Constructed:**
2024

**2024-2025 Enrollment:**
N/A

UTRGV McAllen ISD Collegiate Academy was established in March 2022 opening for the 2024-2025 school year, serving students 9th through 12th grades.

The Academy was established to provide McAllen ISD high school students with the opportunity to earn over 50 hours of college credit while still completing their high school education. Its purpose is to accelerate academic advancement, increase access to higher education, and prepare students for college and career success. Students begin in 9th and 10th grade at their home high schools and transition in 11th and 12th grade to the Collegiate Academy campus, where they take dual-credit college courses taught by UTRGV faculty.

The academy emphasizes affordability by offering this opportunity at no cost to families, potentially saving students and parents thousands of dollars in tuition. It offers specialized academic tracks in Health Science, Computer Science, Engineering, and Education, and operates in a state-of-the-art facility equipped with science and computer labs. As a collaborative effort between UTRGV and McAllen ISD, the program integrates college-level expectations with high school support, enabling students to graduate with both a high school diploma and significant progress toward a college degree



## Building Inventory

The Building Inventory list is sorted by age of buildings.

| UTRGV Collegiate Academy Building Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 61,228 | 2024 | 1 |
| **Total** | | **61,228** | | |

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 100.00%)

UTRGV Collegiate Academy is a new, state-of-the-art facility designed to support early college and dual-enrollment programs in partnership with the University of Texas Rio Grande Valley. The building is in excellent condition throughout, with all systems—structural, mechanical, electrical, and safety—functioning as intended. The roof, walls, and foundations are new and show no signs of distress. Interior finishes, including floors, walls, and ceilings, are modern, durable, and aligned with district standards. All mechanical, electrical, and plumbing systems are recently installed and operating efficiently. Fire protection systems, alarms, and emergency lighting meet current codes, and ADA compliance is evident in all entries and interior spaces.

### Educational Suitability (Score: 98.22%)

The Academy's layout and instructional spaces exemplify modern educational design. Classrooms are appropriately sized, bright, and flexible, supporting collaborative, inquiry-based learning. Ample breakout areas and small-group spaces in hallways encourage informal student interaction and personalized instruction. Specialized areas such as science labs, art studios, and the media center are well-equipped and appropriately scaled to the school's smaller enrollment. The media center serves as a central hub for study and collaboration, while the performing arts

lecture hall supports both instruction and school events. Although minor issues such as small leaks in isolated areas and sound calibration in the main gathering space were noted, overall educational suitability is excellent, reflecting an intentional alignment between facility design and the program's academic mission.

### Grounds (Score: 100.00%)

The site and grounds are new and in excellent condition. Paved areas, including parking lots, driveways, and sidewalks, are newly constructed and well-marked, providing safe and efficient circulation. Landscaped areas are well maintained, though limited irrigation coverage could lead to settling over time due to regional soil conditions. Site lighting is LED throughout, ensuring security and nighttime visibility. Vehicular and pedestrian traffic flow is currently adequate for the small student population; however, as enrollment grows, separation of student parking and bus loading zones will be necessary to maintain safety.

### Technology Readiness (Score: 100.00%)

Technology systems at the Collegiate Academy are fully modernized and performing at an exceptional level. Network connectivity, wireless access, and classroom audio-visual systems are robust and reliable. Every instructional area has access to high-speed LAN/WAN service and integrated communication systems. The intercom and alert systems provide strong campuswide coverage, supporting both instruction and emergency response. The MDF room is climate controlled and well organized, ensuring long-term equipment reliability. Overall, the Academy demonstrates exemplary readiness to support digital learning, dual-credit instruction, and university-level integration.

## Site Master Plan

There are no planned projects at this time

# Appendix A-
# Administrative and Auxiliary Sites

McALLEN ISD

McALLEN ISD

McALLEN I.S.D. STATE OF TEXAS POLICE

McALLEN INDEPENDENT SCHOOL DISTRICT

Professional Learning & Literacy

CHILD NUTRITION DEPARTMENT

McALLEN ISD ATHLETICS DEPARTMENT

Independence • Acceptance • Appreciation • Challenge • Success

Every Student, Every Day

McAllen ISD Special Education Department

McALLEN INDEPENDENT SCHOOL DISTRICT

# Central Administration Office

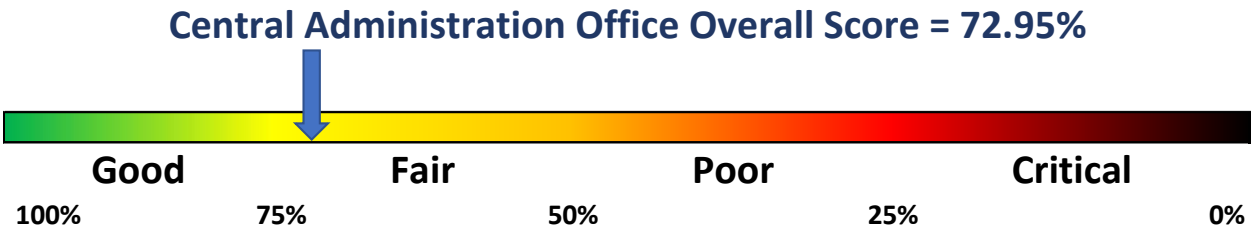
**Address:**
200 North 23rd Street
McAllen, TX 78501

**Grade Configuration:**
Administration

**Year Constructed:**
1975

**2024-2025 Enrollment:**
N/A

The Central Administration Office serves as the operational and leadership hub of McAllen ISD, housing the Superintendent's Office and key administrative departments that support districtwide functions. The site includes offices for executive leadership, Human Resources, Finance, Curriculum and Instruction, and other essential administrative services that ensure the smooth operation of schools across the district. This facility plays a vital role in advancing the district's mission of educational excellence through strategic planning, resource management, and support for staff, students, and families. As part of the Facilities Master Plan, maintaining efficient, professional, and well-equipped administrative environments is essential to sustaining effective district operations and supporting educational success across all campuses.



# Central Administration Office

## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Central Administration Office Building Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Human Resources | Permanent | 3,921 | 1975 | 50 |
| Main Buidling | Permanent | 14,944 | 1975 | 50 |
| Portable 691-Student Support | Portable | 1,536 | 1982 | 43 |
| Portable 78-Advanced Acedemic | Portable | 1,920 | 1984 | 41 |
| **Total** | | **22,321** | | |

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 72.95%)

The Administration Complex consists of four buildings: the Main Administration Building, Human Resources Building, and two portable structures housing Student Support Services and Advanced Academic Services. Overall facility condition varies from Good to Fair, with a weighted average score of 72.95%, indicating aging systems and materials that will require modernization in the near future.

The Human Resources Building is generally in good structural condition with no active roof leaks and well-maintained walls, doors, and ceilings. However, interior finishes such as carpet and VCT have reached the end of their life cycle, and older single-pane windows reduce energy efficiency. Mechanical and electrical systems are functional but dated, and LED lighting upgrades are recommended to enhance energy performance and reduce maintenance needs.

The Main Administration Building exhibits more significant deterioration, with cracked foundations, damaged parapet flashing, and aging brickwork. Interior finishes, particularly wood paneling and door hardware, show wear and are not fully ADA compliant. The building's electrical systems are nearing the end of their serviceable life, and outdated fluorescent lighting should be replaced with LED fixtures.

The Student Support Services Portable (691) and Advanced Academic Services Portable (78) both show clear signs of age, with peeling paint, worn flooring, and weathered wood walls. Portable 691 requires replacement of its main exterior door due to water damage, and both units lack adequate exit signage and panic hardware. LED lighting and selective finish replacement would improve both safety and functionality. Despite their age, both portables remain ADA compliant and structurally serviceable in the short term.

Overall, the Administration Complex requires targeted modernization to improve accessibility, safety, and energy efficiency. Priorities include roof and flashing repairs, flooring and finish renewal, HVAC and lighting upgrades, and replacement or modernization of aging portable facilities.

## Grounds (Score: 66.76%)

The Administration Complex grounds are rated Fair (66.76%), with well-maintained landscaping but significant deterioration of paved surfaces. Both parking lots are in poor condition, with gravely, worn asphalt requiring full replacement and restriping. Driveways and sidewalks exhibit cracking and areas of broken concrete, and several walkways show mildew buildup needing power washing.

Lawns, gardens, and irrigation systems are in good condition and support a well-kept site appearance. Site lighting and utilities—including water, wastewater, and storm systems—are functional and in good condition. Perimeter fencing is in good repair with only minor surface wear noted. Future investment should focus primarily on repaving and accessibility improvements to ensure safe, durable circulation across the complex.

## Summary

The Administration Complex remains a vital operational and student support hub, but it exhibits clear signs of system aging and deferred maintenance. The most critical needs include roof and flashing repairs, HVAC and electrical modernization, and complete repaving of site circulation areas. These improvements will enhance safety, reliability, and functionality while preserving the complex's role as a central district facility.

# Site Master Plan

## Roof and Building Envelope Repairs

The Main Administration Building requires targeted roof and envelope improvements to address deferred maintenance issues. Parapet flashing along the front façade is detached and must be resecured to prevent water intrusion. Damaged mortar joints and cracked lintels should be repaired, and peeling exterior paint should be replaced with a high-durability coating. These improvements will extend the structure's service life and protect interior finishes from moisture damage.

## Interior Finish Renewal

Interior finishes throughout the Main and Human Resources Buildings are dated and show signs of wear. Carpet and vinyl composition tile (VCT) flooring are at the end of their useful life and should be replaced with low-maintenance, durable flooring materials. Walls and ceilings should be repainted, and minor repairs made to cracked terrazzo. These updates will refresh the complex's appearance, improve indoor air quality, and enhance the professional environment for staff and visitors.

## Mechanical, Electrical, and HVAC Renewal

Aging mechanical and electrical systems in both permanent buildings are nearing the end of their serviceable life. The HVAC systems should be replaced with high-efficiency units equipped with modern digital controls. Electrical panels in the HR Building show signs of rust and obsolescence and should be upgraded to improve safety and reliability. Replacement of outdated fluorescent lighting with energy-efficient LED fixtures across all buildings will reduce energy consumption and improve visual comfort.

## Portable Building Rehabilitation

The portable buildings housing Student Support Services and Advanced Academic Services show visible deterioration of siding, flooring, and exterior doors. The main door of Portable 691 has water damage at its base and should be replaced. Both units require new flooring, patching and repainting of wood panel siding, and LED lighting upgrades. Exit signage and panic hardware should be added to improve life safety compliance. These repairs will extend the usable life of the portables while longer-term replacement options are evaluated.

# Central Administration Office

## Site and Infrastructure Improvements

The Administration Complex's parking lots and driveways are in poor condition, with worn, gravely asphalt and eroded surfaces requiring full replacement. Sidewalks exhibit cracking and uneven sections that pose trip hazards and limit accessibility. Comprehensive repaving and sidewalk replacement, followed by new striping and signage, will significantly improve safety and site circulation. Minor pressure washing of walkways and repainting of curbs and fencing will enhance the campus appearance.

## Administrative Space Optimization

As part of broader modernization efforts, the District may consider reconfiguring select office areas to improve workflow, staff collaboration, and accessibility. Consolidation of functions and improved space utilization would support long-term operational efficiency within the complex.

# Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **ADA Hardware and Accessibility Improvements** | Replace knob-style and non-compliant hardware in Main Building | Priority 1 | Improves accessibility and compliance with ADA standards. |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **LED Lighting Conversion – All Buildings** | Replace outdated fluorescent fixtures with energy-efficient LED lighting campuswide. | Priority 1 | Improves energy efficiency, safety, and lighting quality. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Parking Lot and Driveway Reconstruction** | Replace deteriorated asphalt, regrade as needed, and restripe for safety and accessibility. | Priority 1 | Addresses severe deterioration and trip hazards; improves site safety. |
| Modernization | **Interior Modernization- Main and HR Buildings** | Replace worn carpet and VCT, repaint walls, and replace wood paneling wall board; repair minor wall cracking. | Priority 2 | Improves aesthetics and extends life of interior materials. |
| Modernization | **Portable Rehabilitation – Buildings 691 and 78** | Repair or replace exterior siding, repaint, replace flooring, and correct water damage at doors and framing. | Priority 2 | Extends service life of portables and improves safety and appearance. |

# Crockett School Police Department

**Address:**
2112 North Main St.
McAllen, TX 78501

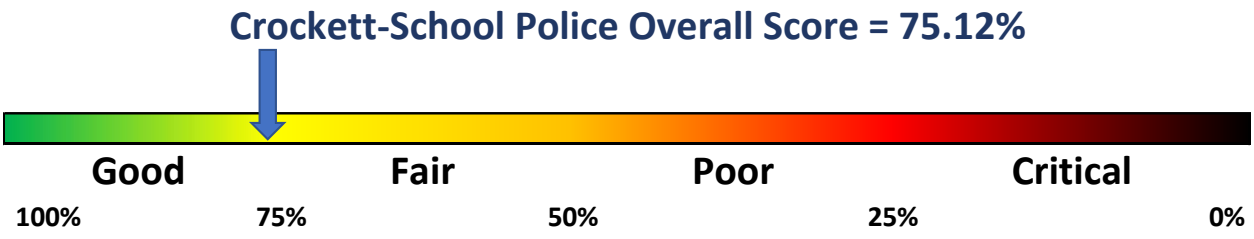
**Grade Configuration:**
Administration

**Year Constructed:**
1952

**2024-2025 Enrollment:**
N/A

Constructed in 1952 with a gymnasium added in 2001, the Crockett campus formerly served as an elementary school until its closure in 2011. Today, it houses the McAllen ISD Police Department, with dispatch and operations located in the fully renovated gymnasium, now repurposed as a secure and functional operations center. The site supports districtwide public safety, emergency management, and law enforcement functions, providing a centralized base for the department's mission to maintain a safe learning environment.

As part of the Facilities Master Plan, maintaining modern, efficient, and secure facilities for district police operations is essential to ensuring the safety and well-being of all students, staff, and visitors across McAllen ISD.



# Crockett School Police Department

## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Crockett-School Police Building Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 39,577 | 1953 | 72 |
| Gym-School Police | Permanent | 4,960 | 2001 | 24 |
| **Total** | | **44,537** | | |

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 76.48%)

Crockett serves primarily as an administrative and support facility for the district, with a distinct contrast between its aging Main Building and the more modernized Gym–School Police structure.

The Main Building is in fair structural condition but exhibits significant deterioration due to water intrusion and system age. The foundation and structural frame remain stable, but exposed and eroding backfill, stained masonry, and a severely weathered SBS Modified Bitumen roof indicate long-term deferred maintenance. Extensive roof leaks have damaged interior ceilings and walls, and the combination of moisture exposure and obsolete mechanical systems contributes to overall decline. Interior finishes reflect the facility's dated condition including mismatched or peeling VCT flooring, stained drop-tile ceilings, and aged wood paneling. The HVAC system is in poor shape, with rusted units, failing valves, and corroded duct insulation, resulting in inefficient and noisy operation. Electrical service remains adequate, but lighting is fluorescent and inefficient, while ADA accessibility is below modern standards due to knob-type hardware and limited ramp compliance. Though salvageable with comprehensive renovation, the Main Building currently lacks the safety, comfort, and efficiency required for long-term administrative use.

In contrast, the Gym–School Police Building has been renovated and presents as a clean, functional, and well-maintained facility. Structural and interior finishes are in good condition, and mechanical, plumbing, and electrical systems perform reliably. The roof, replaced in 2002, has exceeded its warranty and will require replacement within the next few years, but otherwise the building provides a safe and efficient environment for district police and support staff. Interior conditions, including floors, walls, and ceilings, are in good repair, with only minor cosmetic updates and LED lighting conversion recommended.

### Grounds (Score: 69.67%)

The site surrounding Crockett is functional but shows wear consistent with age. Parking and driveway pavement are weathered and undersized, and sidewalk areas are stained and uneven. While mature trees provide shade and visual appeal, lawn areas are patchy with exposed soil and limited turf coverage. Utilities perform reliably, but exterior lighting is limited, and additional fixtures are recommended to improve safety and nighttime visibility. Fencing has been recently replaced and provides adequate perimeter security. Overall, the grounds support daily operations but require modest reinvestment to improve accessibility and curb appeal.

### Summary

Crockett's facility conditions reflect two distinct eras of construction and care. The renovated Gym–School Police building functions efficiently and requires only minor upgrades, while the Main Building has reached the end of its effective service life and warrants substantial renewal. Roof replacement, HVAC and electrical modernization, LED lighting, and full ADA and life-safety compliance upgrades are essential to restore functionality and ensure staff comfort. Site improvements including parking lot reconstruction, lighting, and landscaping, will further enhance the safety, accessibility, and professional appearance of this important administrative campus.

## Site Master Plan

#### Safety and Security Improvements

Accessibility and life-safety improvements are needed throughout the Main Building and site. Many doors retain knob-style hardware, and some ramps and entrances do not meet ADA standards. Installing lever hardware, regrading ramps, and improving accessible routes will bring the site into compliance. Panic hardware and emergency lighting should be added to meet life-safety codes, while upgraded site lighting and security cameras will improve safety and visibility.

## Roof and Building Envelope Repairs

The Main Building requires comprehensive roof and envelope repairs to address long-term deterioration and water intrusion. The existing roof has reached the end of its service life, with damaged fascia and gutters contributing to ceiling failures and moisture damage. Full roof replacement is recommended to protect the structure and preserve interior finishes. These improvements will extend the building's service life and mitigate ongoing maintenance issues.

## Interior Modernization

Interior finishes throughout the Main Building are dated and deteriorated. New ceiling tiles, durable flooring, and fresh paint are needed to restore a professional and functional environment appropriate for administrative operations. Damaged wood paneling and worn wall finishes should be replaced with low-maintenance, high-durability materials. These improvements will enhance appearance, air quality, and staff comfort.

## Mechanical, Electrical, and HVAC Renewal

Aging HVAC systems are inefficient and deteriorated, with corroded valves and failing insulation that negatively impact air quality and comfort. Replacement with high-efficiency equipment and modern digital controls is recommended to improve performance and reduce operating costs. Electrical sub-panels should be replaced to address obsolescence and increase capacity for current and future equipment. All fluorescent fixtures should be converted to LED lighting to enhance visibility, reduce energy consumption, and lower maintenance requirements.

## Site and Infrastructure Improvements

Site-related improvements should include parking lot resurfacing and restriping to improve functionality and drainage, along with upgraded site lighting for safety and visibility. Replacement of damaged sidewalks, curbs, and fencing will further enhance the campus appearance and accessibility for staff and visitors.

## Gym – School Police Building

The former gymnasium, now home to the McAllen ISD Police Department, is in good condition but will require targeted renewal to maintain long-term performance. The roof, installed in 2002, remains watertight but should be scheduled for replacement within the next five years. HVAC systems are functional but dated; upgrading to modern digital controls will improve efficiency and occupant comfort. Interior finishes are in good condition, requiring only repainting and periodic maintenance. Conversion of fluorescent fixtures to LED lighting is recommended to reduce energy use and improve visibility. Enhancing exterior site lighting will strengthen security around the building perimeter.

# Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **ADA Door Hardware Replacement** | Replace all knob-style interior door hardware with lever or panic hardware to meet ADA standards. | Priority 1 | Improves accessibility and compliance with current ADA standards. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Roof Replacement – Main Building** | Replace roofing system and repair fascia, gutters, and soffits. | Priority 1 | Prevents ongoing leaks and structural deterioration; protects interior finishes and systems. |
| Health & Safety | **HVAC Replacement – Main Building** | Replace end of life HVAC units and corroded valves with high-efficiency systems; improve duct insulation. | Priority 2 | Ensures indoor air quality, comfort, and system reliability. |
| Modernization | **Electrical System Upgrades** | Replace obsolete sub-panels in the Main Building with modern, code-compliant equipment. | Priority 2 | Increases electrical safety and system reliability. |
| Modernization | **Interior Modernization-Main Building** | Replace damaged ceiling tiles, worn VCT, and aged wall finishes; repaint throughout. | Priority 2 | Restores aesthetics, durability, and interior cleanliness. |
| Site & Infrastructure | **Parking Lot & Driveway Reconstruction** | Replace aging asphalt and concrete surfaces, restripe parking, and improve ADA-accessible spaces. | Priority 2 | Improves safety, accessibility, and site circulation. |
| Site & Infrastructure | **Fence Replacement** | Repaint or replace rusted fencing sections. | Priority 3 | Increases visibility, site safety, and security. |

# Facilities, Maintenance, Operations, Child Nutrition and Transportation

**Address:**
4309 Warrior Dr.
McAllen, TX 78501

**Grade Configuration:**
Administration

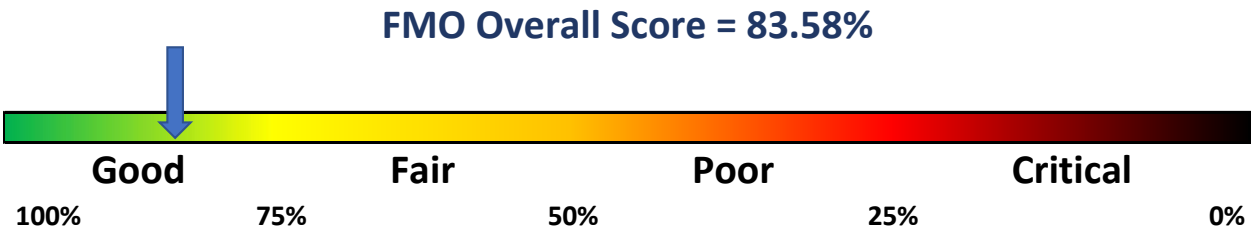
**Year Constructed:**
2009

**2024-2025 Enrollment:**
N/A

Constructed in 2009, the Facilities, Maintenance & Operations Complex serves as the operational backbone of McAllen ISD's physical plant and logistical support services. The site includes two primary structures: the Bus Fleet Parking and Service Building, and the Maintenance and Operations / District Food Warehouse and Kitchen Building.

The Maintenance and Operations Department manages building repairs, preventative maintenance, groundskeeping, and custodial support across all district facilities, ensuring safe, functional, and well-maintained learning environments. The District Food Services and Warehouse operations provide meal preparation, storage, and distribution for all campuses, supporting daily nutrition programs essential to student health and achievement. The Transportation Department, located within the Bus Fleet Parking and Service Building, oversees student transportation logistics, fleet maintenance, and driver coordination, facilitating reliable and efficient districtwide travel.

As part of the Facilities Master Plan, the continued upkeep and modernization of this complex are vital to sustaining the district's infrastructure, ensuring operational efficiency, and supporting the educational mission of McAllen ISD.



# Facilities, Maintenance, Operations, Child Nutrition and Transportation

## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| FMO Building Inventory | | | | 40+ |
|---|---|---|---|---|
| | | | | 30-39 |
| | | | | 20-29 |
| | | | | 1-19 |
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 68,850 | 2009 | 16 |
| Transportation Bldg | Permanent | 5,100 | 2009 | 16 |
| **Total** | | **73,950** | | |

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 88.68%)

The Facilities, Maintenance & Operations complex includes two primary structures: the Bus Fleet Parking and Service Building and the Maintenance and Operations / District Food Warehouse and Kitchen Building. Both facilities are generally in Good condition, with building condition scores of 88.79% and 87.17%, respectively.

The Bus Fleet Parking and Service Building is structurally sound and well maintained. The 2009 TPO roof system remains in excellent condition, providing reliable weather protection. Interior finishes are durable and in good repair, though ceiling tiles in isolated areas show water staining. Lighting is the only major deficiency noted, as the facility still utilizes non-LED fixtures. All mechanical, electrical, and plumbing systems are functioning properly, and HVAC performance is satisfactory. The building is not sprinklered, but the existing alarm and life safety systems are operational.

The Maintenance and Operations / District Food Warehouse and Kitchen Building is also in strong overall condition, supported by a structurally stable foundation and a well-maintained envelope. The 2009 TPO roof continues to perform effectively. Interior floors show moderate wear in high-traffic service areas, but the kitchen quarry tile remains in excellent condition. Lighting is partially upgraded to LED, with a complete retrofit recommended to reduce energy use. Kitchen and warehouse equipment appear newer and well maintained, with the walk-in cooler and freezer systems functioning properly. The building is sprinklered, and the kitchen hood Ansul system passed its most recent inspection.

Both facilities demonstrate solid maintenance practices and minimal signs of deferred capital needs. Future building improvement efforts should focus on completing LED lighting conversions, maintaining roof warranties, and continuing proactive maintenance of HVAC and mechanical systems.

## Grounds (Score: 63.16%)

Grounds conditions at the FMO complex vary between the two facilities, with the Bus Fleet Parking and Service area scoring 57.74% (Fair to Poor) and the Warehouse and Kitchen area scoring 68.57% (Fair). The most significant need across the site is the rehabilitation of paved surfaces.

At the Bus Fleet Parking and Service area, the southern parking lot used for bus storage and circulation is in poor condition, with extensive cracking, potholes, and surface failure. This deterioration is likely caused by heavy bus traffic on pavement that was not originally designed for such loads. The northern automobile lot is in fair condition, though sealcoating is recommended to prevent further wear. Driveways show rutting and asphalt fatigue from daily vehicle use.

At the Warehouse and Kitchen facility, asphalt surfaces are weathered but serviceable, with recent restriping improving visibility and circulation. Driveways are worn from repeated truck deliveries but remain structurally stable. Sidewalks across both sites are in good condition, though limited in extent. Landscaping is minimal and typical of an industrial service environment, with sparse turf and no automated irrigation.

Utilities and site lighting are operational and in good condition, though not all fixtures have been converted to LED. The entire FMO site is enclosed with secure perimeter fencing in good repair. Overall, future site improvement priorities include reconstruction of the bus parking area, periodic sealcoating, LED site lighting upgrades, and the addition of limited landscaping or erosion control measures where bare ground exists.

# Facilities, Maintenance, Operations, Child Nutrition and Transportation

## Summary

The Facilities, Maintenance & Operations complex is a vital operational hub supporting district transportation, warehousing, and maintenance services. Buildings are structurally sound, well maintained, and efficiently utilized, but deferred modernization of site paving, lighting, and technology systems limits long-term performance.

## Site Master Plan

### Safety and Security Improvements

The kitchen hood Ansul system has passed its most recent inspection and should continue to be serviced annually. Emergency generator capacity and central alarm monitoring should be verified to ensure reliable functionality during power loss.  Security improvements will enhance monitoring and facility safety, including expanded access controls and upgraded camera systems.

### Interior Improvements

Interior spaces are functional but show moderate wear due to heavy operational use. In the Maintenance and Operations / Warehouse building, painted concrete and VCT floors are scuffed and nearing the end of their lifecycle, while the kitchen quarry tile remains in excellent condition. Recoating or replacing flooring in high-traffic areas will improve durability and cleanliness. In the Bus Fleet Service building, ceiling tiles with minor staining should be replaced, and periodic repainting of walls and shop spaces is recommended to maintain a clean and professional appearance.

### Lighting and Energy Efficiency

Both facilities contain a mix of fluorescent and LED lighting. A full LED lighting conversion is recommended across all interior and exterior areas to improve visibility, reduce maintenance costs, and achieve energy savings. Upgrading site lighting around the bus yard and warehouse will also enhance nighttime security and operational safety.

# Facilities, Maintenance, Operations, Child Nutrition and Transportation

## Site and Grounds Improvements

The most pressing site issue involves the Bus Fleet Parking Lot, where pavement deterioration and potholing pose operational and safety concerns. Reconstruction of the southern lot with pavement designed for heavy vehicle loads is a top priority. Driveways and travel lanes throughout the site should be resurfaced and restriped to improve safety and extend life. In the Warehouse and Kitchen area, sealcoating of parking lots and driveways will help preserve surfaces and improve appearance.

Sidewalks are limited but in good condition; however, consideration should be given to expanding walkways near building entrances for improved accessibility. Landscaping is sparse and typical of an industrial setting; minor improvements such as erosion control, low-maintenance ground cover, or drip irrigation in key areas could improve aesthetics and reduce dust.

# Facilities, Maintenance, Operations, Child Nutrition and Transportation

## Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **LED Lighting Conversion – All Facilities** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Enhances energy efficiency, lighting quality, and long-term maintenance savings. |
| Site & Infrastructure | **Bus Fleet Lot Reconstruction** | Reconstruct and strengthen southern parking lot to support heavy bus loads; regrade and resurface asphalt. Improve drainage. | Priority 1 | Addresses critical pavement failure impacting operations and safety. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls facility wide | Priority 1 | Improves system efficiency. |
| Health & Safety | **Security and Access Control Modernization** | Replace analog security cameras and keyed entries with digital cameras and electronic access controls. | Priority 2 | Enhances security, monitoring, and operational safety. |
| Modernization | **Interior Floor Renewal-M&O/Nutrition** | Refinish or replace worn VCT and painted concrete floors in high-traffic service areas. | Priority 2 | Improves durability, cleanliness, and worker safety. |
| Site & Infrastructure | **Driveway and Paving Renewal** | Sealcoat worn driveways and northern automobile lot; restripe site circulation. | Priority 2 | Extends pavement life and improves vehicle safety. |
| Modernization | **Ceiling Tile Replacement-Transportation** | Replace water-stained ceiling tiles in Transportation administrative and shop areas. | Priority 3 | Enhances cleanliness and appearance; prevents further moisture staining. |
| Modernization | **Interior Cleaning & Paint Renewal-Transportation** | Deep clean and repaint high-use service and office areas to improve work environment. | Priority 3 | Supports cleanliness and professional appearance. |
| Site & Infrastructure | **Landscape and Erosion Control Enhancements** | Introduce low-maintenance ground cover and improve soil stabilization near service areas. | Priority 3 | Reduces erosion and enhances site appearance. |

# Navarro Administration and Services

**Address:**
2100 West Hackberry St.
McAllen, TX 78501

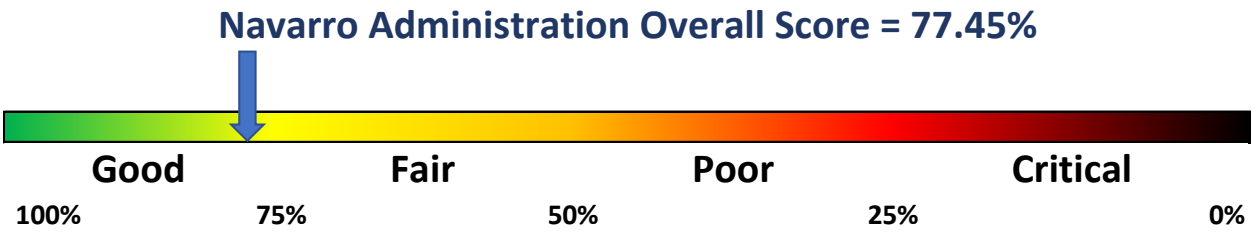
**Grade Configuration:**
Administration

**Year Constructed:**
1952

**2024-2025 Enrollment:**
N/A

Originally constructed in 1952, with a classroom wing added in 1971, a gymnasium in 2001, and a new 18-classroom wing in 2007 (now hosting Parent & Family Engagement), the Navarro campus reflects decades of evolving facility growth. Although Navarro once served as an elementary school, it was officially closed as a school site in 2018 under a district board decision to consolidate and repurpose campuses.

Today, the facility is home to key student-support services for McAllen ISD, including Federal Programs, Special Education Services, Migrant Services, Parent & Family Engagement, and other district functions formerly housed in multiple locations. As part of the Facilities Master Plan, the adaptive reuse of Navarro ensures efficient and centralized delivery of essential educational and family support services, maximizing the value of existing campus infrastructure while reinforcing the district's commitment to student success and community engagement.



# Navarro Administration and Services

## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Navarro Administration Building Inventory | | | | 40+ |
|---|---|---|---|---|
| | | | | 30-39 |
| | | | | 20-29 |
| | | | | 1-19 |
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Main Building | Permanent | 6,132 | 1952 | 73 |
| Classroom Bldgs 2,3,4 | Permanent | 20,972 | 1970 | 55 |
| Cafeteria | Permanent | 4,335 | 1979 | 46 |
| Gym | Permanent | 5,084 | 2001 | 24 |
| Addition | Permanent | 23,490 | 2007 | 18 |
| Portable 79 | Portable | 1,536 | 1984 | 41 |
| **Total** | | **61,549** | | |

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 76.48%)

Navarro Elementary School consists of several permanent structures and one portable classroom, all of which vary in age and condition. While the campus remains functional, many systems and finishes are well beyond their expected service life, and several buildings exhibit deferred maintenance needs that affect both safety and appearance.

The Main Building is structurally stable, but aging systems and finishes require renewal. The 37-year-old gravel and foam roof is past its service life, with deteriorated gutters and fascia contributing to water intrusion and interior ceiling damage. Exterior walls show staining and discoloration, while interior surfaces—particularly VCT flooring, ceiling tiles, and wood paneling—are worn and outdated. Electrical sub-panels are operational but corroded, and older AHUs and valves show rust and wear. LED lighting, ADA hardware replacement, and door upgrades are recommended to enhance accessibility and efficiency. Fire alarm and life safety systems are functional, though panic hardware and signage are missing in some exits.

The Gym remains structurally sound, reflecting moderate wear consistent with age. Although mechanical systems are aging, the building remains operational. Rusted condensing units and debris accumulation require correction, and conversion to LED lighting is recommended. Minor door and paint repairs would extend service life, while HVAC replacements should be planned in the next capital cycle.

The Parent and Family Engagement Building is the newest and best-performing structure on campus, exhibiting only minor deficiencies such as bowed ceiling tiles and an aging roof system nearing the end of its expected life. Mechanical, electrical, and plumbing systems perform well, and all ADA and life-safety standards are met. Proactive roof replacement and LED upgrades will preserve its long-term performance.

The Cafeteria remains functional but dated. The roof and HVAC systems are past their expected service life, and interior finishes show wear, including peeling VCT and condensation on the uninsulated metal ceiling. Replacing the roof, insulating ceiling systems, and updating lighting and door hardware will improve safety and comfort while reducing maintenance costs.

The Portable Classroom 79 is in poor condition and represents the campus's greatest deficiency. Structural wood rot, moisture damage, delaminating wall panels, and noncompliant ramps significantly reduce safety and usability. The building lacks fire-rated materials, panic hardware, and ADA access. Replacement of this unit is recommended rather than repair.

## Grounds (Score: 81.34%)

Navarro's site is generally well maintained but shows localized deterioration and drainage issues. Parking lots and driveways are in good condition; however, sidewalks and covered walkways are heavily cracked and rusted, creating potential safety concerns. Drainage problems near the south wall and basketball area lead to ponding after rain, requiring regrading and storm drain maintenance. Perimeter fencing is rusted and faded, especially along the eastern boundary, and should be replaced or repainted. Lawn and irrigation systems are well maintained, and playground equipment remains safe and compliant.

# Navarro Administration and Services


## Summary

Navarro Elementary is a serviceable but aging campus with clear priorities for modernization. The Main Building and Gym require roof replacement, HVAC renewal, and lighting upgrades, while the Addition and Cafeteria would benefit from proactive maintenance and interior refinishing. Replacement of the deteriorated portable classroom and correction of site drainage and walkway issues will significantly improve safety, functionality, and campus appearance. With strategic investment in these key areas, Navarro can continue to serve students and staff in a safe, efficient, and modernized environment.


## Site Master Plan

### Safety and Security Improvements

Door hardware throughout the campus should be replaced with ADA-compliant lever handles, and panic bars should be installed at all exits to meet current life-safety standards. Security improvements, including expanded access controls and upgraded camera systems, will strengthen campus safety and emergency preparedness. These upgrades will improve accessibility, compliance, and occupant security.

### Roof and Building Envelope Repairs

The Main Building requires targeted roof and envelope improvements to address deferred maintenance and aging materials. The gravel and foam roof system has exceeded its service life and should be replaced to prevent water intrusion and structural deterioration. Exterior walls should be repainted with a high-durability coating to protect against weathering and improve appearance. Roof replacement is also recommended for the Cafeteria and Gym to ensure watertight integrity and extend the service life of each facility. Preventative roof renewal for the 2007 Addition will maintain its good condition and reduce long-term maintenance costs.

### Interior Finish Renewal

Interior finishes throughout the Main Building and Cafeteria are worn and outdated. Vinyl composition tile (VCT) flooring and ceiling tiles should be replaced, and walls repainted to create a clean, well-maintained environment. Similar refresh work is recommended in administrative areas of the Addition to preserve aesthetics and functionality. These improvements will enhance comfort, appearance, and long-term maintainability across all buildings.

## Mechanical, Electrical, and HVAC Renewal

Aging HVAC systems in the Main Building and Gym have reached the end of their service life and should be replaced with high-efficiency units equipped with modern digital controls. Electrical sub-panels showing rust and deterioration should be upgraded to improve reliability and capacity. Replacement of outdated fluorescent lighting with energy-efficient LED fixtures across all buildings will enhance lighting quality, reduce energy costs, and improve system efficiency. These upgrades will ensure long-term performance and sustainability of essential building systems.

## Gym Refurbishment

The Gymnasium remains structurally sound but requires targeted modernization to extend its useful life. Replacement of rusted condensing units, repainting of interior finishes, and conversion to LED lighting are recommended to improve energy efficiency and visual quality. These enhancements will support the continued use of the Gym for district staff and community functions.

## Site and Infrastructure Improvements

Sitewide improvements should include replacement of rusted covered walkways, regrading of low-lying areas to improve drainage, and repair or replacement of cracked sidewalks and fencing. Fence replacement along the east perimeter will improve campus security and appearance. These projects will enhance site safety, extend infrastructure life, and improve the overall environment for staff and visitors.

# Project Prioritization Matrix

The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **ADA Door Hardware Replacement** | Replace knob-style and deadbolt-only doors with ADA-compliant lever hardware and panic bars. | Priority 1 | Improves accessibility and life safety compliance. |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **HVAC Renewal – Main and Gym** | Replace aging AHUs, rusted valves, and damaged ductwork; improve energy performance. | Priority 1 | Enhances comfort and energy efficiency while reducing maintenance costs. |
| Modernization | **LED Lighting Conversion – All Buildings** | Replace fluorescent fixtures with energy-efficient LED lighting campuswide. | Priority 1 | Improves lighting quality, safety, and energy efficiency. |
| Site & Infrastructure | **Electrical System Upgrades** | Replace rusted and obsolete electrical panels across Main and Gym buildings. | Priority 1 | Enhances electrical safety and system reliability. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Roof Replacement – Main, Gym, and Cafeteria** | Replace failing gravel/foam and shingle roof systems that have exceeded service life and show signs of leaks and rot. | Priority 1 | Prevents water intrusion, structural damage, and safety hazards. |
| Modernization | **Casework and Cabinetry Replacement** | Replace outdated casework and cabinets in classrooms and staff areas. | Priority 3 | Improves functionality and appearance. |
| Modernization | **Gym Refurbishment** | Repaint, refinish floors, and update lighting to improve usability. | Priority 3 | Extends life and enhances quality of PE programs. |
| Modernization | **Interior Modernization-Main and Cafeteria** | Replace worn VCT flooring, damaged ceiling tiles, and aged wall finishes; repaint throughout. | Priority 3 | Improves indoor environment and supports long-term maintenance. |
| Site & Infrastructure | **Fence Replacement** | Replace deteriorated wooden fencing along the east perimeter | Priority 3 | Improves site security and campus appearance. |

# Stadium and Athletics Department

**Address:**
McAllen Veterans Memorial Stadium
2001 North Bicentennial
McAllen, TX 78501

**Grade Configuration:**
Athletics

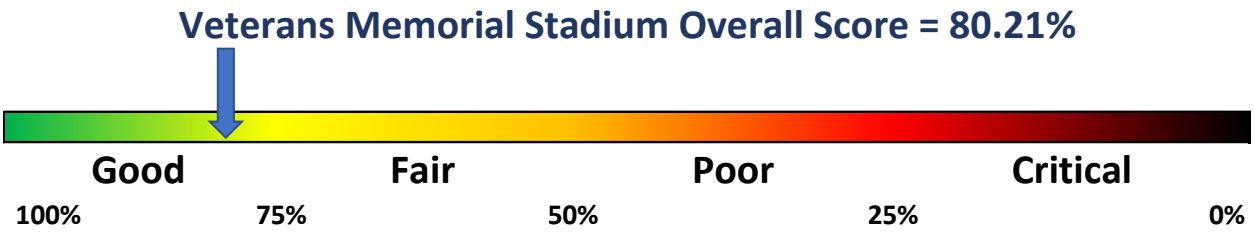
**Year Constructed:**
1976, 2024

**2024-2025 Enrollment:**
N/A

Veterans Memorial Stadium stands as the district's flagship athletic and event venue, serving as the shared home field for all McAllen ISD high schools. Originally opened in 1976, it has grown into one of the largest high school stadiums in Texas, with a seating capacity of approximately 13,500. From 1978 through 1985, the stadium hosted the Palm Bowl, which awarded national championships in NAIA and NCAA Division II football.

The complex includes the central football stadium, on-site locker rooms and concessions, and older office structures housing the Athletics Department. In 2024, a new press box and lobby addition was completed to support expanded media, broadcast, and spectator services. Together, these facilities reinforce McAllen ISD's commitment to providing equitable and top-tier athletics infrastructure districtwide.

As part of the Facilities Master Plan, maintaining and updating the stadium's core assets and support facilities is crucial to ensuring that the shared home field continues to meet the demands of modern high school athletics, safety, and spectator experience.



# Stadium and Athletics Department

## Building Inventory

The Building Inventory list is sorted by age and type of buildings.

| Veterans Memorial Stadium Inventory | | | | 40+<br>30-39<br>20-29<br>1-19 |
|---|---|---|---|---|
| **Building Name (As Shown on District Inventory)** | **Construction Type** | **Area (Sq. Ft.)** | **Construciton Year** | **Age in 2025** |
| Stadium, Offices, Locker Rooms | Permanent | | 1976 | 49 |
| Press Box | Permanent | | 2024 | 1 |
| **Total** | | - | | |

## BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix D- BASYS Scoring Reports.**

### Building Condition (Score: 80.27%)

The Stadium and Athletics complex includes two primary facilities: the New Press Box and Media Building and the Old Offices and Locker Rooms. Overall, the complex exhibits a wide range of conditions, with the new Press Box performing exceptionally well and the older support buildings showing clear signs of aging and wear.

The New Press Box and Media Building (Score: 100%) is newly constructed and in excellent condition throughout. The structure, roof, walls, and finishes are of high quality and show no deficiencies. All mechanical, electrical, plumbing, and HVAC systems are modern, digitally controlled, and functioning as designed. The building includes new LED lighting and fully compliant fire and life safety systems. Accessibility features are integrated throughout, ensuring ADA compliance and ease of use for staff, students, and guests.

In contrast, the Old Offices and Locker Rooms (Score: 75.34%) exhibit age-related deterioration across multiple systems. The structure remains sound and the roof is in serviceable condition, but interior finishes and fixtures have reached or exceeded their useful life. Flooring in the offices and locker rooms is peeling and worn, and the concession flooring is in unsanitary condition requiring full replacement. Walls are heavily soiled, with damaged wood paneling and paint failure

in several areas. Lighting remains outdated and dim, utilizing older fluorescent fixtures rather than energy-efficient LED.

While plumbing and HVAC systems remain functional, the electrical and connectivity systems are outdated and provide limited capacity for modern technology. Fire safety and emergency systems are operational, but ADA compliance remains partial due to knob-style door hardware and narrow clearances. Modernization of interior finishes, lighting, and accessibility features will significantly improve both functionality and user experience.

## Grounds (Score: 79.97%)

The overall grounds condition of the Stadium and Athletics complex is rated Good (Score: 79.97%), with well-maintained paved areas, fields, and site systems. The parking lots are newly paved and striped, providing excellent vehicular and pedestrian circulation. Driveways and sidewalks are in good condition, with no major cracking or trip hazards observed.

The track surface, however, is in poor condition, with widespread delamination, visible patching, and surface wear. A full replacement of the rubberized surface is recommended to restore performance and athlete safety. In contrast, athletic fields and lawns are in good condition with healthy turf and functional irrigation systems supporting regular use.

Utility systems—including water, wastewater, storm sewer, and site lighting—are in good working order, and perimeter fencing is secure and intact. Minor improvements such as LED conversion for site lighting and aesthetic landscaping updates could further enhance the facility's appearance and safety during evening events.

## Summary

The Stadium and Athletics complex provides essential facilities for district athletic programs, community events, and student engagement. The New Press Box and Media Building represents a model of modern, high-performance construction, while the Old Offices and Locker Rooms reflect deferred modernization needs.

# Site Master Plan

## Interior Modernization

The Old Offices, Locker Rooms, and Concession areas exhibit heavy wear and are in need of modernization. Flooring in the offices and locker areas is worn and peeling, and flooring in the concession area has deteriorated beyond repair. Replacement with durable, slip-resistant, and easily cleanable flooring materials is recommended. Interior walls, particularly wood-paneled surfaces, are damaged and peeling, and should be refinished or replaced with modern, low-maintenance wall coverings. Ceiling tiles in locker and concession areas should also be replaced due to staining and paint failure. Together, these updates will create cleaner, more functional spaces that meet modern facility standards.

## Lighting and Electrical Upgrades

Lighting across the older facilities remains outdated and inefficient. Replacement of fluorescent fixtures with LED lighting will improve illumination levels, enhance visibility in locker and concession spaces, and reduce long-term maintenance and energy costs. Electrical panels and data connections, while operational, are outdated and nearing capacity limits. Updating cabling and adding additional circuits for modern connectivity will support ongoing operational needs, improve reliability, and accommodate future technology upgrades.

## Mechanical, Plumbing, and Fire Safety

Mechanical and plumbing systems are functioning adequately and require only routine maintenance. However, the district should continue to monitor and maintain fire alarm and emergency lighting systems to ensure compliance. The kitchen hood and fire suppression systems are functioning properly, and annual inspections should continue to verify their reliability. Ceiling repairs in the locker and concession areas will also help maintain fire resistance and prevent the accumulation of moisture that could compromise finishes or structural components.

## Site and Grounds Improvements

The stadium’s site and grounds are generally in good condition, with new parking lots and well-maintained driveways and sidewalks. However, the rubberized running track is nearing the end of its useful life, with multiple delaminations and patching evident. Full replacement of the track surfacing is recommended to ensure athlete safety and maintain facility standards. Turf and landscaped areas are healthy and well maintained, though ongoing irrigation system upkeep is advised. Site lighting is functional but not yet fully LED; upgrading to energy-efficient fixtures will improve illumination and enhance safety for evening events.

Perimeter fencing is in good condition and should continue to be maintained through repainting and minor repairs to prevent corrosion and maintain a professional appearance.

### Functional and Educational Adequacy

Modernization of the locker rooms, restrooms, and concession areas will significantly enhance functionality and user experience. Updated finishes, lighting, and fixtures (or possibly reconstruction) will bring these areas in line with the quality of the newer press box and ensure that the athletic complex provides a consistent, high-quality environment for students, staff, and spectators. Office areas can also benefit from modest modernization to improve workflow, lighting quality, and overall comfort.

# Stadium and Athletics Department

## Project Prioritization Matrix

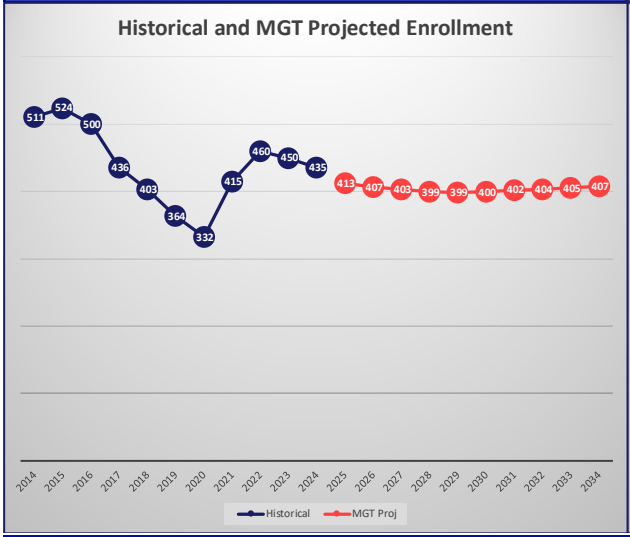
The Project Prioritization Matrix lists project by priority. For detailed information on project prioritization, See **Section 10- Planning & Budgeting Assumptions.**

| Project Prioritization Matrix | | | | |
|---|---|---|---|---|
| **Category** | **Project Area** | **Recommended Action** | **Priority** | **Notes** |
| Health & Safety | **ADA Hardware and Accessibility Improvements** | Replace knob-style door hardware and modify clearances in older offices and locker rooms to meet ADA standards. | Priority 1 | Improves accessibility and compliance with ADA requirements. |
| Health & Safety | **Concession Flooring and Ceiling Replacement** | Remove and replace damaged concession flooring with cleanable, slip-resistant surfaces suitable for food service use. | Priority 1 | Corrects sanitation and safety deficiencies in food service area. |
| Health & Safety | **Locker Room Wall and Ceiling Renewal** | Replace peeling paint and soiled finishes in locker rooms to improve sanitation and durability. | Priority 1 | Enhances hygiene and safety for student-athletes. |
| Health & Safety | **Safety and Security Enhancements** | Expand the use of access controls and upgrade camera systems | Priority 1 | Improves site safety, security monitoring, and emergency preparedness. |
| Modernization | **LED Lighting Conversion – Campus-Wide** | Upgrade all interior and exterior lighting to LED. | Priority 1 | Improves energy efficiency, lighting quality, and long-term cost savings. |
| Site & Infrastructure | **HVAC Controls** | Replace outdated HVAC controls campuswide | Priority 1 | Improves system efficiency. |
| Site & Infrastructure | **Track Surface Replacement** | Replace worn and delaminated rubberized track surface with new resilient surfacing. | Priority 1 | Ensures athlete safety and restores functionality of the facility. |
| Site & Infrastructure | **Turf Replacement** | Replace field turf on stadium field | Priority 1 | Ensures athlete safety and restores functionality of the facility. |
| Educational Adequacy Improvements | **Locker Room Modernization** | Renovate locker rooms with new flooring, benches, partitions, and finishes to meet current standards and user needs. | Priority 2 | Enhances athlete experience and facility functionality. |
| Educational Adequacy Improvements | **Restroom Modernization** | Modernize restrooms with updated fixtures, finishes, and improved accessibility. | Priority 2 | Enhances usability, cleanliness, and compliance with code standards. |
| Site & Infrastructure | **Perimeter Fencing and Gate Maintenance** | Repaint and maintain perimeter fencing and access gates to ensure continued security and visual appeal. | Priority 2 | Preserves site safety and extends life of fencing assets. |

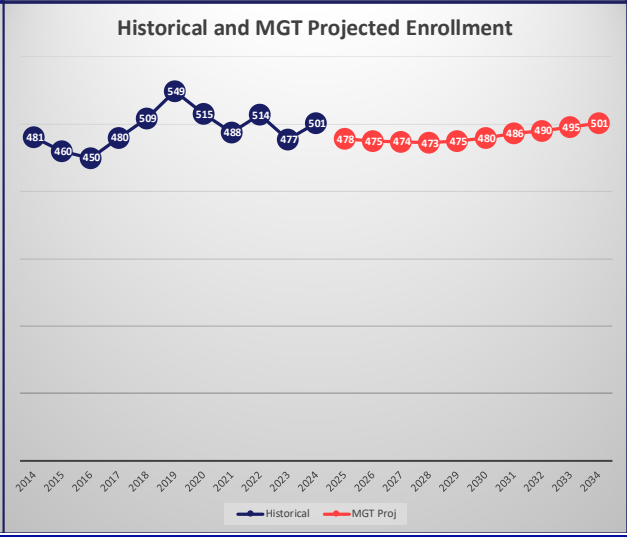
# Appendix B – Historical and Projected Enrollment Projections by School

## Projected Enrollment

### Alvarez Elementary School

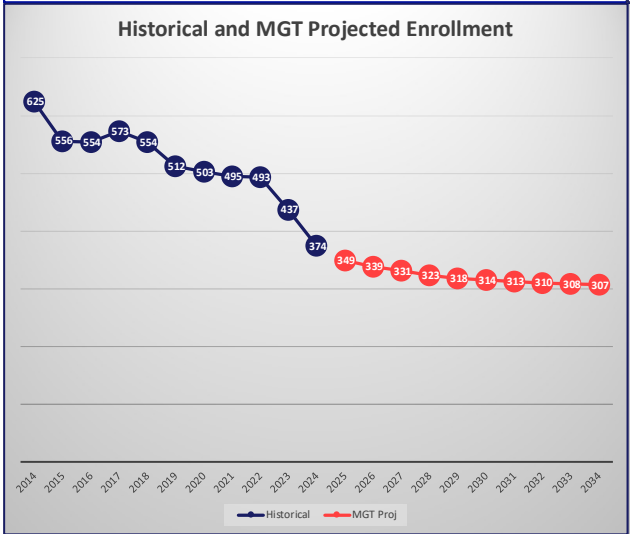



### Blanca E Sanchez Elementary School

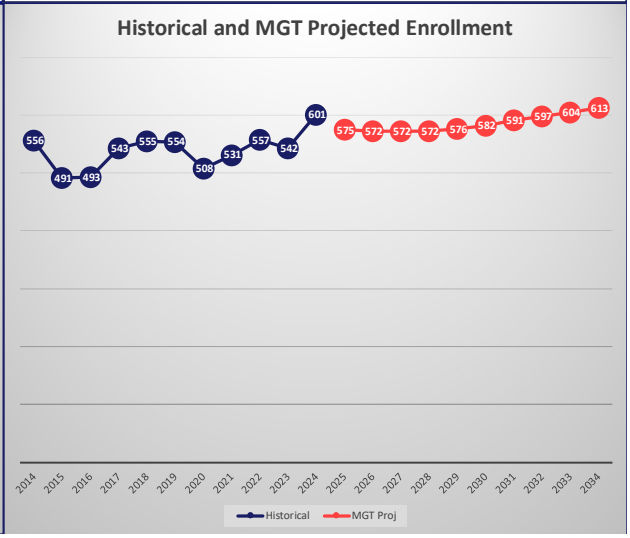



## Projected Enrollment

### Castaneda Elementary School

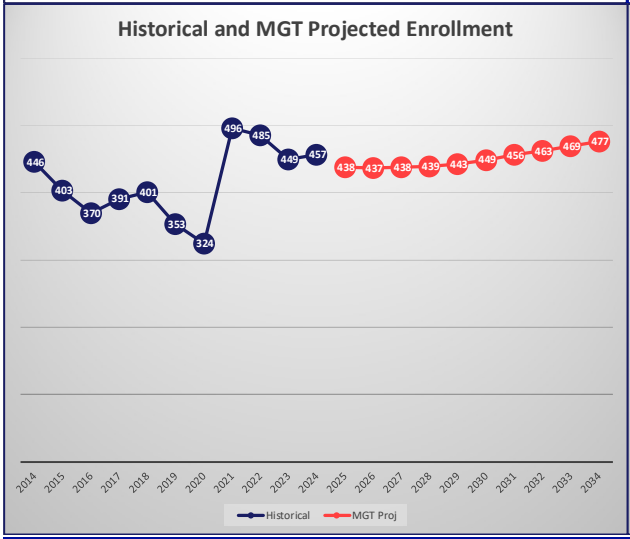



### Dr Pablo Perez Elementary School

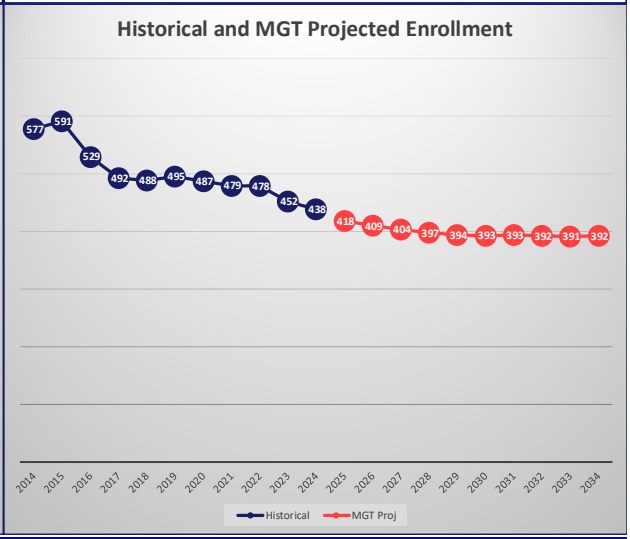


# Projected Enrollment

## Escandon Elementary School

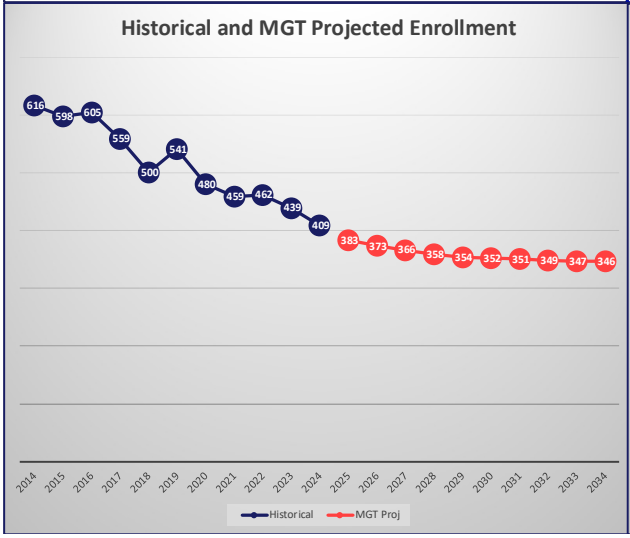



## Fields Elementary School

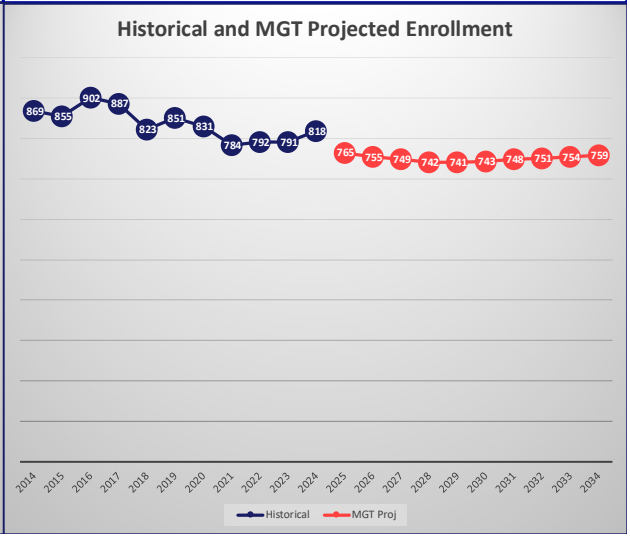



# Projected Enrollment

## Garza Elementary School

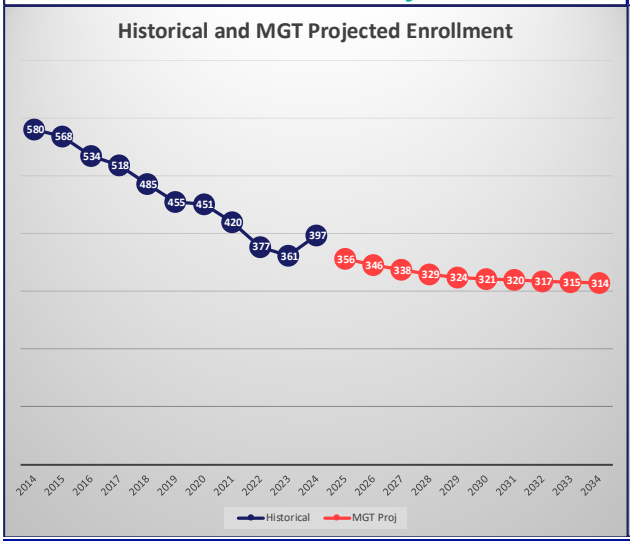



## Gonzalez Elementary School

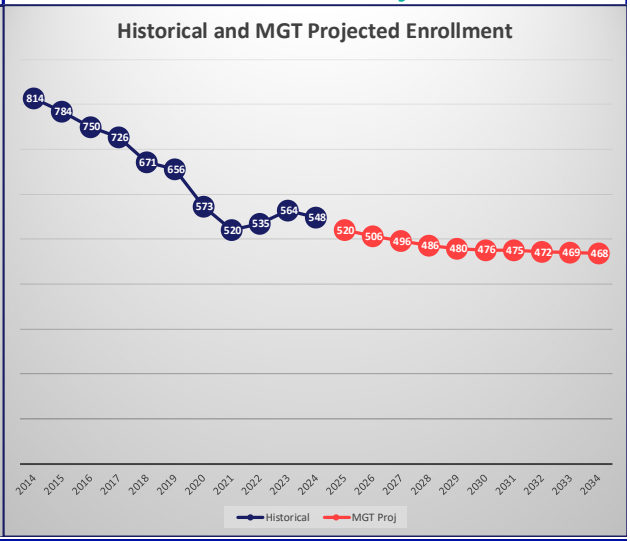


# Projected Enrollment

## Houston Elementary School

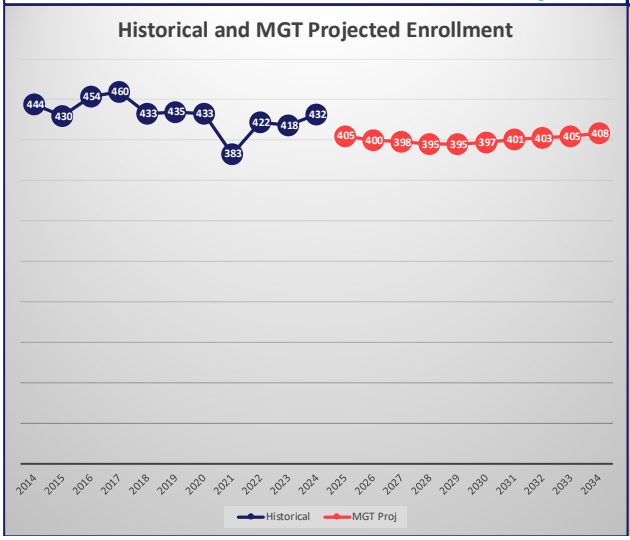



## Jackson Elementary School

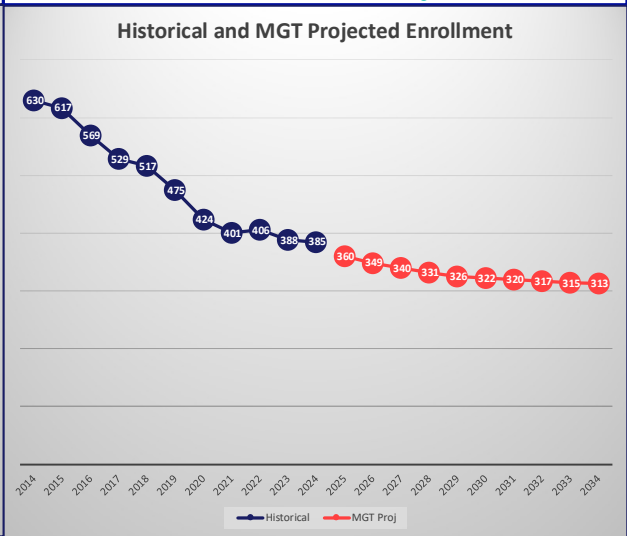



# Projected Enrollment

## Lucile Hendricks Elementary

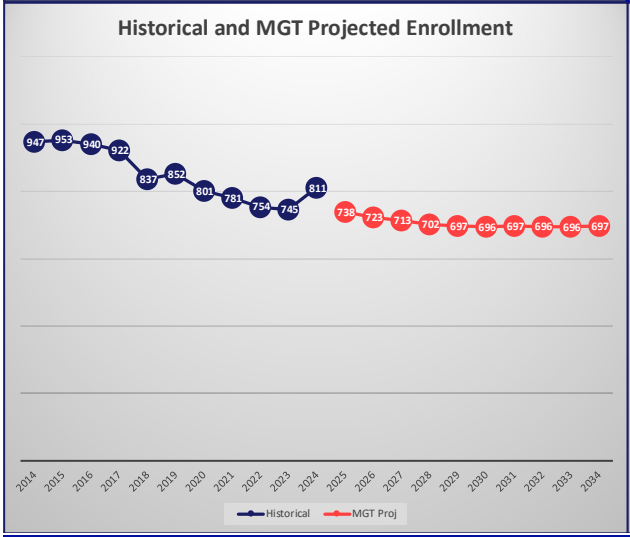



## McAuliffe Elementary School

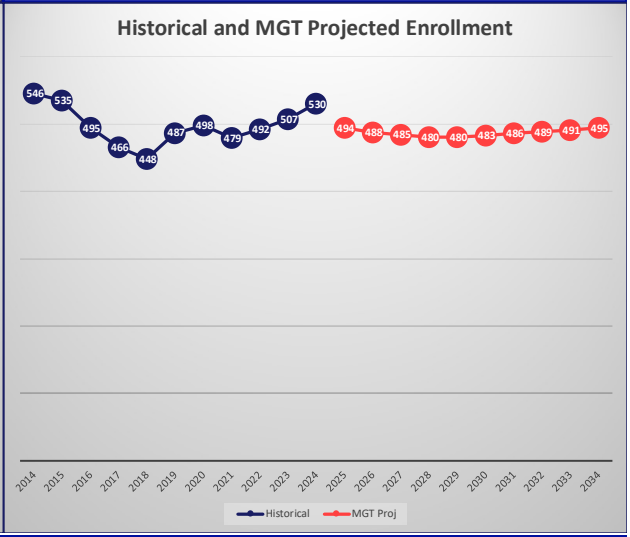


# Projected Enrollment

## Milam Elementary School

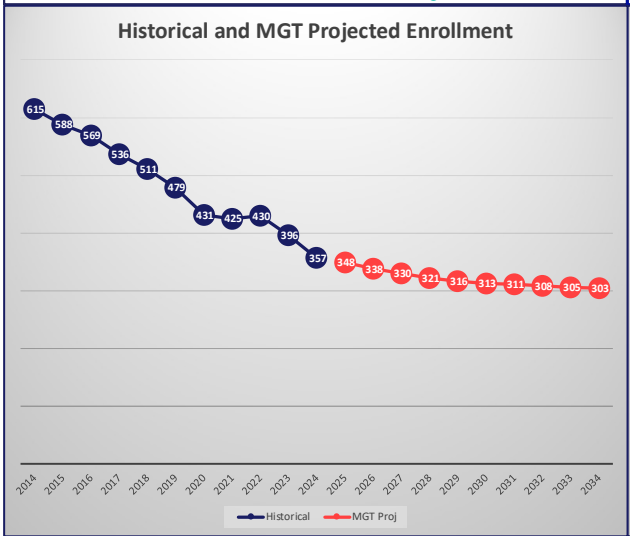



## Rayburn Elementary School

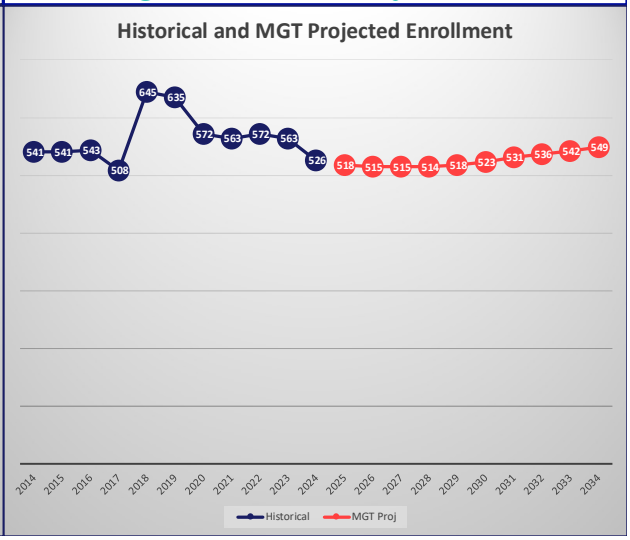



# Projected Enrollment

## Roosevelt E Elementary School

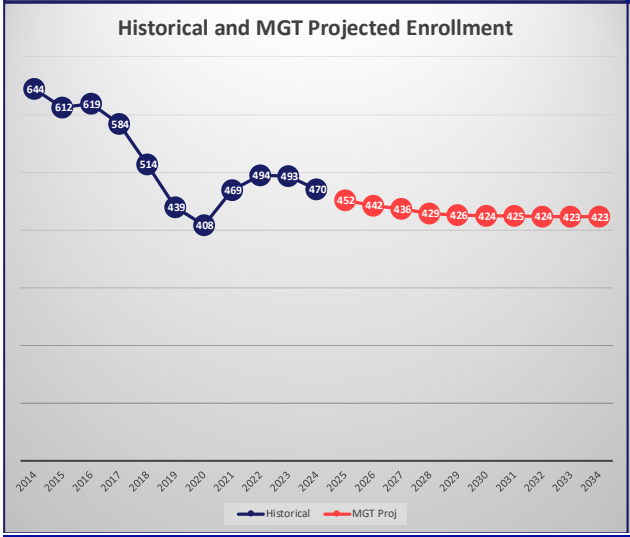



## Seguin Elementary School

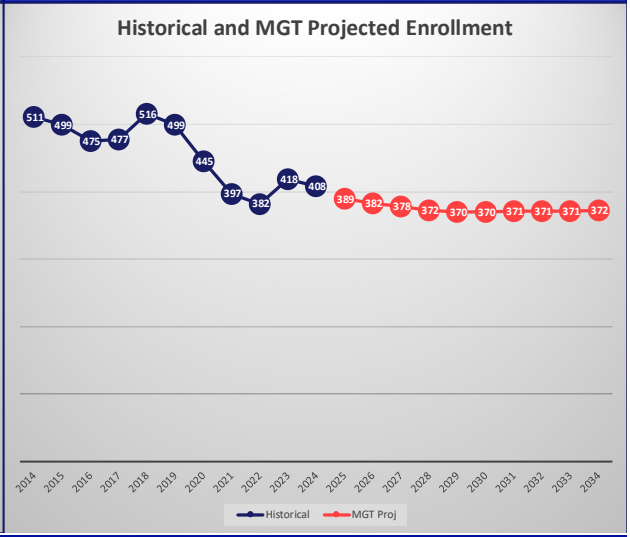


# Projected Enrollment

## Thigpen-Zavala Elementary School

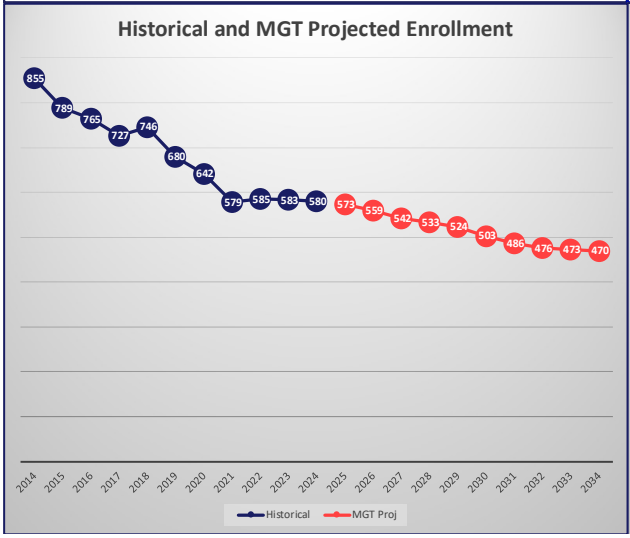



## Wilson Elementary School

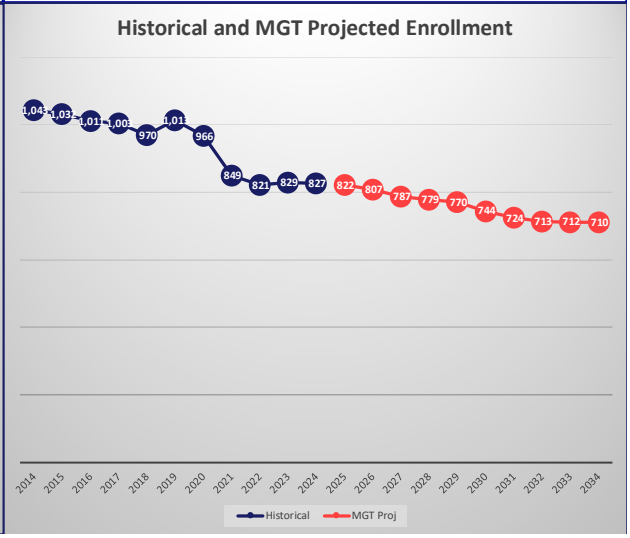



# Projected Enrollment

## Brown Middle School

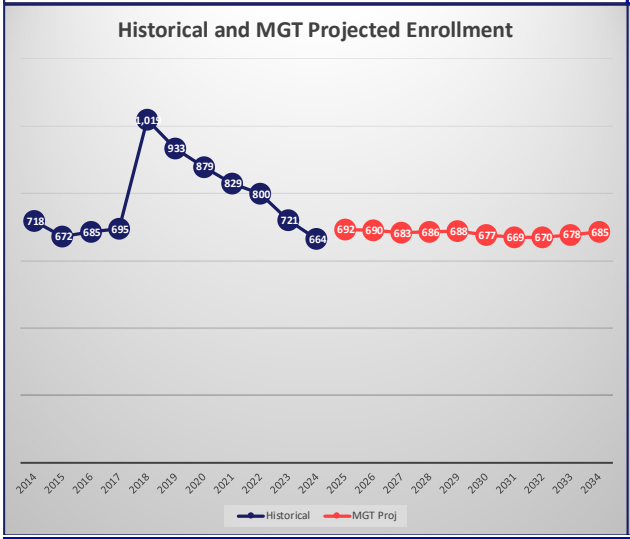



## Cathey Middle School

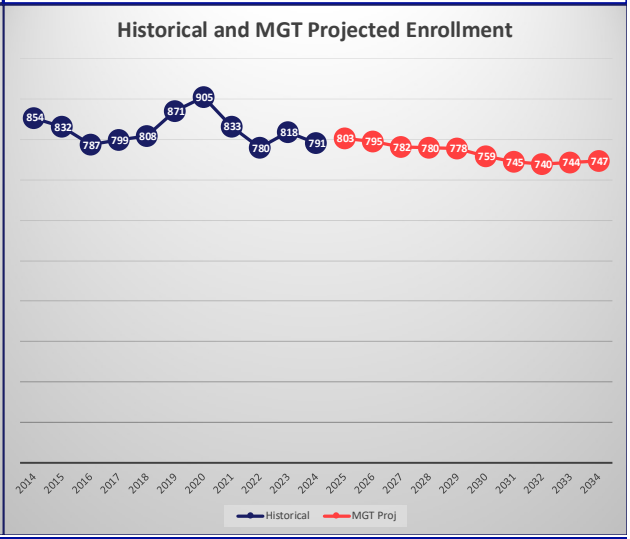


# Projected Enrollment

## De Leon Middle School

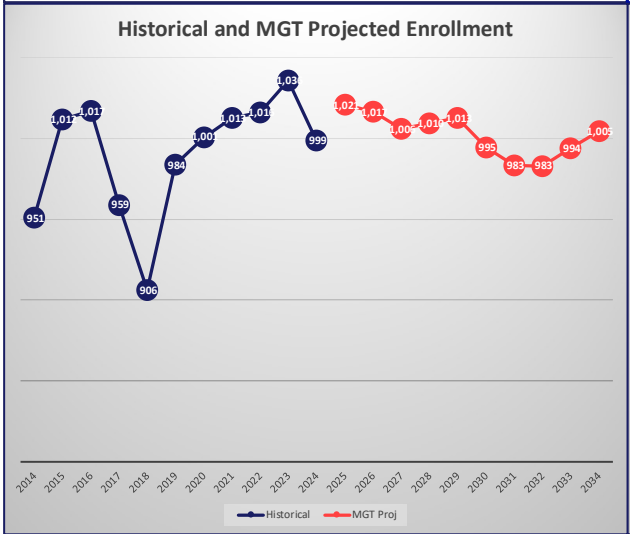



## Michael E Fossum Middle School

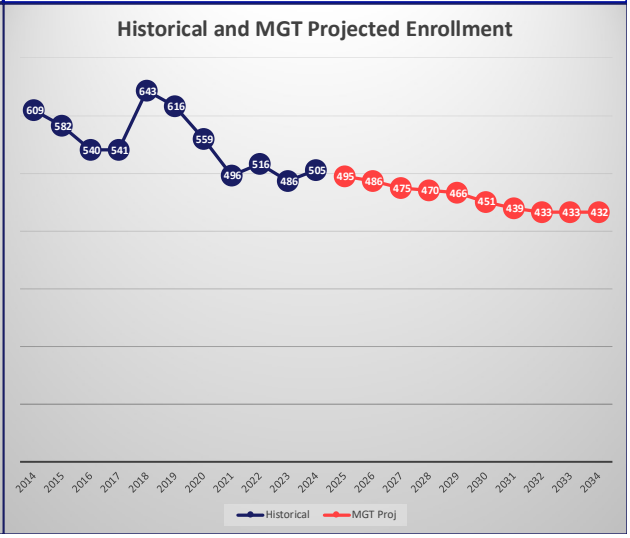



# Projected Enrollment

## Morris Middle School

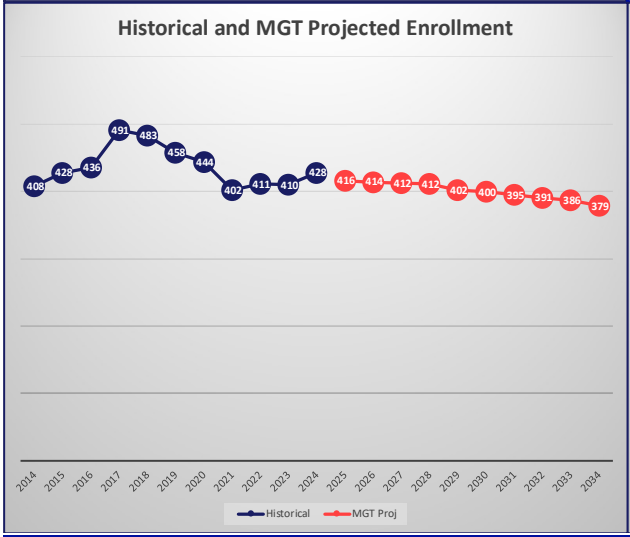



## Travis Middle School

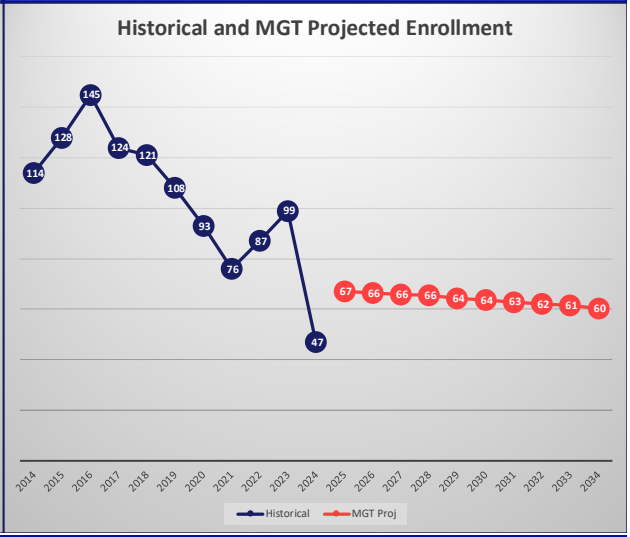


# Projected Enrollment

## Achieve Early College High School

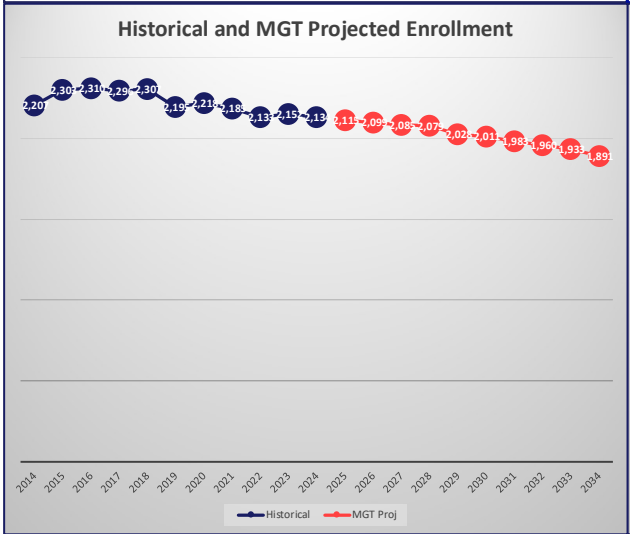



## Lamar Academy

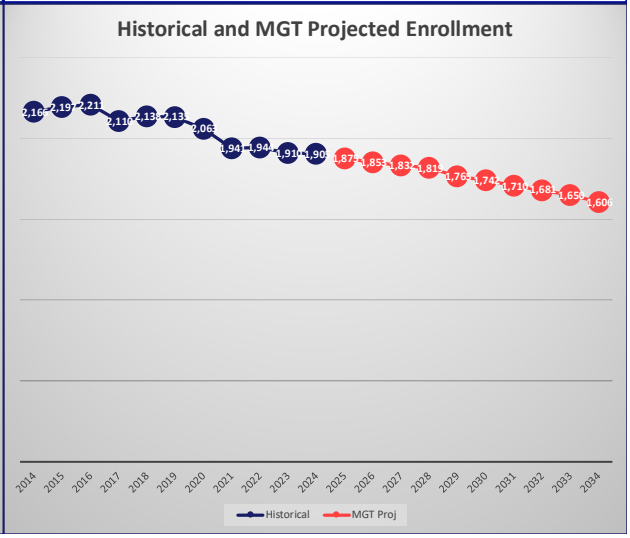



# Projected Enrollment

## McAllen High School

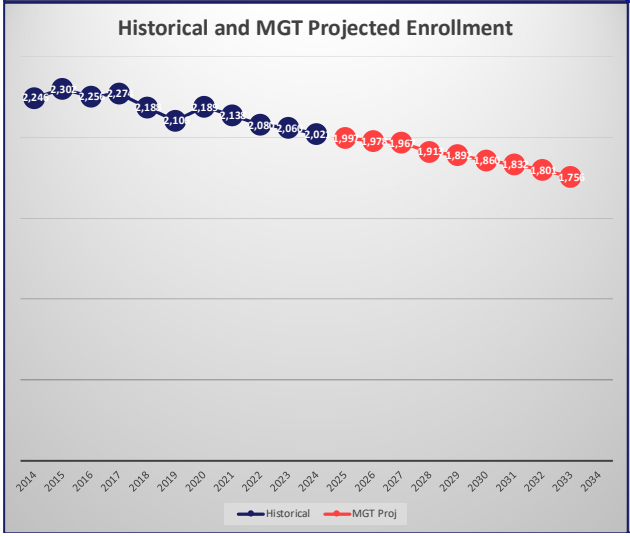



## Rowe High School

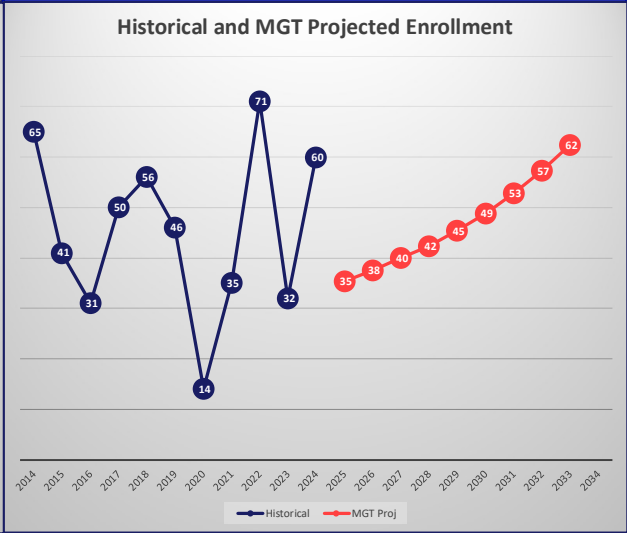


# Projected Enrollment

## Memorial High School




## Instruction and Guidance Center



# Appendix C- Educational Suitability and Technology Readiness Reference Guide












# Educational Suitability & Technology Readiness Reference Guide

## McAllen Independent School District

May 2025 Evaluations

# EDUCATIONAL SUITABILITY & TECHNOLOGY READINESS REFERENCE GUIDE

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## ART CLASSROOMS

For elementary, art is not required. For educational suitability purposes, if the art room is located in a portable, all four components should be scored *Unsatisfactory*.

| System | Component | Description | What to Look For |
|---|---|---|---|
| Art | **Environment** | The room should provide an inviting and stimulating environment for learning. | **Spatial Configuration (immovable):** Does it support the instructional program?<br>**Lighting:** Appropriate natural light/lighting levels?<br>**Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms?<br>**HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control?<br>**Aesthetics:** Is it an inviting learning environment? |
| | **Size** | The room should meet the square footage standards.<br>**All levels: 1200 SF** | **EXCEL**: 90-100% of the room(s) meet standards<br>**GOOD**: 80-89% of the room(s) meet standards<br>**FAIR**: 65-79% of the room(s) meet standards<br>**POOR**: 50-64% of the room(s) meet standards<br>**UNSAT**: <50% of the room(s) meet standards or is a portable |
| | **Location** | The room should be appropriately located for the program. | Rooms should be located appropriately for the instructional program. |
| | **Storage/Fixed Equip** | The room should have adequate storage space and fixed equipment appropriate to the program. | **Storage**: Room(s) have adequate permanent casework, appropriate materials and project storage<br>**Fixed Equipment:** There should be at least 2 sinks w/clay traps, kiln w/appropriate ventilation, display space, hard surfaced flooring, easily cleanable surfaces, and technology equipment. Room(s) should have the capacity to be darkened to display projected imagery. |

### Examples of art classrooms:







## CAREER & TECHNICAL EDUCATION

Scores are based on the programs available in each building. Space is provided for various simulations of job-related experiences and laboratory work stations. For educational suitability purposes, if some CTE rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all CTE rooms are in portables, all components are scored *Unsatisfactory*.

| System | Component | Description | What to Look For |
|---|---|---|---|
| Career Tech Ed | **Environment** | The room should provide an inviting/stimulating environment for learning. | **Spatial Configuration (immovable):** Does it support the instructional program?<br>**Lighting:** Appropriate natural light/lighting levels?<br>**Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms?<br>**HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control?<br>**Aesthetics:** Is it an inviting learning environment? |
| | **Size** | The room should meet the square footage appropriate for the program. There is room for a lecture area and for movement of students. Middle school CTE will include a tech lab. | **EXCEL**: 90-100% of the room(s) meet standards<br>**GOOD**: 80-89% of the room(s) meet standards<br>**FAIR**: 65-79% of the room(s) meet standards<br>**POOR**: 50-64% of the room(s) meet standards<br>**UNSAT**: <50% of the room(s) meet standards |
| | **Location** | The room should be appropriately located for the program. | The classrooms(s) should be shielded from noise-producing activities and functions and there should be appropriate material delivery areas. |
| | **Storage/Fixed Equip** | The room should have adequate storage space and fixed equipment appropriate to the program. | **Storage**: There should be storage for student projects and supplies and secured storage areas for volatile, flammable and corrosive chemicals and cleaning agents, if needed for the program. In addition, there should be proper storage and removal access for hazardous waste materials is provided in each laboratory using such materials.<br>**Fixed Equipment:** As appropriate to the program, including any necessary safety equipment. |

### Examples of career and technical education classrooms:





## COMPUTER LABS

Computer labs should be scored if they exist. If a school has no computer lab, it should be scored "N/A". For educational suitability purposes, if the computer lab is located in a portable, all four components should be scored *Unsatisfactory*.

| System | Component | Description | What to Look For |
|---|---|---|---|
| Computer Labs | **Environment** | The room should provide an inviting and stimulating environment for learning. | **Spatial Configuration (immovable):** Does it support the instructional program?<br>**Lighting:** Lighting should minimize screen glare and eye strain.<br>**Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms?<br>**HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control?<br>**Aesthetics:** Is it an inviting learning environment? |
| | **Size** | The room should meet the square footage standards and should accommodate movement of students around learning stations.<br>**900 SF** | **EXCEL**: 90-100% of the room(s) meet standards<br>**GOOD**: 80-89% of the room(s) meet standards<br>**FAIR**: 65-79% of the room(s) meet standards<br>**POOR**: 50-64% of the room(s) meet standards<br>**UNSAT**: <50% of the room(s) meet standards |
| | **Location** | The room should be appropriately located for the program. | A room that is close to classroom areas and shielded from noise-producing activities or functions. |
| | **Storage/Fixed Equip** | The room should have adequate storage space and fixed equipment appropriate to the program.<br>**Computer labs should have both hard connections and wireless availability.** | **Storage**: Is there adequate permanent casework and enough storage for teaching materials and records?<br>**Fixed Equipment:** There should be sufficient outlets, power sources, and network links for the amount of equipment provided. Equipment should be properly secured and appropriate for the program. |

### Examples of computer labs:







## EARLY CHILDHOOD EDUCATION

For suitability purposes, if some early childhood classrooms are located in a portable building, the comment for all four components should include this information and the scores should be lowered based on the percent of classrooms in that category that are located in portable buildings. If all ECE classrooms are in portables, all components should be scored *Unsatisfactory*. .

| System | Component | Description | What to Look For |
|---|---|---|---|
| ECE | **Environment** | The room should provide an inviting and stimulating environment for learning. | **Spatial Configuration (immovable):** Does it support the instructional program?<br>**Lighting:** Appropriate natural light/lighting levels?<br>**Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms?<br>**HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control?<br>**Aesthetics:** Is it an inviting learning environment? |
| | **Size** | The room should meet the square footage standards (including restrooms, storage, teacher preparation, wet and dry areas).<br>**1200 SF** | **EXCEL**: 90-100% of the room(s) meet standards<br>**GOOD**: 80-89% of the room(s) meet standards<br>**FAIR**: 65-79% of the room(s) meet standards<br>**POOR**: 50-64% of the room(s) meet standards<br>**UNSAT**: <50% of the room(s) meet standards |
| | **Location** | The room should be appropriately located for the program. | A room that is appropriately located and shielded from noise-producing activities or functions and has access to a fenced outdoor play area. (Play area is scored under ***Outside Spaces***.) |
| | **Storage/Fixed Equip** | The room should have adequate storage space and fixed equipment appropriate to the program. | **Storage**: Room(s) have adequate, age-appropriate casework and storage.<br>**Fixed Equipment:** There should be a restroom in the classroom. If the room is used for special education preschool, add a changing area in the restroom and access to a washer and dryer. Fixtures include sink with bubbler, wall of cabinets, age-appropriate fixtures, and technology equipment. Some flooring is a "wet area". In ECE Centers, space should include a shared kitchenette. |

### Examples of ECE classrooms:







## GENERAL CLASSROOMS

For suitability purposes, if some general classrooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all general classrooms are in portables, all four components are scored *Unsatisfactory*.

| System | Component | Description | What to Look For |
|---|---|---|---|
| General Classrooms | **Environment** | The rooms should provide an inviting and stimulating environment for learning. | **Spatial Configuration (immovable):** Does it support the instructional program?<br>**Lighting:** Appropriate natural light/lighting levels? Clerestory windows OK.<br>**Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms?<br>**HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control?<br>**Aesthetics:** Is it an inviting learning environment? |
| | **Size** | The rooms should meet the square footage standards.<br>**PK-Gr 1: 800 SF**<br>**All others: 700 SF** | **EXCEL**: 90-100% of the room(s) meet standards<br>**GOOD**: 80-89% of the room(s) meet standards<br>**FAIR**: 65-79% of the room(s) meet standards<br>**POOR**: 50-64% of the room(s) meet standards<br>**UNSAT**: <50% of the room(s) meet standards |
| | **Location** | The rooms should be appropriately located for the program. | A room that is appropriately located and shielded from noise-producing activities or functions. |
| | **Storage/Fixed Equip** | The rooms should have adequate storage space and fixed equipment appropriate to the program. | **Storage**: Permanent casework and space for teaching materials and records.<br>**Fixed Equipment:** Grades 1-6: one wall of cabinets, counters at age-appropriate height, and sink with fountain. Grades 7-12: locked wardrobe cabinet. Classrooms should have flexible spaces for group learning. There should be technology equipment appropriate to the program at all levels. |

### Examples of general classrooms:







## INSTRUCTIONAL RESOURCE ROOMS

There should be space(s) for resource specialist, speech therapist, psychologists, itinerant teachers, bilingual specialists, migrant services and other services. For educational suitability purposes, if some instructional resource rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all resource rooms are in portables, all components are scored *Unsatisfactory*.

| System | Component | Description | What to Look For |
|---|---|---|---|
| Instructional Resource Rooms | **Environment** | The room should provide an inviting and stimulating environment for learning. | **Spatial Configuration (immovable):** Does it support the instructional program and allow for collaborative learning opportunities?<br>**Lighting:** Appropriate natural light/lighting levels?<br>**Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms?<br>**HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control?<br>**Aesthetics:** Is it an inviting learning environment? |
| | **Size** | The room should meet the square footage standards.<br>**450 SF** | **EXCEL**: 90-100% of the room(s) meet standards<br>**GOOD**: 80-89% of the room(s) meet standards<br>**FAIR**: 65-79% of the room(s) meet standards<br>**POOR**: 50-64% of the room(s) meet standards<br>**UNSAT**: <50% of the room(s) meet standards |
| | **Location** | The room should be appropriately located for the program. | The room should be near other classrooms and shielded from noise-producing activities or functions. |
| | **Storage/Fixed Equip** | The room should have adequate storage space and fixed equipment appropriate to the program. | **Storage**: Room(s) have adequate permanent casework; teacher, and student storage.<br>**Fixed Equipment:** Room(s) have program/technology equipment appropriate to the program. |

### Examples of instructional resource rooms:





## KINDERGARTEN

If some kindergarten classrooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. For educational suitability purposes, if all kindergarten classrooms are in portables, all components are scored *Unsatisfactory*.

| System | Component | Description | What to Look For |
|---|---|---|---|
| Kindergarten | **Environment** | The room should provide an inviting and stimulating environment for learning. | **Spatial Configuration (immovable):** Does it support the instructional program? .<br>**Lighting:** Appropriate natural light/lighting levels?<br>**Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms?<br>**HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control?<br>**Aesthetics:** Is it an inviting learning environment? |
| | **Size** | The room should meet the square footage standards (including restrooms, storage, teacher preparation, wet and dry areas).<br>**1200 SF** | **EXCEL**: 90-100% of the room(s) meet standards<br>**GOOD**: 80-89% of the room(s) meet standards<br>**FAIR**: 65-79% of the room(s) meet standards<br>**POOR**: 50-64% of the room(s) meet standards<br>**UNSAT**: <50% of the room(s) meet standards |
| | **Location** | The room should be appropriately located for the program. | The room should be appropriately located, shielded from noise-producing activities or functions, and located close to parent drop-off and bus loading areas. Kindergarten is to be located on the ground floor. |
| | **Storage/Fixed Equip** | The room should have adequate storage space and fixed equipment appropriate to the program. | **Storage**: Storage space for teaching materials and records; and for children's clothing and personal items. Storage, casework, and learning stations are functionally designed for use in free play and structured activities; e.g., shelves are deep and open for frequent use of manipulative materials.<br>**Fixed Equipment:** There should be a wet area with sink. Room(s) have program/technology equipment appropriate to the program. A restroom should be located within kindergarten classrooms. Counters, furniture, etc. should be appropriate heights for kindergarten-aged students. |

### Examples of kindergarten classrooms:







## LEARNING ENVIRONMENT

| System | Component | Description | What to Look For |
|---|---|---|---|
| Learning Environment | **Learning Style Variety** | The school should have flexible learning spaces. | Space is provided to allow for various group sizes, projects, individual workstations, as well as general classrooms. Spaces are flexible, allowing for differentiated instruction to accommodate multiple teaching and learning styles. |
| | **Interior Environment** | The school should provide an inviting and stimulating environment for learning. | **Spatial Configuration (immovable):** Does it support the instructional program or are there oddly-placed posts, difficult angles to navigate or awkward spaces to use?<br>**Lighting:** Is there appropriate natural light (windows with views) and adequate artificial lighting levels?<br>**Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms or from traffic or play areas into the classrooms?<br>**HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control?<br>**Aesthetics:** Is it an inviting learning environment? |
| | **Exterior Environment** | Schools should have outdoor areas for learning opportunities. | Examples include: Outdoor science/nature learning labs, art patios, covered or open instructional areas, and social gathering spaces. |

### Examples of learning environments:







## MEDIA CENTER

All schools are expected to have a media center. For educational suitability purposes, if the media center is in a portable, all components are scored *Unsatisfactory*.

| System | Component | Description | What to Look For |
|---|---|---|---|
| Media Center | **Environment** | The room should provide an inviting/stimulating environment for learning.<br>**There should be space for instruction, research and quiet reading.** | **Spatial Configuration (immovable):** Does it support the instructional program?<br>**Lighting:** Appropriate natural light/lighting levels?<br>**Acoustics:** Are acoustic materials in place to allow different activities to occur at the same time without interference?<br>**HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control?<br>**Aesthetics:** Is it an inviting learning environment? |
| | **Size** | **Elementary: 3 SF/student** | **EXCEL**: 90-100% of the room(s) meet standards<br>**GOOD**: 80-89% of the room(s) meet standards<br>**FAIR**: 65-79% of the room(s) meet standards<br>**POOR**: 50-64% of the room(s) meet standards<br>**UNSAT**: <50% of the room(s) meet standards |
| | **Location** | The room should be appropriately located for the program. | The media center should be centrally located to support access of all students and away from noisy parts of the building. |
| | **Storage/Fixed Equip** | The room should have adequate storage space and fixed equipment appropriate to the program. | **Storage**: Adequate permanent casework and enough storage for materials and technology.<br>**Fixed Equipment:** Space and capability for computer terminals for student use, research and report writing. Equipment should be properly secured. Bookcases are ideally located on the perimeter or are low enough to allow supervision. The space should include an office, work room with sink, high ceilings, flexible spaces, and window coverings. |

### Examples of media centers:







## MUSIC

Required space at all levels. If no music room exists, all four components should be scored *Unsatisfactory*. For educational suitability purposes, if the music room is located in a portable, all four components should be scored *Unsatisfactory*. All secondary schools should have separate choir and band space. High schools also have separate orchestral space.

| System | Component | Description | What to Look For |
|---|---|---|---|
| Music | **Environment** | The room should provide an inviting/stimulating environment for learning. | **Spatial Configuration (immovable):** Size and height of instrumental and choral rehearsal rooms should be sufficient to allow for movement of students and instruments and various presentation arrangements<br>**Lighting:** Appropriate natural light/lighting levels?<br>**Acoustics:** Size and height of instrumental and choral rehearsal rooms should be sufficient to allow for acoustic quality. Flooring should be hard surface.<br>**HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control?<br>**Aesthetics:** Is it an inviting learning environment? |
| | **Size** | The rooms should meet the square footage standards.<br>**1200 SF (ES)**<br>**1200 SF (JHS) 2 rooms minimum standard**<br>**1500 SF (HS) 3 rooms minimum standard** | **EXCEL**: 90-100% of the room(s) meet standards<br>**GOOD**: 80-89% of the room(s) meet standards<br>**FAIR**: 65-79% of the room(s) meet standards<br>**POOR**: 50-64% of the room(s) meet standards<br>**UNSAT**: <50% of the room(s) meet standards |
| | **Location** | The room should be appropriately located for the program. | All music rooms shall be located remotely from other classrooms to minimize sound transmission, should have convenient access to the auditorium, and practice rooms should have easy supervision. |
| | **Storage/Fixed Equip** | The room should have adequate storage space and fixed equipment appropriate to the program. | **Storage**: Room(s) have adequate casework (cabinets and bookshelves), and appropriate storage.<br>**Fixed Equipment:** There should be sinks, 200-500 sf storage, depending on type of program. High ceilings, acoustical wall coverings, technology equipment appropriate to the program. **ES:** 200-500 SF storage, depending on type of program. **JHS:** 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. **HS:** 200-500 SF storage per program (choir, band, etc.). There should be a conducting podium, 2 rooms with 3-4 practice rooms, storage spaces, and offices. |

**Examples of music classrooms:**








## NON-INSTRUCTIONAL SPACES

| System | Component | Description | What to Look For |
|---|---|---|---|
| Non-Instructional | **Administration** | Administrative spaces should be configured and equipped appropriately. There should be active control of the front door. | Administrative office/clerical space appropriate for the school size. with adequate reception space for parents and visitors. Storage area for consumable materials. Adult restrooms. Principal's office with space for meetings of four people. Small meeting space for meetings of up to 10 people. Faculty mailboxes should not be accessed through the public space. Administrative areas to include locked storage. |
| | **Cafeteria** | A multi-use room or rooms capable of seating one-third of the capacity of the school for dining. | There is good circulation and routing. The cafeteria is acoustically isolated, has appropriate storage and seating. At the ES, there needs to be a space to store all the tables and chairs for multipurpose usage. The area for the cafeteria line is designed for the flow of traffic for each lunch period and should allow all students adequate eating time during each lunch period. Tables and benches or seats are designed to maximize space and allow flexibility in the use of the space. |
| | **Food Service and Prep** | Food service and prep spaces (kitchen, freezer, cooler, office, restrooms, etc.) are sized and located appropriately. The kitchen area should have separate areas for pickup and delivery, have adequate storage, and fixed equipment. | Design of kitchen reflects its planned function; e.g., whether for food preparation or warming only. Space is available for refrigeration and preparation of foods to accommodate maximum number of students planned for the school. Office, changing, and restroom area for food preparation staff is available and shall comply with local department of health requirements. Safety equipment is available. The delivery area is separate from other traffic and does not provide an unsecured access point into the school. |

## NON-INSTRUCTIONAL SPACES (CONTINUED)

| System | Component | Description | What to Look For |
|---|---|---|---|
| Non-Instructional | **Clinic** | Each school should have a health clinic. | There should be a health service area with space for nurse desk, patient beds (2), filing cabinets, and both dry (locked) and refrigerated medication storage. There should also be an ADA accessible restroom. Cot area should be supervised by office |
| | **Counseling** | There should be office area for the psychologist/counseling program which provides for confidentiality and may be shared with other support service programs. | There should be a reception/waiting area. The space should be located adjacent to the fireproof records storage.<br>**Component requirements**<br>Guidance Office = 150 SF<br>Reception = 150 SF<br>Records Room = 150 SF |
| | **Custodial and Maintenance** | There should be a custodial receiving area (250 SF) and custodial closets with floor mop sink in each major building area. | The receiving area should be on the ground floor with direct access from delivery truck loading/unloading area and should have shelving for bulk storage of equipment and supplies. |
| | **Student Restrooms** | Restroom stalls shall be sufficient to accommodate the maximum planned enrollment and shall be located on campus to allow for supervision. | Restrooms are appropriately located and adequate in number, well-ventilated, and the fixtures are appropriate. Floor and wall surfaces are washable. Toilet partitions and urinal privacy partitions are in place. Restroom ratio should be 1 to 50 for girls, 1 to75 for boys. |
| | **Faculty Lounge/Work Space** | The faculty should have a space for dining and a work area. | The faculty lounge should be sized appropriately for the school. There should also be work space equipped for copying and other instructional materials preparation. Restrooms should be nearby and/or conveniently located in various parts of the school. |
| | **Book or Resource Storage** | The school should have storage for texts and other resources | Textbook storage room(s) should be on the first floor of the school and have adequate fixed casework with adjustable shelving to allow convenient access and use. Score with administration. |

### Examples of non-instructional spaces:






## OUTSIDE SPACES

| System | Component | Description | What to Look For |
|---|---|---|---|
| Outside | **Vehicular Traffic** | Traffic routing should be safe with good separation. | Bus, parent, and service lanes are "off-street" and do not conflict with each other, playground, or parking areas. There is adequate bus parking near entrances to the building. |
| | **Pedestrian Traffic** | Pedestrian traffic routing is safe with good separation from vehicular traffic. | There should be safe walk routes (sidewalks and marked crosswalks) that direct students and the public to appropriate entrances. |
| | **Parking** | Parking should be adequate in size and marked. | There is adequate off-street paved, marked, and lighted parking for staff and visitors for daily operations (not events). Parking lots have reasonable access to school entrances. Minimum adequate parking spaces defined as one space per staff member and six visitor spaces. |
| | **Play Areas/Fields** | Play areas should be adjacent to the school, adequate in size, and allow for free and organized play time. | There should be an area for covered play, a hard surfaced area, and playground equipment.<br>**PK/K only:** separately fenced area with both hard and grassed areas. For PK, this should be accessed directly from the classroom(s).<br>J**HS only:** include track and field, two football fields, and tennis courts.<br>**HS only**: track and field, three football fields, two soccer fields, baseball and softball fields, and tennis courts. |

### Examples of outside spaces:







## PERFORMING ARTS

All junior high and high schools are required to have a performing arts space.

| System | Component | Description | What to Look For |
|---|---|---|---|
| Performing Arts | **Environment** | The room should provide an inviting/stimulating environment for learning. | **Spatial Configuration (immovable):** Does it support the instructional program?<br>**Lighting:** Appropriate lighting levels?<br>**Acoustics:** Are there impediments to hearing? Is there noise transfer between spaces?<br>**HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control?<br>**Aesthetics:** Is it an inviting learning environment? |
| | **Size** | **ES:** Can be with the cafetorium but should have a stage with curtains and lights. Combination cafeteria and performing arts space is the standard for elementaries.<br>**JHS/HS:** The auditorium should have fixed seating for one grade level. HS: three spaces minimum - auditorium, small theater, black box. | Performing arts spaces including auditorium, stage, seating, green room, dressing rooms, sound booth, lighting booth, etc. meet instructional space guidelines/standards.<br>**EXCEL**: 90-100% of the room(s) meet standards<br>**GOOD**: 80-89% of the room(s) meet standards<br>**FAIR**: 65-79% of the room(s) meet standards<br>**POOR**: 50-64% of the room(s) meet standards<br>**UNSAT**: <50% of the room(s) meet standards |
| | **Location** | The room should be appropriately located for the program. | The performing arts space should be located on the ground floor and acoustically isolated from the quiet spaces. There should be convenient public & after-school access with the means to restrict access to other spaces and easy access to restrooms and water fountains. |
| | **Storage/Fixed Equip** | The room should have adequate storage space and fixed equipment appropriate to the program. | **JHS/HS:** The performing arts space should have adequate and appropriate storage, curtain, lighting, sound system, and technology equipment appropriate to the program. |

### Examples of performing arts spaces:







## PHYSICAL EDUCATION

All schools ES, JHS, and HS are expected to have a P.E. space, with one gym at the ES, 2 for JHS, and 3 for HS. If no space exists, all four components should be scored *Unsatisfactory*.

| System | Component | Description | | What to Look For |
|---|---|---|---|---|
| P.E. | **Environment** | The room should provide an inviting/stimulating environment for learning. | | **Spatial Configuration (immovable):** Does it support the instructional program?<br>**Lighting:** Appropriate natural light/lighting levels?<br>**Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between programs?<br>**HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control?<br>**Aesthetics:** Is it an inviting learning environment? |
| | **Size** | **ES:**<br>Gym | **ES: 3000 SF**<br>**JHS: 6000 SF**<br>**HS: 8000 SF** | **EXCEL**: 90-100% of the room(s) meet standards<br>**GOOD**: 80-89% of the room(s) meet standards<br>**FAIR**: 65-79% of the room(s) meet standards<br>**POOR**: 50-64% of the room(s) meet standards<br>**UNSAT**: <50% of the room(s) meet standards |
| | | **JHS:**<br>Competition court, 2 regulation cross-courts, seating for entire ASB.<br>Competition gym<br>Practice gym<br>Boys/girls lockers 2000 SF each<br>Storage/Office 600 SF | **HS:**<br>Competition court, 3 regulation cross courts, seating for entire ASB.<br>Competition and practice gym<br>Weight room; multi-purpose (wrestling/dance/gymnastics)<br>Boys/girls lockers 2000 SF each<br>Storage/Office 600 SF, training room, indoor turf training center, concession stand | |
| | **Location** | The room should be appropriately located for the program. | | The gymnasium is secured from other parts of the campus for evening and weekend events or for public use purposes. Access to public restrooms. |
| | **Storage/Fixed Equip** | The room should have adequate storage space and fixed equipment appropriate to the program. | | **Storage**: There should be adequate and appropriate storage.<br>**Fixed Equipment -** water fountains and fixed equipment (backboards, safety padding, JHS/HS: bleachers down one side as a minimum.), JHS/HS Dance: wooden floor and mirrored wall |

**Examples of physical education spaces:**





## SAFETY & SECURITY

| System | Component | Description | What to Look For |
|---|---|---|---|
| Safety and Security | **Fencing** | The school site should be appropriately fenced. | The school site is appropriately fenced. Entrances and egresses are limited, where appropriate. Preschool/kindergarten playgrounds are fenced separately from other play areas, which should also be completely fenced. Some schools have a "Spark park". This is a park that is open to the community adjacent to the school playground. For these cases, it is required to have a fence separating the playground from the Spark park. |
| | **Signage & Wayfinding** | Interior and exterior signage should be adequate for the needs of the school. | Adequate signage or graphics direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school and grounds. Traffic and parking signs are adequate to direct visitors. All rooms are identified with numbers/signs. |
| | **Ease of Supervision** | The building layout and equipment should enhance building supervision. | Supervision is enhanced through proper sightlines, few or no "hiding areas," appropriate interior/exterior lighting, good direct visibility or via security cameras both inside and outside the building. PK/Kindergarten classrooms should be designed to allow supervision of play yards (unless prevented by site shape or size) and all areas of the classroom. Outdoor restrooms having direct outside access are located in areas that are visible from playground and are easily supervised. |
| | **Controlled Entrances** | Points of entry should be controlled for student and staff safety. | School design or configuration allows for control of entrances to the school. Public entrances are easily supervised and controlled with a security vestibule. |

### Examples of safety & security:








## SCIENCE

Required space at every level, score all four components *Unsatisfactory* if none exists. For educational suitability purposes, if all the science rooms are located in a portable, all four components should be scored *Unsatisfactory*. The secondary schools should include both classrooms and lab spaces.

| System | Component | Description | What to Look For |
|---|---|---|---|
| Science | **Environment** | The room should provide an inviting/stimulating environment for learning. | **Spatial Configuration (immovable):** Classrooms are flexibly designed to insure full student access to laboratory stations and lecture areas.<br>**Lighting:** Appropriate natural light/lighting levels?<br>**Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms?<br>**HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control?<br>**Aesthetics:** Is it an inviting learning environment? |
| | **Size** | The room should meet the square footage standards.<br>**ES: 900 SF**<br>**MS: 1000 SF**<br>**HS: 1200 SF** | **EXCEL**: 90-100% of the room(s) meet standards<br>**GOOD**: 80-89% of the room(s) meet standards<br>**FAIR**: 65-79% of the room(s) meet standards<br>**POOR**: 50-64% of the room(s) meet standards<br>**UNSAT**: <50% of the room(s) meet standards |
| | **Location** | The room should be appropriately located for the program. | The science classroom should be shielded from noise-producing activities or functions. |
| | **Storage/Fixed Equip** | The room should have adequate storage space and fixed equipment appropriate to the program. | **Storage**: Space for teaching materials and adequate permanent casework. There should be separate secured storage areas area provided for volatile, flammable, and corrosive chemicals and cleaning agents.<br>**Fixed Equipment –** There should be a science classroom with wet flooring, appropriate science storage and extra sinks as well as safety equipment (FE, shower, eyewash) and supplies. **JHS/HS only:** A separate 100 SF room for storage and prep area. Fume hoods in 50% of the rooms, water and gas in all spaces (no gas at JHS level), chemical storage, prep room. Shared labs meet the standard. |

### Examples of science classrooms & labs





## SELF-CONTAINED SPECIAL EDUCATION

Required space where program exists, score *N/A* if program does not exist. For educational suitability purposes, if some self-contained rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all self-contained rooms are in portables, all components are scored *Unsatisfactory*.

| System | Component | Description | What to Look For |
|---|---|---|---|
| Self-Contained Special Ed | **Environment** | The room should provide an inviting/stimulating environment for learning. | **Spatial Configuration (immovable):** Does it support the instructional program?<br>**Lighting:** Appropriate natural light/lighting levels?<br>**Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms?<br>**HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control?<br>**Aesthetics:** Is it an inviting learning environment? |
| | **Size** | The room should meet the square footage standards.<br>**1000 SF (ES)**<br>**1200 SF (JHS)**<br>**1200 SF (HS)** | **EXCEL**: 90-100% of the room(s) meet standards<br>**GOOD**: 80-89% of the room(s) meet standards<br>**FAIR**: 65-79% of the room(s) meet standards<br>**POOR**: 50-64% of the room(s) meet standards<br>**UNSAT**: <50% of the room(s) meet standards |
| | **Location** | The room should be appropriately located for the program. | The classroom(s) should be shielded from noise-producing activities and located centrally. |
| | **Storage/Fixed Equip** | The room should have adequate storage space and fixed equipment appropriate to the program. | **Storage**: Room(s) have adequate permanent casework and teacher and student storage.<br>**Fixed Equipment:** The classrooms should have special needs equipment and technology equipment appropriate to the program. Each room should have a restroom with hot water, shower, and changing area. Lifeskills (Severe SC) 300 SF storage room with sensory breakout room, washer/dryer, and teaching kitchenette (JHS/HS only); Comprehensive Learning Center (Moderate) should have a sensory breakout room. **HS only:** Transition room for 18-21 year olds. |

### Examples of self-contained special education classrooms:








## TECHNOLOGY READINESS

Standard: wireless capability throughout the school, fiber access to each school, telephones to each instructional space, and four hardwire connections to each classroom.

| System | Component | Description | What to Look For |
|---|---|---|---|
| Technology Readiness | **Comm/IT Environment** | Communications and IT equipment should be in a climate-controlled environment that is secure and accessible. | Equipment is located in a place designed for Comm/IT equipment. Space is properly climate-controlled, secure, easily accessed. The area has adequate storage, utilities, and fixed equipment and is free of clutter. |
| | **Electrical Power** | Sufficient electrical power to provide for each student and staff operation/charging of multiple devices. | Each instructional, technology, and administrative space (classrooms, library, labs, data centers, etc.) has sufficient electrical power requirements for all applicable technology devices and outlets for a minimum of 5 computers per classroom. |
| | **Cooling** | Classrooms and computer lab computers should be in a climate-controlled environment. | Each classroom or computer lab has sufficient HVAC capacity for the number of computers present. The spaces have adequate year round cooling and ventilation. |
| | **Equity of Access** | All students and staff have equitable access across the school. | Each area has adequate network access for computers and applicable instructional technology devices through network drops or dense wireless. |
| | **LAN Connectivity** | Computers are connected. | All/nearly all computers are connected to the internet. |
| | **WAN Backbone** | Network is robust | Is the network connected via fiber, wireless, T1, or DSL? |
| | **LAN-WAN Performance** | Reliability of internet access | Internet connectivity is available and reliable. |
| | **Video Distribution** | All schools | The facility has infrastructure for video distribution (e.g. cable TV, satellite, streaming, or other video system). |
| | **Voice Distribution** | All schools | Should have an IP or analog phone, PA and intercom system in all instructional spaces, including OUTSIDE. If not, score it down. Faculty and Staff have voice mail access. |
| | **Faculty/Staff** | Faculty and Staff: All staff should have equipment. | Faculty stations have hardwire connections and sufficient electrical power to run computers and multimedia equipment in classrooms. Staff stations have appropriately located computer drops and electrical outlets. |

# Appendix D- BASYS Assessment Reports

The complete BASYS Facility Assessment Reports are provided under separate cover due to file size and technical formatting requirements. These reports contain detailed building-by-building evaluations supporting the summarized findings and condition scores presented in this Facilities Master Plan.

The BASYS® building condition score measures the amount of deferred maintenance in the school building's major systems. There are four types of assessments, including:

- **Building Condition**
- **Educational Suitability or functionality**
- **Grounds Condition**
- **Technology Readiness**

The BASYS® **Building Condition** score measures the amount of deferred maintenance in the school building's major systems. The weighted condition score of a facility is the average condition score (weighted by building square footage) of all the buildings at a site. The scores are interpreted as follows:

| BASYS Building Condition Rating Scale | |
|---|---|
| 90+ | **New or Like New:** The building and/or a majority of its systems are in very good condition and only require preventive maintenance; only a few, if any, systems have reached their expected life-cycle age. The total replacement cost of any "expired" systems is less than 10% of the current replacement value of the facility. |
| 80-89 | **Good:** The building and/or a majority of its systems are in good condition and only require routine maintenance; the total replacement cost of systems that have reached or exceeded their expected service life (life-cycle age) is between 10 and 20% of the current replacement cost of the facility. |
| 70-79 | **Fair:** The building and/or some of its systems are in fair condition based on age and operations; the total replacement cost of systems that have reached or exceeded their expected service life (life-cycle age) is between 20 and 30% of the current replacement cost of the facility. |
| 60-69 | **Poor:** The building and/or a significant number of its systems are in poor condition and require major repair, renovation, or replacement; the total replacement cost of systems that have reached or exceed their expected service life (life-cycle age) is between 30 and 40% of the current replacement cost of the facility. |
| BELOW 60 | **Unsatisfactory:** The building and/or a majority of its systems should be replaced due to risk of system failure, inefficient operation, and increased maintenance requirements; the total replacement cost of systems that have reached or exceed their expected service life (life-cycle age) is greater than 40% of the current replacement cost of the facility. |

The **Educational Suitability** or functionality assessment evaluates how well the facility supports the educational program that it houses. Each site receives one suitability score which applies to all the buildings at the facility. The **Educational Suitability** scores are interpreted as follows:

| BASYS Educational Suitability Rating Scale | |
|---|---|
| 90+ | **Excellent:** The facility is designed to provide for and support the governmental/educational program offered. It may have a minor suitability/functionality issue but overall, it meets the needs of the educational/governmental program. |
| 80-89 | **Good:** The facility is designed to provide for and support a majority of the educational/governmental program offered. It may have minor suitability/functionality issues but generally meets the needs of the educational/governmental program. |
| 70-79 | **Fair:** The facility has some problems meeting the needs of the educational/governmental program and will require remodeling/renovation. |
| 60-69 | **Poor:** The facility has numerous problems meeting the needs of the educational/governmental program and needs significant remodeling, additions, or replacement. |
| BELOW 60 | **Unsatisfactory:** The facility is unsuitable in support of the educational/governmental program. |

The **Technology Readiness** score measures the capability of the existing infrastructure to support information technology and associated equipment. The scores can be interpreted as follows:

| BASYS Technology Readiness Rating Scale | |
|---|---|
| 90+ | **Excellent:** The facility has excellent infrastructure to support information technology. |
| 80-89 | **Good:** The facility has the infrastructure to support information technology. |
| 70-79 | **Fair:** The facility is lacking in some infrastructure to support information technology. |
| 60-69 | **Poor:** The facility lacks significant infrastructure to support information technology. |
| BELOW 60 | **Unsatisfactory:** The facility has little or no infrastructure to support information technology. |

The **Grounds Condition** assessment score is a measure of the amount of capital needs or deferred maintenance at the site, which includes the driveways and walkways, the parking lots, the playfields, the utilities, and fencing, etc. The scores are interpreted as follows:

| BASYS Grounds Condition Rating Scale | |
|---|---|
| 90+ | **New or Like New:** The site and/or a majority of its systems are in good condition, less than three years old, and only require preventive maintenance. |
| 80-89 | **Good:** The site and/or a majority of its systems are in good condition and only require routine maintenance. |
| 70-79 | **Fair:** The site and/or some of its systems are in fair condition and require minor to moderate repair. |
| 60-69 | **Poor:** The site and/or a significant number of its systems are in poor condition and will require major repair or renovation. |
| BELOW 60 | **Unsatisfactory:** The site and/or a majority of its systems should be renovated. |

# DUE TO SIZE OF FILE, ASSESSMENT REPORTS ARE UNDER SEPARATE COVER

# Appendix E – Community Engagement Responses

## FFAC Survey Data

### Summary

The majority of participants were ***District Staff Member***, followed *by* ***Parent/Guardian of Districts Student(s),****then* ***Community Member***.

The most important items to address in schools were **Aging Infrastructure (61%), Heating and Cooling (HVAC) (50%),** then **Security and Safety Systems** and **Parking and Drop-Off Areas (28% each).**

When ranking aspects of school facilities by importance, the **number 1 priority** was **Student Safety,** followed by **Air Quality and Ventilation,** then **Modern Instructional Spaces.**

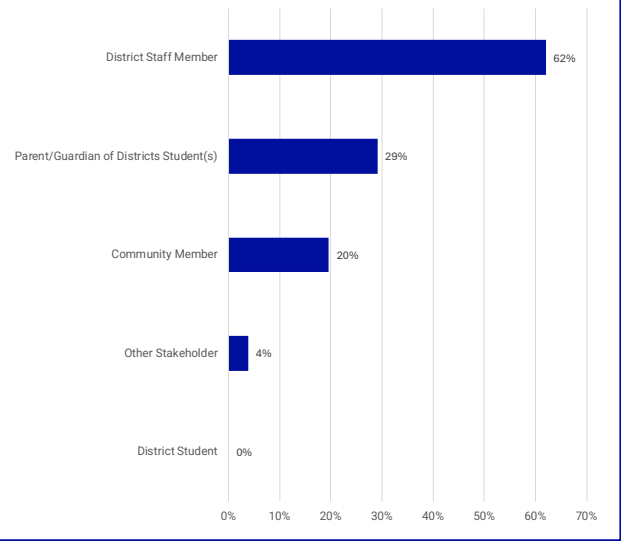
In rating the quality of aspects of a basic school facility standards-- **Water-Tight Building Envelope, Reliable HVAC in All Educational Areas, Career and Technical Education (CTE) Space, Playgrounds, Interior Finishes, and Restrooms** were rated as ***"Fair"***.

The **Secured/Locked Building** was the only area that received a rating of ***"Good."*** All other areas, including **On Site Athletic Fields, Performing Arts Space, Music Space, and Technology Infrastructure**, were rated as ***"Poor."*** The **Maker Space and STEM Labs** received identical ratings, resulting in a tie.

### 1. What describes your relationship to the school district? (Check all that apply)

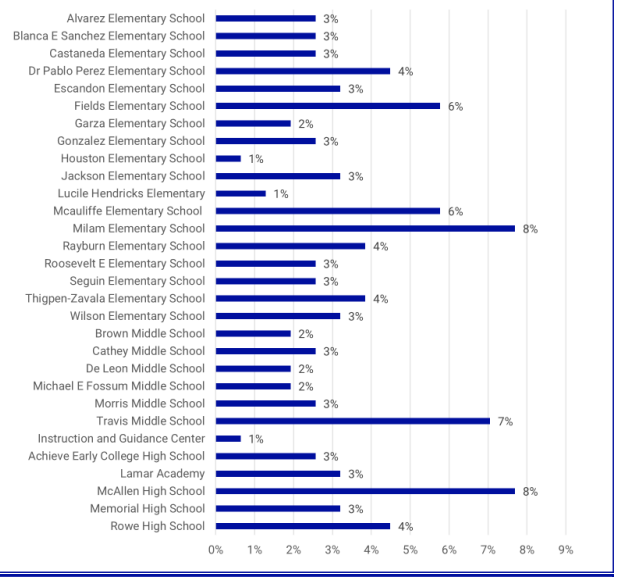
| Response options | Count | Percent |
|---|---|---|
| District Staff Member | 98 | **62%** |
| Parent/Guardian of Districts Student(s) | 46 | **29%** |
| Community Member | 31 | **20%** |
| Other Stakeholder | 6 | **4%** |
| District Student | 0 | **0%** |
| Total | **181** | **115%** |

***Note:** Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.



## 2. Which school are you connected with or reviewing?

| Response options | Count | Percent |
|---|---|---|
| Alvarez Elementary School | 4 | 3% |
| Blanca E Sanchez Elementary School | 4 | 3% |
| Castaneda Elementary School | 4 | 3% |
| Dr Pablo Perez Elementary School | 7 | 4% |
| Escandon Elementary School | 5 | 3% |
| Fields Elementary School | 9 | 6% |
| Garza Elementary School | 3 | 2% |
| Gonzalez Elementary School | 4 | 3% |
| Houston Elementary School | 1 | 1% |
| Jackson Elementary School | 5 | 3% |
| Lucile Hendricks Elementary | 2 | 1% |
| Mcauliffe Elementary School | 9 | 6% |
| Milam Elementary School | 12 | 8% |
| Rayburn Elementary School | 6 | 4% |
| Roosevelt E Elementary School | 4 | 3% |
| Seguin Elementary School | 4 | 3% |
| Thigpen-Zavala Elementary School | 6 | 4% |
| Wilson Elementary School | 5 | 3% |
| Brown Middle School | 3 | 2% |
| Cathey Middle School | 4 | 3% |
| De Leon Middle School | 3 | 2% |
| Michael E Fossum Middle School | 3 | 2% |
| Morris Middle School | 4 | 3% |
| Travis Middle School | 11 | 7% |
| Instruction and Guidance Center | 1 | 1% |
| Achieve Early College High School | 4 | 3% |
| Lamar Academy | 5 | 3% |
| McAllen High School | 12 | 8% |
| Memorial High School | 5 | 3% |
| Rowe High School | 7 | 4% |
| Total | 156 | 100% |




## 3. What do you believe are the greatest strengths or points of pride in your school?

### 1) Strong, Dedicated Teachers and Staff

- The most frequently cited point of pride across all schools.
- Respondents consistently emphasized teacher quality, dedication, and collaboration.
- Phrases like "Staff and teachers are the greatest strength" appeared dozens of times—demonstrating clear consensus.

### 2) Clean, Well-Maintained Campuses

- "Cleanliness" and "clean campus" were repeated throughout all responses.
- Many comments praised custodial staff and noted that facilities were "very well kept" and "inviting."
- Cleanliness is tied to both pride and perceived safety.

### 3) Attractive and Inviting Facilities

- Aesthetic appeal—"beautiful campus," "attractive building," "new gym," "welcoming courtyard"—was a major strength.
- Natural light, decorative walls, trophy cases, and landscaping were often mentioned as contributing to school pride.

## 3. What do you believe are the greatest strengths or points of pride in your school?

### 4) Tradition and Legacy

- Schools with long histories or strong reputations (e.g., McHi, Wilson, Milam) are described as *"rich in tradition"* and *"longstanding community symbols."*
- Alumni connections and intergenerational pride enhance loyalty and school identity.

### 5) Community and Family Engagement

- Several respondents highlighted community ties, PTO involvement, and *"family support."*
- "Community engagement" was directly listed as a strength, with many noting strong partnerships and neighborhood pride.

### 6) Academic Excellence and School Ratings

- Frequent mention of "A-rated campus," "academic success," and "high performance."
- Many associate academic success with staff dedication and student motivation.
- Some noted IB and dual language programs as key sources of pride.

## 3. What do you believe are the greatest strengths or points of pride in your school?

### 7) Variety of Programs and Opportunities

- Recognition of robust extracurricular and academic programs—Fine Arts, Athletics, IB, Dual Language, and CTE.
- Several comments highlighted clubs like chess, robotics, and digital media as evidence of a well-rounded learning environment.

### 8) Newer or Renovated Facilities

- Respondents appreciated modern buildings and recent upgrades such as renovated cafeterias, new roofs, and gym additions.
- "Fairly new" and "newer campus" were often linked to positive first impressions and staff satisfaction.

### 9) Spacious Layouts and Outdoor Areas

- Many praised outdoor courtyards, green spaces, playgrounds, and covered pavilions.
- Spacious layouts were tied to comfort, student safety, and opportunities for outdoor learning or recreation.

### 10) Pride, Spirit, and Sense of Belonging

- Words like "pride," "spirit," and "welcoming environment" surfaced frequently.
- Several noted that "students feel proud to attend" and that "school spirit is strong."
- Pride appears to be both an outcome of facility quality and staff culture.

## 4. What improvements would you most like to see in your school?

### 1) Fix the basics: HVAC, roofs, leaks, and moisture control

- Widespread reports of inconsistent AC (rooms "too hot/too cold"; "chillers inconsistent").
- Roof leaks/water intrusion (leaks, ceiling tile damage, mildew/mold references).
- Drainage issues causing flooding (gyms, courtyards, sidewalks, covered walkways).
- Odors linked to moisture/HVAC problems ("gym smell VERY BAD," musty spaces).

### 2) Replace portables; build permanent classrooms and a new wing

- Repeated call to remove portables and add a new wing (15–20 rooms cited).
- Covered pathways from portables to main buildings for safety/weather protection.
- Portables described as decrepit, with roof nails, ant problems, poor AC, and restroom gaps.

### 3) Right-size common spaces: cafeteria, gym, library, and circulation

- Cafeterias need expansion/redesign (more serving lines; storage; supervision).
- Dedicated gyms (not café-gyms), new gym floors/bleachers, odor mitigation, AC.
- Libraries and hallways undersized; lockers removal suggested to widen passing areas for 2,300 students.

## 4. What improvements would you most like to see in your school?

### 4) Modernize and expand student/staff restrooms (incl. staff counts)

- Student and staff restroom upgrades requested across multiple campuses; more staff restrooms (e.g., "4 restrooms for over 90 staff").
- Accessibility and privacy concerns (short stall doors; layout).
- Life Skills/SPED needs for changing tables, adjacent restrooms, and appropriate fixtures.

### 5) Strengthen safety, security, and front-of-house design

- Secure, visible, and adequately sized front entries/reception areas; congestion at drop-off.
- Badge readers, access control, additional cameras, PA/intercom upgrades (campus-wide all-call).
- Perimeter fencing, privacy fencing by fields/neighborhoods; improved emergency communications.

### 6) Upgrade electrical/IT backbone and classroom technology

- Electrical reliability: outlets, loads, and equipment cooling (IT rooms "extremely hot").
- Campus-wide recabling, more data drops per classroom, additional APs, and Wi-Fi coverage.
- Interactive panels/projectors for every classroom; digital signage/hallway displays.

## 4. What improvements would you most like to see in your school?

### 7) Improve fine arts, CTE, and specialized learning spaces

- Fine Arts overcrowding and soundproofing needs (choir, band, orchestra, mariachi in portables).
- CTE facilities undersized/outdated (welding ventilation/showers; bio lab to college-level standard).
- ASL/music rooms: acoustics, lighting, and dedicated space; auditorium lighting and reliability.

### 8) Expand parking, traffic flow, and site safety (with shade/weather cover)

- Parking expansions for staff/visitors; potholes, loose gravel, and repaving needs.
- Covered canopies/walkways (front of school, bus pickup, to/from portables) for heat/rain.
- Lighting in lots and around campus to improve security and evening events.

### 9) Address accessibility and SPED/Life-Skills environments

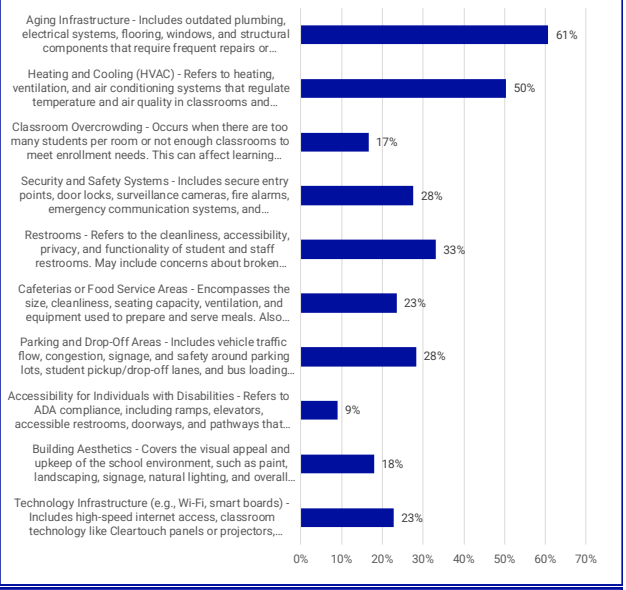
- Larger self-contained rooms, in-room restrooms, and storage.
- ADA-compliant routes, ramps, and bus-area access close to SPED entrances.
- Inclusive playscapes and age-appropriate early childhood/SPED outdoor equipment.

### 10) Refresh interiors and exteriors for a safe, welcoming, A-rated feel

- Interior finishes: flooring replacement (tiles lifting), ceilings, paint; remove outdated dividers/risers.
- Exterior envelope repairs: spalling concrete, window/energy efficiency, canopy repairs.
- Landscaping and campus image: trimming overgrown trees, revitalized courtyards, signage/marquee.

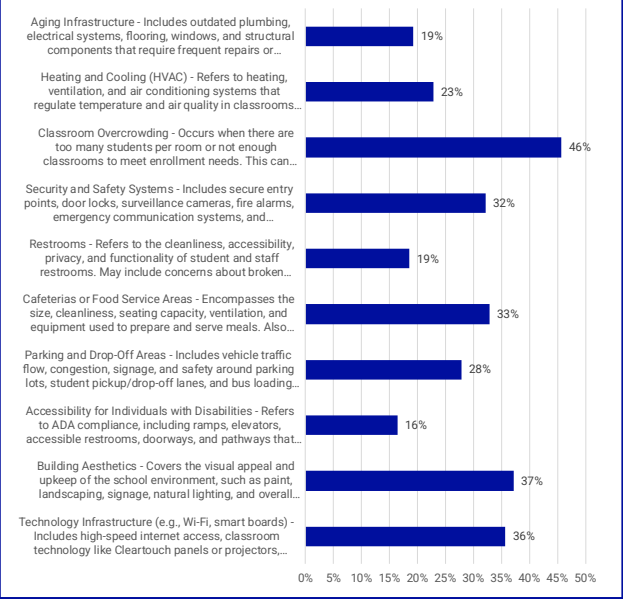
# 5. Select the top 3 items you believe are MOST important to address in facility planning

| Response options | Count | Percent |
|---|---|---|
| Aging Infrastructure - Includes outdated plumbing, electrical systems, flooring, windows, and structural components that require frequent repairs or upgrades to meet current safety and usability standards. | 88 | **61%** |
| Heating and Cooling (HVAC) - Refers to heating, ventilation, and air conditioning systems that regulate temperature and air quality in classrooms and common areas. Issues may include poor airflow, unreliable systems, or uncomfortable indoor temperatures. | 73 | **50%** |
| Classroom Overcrowding - Occurs when there are too many students per room or not enough classrooms to meet enrollment needs. This can affect learning quality, noise levels, and teacher effectiveness. | 24 | **17%** |
| Security and Safety Systems - Includes secure entry points, door locks, surveillance cameras, fire alarms, emergency communication systems, and procedures for lockdowns or evacuations. | 40 | **28%** |
| Restrooms - Refers to the cleanliness, accessibility, privacy, and functionality of student and staff restrooms. May include concerns about broken fixtures, lack of supplies, or inadequate numbers of stalls. | 48 | **33%** |
| Cafeterias or Food Service Areas - Encompasses the size, cleanliness, seating capacity, ventilation, and equipment used to prepare and serve meals. Also includes concerns about traffic flow and time to eat. | 34 | **23%** |
| Parking and Drop-Off Areas - Includes vehicle traffic flow, congestion, signage, and safety around parking lots, student pickup/drop-off lanes, and bus loading zones. | 41 | **28%** |
| Accessibility for Individuals with Disabilities - Refers to ADA compliance, including ramps, elevators, accessible restrooms, doorways, and pathways that ensure all students, staff, and visitors can safely and comfortably access school facilities. | 13 | **9%** |
| Building Aesthetics - Covers the visual appeal and upkeep of the school environment, such as paint, landscaping, signage, natural lighting, and overall appearance that can affect school pride and student morale. | 26 | **18%** |
| Technology Infrastructure (e.g., Wi-Fi, smart boards) - Includes high-speed internet access, classroom technology like Cleartouch panels or projectors, reliable device access, and support for modern teaching tools and digital learning. | 33 | **23%** |
| Total | **273** | **188%** |



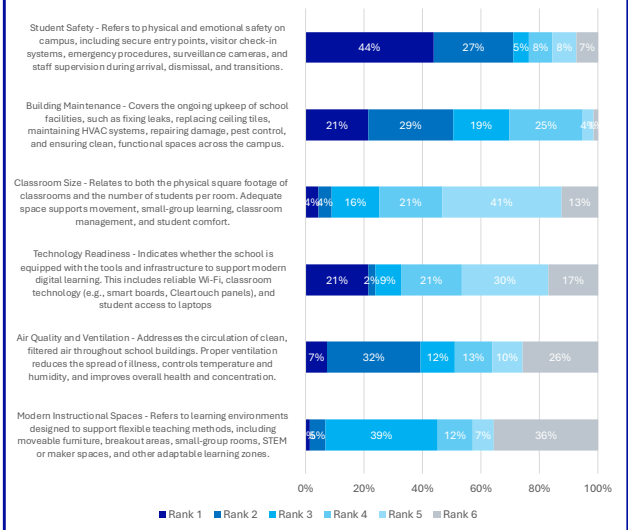

# 6. Select the top 3 items you believe are LEAST important to address in facility planning

| Response options | Count | Percent |
|---|---|---|
| Aging Infrastructure - Includes outdated plumbing, electrical systems, flooring, windows, and structural components that require frequent repairs or upgrades to meet current safety and usability standards. | 27 | **19%** |
| Heating and Cooling (HVAC) - Refers to heating, ventilation, and air conditioning systems that regulate temperature and air quality in classrooms and common areas. Issues may include poor airflow, unreliable systems, or uncomfortable indoor temperatures. | 32 | **23%** |
| Classroom Overcrowding - Occurs when there are too many students per room or not enough classrooms to meet enrollment needs. This can affect learning quality, noise levels, and teacher effectiveness. | 64 | **46%** |
| Security and Safety Systems - Includes secure entry points, door locks, surveillance cameras, fire alarms, emergency communication systems, and procedures for lockdowns or evacuations. | 45 | **32%** |
| Restrooms - Refers to the cleanliness, accessibility, privacy, and functionality of student and staff restrooms. May include concerns about broken fixtures, lack of supplies, or inadequate numbers of stalls. | 26 | **19%** |
| Cafeterias or Food Service Areas - Encompasses the size, cleanliness, seating capacity, ventilation, and equipment used to prepare and serve meals. Also includes concerns about traffic flow and time to eat. | 46 | **33%** |
| Parking and Drop-Off Areas - Includes vehicle traffic flow, congestion, signage, and safety around parking lots, student pickup/drop-off lanes, and bus loading zones. | 39 | **28%** |
| Accessibility for Individuals with Disabilities - Refers to ADA compliance, including ramps, elevators, accessible restrooms, doorways, and pathways that ensure all students, staff, and visitors can safely and comfortably access school facilities. | 23 | **16%** |
| Building Aesthetics - Covers the visual appeal and upkeep of the school environment, such as paint, landscaping, signage, natural lighting, and overall appearance that can affect school pride and student morale. | 52 | **37%** |
| Technology Infrastructure (e.g., Wi-Fi, smart boards) - Includes high-speed internet access, classroom technology like Cleartouch panels or projectors, reliable device access, and support for modern teaching tools and digital learning. | 50 | **36%** |
| Total | **194** | **139%** |



## 7. Rank the following aspects of school facilities from most important to least important. (1 = most important and 6= least important)

| Response options | Rank 1 | Rank 2 | Rank 3 | Rank 4 | Rank 5 | Rank 6 | Total |
|---|---|---|---|---|---|---|---|
| **Student Safety** - Refers to physical and emotional safety on campus, including secure entry points, visitor check-in systems, emergency procedures, surveillance cameras, and staff supervision during arrival, dismissal, and transitions. | 44% | 27% | 5% | 8% | 8% | 7% | **100%** |
| **Building Maintenance** - Covers the ongoing upkeep of school facilities, such as fixing leaks, replacing ceiling tiles, maintaining HVAC systems, repairing damage, pest control, and ensuring clean, functional spaces across the campus. | 21% | 29% | 19% | 25% | 4% | 1% | **100%** |
| **Classroom Size** - Relates to both the physical square footage of classrooms and the number of students per room. Adequate space supports movement, small-group learning, classroom management, and student comfort. | 4% | 4% | 16% | 21% | 41% | 13% | **100%** |
| **Technology Readiness** - Indicates whether the school is equipped with the tools and infrastructure to support modern digital learning. This includes reliable Wi-Fi, classroom technology (e.g., smart boards, Cleartouch panels), and student access to laptops or tablets. | 21% | 2% | 9% | 21% | 30% | 17% | **100%** |
| **Air Quality and Ventilation** - Addresses the circulation of clean, filtered air throughout school buildings. Proper ventilation reduces the spread of illness, controls temperature and humidity, and improves overall health and concentration. | 7% | 32% | 12% | 13% | 10% | 26% | **100%** |
| **Modern Instructional Spaces** - Refers to learning environments designed to support flexible teaching methods, including moveable furniture, breakout areas, small-group rooms, STEM or maker spaces, and other adaptable learning zones. | 1% | 5% | 39% | 12% | 7% | 36% | **100%** |
| Total | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | |




## 8. How would you rate the quality of each of the following basic school facility standards? (Rate each as Good, Fair, or Poor. Use the comment box to explain or share concerns if desired.)

| Response options | Poor | Fair | Good | Total |
|---|---|---|---|---|
| Water-Tight Building Envelope (Roof, Windows, Walls) - Protects the interior of buildings from water intrusion, preventing leaks, mold, and structural damage. A secure envelope helps maintain indoor air quality and supports a safe, healthy, and comfortable learning environment. | 40% | 43% | 17% | **100%** |
| Reliable HVAC in All Educational Areas - Provides consistent heating, ventilation, and air conditioning throughout the year. Proper climate control ensures student and staff comfort, supports health, and creates an optimal environment for teaching and learning. | 43% | 49% | 8% | **100%** |
| Career and Technical Education (CTE) Space - Specialized classrooms or labs for hands-on learning in trades, health sciences, engineering, and technology. These spaces prepare students with real-world skills and industry certifications aligned to future careers. | 39% | 49% | 12% | **100%** |
| Maker Space/STEM Labs - Flexible, innovation-focused areas where students engage in science, technology, engineering, arts, and mathematics. These spaces support project-based learning, creativity, problem-solving, and experimentation. | 33% | 33% | 33% | **100%** |
| On-Site Athletic Fields - Outdoor facilities used for physical education classes, organized sports, and recreational activities. They promote physical health, teamwork, school spirit, and student engagement. | 48% | 38% | 14% | **100%** |
| Playgrounds - Age-appropriate outdoor play areas designed to promote physical activity, motor skill development, and social interaction for elementary and early childhood students. | 40% | 42% | 18% | **100%** |
| Secured/Locked Building - Safety measures such as secure entry points, locked doors, surveillance systems, and visitor management protocols to prevent unauthorized access and ensure the safety of students and staff. | 34% | 26% | 40% | **100%** |
| Performing Arts Space - Facilities for drama, dance, and theatrical performances, including stages, lighting, and backstage areas. These spaces support artistic expression, public speaking, and cultural enrichment. | 55% | 29% | 17% | **100%** |
| Music Space - Dedicated rooms for instrumental and vocal music instruction, including practice rooms and soundproof areas. Music spaces enhance studentsâ€™ creative development, discipline, and collaboration skills. | 50% | 36% | 14% | **100%** |
| Technology Infrastructure - Systems that support digital learning, including high-speed internet, classroom displays (e.g., Cleartouch panels, projectors), and access to devices. A strong tech infrastructure enables modern instruction and efficient school operations. | 44% | 33% | 23% | **100%** |
| Interior Finishes - Surfaces and materials inside the building, including flooring, ceilings, wall coverings, paint, and cabinetry. High-quality finishes contribute to a welcoming, durable, and easy-to-maintain environment. | 34% | 45% | 20% | **100%** |
| Restrooms - Facilities that are clean, functional, accessible, and age-appropriate. Well-maintained restrooms are essential to student health, comfort, and dignity throughout the school day. | 38% | 48% | 14% | **100%** |
| Total* | **497%** | **472%** | **231%** | |



## 8. How would you rate the quality of each of the following basic school facility standards? (Rate each as Good, Fair, or Poor. Use the comment box to explain or share concerns if desired.)

### Water-Tight Building Envelope (Roof, Windows, Walls)

- Water leaks at front/side doors; water intrusion with even light rain.
- Ceiling tiles stained/damaged; "constant leaks"; moisture between brick and plaster.
- Roof leaks reported (including after "recently replaced" roof); eyebrow concrete spalling in courtyard (safety hazard).
- Stage ceiling leaking; gym floods; standing water near gym/courtyards; drainage issues.
- Walls "bubbling"; mold/mildew odors; humidity problems; outdated windows.

### Reliable HVAC in All Educational Areas

- "Either too hot or too cold"; inconsistent cooling/heating across campus.
- Hot spots: gym, E hallway, west-side offices after sunset; some rooms warm.
- Noisy HVAC; burning smell noted in a room; duct/controls issues implied.
- Outages frequent enough to disrupt learning; portables rely on inadequate solutions.
- Needs additional vents/air distribution; reliability flagged as "not reliable."

### Career & Technical Education (CTE) Space

- Limited space/resources; labs lack space, storage, and dedicated equipment.
- Power layout inadequate (not enough/poorly located outlets).
- Some programs share rooms (e.g., chess/keyboard) due to space limits.
- Upgrades needed to meet dual-credit or industry standards.

## 8. How would you rate the quality of each of the following basic school facility standards? (Rate each as Good, Fair, or Poor. Use the comment box to explain or share concerns if desired.)

### Maker Space / STEM Labs

- No dedicated spaces at some sites (library repurposed or "doesn't exist").
- Existing spaces too small or not permanent; lack sinks/eyewash or lab furniture.
- Requests for a science lab configured for hands-on experiments.

### On-Site Athletic Fields

- Some campuses have no track/field; others report uneven/unsafe surfaces (holes, ants), poor turf/irrigation.
- Broken/outdated goals; need new soccer goals/backstop.
- Areas flood near gyms/fields; fields open to public after hours (security).
- Requests for shade and fenced perimeters.

### Playgrounds

- Missing or inadequate equipment for Early Childhood/Pre-K; need age-appropriate areas.
- Equipment in poor condition/missing parts; injury concerns; needs maintenance.
- Lack of shade; ADA access gaps; need a dedicated area for younger population.

## 8. How would you rate the quality of each of the following basic school facility standards? (Rate each as Good, Fair, or Poor. Use the comment box to explain or share concerns if desired.)

### Secured / Locked Building

- Access control gaps: need more visibility at entrances, more buzz-in points (e.g., Band), faster interior door locks.
- Fencing/privacy needs (north side; west side near community center; behind cafeteria); request for magnetic door at gym exit.
- Calls for more cameras, intercom upgrades, and privacy fencing; blind spots noted.

### Performing Arts Space

- No dedicated space at some sites; "stage in the gym" common.
- Outdated/poor sound and lighting; flooring issues on main gym floor used for events.
- ADA concerns: high stage without ramps/rails; not wheelchair accessible.
- General "needs updating"; request for a proper performance stage.

### Music Space (Band/Choir/Orchestra/Mariachi)

- Programs in regular classrooms/portables; rooms too small for ensembles.
- Need separate Mariachi classroom; choir room warm; risers removal requested.
- Storage and acoustics/soundproofing inadequate; "music area upgrades" needed.

## 8. How would you rate the quality of each of the following basic school facility standards? (Rate each as Good, Fair, or Poor. Use the comment box to explain or share concerns if desired.)

### Technology Infrastructure

- Spotty Wi-Fi; dead zones; "not reliable" in areas; need more access points.
- Some teachers lack Promethean/Cleartouch; projectors failing/aging.
- Need secure/networking racks, re-cabling, intercom integrations; testing disrupted by connectivity.

### Interior Finishes (Floors, Ceilings, Walls, Paint, Casework)

- Water-stained/moldy ceiling tiles; frequent replacements due to AC/plumbing leaks.
- Peeling paint; "dated" interiors; grout/tiles damaged; lifting floor tiles.
- Broken cabinetry (kitchen, lounge); humidity damage covered cosmetically (wood panels) instead of root fix.
- Windows/blinds old; library "tiny/uninviting" in places.

### Restrooms

- Staff restrooms: too few; long waits; "only four" for large staff at some sites.
- Student restrooms: outdated fixtures, doors not closing, plumbing problems, privacy concerns (urinals/showers).
- Need in-class or nearby restrooms for self-contained/Head Start; gym restrooms small.
- Upgrades needed for ADA and dignity/privacy.

## 9. What is your vision for an ideal school environment in this district 5–10 years from now?

### 1) Future-ready, smart, and flexible learning environments

- "Aesthetic, safe, smart building" repeated verbatim many times; technology-ready with seamless device integration.
- Flexible classrooms/furniture; spaces reconfigurable for small groups and movement.
- Modern finishes and lighting that create an inspiring, professional feel.

### 2) Reliable MEP systems as the non-negotiable baseline

- Campus-wide HVAC that is consistent and quiet (no "too hot/too cold," no odors).
- Replace aging plumbing and electrical; fix outlets, load capacity, and equipment cooling.
- Wi-Fi, data drops, and AP coverage designed to instructional need rather than patched over time.

### 3) Replace portables with permanent, right-sized capacity

- New wings to eliminate portables—especially those in flood zones.
- Covered, ADA-compliant walkways to connect buildings and shield from weather.
- Classrooms sized for movement, small-group instruction, and modern furniture layouts.

## 9. What is your vision for an ideal school environment in this district 5–10 years from now?

### 4) Dedicated athletics and PE facilities (not shared café-gyms)

- "Stand-alone gym space, regulation footprint, storage, and ventilation.
- Track/field upgrades to reduce injuries and support daily programs.
- Gym acoustics and odor mitigation; safe circulation during lunch and bad weather.

### 5) Inclusive design for SPED/Life Skills and early childhood

- Self-contained classrooms enlarged with in-room restrooms, changing areas, storage.
- ADA routes, bus-area access near SPED entries; inclusive playscapes and EC restrooms.
- Quiet rooms, safety features, and furniture that meet diverse sensory/physical needs.

### 6) Safety, security, and a welcoming front-of-house

- Right-sized, visible entrances with secure vestibules and clear wayfinding/signage.
- Access control, cameras, PA/intercom all-call, panic alert buttons.
- Lighting, fencing/privacy edges, and traffic management that reduce blind spots and congestion.

## 9. What is your vision for an ideal school environment in this district 5–10 years from now?

**7) Equitable modernization across campuses**

- Desire for every school to be modern, inclusive, and future-ready, not just newer sites.
- Address disparities noted during campus walks so student experience is comparable districtwide.
- Standards for classrooms, labs, restrooms, and tech so "A-rated" feel is visible everywhere.

**8) Program-ready spaces for Fine Arts, CTE, and specialized labs**

- Purpose-built rehearsal halls; sound-isolated choir/band/orchestra/mariachi spaces.
- CTE labs (welding, SciTech, bio for dual credit) with proper ventilation, power, and storage.
- Auditorium lighting/reliability; black box/performing arts hubs; "hub-and-spoke" concept noted.
- .

**9) Site, parking, and protected circulation upgrades**

- Expanded parking and improved drop-off/traffic flow; resurfacing potholes/gravel.
- Canopies and covered walks for heat/rain; safer routes to specials and buses.
- Landscaping and courtyard renewal to signal care, safety, and community pride.

**10) Strategic reconfiguration and image refresh**

- Remove outdated classroom partitions, repurpose dead space in office/library/annex.
- Interior refresh (floors, ceilings, paint) and exterior envelope repairs (windows, canopies).
- Library/cafeteria/gym re-stacking concepts to better match current and future use.

## 9. What is your vision for an ideal school environment in this district 5–10 years from now?

**2–3 years**

- Life-safety and reliability (HVAC/plumbing/electrical), security/PA, worst roof/leak/drainage fixes, ADA routes, portable mitigation.

**3–5 years**

- New classroom wing(s), dedicated gym(s), cafeteria re-design, SPED/Life Skills expansions, core site/parking and canopies.

**5–10 years**

- Fine Arts/CTE hubs, campus-wide smart building systems, comprehensive modernization and equitable standards across all campuses.

## 10. Do you have any other comments or concerns about the condition of your school's buildings or grounds? (Examples: lighting, flooring, ceiling tiles, storage space, classroom furniture, pest control, ADA accessibility, signage, traffic flow, parking, etc.)

### 1) Life-safety & health: leaks, mold, odors, and moisture

- Recurrent roof/ceiling leaks, stained tiles, and musty/mildew odors (esp. gyms, nurses' areas).
- Mold concerns cited repeatedly; moisture blamed on HVAC cycling and envelope failure.
- Drainage/ponding at courtyards, walkways, and gym entries → slip hazards and closures.

### 2) HVAC reliability and air quality

- Inconsistent temperatures; ductwork sweating; units too old for parts; chillers unreliable.
- AC shutdowns on weekends/summer linked to moisture/artwork falling and odor issues.
- Calls for quiet, balanced systems and better ventilation/filtration.

### 3) Electrical/IT backbone and secure networking

- Campus-wide recabling, more data drops, AP density, and cooling for IT rooms.
- Repeated request: secure, enclosed networking racks; address load limits and bad outlets.
- Multiple near-duplicate entries list the same marquee/cameras/access control/PA-intercom package.

## 10. Do you have any other comments or concerns about the condition of your school's buildings or grounds? (Examples: lighting, flooring, ceiling tiles, storage space, classroom furniture, pest control, ADA accessibility, signage, traffic flow, parking, etc.)

### 4) Portables: condition, safety, and access

- Portables described as decrepit: leaking roofs, ant/rodent issues, soft floors, clogged restrooms.
- Safety/communications gaps (distance from main building; poor intercom/cell reception).
- Desire to remove portables via permanent wings; interim need for covered ADA routes.

### 5) Restrooms, locker rooms, and staff facilities

- More and modernized restrooms for students and staff; better ventilation; privacy in showers.
- Life Skills/SPED: in-room restrooms, changing areas, storage; nurse's room upgrades.
- Staff amenities (lounges/workrooms) often undersized and dated.

### 6) Fine Arts & CTE spaces not fit for purpose

- Sound-isolated rehearsal halls for choir/band/orchestra; mariachi should not be in a portable.
- CTE (welding/bio/SciTech) needs proper ventilation, showers, utilities, and room sizing.
- Auditorium/black box lighting reliability; gym acoustics and odor mitigation.

## 10. Do you have any other comments or concerns about the condition of your school's buildings or grounds? (Examples: lighting, flooring, ceiling tiles, storage space, classroom furniture, pest control, ADA accessibility, signage, traffic flow, parking, etc.)

### 7) Interior modernization: lighting, ceilings, floors, partitions, furniture

- Dim lighting (esp. halls), failing ceiling tiles, warped floors, and low ceilings.
- Replace accordion classroom partitions with walls to reduce noise/behavior spillover.
- Classroom furniture often old/hand-me-downs; requests for flexible, durable, modern sets.

### 8) Site circulation, parking, canopies, and perimeter safety

- Parking shortages and poor surfaces (potholes, loose gravel) + insufficient lighting.
- Covered walkways/canopies for dismissal, rain, and heat; safer evacuation paths (paved/ADA).
- Perimeter fencing/privacy, gate controls, and clear front-of-house visibility.

### 9) ADA/accessibility and wayfinding

- Uneven sidewalks, heaving slabs near courts, non-ADA door hardware, inaccessible routes to pavilions.
- Suggestion: wheelchair audit to identify barriers quickly.
- Need for clear signage/wayfinding and brighter, safer entries.

### 10) Campus image and stewardship

- Landscaping refresh, tree trimming away from buildings, welcoming lobbies with school identity.
- Exterior envelope repair (canopies, windows), paint refresh; tackle pest control (rodents/roaches).
- Desire for consistent district stewardship vs. ad-hoc PTO patching.

## 11. Do you have any other comments or concerns about how well your school's facilities support teaching and learning? (Examples: classroom size, specialized spaces like science labs or art rooms, technology access, noise levels, air quality, flexible learning environments, small group instruction areas, etc.)

### 1) Classroom space and partitions hinder instruction

- Many classrooms are too small or divided by thin partitions, allowing noise and light to pass through.
- Shared rooms (e.g., 2nd Grade next to Pre-K) make focused instruction difficult.
- Teachers report overcrowding (24+ students) with limited space for storage or movement.
- Hallways and resource rooms are tight, leaving no space for small-group or intervention learning.

### 2) Specialized learning spaces are insufficient or outdated

- Replace outdated AC units, address mold/moisture issues, and improve restroom facilities.
- Need for modernized classrooms, especially at older schools like McAllen High (built in 1963).
- Calls to eliminate portables and invest in long-term building solutions.
- Requests for improved science labs, fine arts facilities, and upgraded libraries/cafeterias.

### 3) Air quality and HVAC continue to disrupt learning

- "Air quality" and "mold" concerns appear in many responses.
- HVAC inconsistencies (too hot/too cold) impact comfort and concentration.
- Loud AC noise in cafeterias and classrooms interrupts instruction.
- Several buildings have odor, condensation, or duct leakage issues tied to aging systems.

**11. Do you have any other comments or concerns about how well your school's facilities support teaching and learning?**
**(Examples: classroom size, specialized spaces like science labs or art rooms, technology access, noise levels, air quality, flexible learning environments, small group instruction areas, etc.)**

**4) Technology access and infrastructure gaps**

- Wi-Fi dead zones, weak connectivity, and power issues hinder digital instruction and online testing.
- Teachers cite reliance on outdated or small classroom screens instead of interactive displays.
- Requests for campus-wide technology modernization: projectors, smart boards, sufficient outlets, and secured networking racks.

**5) SPED and Life Skills classrooms lack adequate space and facilities**

- Overcrowded SPED rooms with limited movement and privacy.
- No in-room restrooms or changing areas, requiring students to use the nurse's office.
- Inadequate air conditioning and loud portable units make these environments uncomfortable.
- Accessibility and inclusion issues remain a persistent concern.

**6) Districtwide inequity in facility quality**

- Respondents note gaps between campuses, describing some as "tired," "old," or "left behind."
- Several link outdated facilities to potential enrollment loss to neighboring districts.
- Calls for equity in technology, classroom modernization, and specialized learning environments.

**11. Do you have any other comments or concerns about how well your school's facilities support teaching and learning?**
**(Examples: classroom size, specialized spaces like science labs or art rooms, technology access, noise levels, air quality, flexible learning environments, small group instruction areas, etc.)**

**7) Furniture, storage, and learning environment quality**

- Furniture often hand-me-down or broken, not suited for collaborative or flexible setups.
- Insufficient storage in classrooms and libraries limits instructional efficiency.
- Teachers request modern, ergonomic furniture to improve comfort and engagement.

**8) Noise, lighting, and aesthetic improvements**

- Low ceilings, dim lighting, and dull color schemes described as uninspiring or "depleting."
- Teachers request brighter lighting, modern finishes, and décor to boost morale and focus.
- Noise from hallways, partitions, or HVAC units negatively affects classroom environments.

**9) Campus capacity and future growth**

- Enrollment growth outpacing building capacity; some campuses described as beyond design limits.
- Portables too small for older students, lacking proper access, acoustics, and climate control.
- Emphasis on new construction or additions that match modern class sizes and learning expectations.

**10) Safety, air systems, and lab hazards**

- Reported gas leaks in labs and obsolete heating lines highlight safety vulnerabilities.
- Lack of ventilation and safety equipment (eyewash stations, science sinks) noted.
- Schools want to ensure spaces align with dual-credit/STC science standards.

## 12. Do you have any additional thoughts or information you want to share? Do you have any additional recommendations for the district?

### 1) Strategic rezoning, consolidation, and right-sizing

- Several respondents—often word-for-word—called for a comprehensive rezoning and consolidation plan to address declining enrollment and high facility maintenance costs.
- Many campuses are underutilized yet costly to maintain, making the current model unsustainable.
- Repeated recommendation: construct a modern, consolidated elementary school to reflect 21st-century learning and attract families back to the district.
- Emphasis on fiscal responsibility and long-term stewardship of public funds.

### 2) Modernization and equity across campuses

- Calls for updated, modern, energy-efficient facilities across all campuses, not just newer ones.
- Concern that aging or "patched-up" schools discourage student pride and parent confidence.
- Desire for consistent design standards that reflect innovation, inclusivity, and community pride.
- Participants explicitly tied facilities modernization to enrollment stability and teacher retention.

### 3) Facility planning tied to program strategy

- Requests to align facility planning with academic program goals, especially for IB, Options, and adult programs.
- Recommendation to house adult learners separately from minors for safety and practicality.
- Interest in repurposing existing sites (e.g., Crockett, Navarro, Achieve) for specific program needs.

## 12. Do you have any additional thoughts or information you want to share? Do you have any additional recommendations for the district?

### 4) Infrastructure, technology, and safety investments

- Continued repetition of the "secure networking racks, lighting, parking, and portables replacement" language—appearing across multiple responses verbatim.
- Indicates strong consensus that basic IT and safety systems are foundational needs, not extras.
- Broader expectation that facilities will be tech-ready and secure with consistent districtwide standards.

### 5) Consider rebuilding or major overhauls for aging campuses

- Multiple campuses (e.g., Milam, McAuliffe, Escandon) described as needing major renovation or complete rebuilds.
- References to patchwork repairs and deferred maintenance creating a perception of neglect.
- Strong appeal for renewed investment in aesthetics and pride of place—"It's hard to have pride in one's education when everything looks like MISD gave up."

### 6) Site and drainage improvements

- Persistent mention of flooding, especially in parking lots and south campus areas.
- Requests for sidewalk leveling, canopy expansion, and drainage correction to prevent hazards.
- Tied to both student safety and long-term maintenance savings.

## 12. Do you have any additional thoughts or information you want to share? Do you have any additional recommendations for the district?

| 7) Specialized learning and science spaces | 8) Regular maintenance and smaller, frequent investments | 9) Staff and student well-being | 10) Transparency and communication |
|---|---|---|---|
| • Suggestion for elementary science labs to strengthen STEM engagement and testing readiness.<br>• Respondents link hands-on instruction to both improved outcomes and student interest in science.<br>• Broader message: "Facilities must match instructional vision." | • Calls for regular maintenance cycles instead of large, infrequent bonds.<br>• Smaller, steady investments would prevent long-term decay and community fatigue over big funding asks. | • Comments emphasized the need for facilities that support pride, morale, and emotional safety.<br>• Staff and students "deserve environments that reflect their hard work and success."<br>• Attention to comfort, shading, and cleanliness viewed as symbolic of district care. | • Some respondents recommended improving communication around cross-campus travel procedures, facility priorities, and decision timelines.<br>• Emphasis on clarity, fairness, and data transparency in future planning and rezoning discussions. |

# In Person Community Session Data

## Summary

The majority of participants were ***District Staff Member***, followed ***by Community Member,*** then ***Parent/Guardian of Districts Student(s)***.

The overall perception of the condition of school facilities was they are "***Fair***" **(40%).** A large portion (**23%**) of respondents believed the conditions to be "***Poor***."

The top 2 most important planning objectives at **61%** and **41%** each were "***Building Condition***" and "***Equitable Facilities District-Wide***"

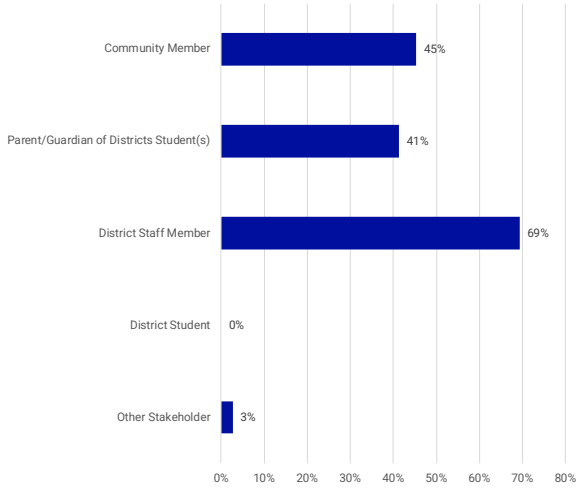
In terms of requirements for school facilities, "***Reliable air conditioning in all educational spaces***" (**89%**), "***Water-tight building envelope*** " (**78%**), and "***Secured/locked building***" (**69%**) were the top 3 choices.

The majority (**95%**) of participants **agreed** they **would support renovations and additions to existing buildings address the facility condition and optimization issues**

## 1. What describes your relationship to the school district? (check all that apply)

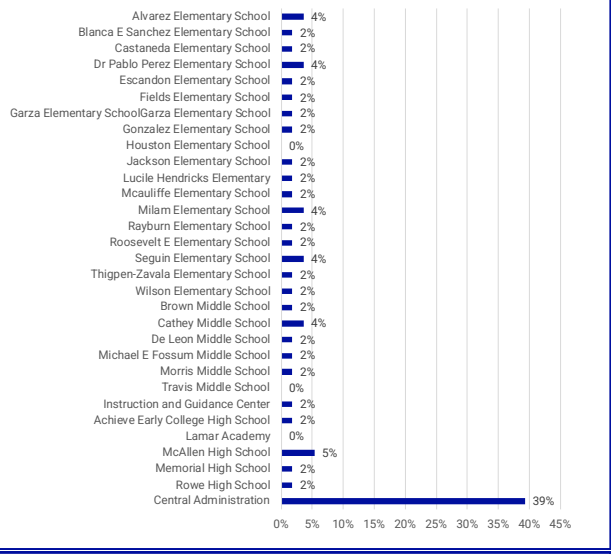
| Response options | Count | Percent |
|---|---|---|
| Community Member | 34 | **45%** |
| Parent/Guardian of Districts Student(s) | 31 | **41%** |
| District Staff Member | 52 | **69%** |
| District Student | 0 | **0%** |
| Other Stakeholder | 2 | **3%** |
| Total* | **119** | **159%** |

***Note:** Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.



# 2. If you are an employee of the District, where do you work?

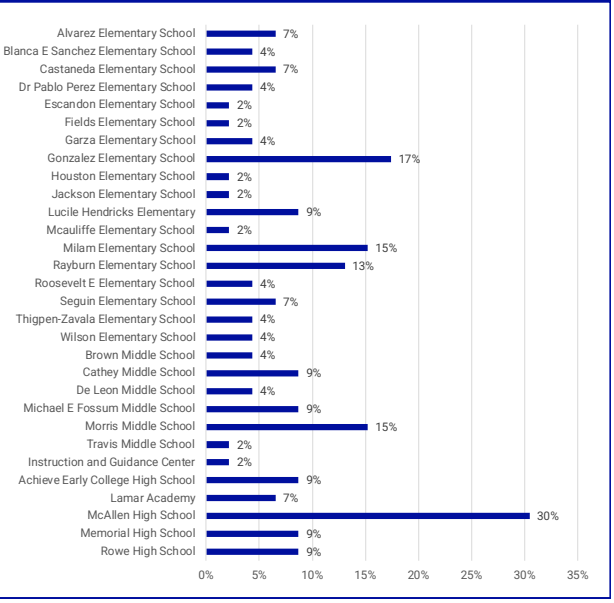
| Response options | Count | Percent |
|---|---|---|
| Alvarez Elementary School | 2 | 4% |
| Blanca E Sanchez Elementary School | 1 | 2% |
| Castaneda Elementary School | 1 | 2% |
| Dr Pablo Perez Elementary School | 2 | 4% |
| Escandon Elementary School | 1 | 2% |
| Fields Elementary School | 1 | 2% |
| Garza Elementary SchoolGarza Elementary School | 1 | 2% |
| Gonzalez Elementary School | 1 | 2% |
| Houston Elementary School | 0 | 0% |
| Jackson Elementary School | 1 | 2% |
| Lucile Hendricks Elementary | 1 | 2% |
| Mcauliffe Elementary School | 1 | 2% |
| Milam Elementary School | 2 | 4% |
| Rayburn Elementary School | 1 | 2% |
| Roosevelt E Elementary School | 1 | 2% |
| Seguin Elementary School | 2 | 4% |
| Thigpen-Zavala Elementary School | 1 | 2% |
| Wilson Elementary School | 1 | 2% |
| Brown Middle School | 1 | 2% |
| Cathey Middle School | 2 | 4% |
| De Leon Middle School | 1 | 2% |
| Michael E Fossum Middle School | 1 | 2% |
| Morris Middle School | 1 | 2% |
| Travis Middle School | 0 | 0% |
| Instruction and Guidance Center | 1 | 2% |
| Achieve Early College High School | 1 | 2% |
| Lamar Academy | 0 | 0% |
| McAllen High School | 3 | 5% |
| Memorial High School | 1 | 2% |
| Rowe High School | 1 | 2% |
| Central Administration | 22 | 39% |
| Total | 56 | 100% |




# 3. If you have a child (or are a student) that attends school in the District, what school do they attend?

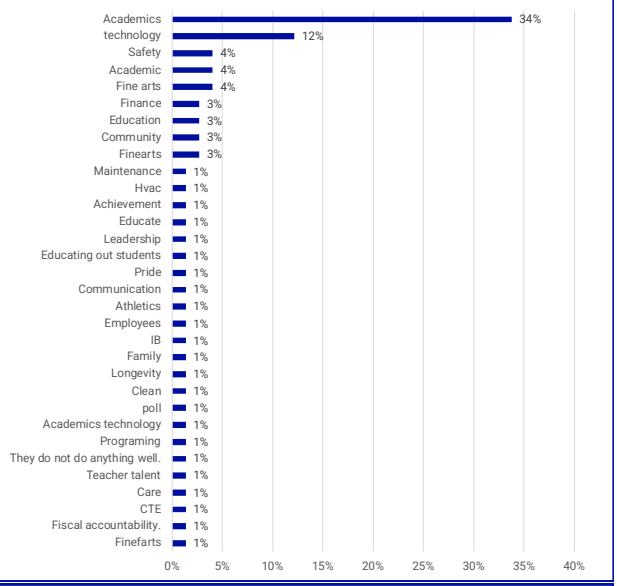
| Response options | Count | Percent |
|---|---|---|
| Alvarez Elementary School | 3 | 7% |
| Blanca E Sanchez Elementary School | 2 | 4% |
| Castaneda Elementary School | 3 | 7% |
| Dr Pablo Perez Elementary School | 2 | 4% |
| Escandon Elementary School | 1 | 2% |
| Fields Elementary School | 1 | 2% |
| Garza Elementary School | 2 | 4% |
| Gonzalez Elementary School | 8 | 17% |
| Houston Elementary School | 1 | 2% |
| Jackson Elementary School | 1 | 2% |
| Lucile Hendricks Elementary | 4 | 9% |
| Mcauliffe Elementary School | 1 | 2% |
| Milam Elementary School | 7 | 15% |
| Rayburn Elementary School | 6 | 13% |
| Roosevelt E Elementary School | 2 | 4% |
| Seguin Elementary School | 3 | 7% |
| Thigpen-Zavala Elementary School | 2 | 4% |
| Wilson Elementary School | 2 | 4% |
| Brown Middle School | 2 | 4% |
| Cathey Middle School | 4 | 9% |
| De Leon Middle School | 2 | 4% |
| Michael E Fossum Middle School | 4 | 9% |
| Morris Middle School | 7 | 15% |
| Travis Middle School | 1 | 2% |
| Instruction and Guidance Center | 1 | 2% |
| Achieve Early College High School | 4 | 9% |
| Lamar Academy | 3 | 7% |
| McAllen High School | 14 | 30% |
| Memorial High School | 4 | 9% |
| Rowe High School | 4 | 9% |
| Total* | 101 | 220% |

***Note:** Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.



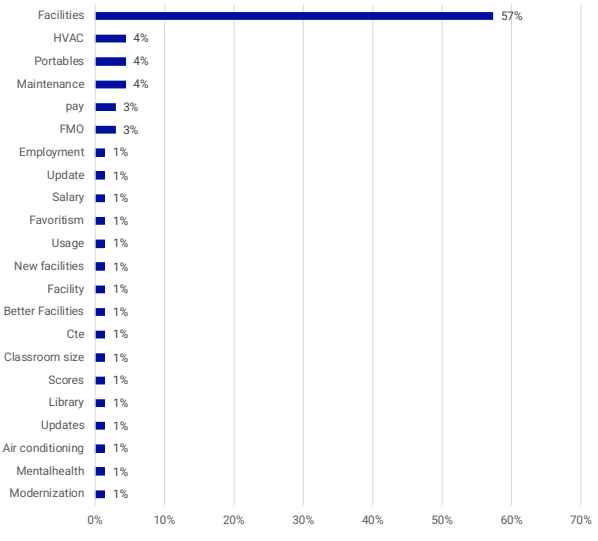
## 4. In one word, please describe an area or focus where the District does well. (What are you most proud of in your schools?)

| Responses | Count | Percent |
|---|---|---|
| Academics | 25 | **34%** |
| technology | 9 | **12%** |
| Safety | 3 | **4%** |
| Academic | 3 | **4%** |
| Fine arts | 3 | **4%** |
| Finance | 2 | **3%** |
| Education | 2 | **3%** |
| Community | 2 | **3%** |
| Finearts | 2 | **3%** |
| Maintenance | 1 | **1%** |
| Hvac | 1 | **1%** |
| Achievement | 1 | **1%** |
| Educate | 1 | **1%** |
| Leadership | 1 | **1%** |
| Educating out students | 1 | **1%** |
| Pride | 1 | **1%** |
| Communication | 1 | **1%** |
| Athletics | 1 | **1%** |
| Employees | 1 | **1%** |
| IB | 1 | **1%** |
| Family | 1 | **1%** |
| Longevity | 1 | **1%** |
| Clean | 1 | **1%** |
| poll | 1 | **1%** |
| Academics technology | 1 | **1%** |
| Programing | 1 | **1%** |
| They do not do anything well. | 1 | **1%** |
| Teacher talent | 1 | **1%** |
| Care | 1 | **1%** |
| CTE | 1 | **1%** |
| Fiscal accountability. | 1 | **1%** |
| Finefarts | 1 | **1%** |
| Total | 74 | **100%** |



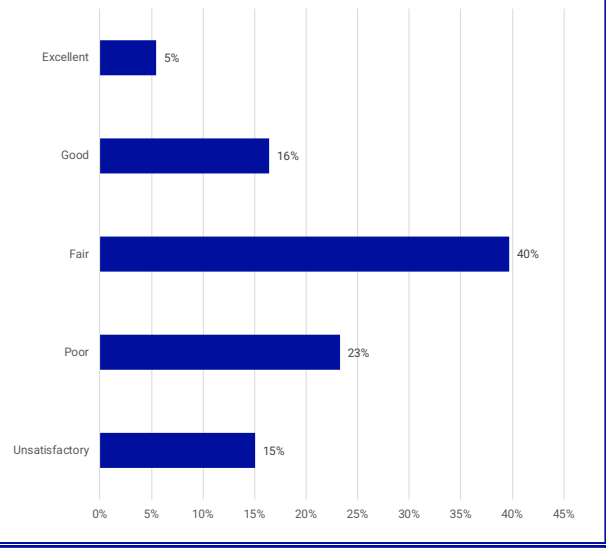

## 5. In one word, please describe an area or focus for improvement in the district. (A wish for the district)

| Responses | Count | Percent |
|---|---|---|
| Facilities | 39 | **57%** |
| HVAC | 3 | **4%** |
| Portables | 3 | **4%** |
| Maintenance | 3 | **4%** |
| pay | 2 | **3%** |
| FMO | 2 | **3%** |
| Employment | 1 | **1%** |
| Update | 1 | **1%** |
| Salary | 1 | **1%** |
| Favoritism | 1 | **1%** |
| Usage | 1 | **1%** |
| New facilities | 1 | **1%** |
| Facility | 1 | **1%** |
| Better Facilities | 1 | **1%** |
| Cte | 1 | **1%** |
| Classroom size | 1 | **1%** |
| Scores | 1 | **1%** |
| Library | 1 | **1%** |
| Updates | 1 | **1%** |
| Air conditioning | 1 | **1%** |
| Mentalhealth | 1 | **1%** |
| Modernization | 1 | **1%** |
| Total | 68 | **100%** |



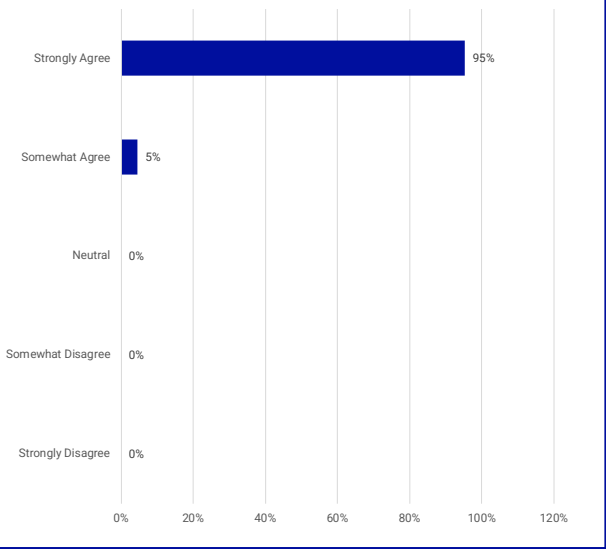
# 6. What is your perception of the overall condition of the school facilities in the school(s) you are associated with?

| Response options | Count | Percent |
|---|---|---|
| Excellent | 4 | **5%** |
| Good | 12 | **16%** |
| Fair | 29 | **40%** |
| Poor | 17 | **23%** |
| Unsatisfactory | 11 | **15%** |
| Total | **73** | **100%** |



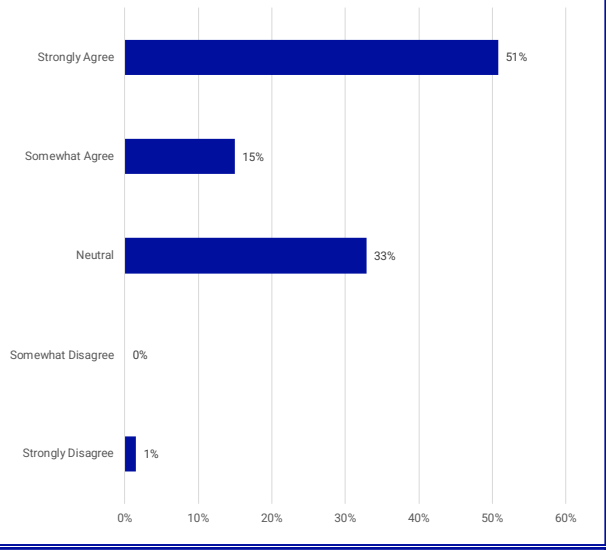

# 7. Do you agree or disagree with the following statement? "There should be equal academic opportunities for all students across the district in all schools."

| Response options | Count | Percent |
|---|---|---|
| Strongly Agree | 62 | **95%** |
| Somewhat Agree | 3 | **5%** |
| Neutral | 0 | **0%** |
| Somewhat Disagree | 0 | **0%** |
| Strongly Disagree | 0 | **0%** |
| Total | **65** | **100%** |



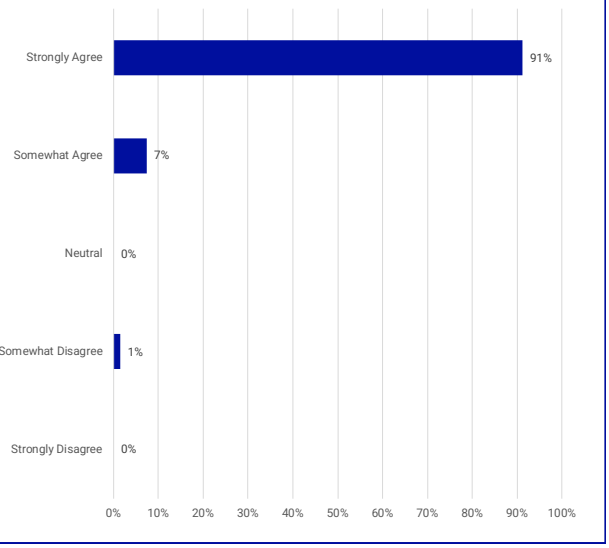
## 8. Do you agree or disagree with the following statement? "There should be an expansion of Music and Performing Arts activities in all schools."

| Response options | Count | Percent |
|---|---|---|
| Strongly Agree | 34 | **51%** |
| Somewhat Agree | 10 | **15%** |
| Neutral | 22 | **33%** |
| Somewhat Disagree | 0 | **0%** |
| Strongly Disagree | 1 | **1%** |
| Total | **67** | **100%** |



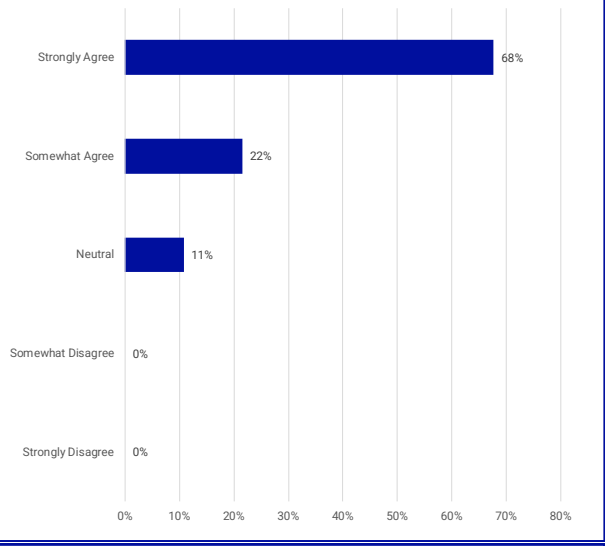

## 9. Do you agree or disagree with the following statement? "There should be equal resources for special education, tutoring, counseling, and other support services in all schools."

| Response options | Count | Percent |
|---|---|---|
| Strongly Agree | 62 | **91%** |
| Somewhat Agree | 5 | **7%** |
| Neutral | 0 | **0%** |
| Somewhat Disagree | 1 | **1%** |
| Strongly Disagree | 0 | **0%** |
| Total | **68** | **100%** |



## 10. Do you agree or disagree with the following statement? "There should be expansion of Career and Technical Education/STEM (Science, Technology, Engineering, and Mathematics) across the District."

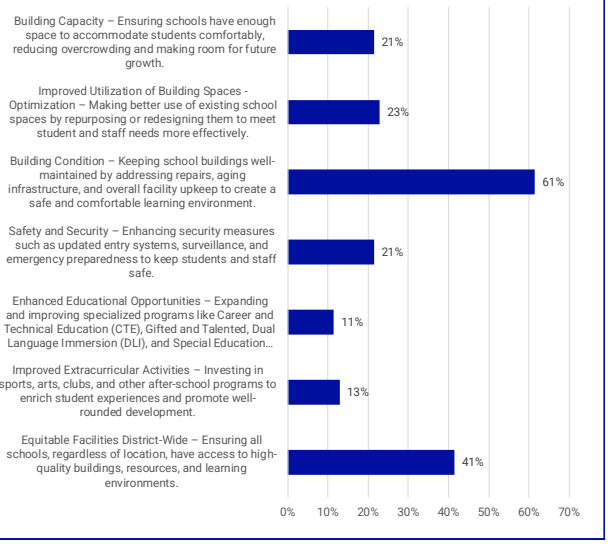
| Response options | Count | Percent |
|---|---|---|
| Strongly Agree | 44 | **68%** |
| Somewhat Agree | 14 | **22%** |
| Neutral | 7 | **11%** |
| Somewhat Disagree | 0 | **0%** |
| Strongly Disagree | 0 | **0%** |
| Total | **65** | **100%** |




## 11. What facility planning objectives are MOST important to you? (Choose 2)

| Response options | Count | Percent |
|---|---|---|
| Building Capacity – Ensuring schools have enough space to accommodate students comfortably, reducing overcrowding and making room for future growth. | 15 | **21%** |
| Improved Utilization of Building Spaces - Optimization – Making better use of existing school spaces by repurposing or redesigning them to meet student and staff needs more effectively. | 16 | **23%** |
| Building Condition – Keeping school buildings well-maintained by addressing repairs, aging infrastructure, and overall facility upkeep to create a safe and comfortable learning environment. | 43 | **61%** |
| Safety and Security – Enhancing security measures such as updated entry systems, surveillance, and emergency preparedness to keep students and staff safe. | 15 | **21%** |
| Enhanced Educational Opportunities – Expanding and improving specialized programs like Career and Technical Education (CTE), Gifted and Talented, Dual Language Immersion (DLI), and Special Education (SpEd) to provide more learning options for all students | 8 | **11%** |
| Improved Extracurricular Activities – Investing in sports, arts, clubs, and other after-school programs to enrich student experiences and promote well-rounded development. | 9 | **13%** |
| Equitable Facilities District-Wide – Ensuring all schools, regardless of location, have access to high-quality buildings, resources, and learning environments. | 29 | **41%** |
| Total * | **135** | **193%** |

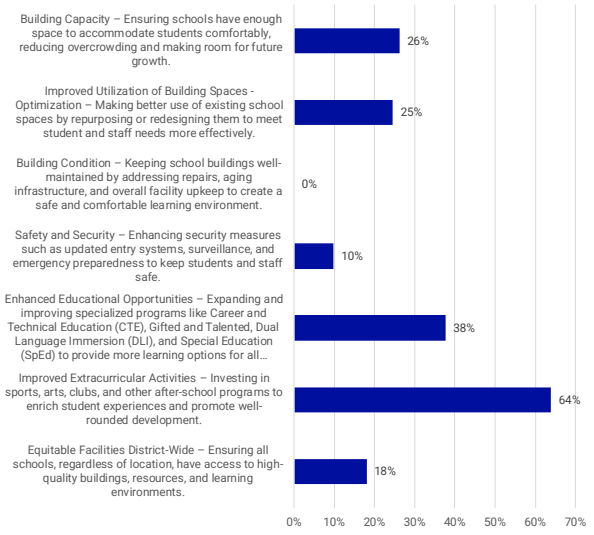
***Note:** Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.



# 12. What facility planning objectives are LEAST important to you? (Choose 2)

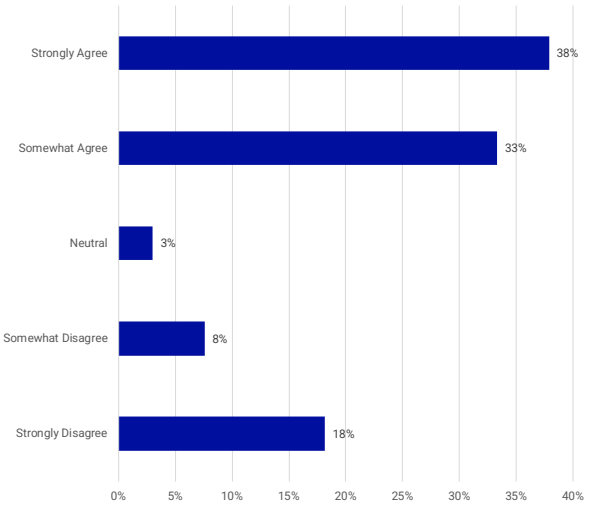
| Response options | Count | Percent |
|---|---|---|
| Building Capacity – Ensuring schools have enough space to accommodate students comfortably, reducing overcrowding and making room for future growth. | 16 | **26%** |
| Improved Utilization of Building Spaces - Optimization – Making better use of existing school spaces by repurposing or redesigning them to meet student and staff needs more effectively. | 15 | **25%** |
| Building Condition – Keeping school buildings well-maintained by addressing repairs, aging infrastructure, and overall facility upkeep to create a safe and comfortable learning environment. | 0 | **0%** |
| Safety and Security – Enhancing security measures such as updated entry systems, surveillance, and emergency preparedness to keep students and staff safe. | 6 | **10%** |
| Enhanced Educational Opportunities – Expanding and improving specialized programs like Career and Technical Education (CTE), Gifted and Talented, Dual Language Immersion (DLI), and Special Education (SpEd) to provide more learning options for all students | 23 | **38%** |
| Improved Extracurricular Activities – Investing in sports, arts, clubs, and other after-school programs to enrich student experiences and promote well-rounded development. | 39 | **64%** |
| Equitable Facilities District-Wide – Ensuring all schools, regardless of location, have access to high-quality buildings, resources, and learning environments. | 11 | **18%** |
| Total * | **110** | **180%** |

***Note:** Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.



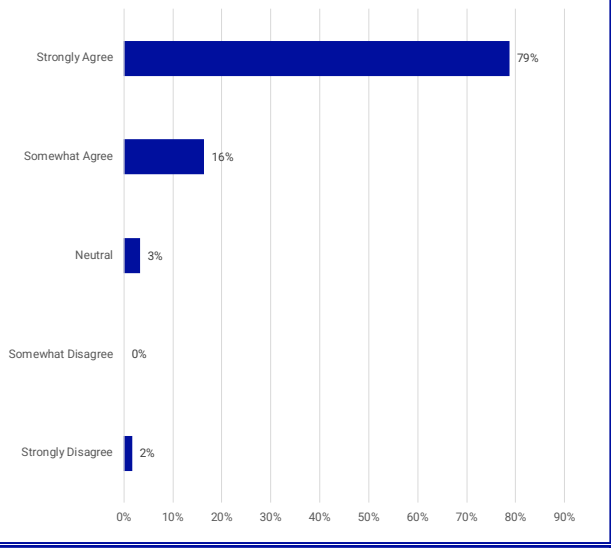

# 13. Do you agree or disagree with the following statement? "I would support consolidation or closure of buildings to address the facility optimization issues of our schools and to accommodate future needs."

| Response options | Count | Percent |
|---|---|---|
| Strongly Agree | 25 | **38%** |
| Somewhat Agree | 22 | **33%** |
| Neutral | 2 | **3%** |
| Somewhat Disagree | 5 | **8%** |
| Strongly Disagree | 12 | **18%** |
| Total | **66** | **100%** |



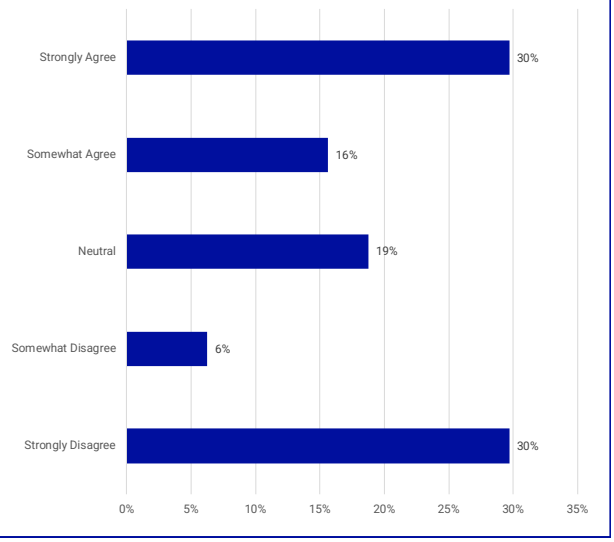
## 14. Do you agree or disagree with the following statement? "I would support renovations and additions to existing buildings to address the optimization issues of our schools and to accommodate future needs."

| Response options | Count | Percent |
|---|---|---|
| Strongly Agree | 48 | **79%** |
| Somewhat Agree | 10 | **16%** |
| Neutral | 2 | **3%** |
| Somewhat Disagree | 0 | **0%** |
| Strongly Disagree | 1 | **2%** |
| Total | **61** | **100%** |




## 15. Do you agree or disagree with the following statement? "I would support the new construction of a centralized performing arts center that would be open for use by all schools and students."

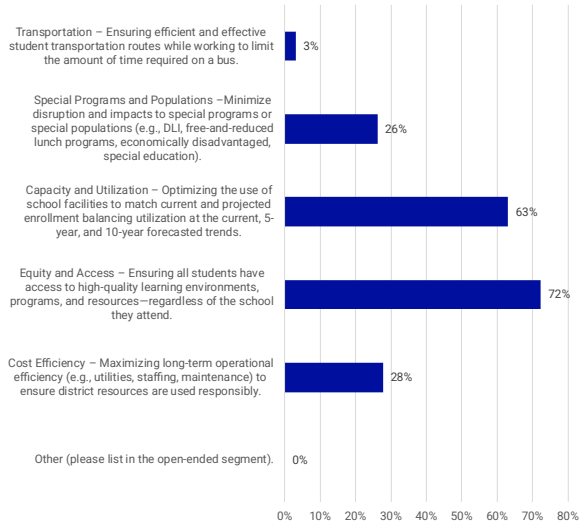
| Response options | Count | Percent |
|---|---|---|
| Strongly Agree | 19 | **30%** |
| Somewhat Agree | 10 | **16%** |
| Neutral | 12 | **19%** |
| Somewhat Disagree | 4 | **6%** |
| Strongly Disagree | 19 | **30%** |
| Total | **64** | **100%** |



# 16. Which priorities do you consider most important in the development of a school optimization plan? (choose up to 2)

| Response options | Count | Percent |
|---|---|---|
| Transportation – Ensuring efficient and effective student transportation routes while working to limit the amount of time required on a bus. | 2 | 3% |
| Special Programs and Populations –Minimize disruption and impacts to special programs or special populations (e.g., DLI, free-and-reduced lunch programs, economically disadvantaged, special education). | 17 | 26% |
| Capacity and Utilization – Optimizing the use of school facilities to match current and projected enrollment balancing utilization at the current, 5-year, and 10-year forecasted trends. | 41 | 63% |
| Equity and Access – Ensuring all students have access to high-quality learning environments, programs, and resources—regardless of the school they attend. | 47 | 72% |
| Cost Efficiency – Maximizing long-term operational efficiency (e.g., utilities, staffing, maintenance) to ensure district resources are used responsibly. | 18 | 28% |
| Other (please list in the open-ended segment). | 0 | 0% |
| Total* | 125 | 192% |

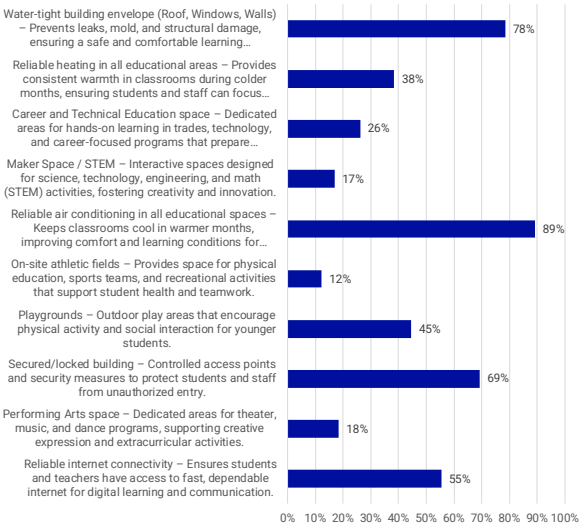
***Note:** Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.




# 17. Of the following options, what should be included in a school facility's basic standard requirements? (Choose 5)

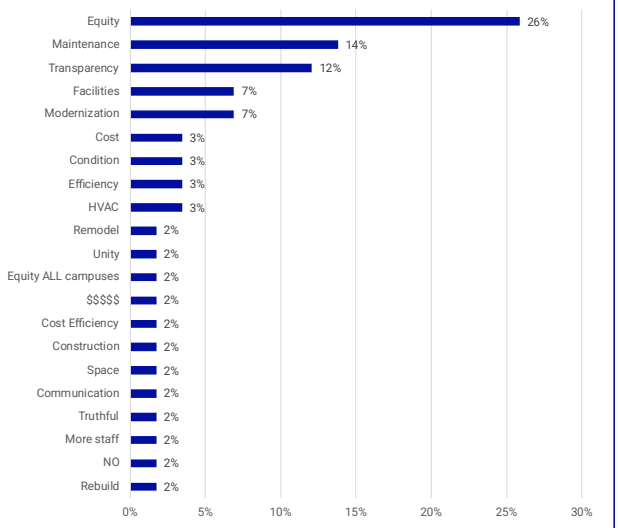
| Response options | Count | Percent |
|---|---|---|
| Water-tight building envelope (Roof, Windows, Walls) – Prevents leaks, mold, and structural damage, ensuring a safe and comfortable learning environment. | 51 | 78% |
| Reliable heating in all educational areas – Provides consistent warmth in classrooms during colder months, ensuring students and staff can focus without discomfort. | 25 | 38% |
| Career and Technical Education space – Dedicated areas for hands-on learning in trades, technology, and career-focused programs that prepare students for future jobs. | 17 | 26% |
| Maker Space / STEM – Interactive spaces designed for science, technology, engineering, and math (STEM) activities, fostering creativity and innovation. | 11 | 17% |
| Reliable air conditioning in all educational spaces – Keeps classrooms cool in warmer months, improving comfort and learning conditions for students and teachers. | 58 | 89% |
| On-site athletic fields – Provides space for physical education, sports teams, and recreational activities that support student health and teamwork. | 8 | 12% |
| Playgrounds – Outdoor play areas that encourage physical activity and social interaction for younger students. | 29 | 45% |
| Secured/locked building – Controlled access points and security measures to protect students and staff from unauthorized entry. | 45 | 69% |
| Performing Arts space – Dedicated areas for theater, music, and dance programs, supporting creative expression and extracurricular activities. | 12 | 18% |
| Reliable internet connectivity – Ensures students and teachers have access to fast, dependable internet for digital learning and communication. | 36 | 55% |
| Total* | 292 | 449% |

***Note:** Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.



## 18. In one word, please describe what you feel is the most critical issue to be addressed in the development of the facility optimization plan.

| Responses | Count | Percent |
|---|---|---|
| Equity | 15 | 26% |
| Maintenance | 8 | 14% |
| Transparency | 7 | 12% |
| Facilities | 4 | 7% |
| Modernization | 4 | 7% |
| Cost | 2 | 3% |
| Condition | 2 | 3% |
| Efficiency | 2 | 3% |
| HVAC | 2 | 3% |
| Remodel | 1 | 2% |
| Unity | 1 | 2% |
| Equity ALL campuses | 1 | 2% |
| $$$$$ | 1 | 2% |
| Cost Efficiency | 1 | 2% |
| Construction | 1 | 2% |
| Space | 1 | 2% |
| Communication | 1 | 2% |
| Truthful | 1 | 2% |
| More staff | 1 | 2% |
| NO | 1 | 2% |
| Rebuild | 1 | 2% |
| Total | 58 | 100% |




## 18. Do you have any additional thoughts on this topic or information you want to share? Do you have any additional recommendations for the district?

### South Side & Equity Concerns

- Strong call to prioritize investment in south side schools, especially Milam, which faces flooding, mold, outdated restrooms, and overcrowded facilities.
- Concerns that facility rankings do not reflect actual conditions on campuses like Milam.
- Calls for equity across all schools, ensuring every student has access to safe, updated, and functional learning spaces.

### Facility Maintenance & Modernization

- Replace outdated AC units, address mold/moisture issues, and improve restroom facilities.
- Need for modernized classrooms, especially at older schools like McAllen High (built in 1963).
- Calls to eliminate portables and invest in long-term building solutions.
- Requests for improved science labs, fine arts facilities, and upgraded libraries/cafeterias.

### Capacity, Utilization & Program Needs

- Evaluate enrollment vs. capacity to guide investment in new buildings and upgrades.
- Suggestions to limit transfers and enforce attendance zones to balance utilization.
- Recognition of specialized programs (e.g., Regional School of the Deaf) requiring facility support.

## 18. Do you have any additional thoughts on this topic or information you want to share? Do you have any additional recommendations for the district?

### Operations & Work Order Efficiency

- Strong frustration with slow or inconsistent fulfillment of maintenance requests.
- Perception that certain campuses receive preferential treatment.
- Calls for a more reliable Facilities & Maintenance Operations (FMO) department.

### Teacher Pay & Respect

- Repeated emphasis on McAllen ISD being underpaid compared to peers in the region and state.
- Concern that facilities planning must also address respect and compensation for staff.

### Community Trust, Transparency & Bond Process

- Transparency about financial impact is critical for voter buy-in (bond doesn't raise tax rate, but without it, taxes would decrease).
- Requests for bonds to be placed on November ballots for broader voter turnout.
- Calls to educate the community about the economic impact of strong schools on property values and city services.

### Big-Picture Vision & Community Impact

- Schools are seen as the city's economic engine—good facilities attract families and support property values.
- Desire for decision-making that makes students proud and demonstrates community values.
- Requests for continued stakeholder communication throughout the process.

## Combined Online Survey Data

# Summary

The majority of participants were ***Parent/Guardian of Districts Student(s)***, followed *by* ***District Staff Member,*** then ***Community Member***.

The overall perception of the condition of school facilities was they are "***Good***" **(34%).** A large portion **(27%)** of respondents believed the conditions to be "***Fair***."

The top 2 most important planning objectives at **48%** and **45%** each were "***Building Condition***" and ""***Safety and Security***"

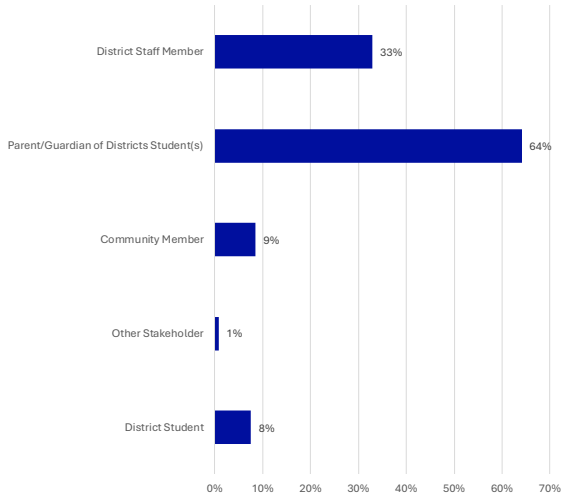
In terms of requirements for school facilities, "***Reliable air conditioning in all educational spaces***" (**83%**), "***Water-tight building envelope*** " (**79%**), and "***Secured/locked building***" (**72%**) were the top 3 choices.

The majority (90%) of participants **agreed** they **would support renovations and additions to existing buildings address the facility condition and optimization issues**

# 1. What describes your relationship to the school district? (check all that apply)

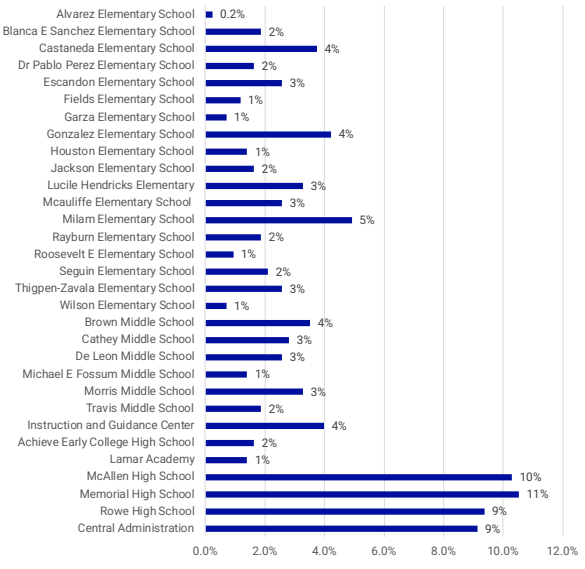
| Response options | Count | Percent |
|---|---|---|
| Community Member | 740 | **33%** |
| Parent/Guardian of Districts Student(s) | 1442 | **64%** |
| District Staff Member | 192 | **9%** |
| District Student | 18 | **1%** |
| Other Stakeholder | 170 | **8%** |
| Total* | **2562** | **114%** |

***Note:** Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.




# 2. If you are an employee of the District, where do you work?

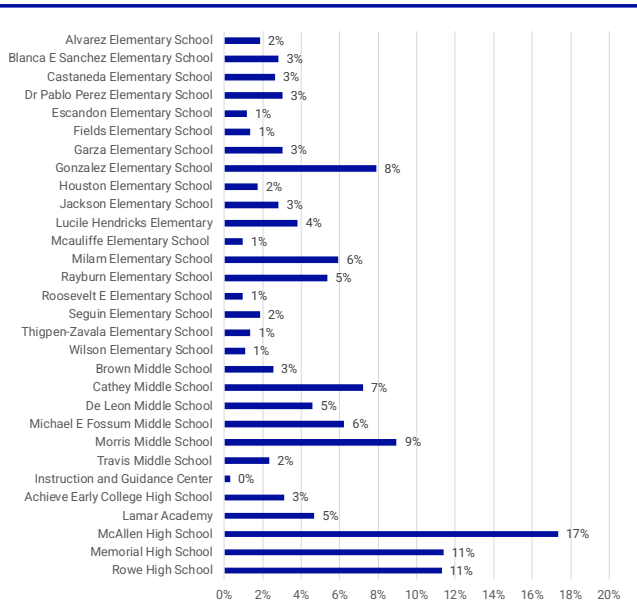
| Response Options | Count | Percent |
|---|---|---|
| Alvarez Elementary School | 1 | **0.2%** |
| Blanca E Sanchez Elementary School | 8 | **2%** |
| Castaneda Elementary School | 16 | **4%** |
| Dr Pablo Perez Elementary School | 7 | **2%** |
| Escandon Elementary School | 11 | **3%** |
| Fields Elementary School | 5 | **1%** |
| Garza Elementary SchoolGarza Elementary School | 3 | **1%** |
| Gonzalez Elementary School | 18 | **4%** |
| Houston Elementary School | 6 | **1%** |
| Jackson Elementary School | 7 | **2%** |
| Lucile Hendricks Elementary | 14 | **3%** |
| Mcauliffe Elementary School | 11 | **3%** |
| Milam Elementary School | 21 | **5%** |
| Rayburn Elementary School | 8 | **2%** |
| Roosevelt E Elementary School | 4 | **1%** |
| Seguin Elementary School | 9 | **2%** |
| Thigpen-Zavala Elementary School | 11 | **3%** |
| Wilson Elementary School | 3 | **1%** |
| Brown Middle School | 15 | **4%** |
| Cathey Middle School | 12 | **3%** |
| De Leon Middle School | 11 | **3%** |
| Michael E Fossum Middle School | 6 | **1%** |
| Morris Middle School | 14 | **3%** |
| Travis Middle School | 8 | **2%** |
| Instruction and Guidance Center | 17 | **4%** |
| Achieve Early College High School | 7 | **2%** |
| Lamar Academy | 6 | **1%** |
| McAllen High School | 44 | **10%** |
| Memorial High School | 45 | **11%** |
| Rowe High School | 40 | **9%** |
| Central Administration | 39 | **9%** |
| Total | 427 | **100%** |



## 3. If you have a child (or are a student) that attends school in the District, what school do they attend?

| Response options | Count | Percent |
|---|---|---|
| Alvarez Elementary School | 19 | 2% |
| Blanca E Sanchez Elementary School | 29 | 3% |
| Castaneda Elementary School | 27 | 3% |
| Dr Pablo Perez Elementary School | 31 | 3% |
| Escandon Elementary School | 12 | 1% |
| Fields Elementary School | 14 | 1% |
| Garza Elementary School | 31 | 3% |
| Gonzalez Elementary School | 81 | 8% |
| Houston Elementary School | 18 | 2% |
| Jackson Elementary School | 29 | 3% |
| Lucile Hendricks Elementary | 39 | 4% |
| Mcauliffe Elementary School | 10 | 1% |
| Milam Elementary School | 61 | 6% |
| Rayburn Elementary School | 55 | 5% |
| Roosevelt E Elementary School | 10 | 1% |
| Seguin Elementary School | 19 | 2% |
| Thigpen-Zavala Elementary School | 14 | 1% |
| Wilson Elementary School | 11 | 1% |
| Brown Middle School | 26 | 3% |
| Cathey Middle School | 74 | 7% |
| De Leon Middle School | 47 | 5% |
| Michael E Fossum Middle School | 64 | 6% |
| Morris Middle School | 92 | 9% |
| Travis Middle School | 24 | 2% |
| Instruction and Guidance Center | 3 | 0% |
| Achieve Early College High School | 32 | 3% |
| Lamar Academy | 48 | 5% |
| McAllen High School | 178 | 17% |
| Memorial High School | 117 | 11% |
| Rowe High School | 116 | 11% |
| Total* | 1333 | 130% |

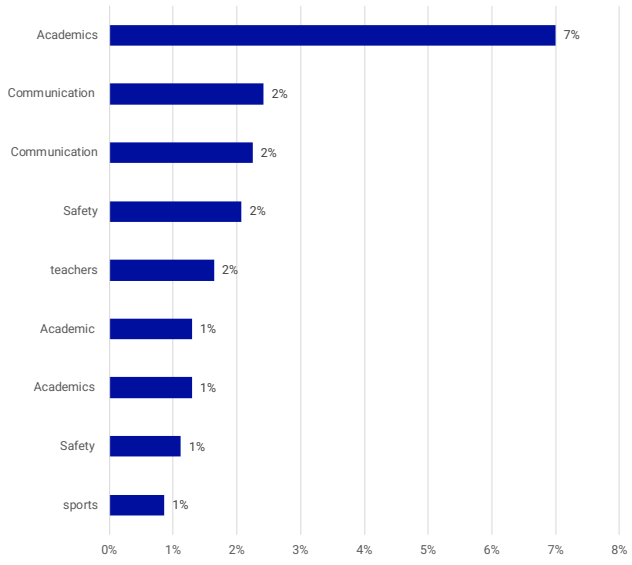
***Note:** Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.




## Top 9 Responses

## 4. In one word, please describe an area or focus where the District does well. (What are you most proud of in your schools?)

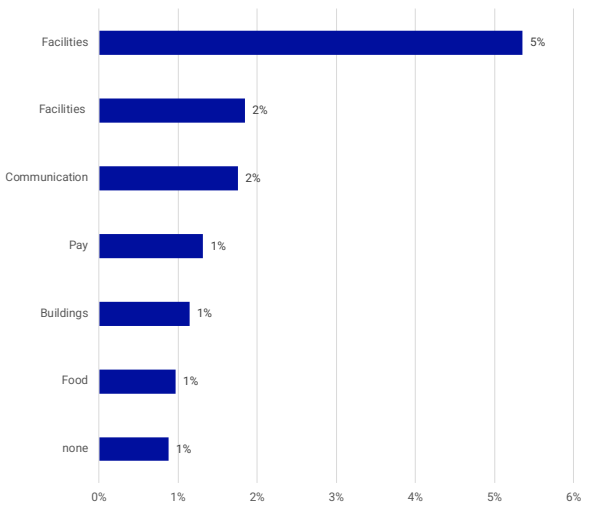
| Response | Count | Percent |
|---|---|---|
| Academics | 81 | 7% |
| Communication | 28 | 2% |
| Communication | 26 | 2% |
| Safety | 24 | 2% |
| teachers | 19 | 2% |
| Academic | 15 | 1% |
| Academics | 15 | 1% |
| Safety | 13 | 1% |
| sports | 10 | 1% |



## Top 7 Responses

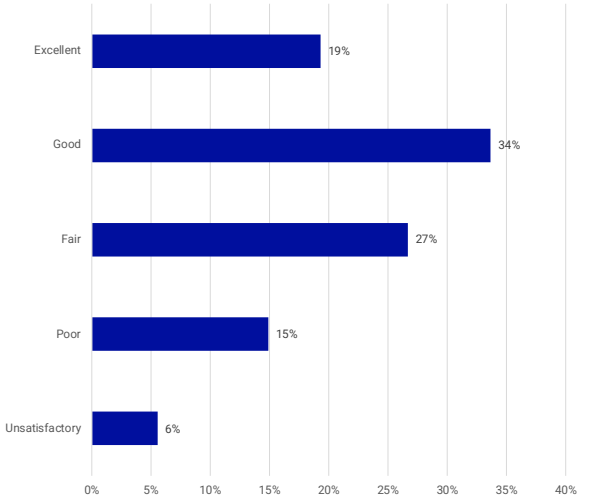
### 5. In one word, please describe an area or focus for improvement in the district. (A wish for the district)

| Response | Count | Percent |
|---|---|---|
| Facilities | 61 | **5%** |
| Facilities | 21 | **2%** |
| Communication | 20 | **2%** |
| Pay | 15 | **1%** |
| Buildings | 13 | **1%** |
| Food | 11 | **1%** |
| none | 10 | **1%** |



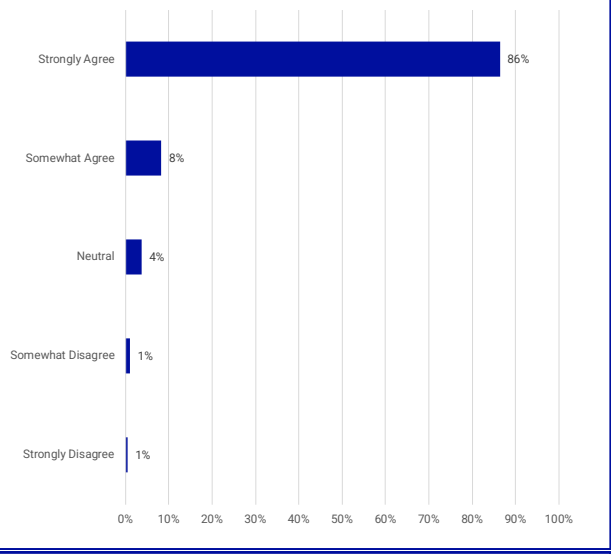

### 6. What is your perception of the overall condition of the school facilities in the school(s) you are associated with?

| Response | Count | Percent |
|---|---|---|
| Excellent | 262 | **19%** |
| Good | 457 | **34%** |
| Fair | 362 | **27%** |
| Poor | 202 | **15%** |
| Unsatisfactory | 75 | **6%** |
| Total | **1358** | **100%** |



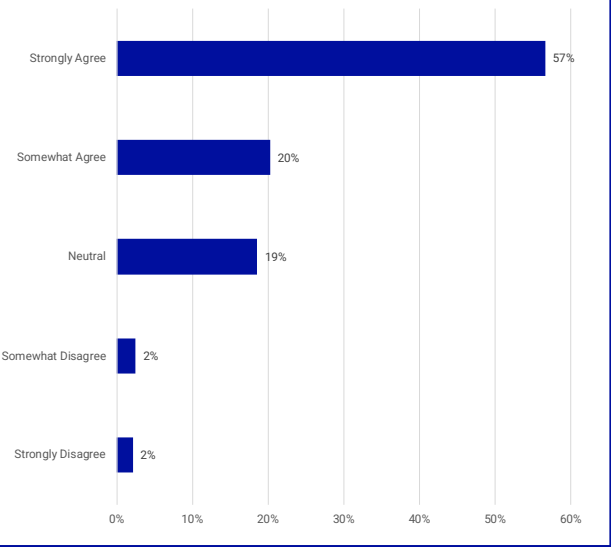
## 7. Do you agree or disagree with the following statement? "There should be equal academic opportunities for all students across the district in all schools."

| Response options | Count | Percent |
|---|---|---|
| Strongly Agree | 1177 | **86%** |
| Somewhat Agree | 113 | **8%** |
| Neutral | 51 | **4%** |
| Somewhat Disagree | 15 | **1%** |
| Strongly Disagree | 7 | **1%** |
| Total | **1363** | **100%** |



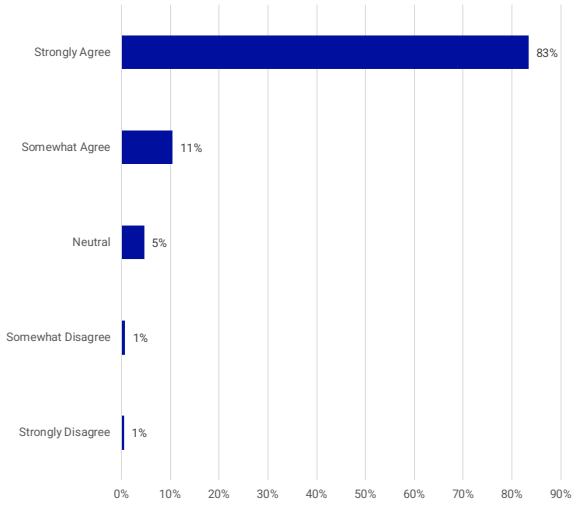

## 8. Do you agree or disagree with the following statement? "There should be an expansion of Music and Performing Arts activities in all schools."

| Response options | Count | Percent |
|---|---|---|
| Strongly Agree | 774 | **57%** |
| Somewhat Agree | 277 | **20%** |
| Neutral | 254 | **19%** |
| Somewhat Disagree | 34 | **2%** |
| Strongly Disagree | 29 | **2%** |
| Total | **1368** | **100%** |



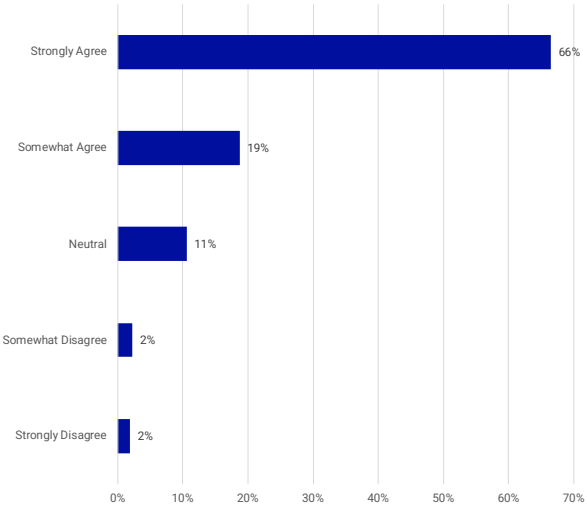
## 9. Do you agree or disagree with the following statement? "There should be equal resources for special education, tutoring, counseling, and other support services in all schools."

| Response options | Count | Percent |
|---|---|---|
| Strongly Agree | 1140 | **83%** |
| Somewhat Agree | 144 | **11%** |
| Neutral | 64 | **5%** |
| Somewhat Disagree | 11 | **1%** |
| Strongly Disagree | 8 | **1%** |
| Total | **1367** | **100%** |




## 10. Do you agree or disagree with the following statement? "There should be expansion of Career and Technical Education/STEM (Science, Technology, Engineering, and Mathematics) across the District."

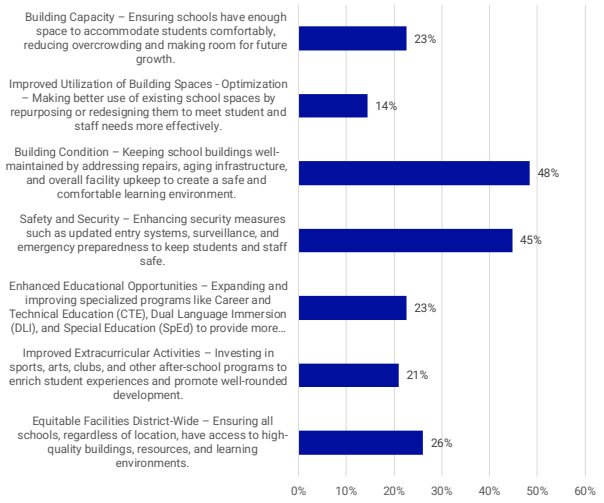
| Response options | Count | Percent |
|---|---|---|
| Strongly Agree | 909 | **66%** |
| Somewhat Agree | 256 | **19%** |
| Neutral | 145 | **11%** |
| Somewhat Disagree | 31 | **2%** |
| Strongly Disagree | 26 | **2%** |
| Total | **1367** | **100%** |



# 11. What facility planning objectives are MOST important to you? (Choose 2)

| Response options | Count | Percent |
|---|---|---|
| Building Capacity – Ensuring schools have enough space to accommodate students comfortably, reducing overcrowding and making room for future growth. | 236 | **23%** |
| Improved Utilization of Building Spaces - Optimization – Making better use of existing school spaces by repurposing or redesigning them to meet student and staff needs more effectively. | 151 | **14%** |
| Building Condition – Keeping school buildings well-maintained by addressing repairs, aging infrastructure, and overall facility upkeep to create a safe and comfortable learning environment. | 505 | **48%** |
| Safety and Security – Enhancing security measures such as updated entry systems, surveillance, and emergency preparedness to keep students and staff safe. | 467 | **45%** |
| Enhanced Educational Opportunities – Expanding and improving specialized programs like Career and Technical Education (CTE), Gifted and Talented, Dual Language Immersion (DLI), and Special Education (SpEd) to provide more learning options for all students | 236 | **23%** |
| Improved Extracurricular Activities – Investing in sports, arts, clubs, and other after-school programs to enrich student experiences and promote well-rounded development. | 219 | **21%** |
| Equitable Facilities District-Wide – Ensuring all schools, regardless of location, have access to high-quality buildings, resources, and learning environments. | 272 | **26%** |
| Total * | **1814** | **174%** |

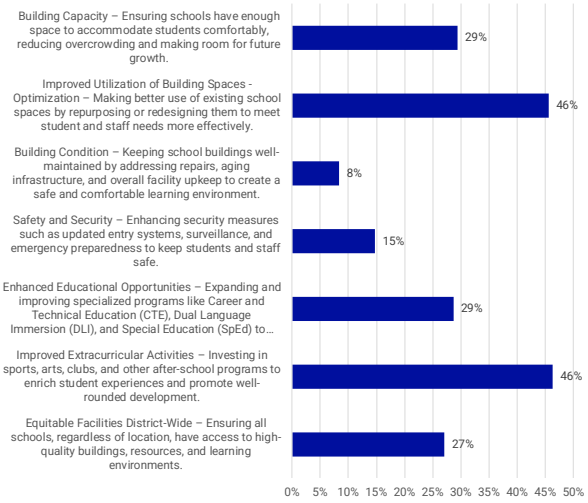
***Note:** Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.




# 12. What facility planning objectives are LEAST important to you? (Choose 2)

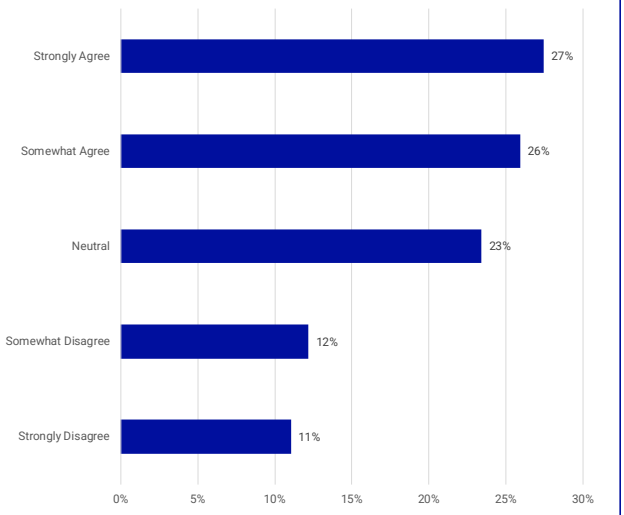
| Response options | Count | Percent |
|---|---|---|
| Building Capacity – Ensuring schools have enough space to accommodate students comfortably, reducing overcrowding and making room for future growth. | 281 | **29%** |
| Improved Utilization of Building Spaces - Optimization – Making better use of existing school spaces by repurposing or redesigning them to meet student and staff needs more effectively. | 436 | **46%** |
| Building Condition – Keeping school buildings well-maintained by addressing repairs, aging infrastructure, and overall facility upkeep to create a safe and comfortable learning environment. | 80 | **8%** |
| Safety and Security – Enhancing security measures such as updated entry systems, surveillance, and emergency preparedness to keep students and staff safe. | 141 | **15%** |
| Enhanced Educational Opportunities – Expanding and improving specialized programs like Career and Technical Education (CTE), Gifted and Talented, Dual Language Immersion (DLI), and Special Education (SpEd) to provide more learning options for all students | 274 | **29%** |
| Improved Extracurricular Activities – Investing in sports, arts, clubs, and other after-school programs to enrich student experiences and promote well-rounded development. | 443 | **46%** |
| Equitable Facilities District-Wide – Ensuring all schools, regardless of location, have access to high-quality buildings, resources, and learning environments. | 259 | **27%** |
| Total * | **1914** | **200%** |

***Note:** Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.



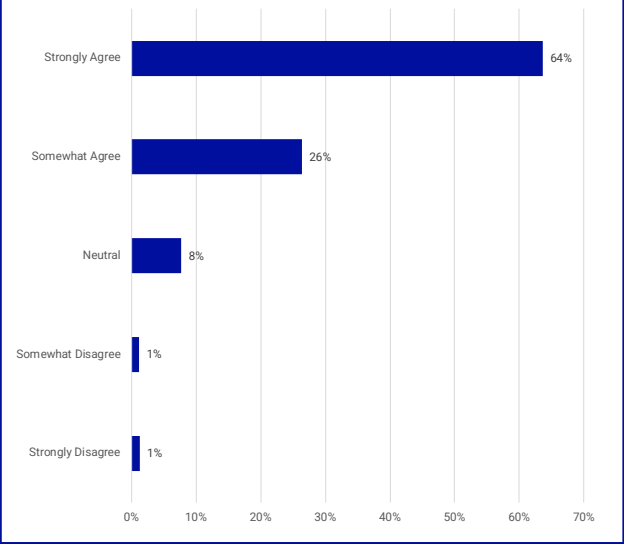
## 13. Do you agree or disagree with the following statement? "I would support consolidation or closure of buildings to address the facility optimization issues of our schools and to accommodate future needs."

| Response options | Count | Percent |
|---|---|---|
| Strongly Agree | 286 | **27%** |
| Somewhat Agree | 270 | **26%** |
| Neutral | 244 | **23%** |
| Somewhat Disagree | 127 | **12%** |
| Strongly Disagree | 115 | **11%** |
| Total | **1042** | **100%** |



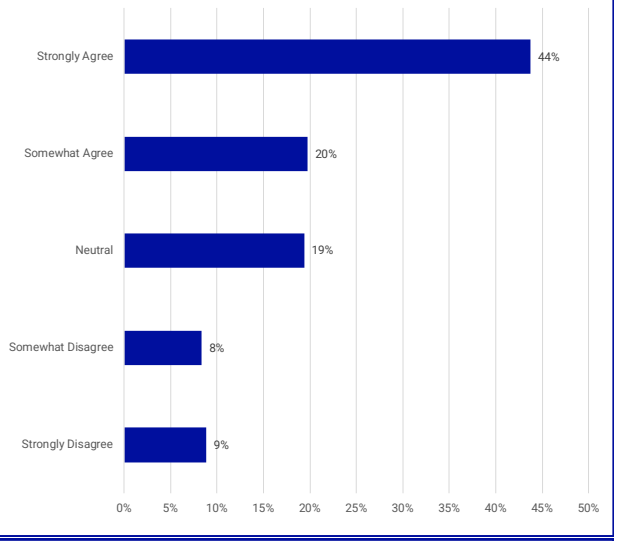

## 14. Do you agree or disagree with the following statement? "I would support renovations and additions to existing buildings to address the optimization issues of our schools and to accommodate future needs."

| Response options | Count | Percent |
|---|---|---|
| Strongly Agree | 664 | **64%** |
| Somewhat Agree | 275 | **26%** |
| Neutral | 80 | **8%** |
| Somewhat Disagree | 12 | **1%** |
| Strongly Disagree | 13 | **1%** |
| Total | **1044** | **100%** |



## 15. Do you agree or disagree with the following statement? "I would support the new construction of a centralized performing arts center that would be open for use by all schools and students."

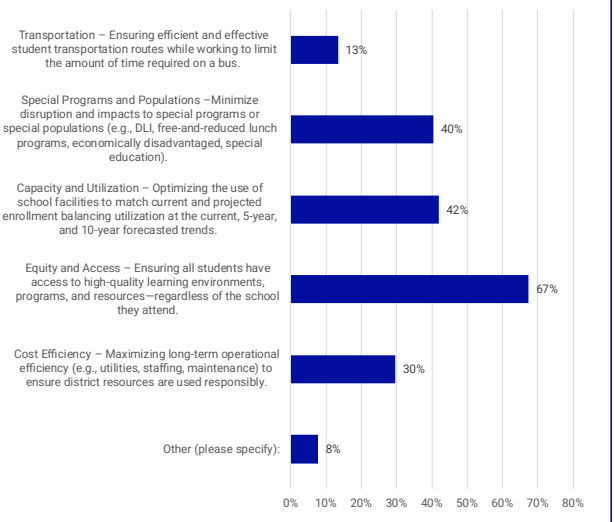
| Response options | Count | Percent |
|---|---|---|
| Strongly Agree | 456 | **44%** |
| Somewhat Agree | 206 | **20%** |
| Neutral | 202 | **19%** |
| Somewhat Disagree | 87 | **8%** |
| Strongly Disagree | 92 | **9%** |
| Total | **1043** | **100%** |




## 16. Which priorities do you consider most important in the development of a school optimization plan? (choose up to 2)

| Response options | Count | Percent |
|---|---|---|
| Transportation – Ensuring efficient and effective student transportation routes while working to limit the amount of time required on a bus. | 139 | **13%** |
| Special Programs and Populations –Minimize disruption and impacts to special programs or special populations (e.g., DLI, free-and-reduced lunch programs, economically disadvantaged, special education). | 419 | **40%** |
| Capacity and Utilization – Optimizing the use of school facilities to match current and projected enrollment balancing utilization at the current, 5-year, and 10-year forecasted trends. | 435 | **42%** |
| Equity and Access – Ensuring all students have access to high-quality learning environments, programs, and resources—regardless of the school they attend. | 699 | **67%** |
| Cost Efficiency – Maximizing long-term operational efficiency (e.g., utilities, staffing, maintenance) to ensure district resources are used responsibly. | 308 | **30%** |
| Other (please list in the open-ended segment). | 80 | **8%** |
| Total* | 2080 | **201%** |

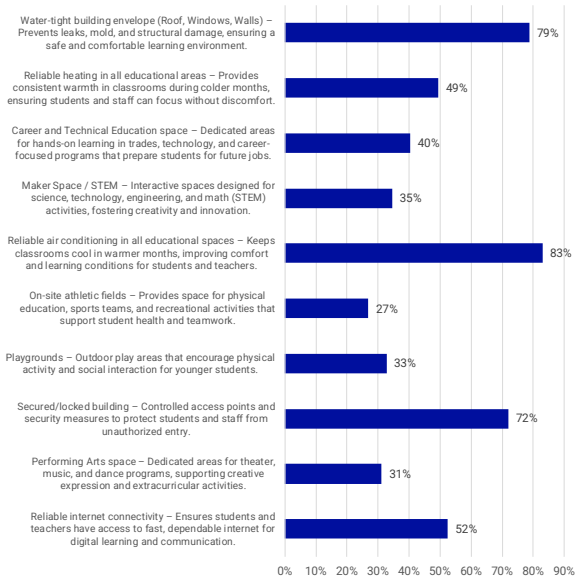
***Note:** Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.



# 17. Of the following options, what should be included in a school facility's basic standard requirements? (Choose 5)

| Response options | Count | Percent |
|---|---|---|
| Water-tight building envelope (Roof, Windows, Walls) – Prevents leaks, mold, and structural damage, ensuring a safe and comfortable learning environment. | 816 | **79%** |
| Reliable heating in all educational areas – Provides consistent warmth in classrooms during colder months, ensuring students and staff can focus without discomfort. | 512 | **49%** |
| Career and Technical Education space – Dedicated areas for hands-on learning in trades, technology, and career-focused programs that prepare students for future jobs. | 418 | **40%** |
| Maker Space / STEM – Interactive spaces designed for science, technology, engineering, and math (STEM) activities, fostering creativity and innovation. | 358 | **35%** |
| Reliable air conditioning in all educational spaces – Keeps classrooms cool in warmer months, improving comfort and learning conditions for students and teachers. | 860 | **83%** |
| On-site athletic fields – Provides space for physical education, sports teams, and recreational activities that support student health and teamwork. | 279 | **27%** |
| Playgrounds – Outdoor play areas that encourage physical activity and social interaction for younger students. | 339 | **33%** |
| Secured/locked building – Controlled access points and security measures to protect students and staff from unauthorized entry. | 746 | **72%** |
| Performing Arts space – Dedicated areas for theater, music, and dance programs, supporting creative expression and extracurricular activities. | 323 | **31%** |
| Reliable internet connectivity – Ensures students and teachers have access to fast, dependable internet for digital learning and communication. | 544 | **52%** |
| Total* | **5195** | **501%** |

***Note:** Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.




# 17. Of the following options, what should be included in a school facility's basic standard requirements? (Free Responses)

### 1. Safety and Security as the Top Priority

- Repeated emphasis on physical safety, increased police presence, and better security infrastructure.
- Parents stressed secure entry systems, safer traffic management, and stronger enforcement against vaping and hallway wandering.
- Many noted that learning cannot occur without a safe, controlled environment.

### 2. Modern, Well-Maintained, and Equitable Facilities

- Strong concerns about aging and deteriorating buildings (e.g., Milam, Travis, McHi, Memorial) with mold, flooding, and structural issues.
- Calls for rebuilding older campuses, eliminating portables, and improving maintenance and AC reliability.
- Equity is mentioned frequently. Especially in terms of ensuring all schools, regardless of location or demographics, have comparable conditions and resources.

### 3. Investment in Academic and Enrichment Programs

- Requests for stronger STEM programs, fine arts, CTE, esports, and specialized learning opportunities.
- Desire to expand programs for gifted, neurodivergent, and special needs students.
- Suggestions to integrate life skills, financial literacy, and modernized curriculum offerings.

# 17. Of the following options, what should be included in a school facility's basic standard requirements? (Free Responses)

### 4. Transparency, Efficiency, and Responsible Use of Funds

- Stakeholders want clearer communication on spending, bond allocations, and prioritization of high-impact needs.
- Some advocated for a rotation-based maintenance plan to ensure consistent upkeep districtwide.
- Perception that resources should be directed where student populations and outcomes are strongest.

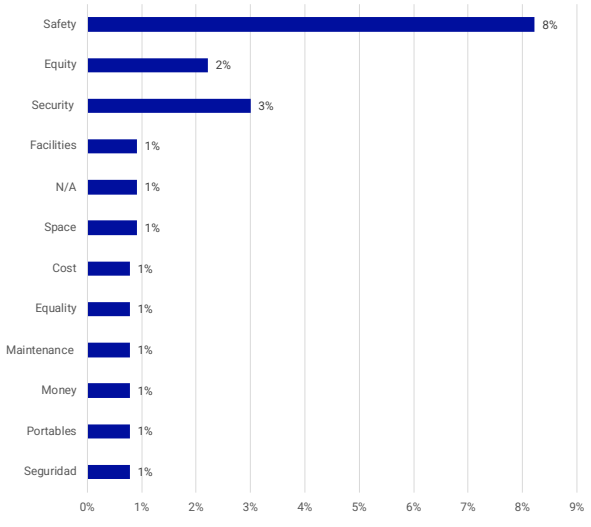
### 5. Quality of Learning Environment and Student Experience

- Frequent mentions of improving cafeteria food, cleanliness, campus beautification, and locker access.
- Calls to make schools welcoming, inspiring spaces where students “want to be.”
- Parents and staff highlighted that school quality reflects community pride and affects enrollment retention.

## Top 12 Responses

# 18. In one word, please describe what you feel is the most critical issue to be addressed in the development of the facility optimization plan.

| Response | Count | Percent |
|---|---|---|
| Safety | 63 | 8% |
| Equity | 17 | 2% |
| Security | 23 | 3% |
| Facilities | 7 | 1% |
| N/A | 7 | 1% |
| Space | 7 | 1% |
| Cost | 6 | 1% |
| Equality | 6 | 1% |
| Maintenance | 6 | 1% |
| Money | 6 | 1% |
| Portables | 6 | 1% |
| Seguridad | 6 | 1% |



## 18. Do you have any additional thoughts on this topic or information you want to share? Do you have any additional recommendations for the district?

### 1. Modernize Aging Facilities and Infrastructure

- Stakeholders widely emphasized that many campuses—especially McHi, Memorial, Lamar, Milam, and Travis—are decades overdue for replacement or full renovation.
- Frequent frustration with "band-aid fixes". The community members want comprehensive, long-term solutions rather than patchwork repairs.
- Calls for prioritizing older schools first, ensuring modernization reflects the district's academic excellence and reputation.

### 2. Health, Safety, and Security as Foundational Priorities

- Repeated concerns about mold, water leaks, rodents, and deteriorating air quality creating unsafe learning conditions.
- Requests for stronger campus security—more officers, better fencing, working locks, visitor control, and stricter vaping enforcement.
- Many noted anxiety about national school safety trends. Many families want assurance that all facilities meet the highest safety standards.

### 3. Reliable HVAC, Roofs, and Building Envelopes

- Consistent mention of unreliable AC units, temperature extremes, and repair delays that disrupt learning and staff morale.
- Recommendations to increase HVAC technician staffing, streamline maintenance response times, and replace rather than patch failing systems.
- Roof leaks and window seal failures were cited as ongoing issues contributing to mold, ceiling damage, and higher energy costs.

## 18. Do you have any additional thoughts on this topic or information you want to share? Do you have any additional recommendations for the district?

### 4. Right-Sizing Schools: Enrollment Balance, Rezoning, and Portables

- Stakeholders urged re-evaluating open enrollment policies to prevent overcrowding in "popular" schools and underuse elsewhere.
- Many called for strategic rezoning and consolidation of older, low-enrollment campuses to focus resources efficiently.
- Portables were described as unsafe, outdated, and inequitable compared to permanent classrooms, families want students housed in main buildings.

### 5. Equity Across Campuses and Programs

- Strong perception that south-side and older schools have been neglected compared to newer north-side facilities.
- Requests for equitable distribution of resources, fine arts and athletic funding, and program access across all neighborhoods.
- Stakeholders urged the district to adopt transparent, data-driven criteria for prioritizing projects to rebuild trust and fairness.

### 6. Purpose-Built Learning and Activity Spaces

- Stakeholders want modern, functional facilities for fine arts (band, orchestra, choir, mariachi, dance), CTE, and STEM programs.
- Specific needs included new tennis courts, improved natatoriums, and consideration of a centralized performing arts center.
- Many recommended updating music and arts facilities to match the excellence of the district's academic and athletic programs.

## 18. Do you have any additional thoughts on this topic or information you want to share? Do you have any additional recommendations for the district?

### 7. Traffic Flow, Parking, ADA Access, and Playgrounds

- Parents and staff reported unsafe traffic and drop-off conditions, particularly at older campuses with limited on-site parking.
- Requests for expanded parent parking lots, covered walkways, improved sidewalks, and safer crossing areas.
- ADA-compliant and inclusive playgrounds, especially for ECSE and SPED programs, were identified as urgent needs.

### 8. Staffing, Pay, and Operational Support

- Many respondents emphasized retaining and respecting high-quality teachers through competitive pay and manageable workloads.
- Repeated calls to increase SPED aides, custodial staff, maintenance crews, and HVAC technicians to improve daily operations.
- Staff cited inconsistent maintenance response and favoritism in work orders, calling for greater accountability and oversight.

### 9. Transparency, Funding Strategy, and Centralized Services

- Stakeholders requested greater clarity on how bond funds and district budgets are allocated and monitored.
- Some supported a phased bond strategy: demonstrate results with one bond, then pursue additional projects.
- Several noted inefficiencies in having central offices scattered across the city and recommended consolidating or modernizing administrative facilities.

### 10. Student Experience and Everyday Quality of Life

- Families and staff highlighted the importance of clean restrooms, functional plumbing, and overall building cleanliness.
- Requests for healthier cafeteria food, updated lunch programs, lockers to reduce backpack weight, and shaded outdoor spaces.
- Parents encouraged more engaging enrichment opportunities and life-skills programs that reflect McAllen ISD's "whole child" vision.