



Cottonwood Classical Preparatory School



Facility Master Plan/ Ed Spec 2016 - 2021

Approved
March 22, 2016



Visions In Planning, Inc.
Educational Facility Planning Consultants

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Acknowledgments

Cottonwood Classical Preparatory School

Physical Address: 7801 Jefferson Street NE

Albuquerque, NM 87109

Phone: (505) 998-1021

www.cottonwoodclassical.org

Original charter date - 2008

Most recent charter renewal - 2013

Next Charter Renewal - 2018

Current enrollment cap - 800

Governing Council

Darrell Garcia, President

Jay Mortensen, Vice-President

Nicholas Williams, Treasurer

JoAnne Anderson, Secretary

Kyle Jones, Member

Lisa Marbury, Member

Louis Papponi, PAC Representative

Ken Gant, PTA Representative

Executive Director - Sam Obenshain

Facility Planning Committee Members

Margaret Bradney, Teacher

Lisa Marbrey, GC Member

John Martinez, Parent

Sam Obenshain, Ex. Director

Peter Rehn, Parent

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Introduction

This document contains the Facilities Master Plan (FMP) and Educational Specifications (Ed Spec) requirements for the Cottonwood Classical Preparatory School (CCPS), which is a 6th-12th grade charter school chartered by the State of New Mexico and located in Albuquerque. The intent of this plan is to guide capital planning decisions that support the charter school's educational mission and that meet minimum state adequacy standards for school facilities. The Public School Capital Outlay Council (PSCOC) and the Public School Facilities Authority (PSFA) require that all New Mexico public charter schools have a five-year FMP and Ed Spec as a prerequisite for eligibility to receive state capital outlay assistance. The Master Plan and Ed Spec are in accordance with guidance issued by the PSCOC and PSFA and is required to be eligible for future Capital Outlay funds from the State of New Mexico.



The FMP and Ed Spec are combined to create a flexible facility planning tool that can be revised on a periodic basis as conditions change. It identifies the specific space needs for accommodating the charter school's anticipated five-year enrollment and the strategies and capital needs for implementation of facility needs.

The document also addresses the following facility issues:

- Life/health/safety
- Educational and programmatic needs, and curriculum needs
- Provision for growth (additions and new construction)
- Promotes efficient use of educational space
- Educational technology
- Energy management

The Master Plan and Ed Spec are comprised of five main sections:

- **Section 1** - Goals / Process provides information about the charter school's goals and the planning process
- **Section 2** - Projected Conditions provides information about programs and delivery methods, enrollment, details about existing facilities used by the school, technology and energy management
- **Section 3** - Proposed Facility Requirements outlines facility goals and concepts, identifies space needs and other facility requirements
- **Section 4** - Capital Improvement Plan provides information about capital resources, capital needs, and capital project implementation
- **Section 5** - Master Plan Supporting Material contains detailed information about school facilities, evaluations, plans, and other information.

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SECTION 1.0 - GOALS / MISSION

1.1 Goals

1.1.1 - Mission

The mission of Cottonwood Classical Preparatory School (CCPS) is to develop highly-skilled, socially-responsible learning activists who can analyze, synthesize, and evaluate information and take responsibility for their own learning. Cottonwood Classical promotes inter-cultural understanding in an all-inclusive learning environment and our graduates will be prepared to enter and thrive at any of the world's accredited colleges and universities becoming driving forces in their local, regional, national, and global communities. Students will be well-versed in communicating through reading, speaking, writing, and listening with diverse audiences and will be able to transfer skills and knowledge into a post-secondary setting and the global marketplace.



1.1.2 - Educational Philosophy

CCPS is a public middle and high school that offers a free liberal arts educational choice to students of all ability levels and backgrounds. Our pre-university curriculum is academically rigorous while still addressing the student as a whole—intellectually, socially, emotionally, and physically. A founding principle of our school is that students should enjoy education so that they become life-long learners; as Aristotle suggests in Ethics, “The pleasure arising from thinking and learning will make us think and learn all the more.”

CCPS strives to provide small and engaging learning opportunities for our students, while also serving as a model for the way education in our state and in our nation is approached. We greatly look forward to your support in our efforts to make each day at our school a challenging, enjoyable and life-altering educational experience for the young adults of our state.

CCPS is the first public International Baccalaureate (IB) School in New Mexico. Students at CCPS will complete IB courses during their 11th and 12th grade years at Cottonwood and will have the opportunity to earn an IB Diploma or individual IB Certificates in particular areas of study. More specific information regarding the IB Program will be provided to students throughout their time here at CCPS. We do not offer non-IB classes to students in the 11th and 12th grades; however, students are not required to pursue the IB Diploma or individual IB certificates.

1.1.3 - School Community

Who the School Serves:

CCPS has, from its inception, provided both educational and service programs for the communities of Albuquerque, Los Ranchos de Albuquerque, and Rio Rancho. Through its mission of service, CCPS has participated in fundraising efforts for animal shelters, service providers for low-income families, as well as rescue shelters for abandoned dogs and cats. CCPS has a well-established Service-Learning Component of its charter and has worked hard over the past five years to create a reputation of reliability and service.

SECTION 1.0 - GOALS / MISSION

Additionally, CCPS has served the community in a variety of ways during its initial charter term and anticipates the continuation of service learning projects, hosting various community events, and providing partnership opportunities with local businesses and other schools (traditional, charter, and private) in the immediate vicinity and the Greater Albuquerque area.

The charter for CCPS calls for business mentorships, apprenticeships, and internships for students that relate to either their chosen field of study, or during the Service-Learning Component of the school program. These business collaboration opportunities are intended to increase both the academic success of our students and the college and career preparation for our students. These types of articulated partnerships will help to guide our staff in determining if the programs of study that they are providing to our students are preparing them well for the ultimate customers of our work: college and the workforce.

1.2 Process

1.2.1 - Planning Process

No building type has undergone greater change, in recent years, than the schoolhouse. These changes in the building are, for the most part, evidence of changing trends in student learning. As a dynamic reflection of the culture in which we live, the specific educational needs of each community must continually change to meet the demands of the present and to support the projections of the future. So too must facilities for education – rather than being merely a shelter in which the elements of education are delivered and received, they now have become a complete educational tool, capable of supporting a wide variety of learning experiences for citizens of all ages, abilities, and needs.

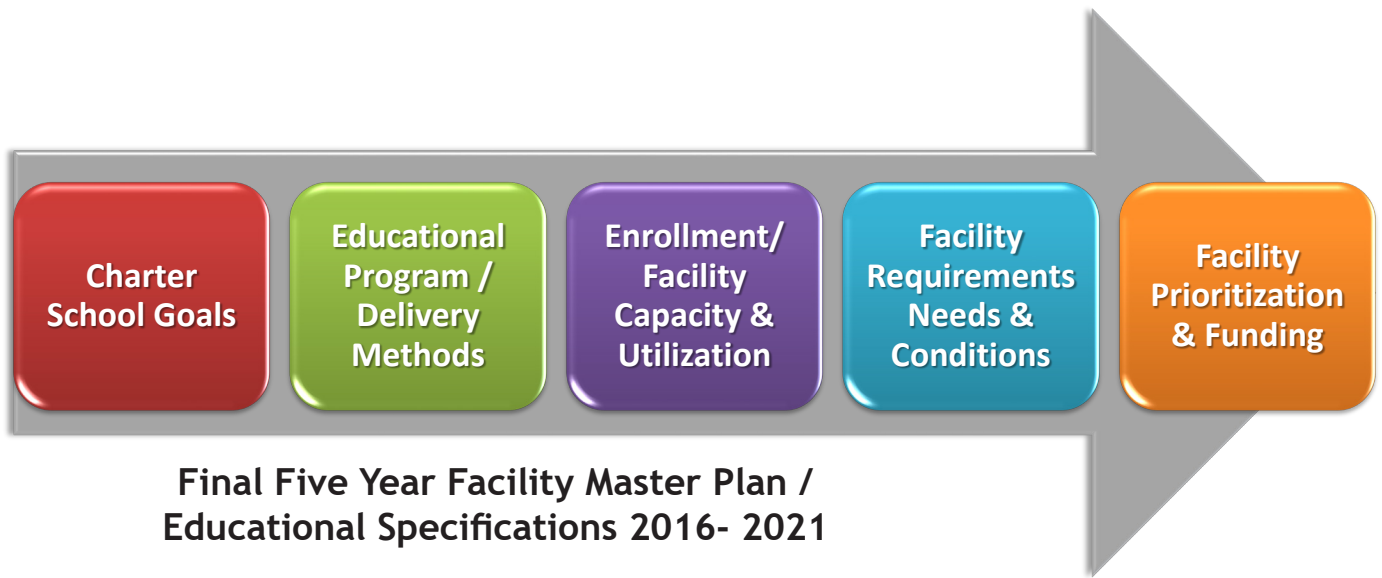
The following Facility Master Plan / Educational Specifications summarizes the long range facility master planning efforts and educational specifications for *Cottonwood Classical Preparatory School* as required by the State of New Mexico. It contains project goals, key facts, key concepts, and space listings; presents key relationship diagrams; and describes key components of the facility that form the basis for the planning and design of the school's new classroom building. This report communicates to the owner, user and architect essential facility requirements that provide a common basis for facility design, while encouraging the contribution of insights by the building designer. It contains a detailed space program, with room-by-room space requirements for the future new facility.

The project defined in this document reflects the statement of goals, objectives, curriculum / educational model and facility requirements obtained through on-site interviews, on-site investigation, facility workshops, CCPS administrators and support staff, students, parents, and community members.

This facility program contains information obtained through:

- Validation of policies established by the school's most recently approved charter;
- Review of New Mexico Adequacy Standards and Guidelines;
- Discussion of future CCPS school and location;
- Interviews with various CCPS functional area representatives;
- Discussion of experience with projects having similar elements; and
- Discussion and approval with/from the CCPS Governing Council

SECTION 1.0 - GOALS / MISSION



Governing Council

The CCPS Governing Council contracted with Visions In Planning, Inc. to develop the long range Facility Master Plan and Educational Specifications for the school. The scope of work included identification of programmatic needs and space criteria of the school to be incorporated into the design of the facility addition. Considerations included school organization, success for students, relationships among teachers, effective learning experiences, and connections to the community.

Facility Master Plan Committee

Visions In Planning, Inc. worked with the school’s Facility Master Plan / Ed Spec committee, comprised of members of the CCPS administration, teachers, staff, and parents to understand and document the charter school’s programs and delivery methods, and to establish the additional facility needs to support the school’s educational requirements. Information sharing and feedback sessions were held after each phase: the data gathering phase, the space needs determination phase, and the facility implementation phase. Visions In Planning, Inc. also analyzed the condition of the existing facility, including potential reconfiguration options to enlarge existing classrooms and identification of a new classroom addition in the future which will to improve program delivery for the school’s students.

SECTION 1.0 - GOALS / MISSION

Authority and How Decisions Are Made

The CCPS Governing Council is a five member body composed of CCPS parents and community members established pursuant to the terms established in the school's charter. The Council serves as CCPS's governing body under CCPS's Charter. The Council's responsibilities include development and approval of school policy, academic goals, facility plans, and CCPS's budget. The Council enters into a contract with the site principal and operates under applicable state laws and regulations, CCPS's Charter, and the Council's Bylaws.

Decision Making Process



1.2.2 - Data Gathering & Analysis

Facility Assessments

A Facility Assessments was conducted by Visions In Planning, Inc. for the school's existing educational leased facilities. The facility assessment included:

- Site visit
- Meeting with site Executive Director
- Facility walk-through with Facility Manager
- Review of State's Facilities Assessment Database
- Capacity and Utilization Study for the school

Facility Master Plan Committee Meetings:

Once the facility assessments was completed and the data gathered, meetings with the Facility Master Plan Committee were begun. The first committee meeting was used to explain the purpose of a facilities master plan and identify the tasks and responsibilities of the Facility Planning Committee. Several subsequent meetings were held where the facility data was then presented to the Facility Master Plan Committee as well as the Charter School's Administrators and Governing Council for review. The committee aligned the needs of the school with the goals and objectives, and identified the most pressing facility needs that could be accomplished over the next five years.

Meeting 1: June 2015

While the project was initially begun by another consultant, the first meeting was conducted to explain the FMP process with the Facilities Master Plan Committee. Both meetings included the following topics for discussion:

- Intent of FMP
- What is used for?

SECTION 1.0 - GOALS / MISSION

- Role of FMP Committee
- Where we are..
- Future State of CCPS facilities

Meeting 2: January 7, 2016 - Facility Planning Meeting and Facility Assessment

Discussion at this meeting centered on the schools programmatic needs, and the capital improvement and maintenance needs of the school and included the school's executive director, facility and business managers:

- PSFA/ PSCOC Ranking of the School
- Campus improvements of the existing buildings since the last Facility Master Plan
- Facility Deficiencies/ Capital Improvement Needs
- Maintenance Needs
- Educational Programmatic Needs
- Funding Sources

After extensive discussion of regarding all of the district's facility needs, several strategies were developed to provide CCPS various options that it can use to address capital improvement and maintenance needs as identified in Sections 3 and 4 of this document

Meeting 3 & 4: January 14 and February 8, 2016

Discussion at the follow-up Facility Committee meetings centered on gaining insight into the school's educational programs and future state of the existing facilities, and how to best accommodate the current and future educational and facility needs. At the fourth meeting potential site acquisition options to the northwest of the existing school site were identified as one possible location of a new permanent classroom building, other topics included:

- Safety and Security of the facility
- Traffic and Parking Concerns
- Past and current enrollment
- Capacity & Utilization
- Future facility addition
- New Funding sources

Meeting 5: February 18, 2016

Discussion at the this meeting with the school's executive director focused on the facility needs identified, capacity of the existing facility, the need for a future classroom addition, upcoming 2016 summer maintenance work and funding considerations.

March 22, 2016 - Governing Council Final Presentation -

Presentation of the recommended Capital Improvement Projects that will be funded in part from the successful passage of the APS HB-33 Election in February 2016, current SB-9 funding and also include funding through an approved Lease-Purchase agreement for facilities. The final Facility Master Plan and Ed Spec was submitted to the CCPS Governing Council for final approval on March 22, 2016.

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SECTION 2.0 - PROJECTED CONDITIONS

2.1 Programs and Delivery Methods

2.1.1 - Program Overview

Current Educational Programs and Facilities - Overview

Cottonwood Classical Preparatory School is a 6-12 grade college preparatory charter school aimed at preparing all students for the rigors of college and the workforce beyond. CCPS has designed an instructional program that incorporates instructional best-practices and culminates in the International Baccalaureate Diploma Programme (IB) for juniors and seniors. CCPS has adopted the Paideia teaching methodology and has instilled a climate and culture of high-expectations and academic rigor. CCPS believes that students will rise to the expectations provided for them and in its initial charter term has seen outstanding results and outcomes for students who have attended.



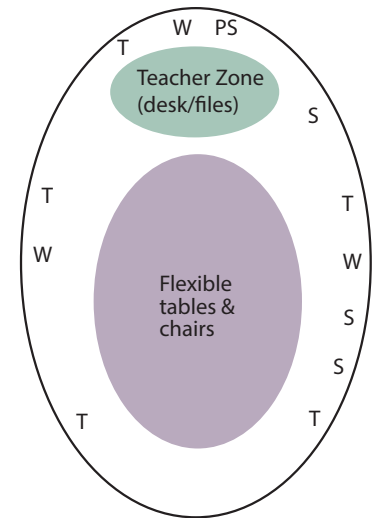
CCPS is projected to serve up to 715 students in grade 6-12 during the school’s current charter term (2013-2018). The challenge that CCPS has taken in from its inception is to prepare public school students for the rigors of the IB program. CCPS is the first public school in the state of New Mexico to receive the accreditation by the IB Organization to provide the prestigious Diploma Programme. Students who graduate with an IB Diploma are almost guaranteed acceptance in the most selective institutions in our nation and around the world. And, depending on their scores on the IB assessments, these students can enter college with as many as 24 credit hours towards a degree.

CCPS has made deliberate decisions about its instructional program that has led to the kind of academic success that they have shown over the last four years. CCPS is one of a handful of high schools in the state to receive an “A” grade on the state’s newly implemented grading system. Cottonwood believes that its instructional program is the main reason that students are performing so well.

Instructional Delivery – PAIDEIA

Cottonwood Classical has adopted the Paideia model of instructional delivery based on the work of educational philosopher, Mortimer Adler. The Paideia methodology is recognized as a best practice throughout the nation and incorporates all of the most effective modalities of instruction into a comprehensive approach to teaching and learning. The Paideia methodology divides instruction into 3 components: Didactic Instruction, Academic Coaching, and Socratic Seminars. These strands are utilized by teachers at CCPS in all subject areas. What makes this type of teaching and learning so effective is that the specific approach places the learning focus on the student and challenges the teacher to hold students accountable to their learning, but also challenges the students themselves to hold one another and themselves accountable.

- Furniture & Equipment
- T = tackboards
 - W = white boards
 - S = Open shelves
 - PS = Projection Screen



CLASSROOM

- Functions of Furniture & Equipment
- flexibility
 - display
 - quickly reach teaching aids
 - project to projection screen or white board

SECTION 2.0 - PROJECTED CONDITIONS

Structural Program Components

In addition to the Paideia approach, the school has also instituted structural elements that allow for students to be the best that they can be. The school utilizes an Advisory program where each teacher has a small group of students for which he/she must track progress, maintain communication with the home, support students in advocating for themselves, and to which the students can make a meaningful connection at the school. CCPS has also instituted a modified block schedule that extends class periods to an hour and a half two days per week so that teachers can provide the kind of length in class that many Socratic Seminars or coached projects demand.

International Baccalaureate Programme

One of the hallmarks of the instructional program at Cottonwood Classical is the International Baccalaureate Programme (IB). This academic program is recognized around the world as the highest level of secondary education for students in high school preparing for college. There is no question that schools that provide the IB program are preparing their students for success in college. IB classes are rooted in academic rigor and have such highly scrutinized internal accountability that colleges throughout the world recognize and these colleges grant credit to students receiving the IB Diploma. It is not unusual for students graduating with an IB Diploma to enter college in “sophomore standing” based on their performance in the IB assessments. In addition to the challenging course work, IB students must also complete a Community, Action, and Service (CAS) project over their two years as an IB student; they must complete an Extended Essay (EE) on a subject of their own choosing, and must successfully complete a Theory of Knowledge (TOK) course. All of the IB classes count towards New Mexico graduation requirements and students who graduate from Cottonwood have more credits than necessary to fulfill the basic graduation requirements for the state.

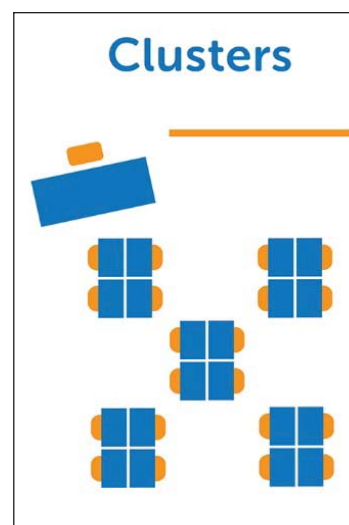
Students are assigned to classes based upon grade and/or subject level based upon testing/evaluation during the admissions process. This results in varied class sizes with some classes having as few as 12 students, and others as many as 28-30.

Shared / Joint Use Facilities

The school’s proximity to many established community resources provides the school with opportunities to partner with outside entities to share facilities. However, as additional charter schools have been established competition for these resources has increased limiting availability of usage of outside facilities such as practice fields and athletic competition space.

Instructional Space Requirements

Standard general classroom that meets NMAS and supports multiple learning styles including active and project based learning techniques through multiple furniture configurations and supportive technologies. Table arrangements



Clusters: Learner Centered Format Pros:

- Encourages interaction of all students.
- Creates more personal and safe environment for students
- Promotes cooperation & teamwork
- Develops problem solving & communication skills
- Flexibility to strategically form groups
- Suitable for small spaces

Cons:

- Increased noise level, distractions and off-task behavior
- Less individual accountability
- Harder to assess students abilities

SECTION 2.0 - PROJECTED CONDITIONS

should allow individual work, group work, or discussion “seminar.” Open shelving should provide space for project storage (while in process) and access to materials.

General Instructional Organization

Cottonwood Classical Preparatory School has developed procedures to evaluate and place all new students into level appropriate coursework. New students complete an assessment with trained staff and are tested to determine level of proficiency and recommended coursework to meet graduation requirements.

Alternative Methods for Educational Program Delivery

In order to meet the school’s IB educational program delivery requirements, CCPS requires its facilities to possess a variety of classroom spaces that are similar in nature to that of a “traditional high school”. The types of classroom spaces required include: flexible multi-use/ subject general classrooms, science labs for all grade levels that can accommodate higher level Biology and Physics labs, two computer labs (one each for middle and high school grades) that can be used for both technology instruction and for student-led research. The current facility houses a library (“athenaeum” in the IB requirements) which is much smaller than a “traditional high school” where students can access classic literature and primary source documents when needed for projects or written assignments. Fine and performing arts instruction as well as physical education are also part of the IB program and the school must provide adequate instructional space to meet these requirements.

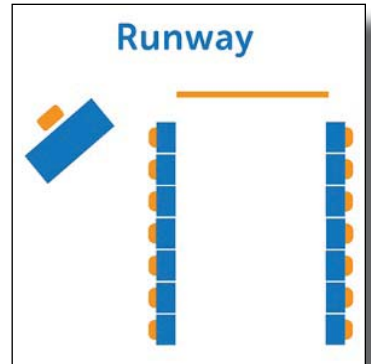
Based on the school’s operational structure, CCPS does not require a full sized kitchen to prepare meals on-site. At this time, the school does not contract out for meal services as most students bring their lunch daily. The school does provide a “warming kitchen” for students with a sink, microwaves and refrigerators to store lunches and the school’s PTA runs a small concession stand to provide snacks and drinks for students who do not bring their lunch.

Scheduling Approach

In order to accommodate the needs of its students, CCPS has a 5-day instructional week. The regular school day meets from 7:35am - 3pm (Monday- Thursday), and 7:35am - 1:30pm on Fridays. The school utilizes a period schedule 3-days per week and a modified block schedule two days per week.

Special Curricular / Extra Curricular Activities to be Accommodated

While CCPS is focused on its solid academic programs, student input has resulted in the need to provide expanded elective options into the schools curriculum similar to other traditional high schools in the area. Over the next five years, the school intends to expand its science program, technology based instruction, performing arts, additional art and music programs, as well as expand athletic opportunities.



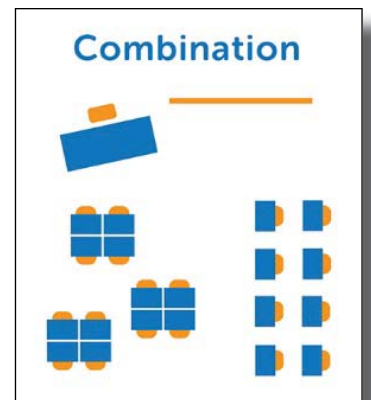
Runway: Individual Learning Format

Pros:

- Encourages individual work and productivity.
- Minimizes disruptions and cheating
- Effective for demonstrations & presentations
- Easy to supervise

Cons:

- Uneven distribution of interaction among students.
- May be more difficult supervise and assist students.



Combination: Small Group and Independent Learning Format

Pros:

- Encourages both individual and group work.
- Fairly easy to supervise and assist students.

Cons:

- Uneven distribution of interaction among students.
- May cause some students to lose focus
- May have increased noise level with mixed seating

SECTION 2.0 - PROJECTED CONDITIONS

2.2 Proposed Enrollment

2.2.1 - Historic Enrollment

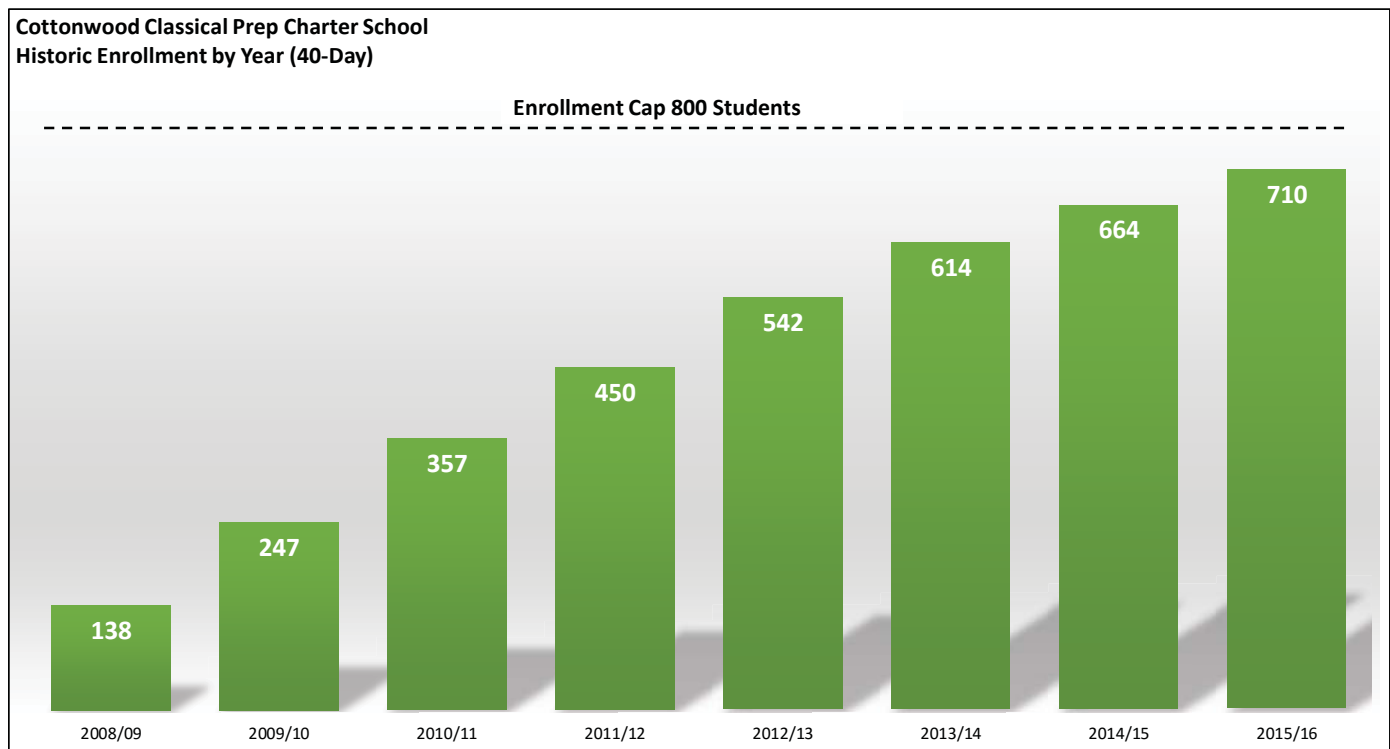
Enrollment Guidelines

As a charter school, CCPS accepts all student applications for enrollment each June for the upcoming school year on a first-come, first served basis and accepts enrollment applications prior to each academic quarter as space is available. If the total number of enrollment applications exceeds the number of spaces available, the school will hold a lottery with the results posted on the school’s website: www.cottonwoodclassical.org

Cottonwood has consistently met its enrollment targets during its initial charter term and has maintained a waiting list of between 200-350 students for each of its last four years. Cottonwood Classical is a school in high demand even after its recent move to the Journal Center Area. Although it is difficult to turn students away, it is a necessary part of maintaining the kind of educational environment and small-school atmosphere that allows for students to be successful. For planning purposes, the school tracks the percentage of students on the waiting list that actually enroll to ensure that all of school’s facilities are utilized.

Historic Enrollment

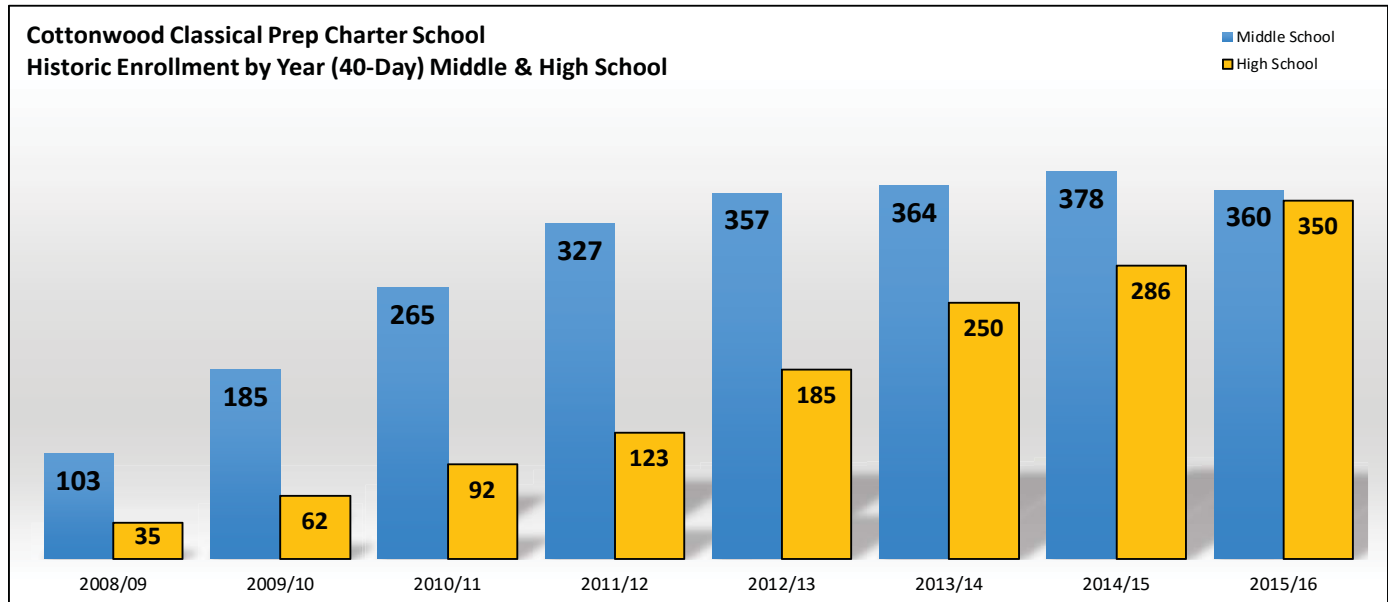
As an established charter school, CCPS is in its ninth year of operation and has had a strong enrollment since the 2008/09 school year. Over the past three years of operation, the school has had an average enrollment within 23.6-11.3% of its max enrollment cap of 800. Every year since the school’s inception, enrollment has increased around 75-100 students on average. While the school has a larger enrollment cap, for class loading purposes as well as facility constraints, the desired enrollment is in the low to mid 700’s as that is the maximum number of students that can be accommodated in the schools existing configuration. As of the 2015/16 school year official 40-day count, enrollment has increased to 710 students.



Source: New Mexico Public Education Department, 40-Day Enrollment and CCPS

SECTION 2.0 - PROJECTED CONDITIONS

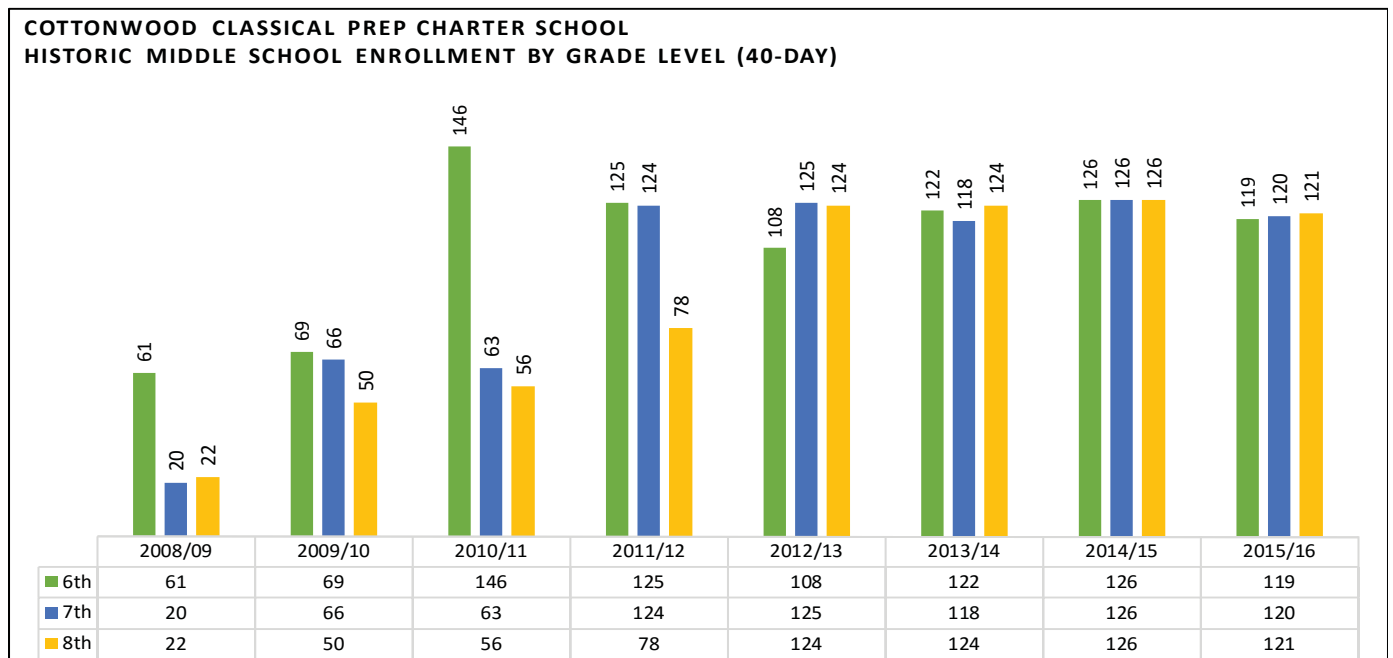
Since CCPS offers both middle and high school programs, enrollment must be balanced so as to accommodate the existing cohorts as students progress through the grade levels as well as be able to accommodate new students into the program. The chart below reflects the schools enrollment history for both middle and high school enrollment since the 2008/09 school year. Over the past three years high school enrollment has significantly increased and is almost equal to that of the middle school.



Source: New Mexico Public Education Department, 40-Day Enrollment and CCPS

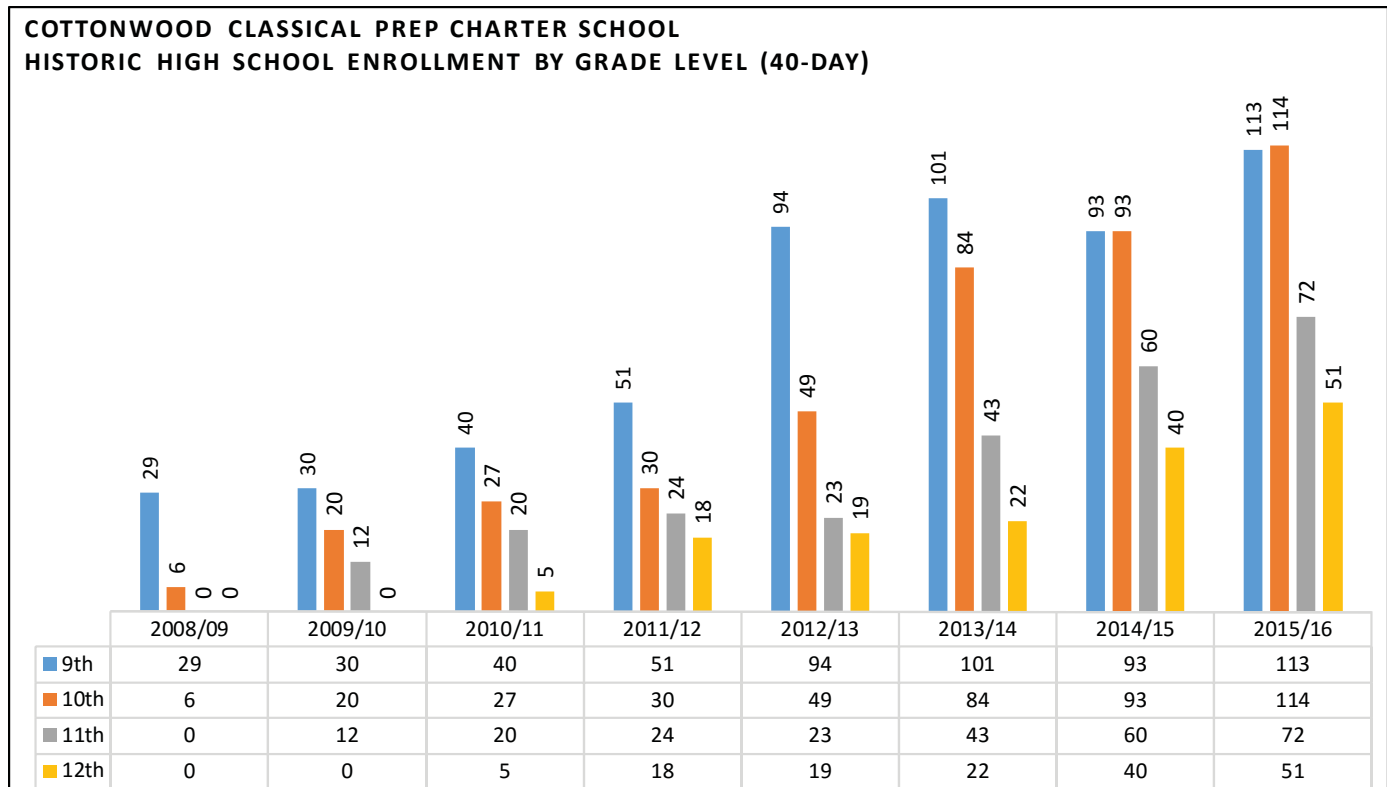
Enrollment by Grade Level

Enrollment in grades 6th through 8th since the 2013/14 school year have hit the desired levels of 120 students on average per grade level and has maintained its middle school enrollment of at or near 360 for the past three years. This level of middle school enrollment is critical to sustaining the school’s cohorts at the high school level. Over the next five years the school is expected to add an additional 20-22 students per grade (6th-8th) as facilities capacity allows to provide a more robust high school enrollment.



SECTION 2.0 - PROJECTED CONDITIONS

As one of many public high school choices in Albuquerque, many incoming freshman students choose CCPS over traditional high school options available in the area. Enrollment in grades 9th and 10th are typically the highest, due to the rigors of the IB program and as the middle school feeder enrollment has maxed out. However, as the school has become more established over the past nine years, the school has been able to maintain its 11th and 12th grade cohorts between 85-95%.



Source: New Mexico Public Education Department, 40-Day Enrollment

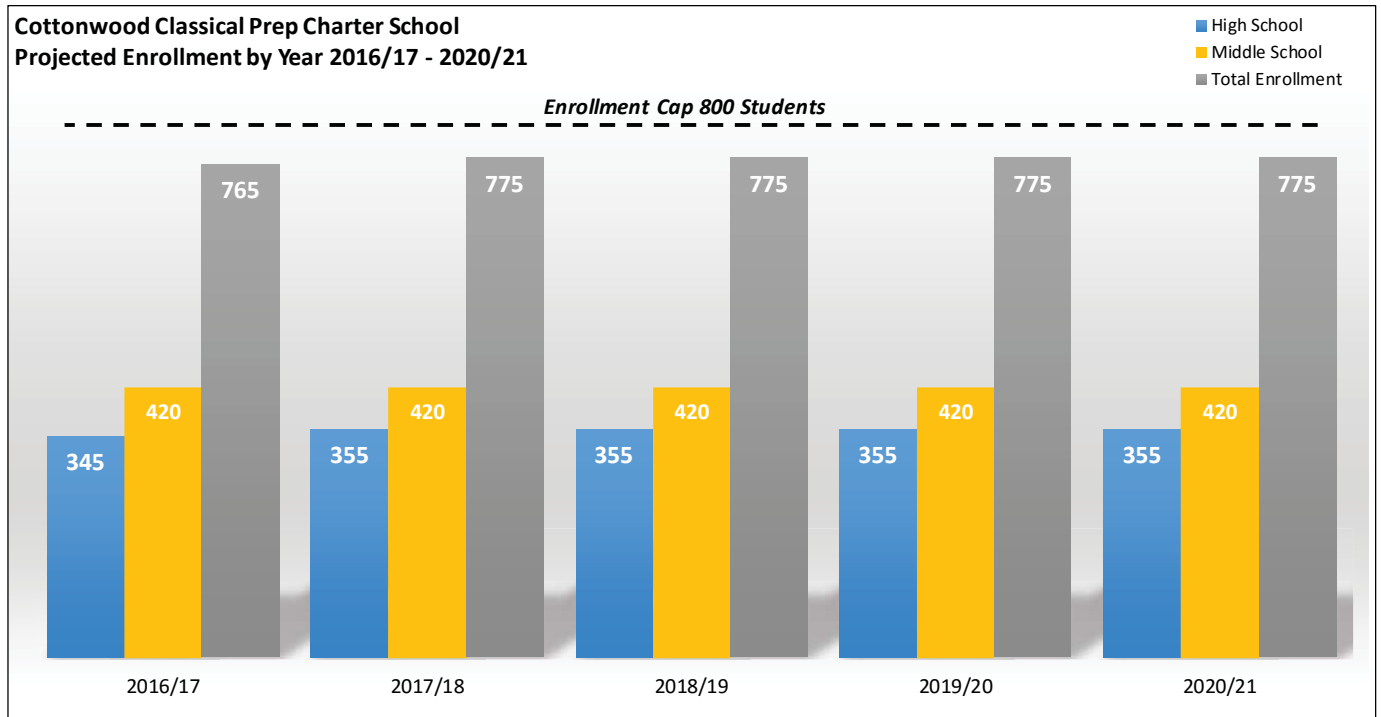
Projected Enrollment

As the school serves a large range of students in grades 6th-12th and due to natural attrition at the eighth to ninth grade transition, specific enrollment patterns are difficult to predict. However, the school’s has had a stable enrollment pattern which is expected to continue over the next five years. The school is looking to grow its enrollment up to 765-775 students with the addition of an additional cohort in grades 6th-8th, which is well within its enrollment cap of 800. As the school continues to operate at this level, the demand for available classroom space and expanded educational programs will also continue to increase, and may require additional facilities in the future.

Future Enrollment Considerations

Currently, per the school’s approved charter, CCPS can serve up to 800 students in grades 6th-12th grade and does not expect to add any additional grade levels or enrollment cap changes as part of its next charter renewal in 2017.

SECTION 2.0 - PROJECTED CONDITIONS



2.2.2 - Classroom Loading Policy

The CCPS charter renewal that was *Approved* by NMPED states that a desirable pupil/teacher ratio (PTR) will be an *average* of 17:1 for all grade levels. However, based on actual class scheduling, enrollment and available classrooms/ teaching staff, class loading is often 18- 26 students in grades 6th-8th and 14- 24 in grades 9th-12th. Due to the fluctuations of the student population by grade level and the limitations of existing available classroom space, classroom loading often exceeds the *average* 17:1 PTR in some cases by 150%.

2.2.3 - Classroom Needs

The projected classroom needs are based on enrollment at maximum level (determined by enrollment cap). This analysis assumes classroom loading numbers listed above and continuing the schools current delivery methods. The number and size of classrooms currently available at the CCPS campus is insufficient to accommodate the projected number of students under these conditions based on the enrollment of the school as well as the size of the existing classrooms. Based on student input regarding the existing curriculum, there is demand for additional elective courses that would include performing arts, technology, additional science labs, expanded art and music programs, as well as expand its physical education curriculum.

The chart on the following page lists the existing instructional spaces for the current year and the actual needed instructional spaces in the future required for the school to meet its classroom loading policy and provide its students with expanded educational programs as well as provide for two 1/2 size SPED resource classroom for students that require supplemental academic instruction. Over the next five years, the school will need to reconfigure its existing classrooms and construct additional classroom space to satisfy these proposed changes and hire additional teachers.

SECTION 2.0 - PROJECTED CONDITIONS

Cottonwood Classical Preparatory School Grades 6th -12th	Existing Classrooms 2015/16	Actual Classroom Demand*
General Classrooms		
English	7	7
Math	7	7
Social Studies	7	7
Foreign Language	4	4
Science (Non-Lab)	4	4
Science (Full-Lab)	3	4
Subtotal General Classrooms	32	33
Specialized Classrooms		
Art	2	2
Physical Education	1	1
Computer Technology	2	2
Music/ Performing Arts	2	3
Subtotal Specialized Classrooms	7	8
Special Program Classrooms		
ELL/ SPED Resource	0.75	0.75
Subtotal Special Program Classrooms	0.75	0.75
Total Instructional Spaces	39.75	41.75

* It should be noted that many of CCPS's classrooms are undersized/ below NMAS of 650 nsf for general classrooms. As part of a future renovation project, the school intends to reconfigure the existing classrooms to meet NMAS and to replace in-kind classrooms lost due to renovation/reconfiguration and to add two additional classrooms to help reduce class sizes and provide expanded programs.

SECTION 2.0 - PROJECTED CONDITIONS

2.3 Site/ Facilities

2.3.1 - Location

The Cottonwood Classical Preparatory School’s campus is located at 7801 Jefferson Street NE, in the Journal Center area near Paseo Del Norte. The school is currently in a lease-purchase arrangement through the schools non-profit Foundation. The lease-purchase agreement has been approved through the State of New Mexico Public Schools Facility Authority, and is paid for through the school’s annual Lease Payment Assistance Award from the Public Schools Capital Outlay Council.

The existing school site is located on the west-side of Jefferson Street near Lang Avenue and consists of approximately 6 acres. The school site is access via Jefferson Street and utilizes the student parking area circulation for a student drop-off/ pick-up area before and after school. The school is also adjacent to a public transportation on Jefferson Street. CCPS also contracts through Albuquerque Public Schools (APS) for transportation services, approximately 530 students utilize the APS transportation on eight buses. The main parking area is located on the southeast side of the campus and contains 124 paved parking spaces and on the east part of the campus near the main entry there is another 25 parking spaces for a total of 149 parking spaces including 8 ADA compliant parking spaces.

The site has an outdoor area for students to gather and PE activities on the south side of the building. There



SECTION 2.0 - PROJECTED CONDITIONS

2.3.2 - Facility Evaluation

CCPS campus consists of a permanent facility with 47,161 square feet used for educational use. The original building was constructed in 1995. In 2013, the school acquired the property. All of the existing general classrooms have a maximum classroom loading of 14 - 24 students based on the NMAS of 25nsf per student for high school. As the current utilization and capacity analysis will show, the school is in need of reconfiguration of existing classrooms and additional classroom space.

Conformance with Adequacy Standards

The facilities at CCPS conform at the minimalist level to the NM Adequacy Standards as they pertain to charter schools. However, while CCPS is a charter school and receives variances for certain program areas, the school does operate more like a traditional high school. By operating in the traditional model, the school is in need of specific program space that is sufficient to meet the educational needs of the students. Some of the space deficiencies include the need for an additional science lab with workstations, performing arts space, technology lab to include robotic specialties, gym, and additional general classrooms.

Facility Evaluation

Visions In Planning, Inc. evaluated the CCPS campus to update PSFA's information in the facility assessment database. Section 5.4 - Master Plan Supporting Documents contains the facility evaluation.

FAD Update

The full FAD update is in Section 5.4 - Master Plan Supporting Documents.

Facility Issues

Visions In Planning, Inc. used the following methods to identify the list of partial facility issues below:

- Analysis of compliance with adequacy standards
- Physical condition assessment to determine facility conditions needs
- Results of interviews with CCPS administration, staff and FMP committee
- Planning team observations



General Classroom issues

Classrooms range in size between 332-748 SF, the typical class size averages 14-28 students and classrooms are difficult to rearrange for group and other activities.

- Insufficient square footage for class sizes
- Painting and interior wall repairs needed
- Furniture is inappropriate for many classrooms
- Additional power is needed to support technology and basic instructional needs

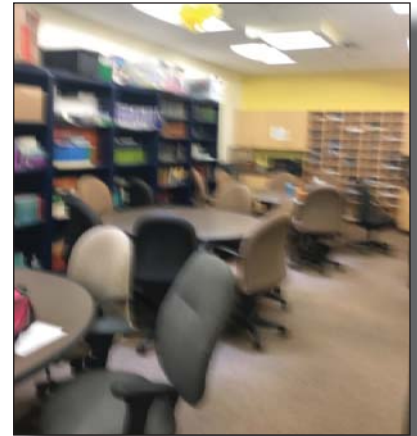


SECTION 2.0 - PROJECTED CONDITIONS

- Insufficient storage in classrooms

Science Labs

- Function/ Layout in Science Labs needs to be improved to better support the educational programs.
- Power and gas supplies at student workstations are insufficient or inoperable.



Staff spaces

- Staff Workroom/ Lounge is insufficient for current usage
- Lack of general and instructional storage areas.

Additional Facility Needs

- Additional classrooms will needed to replace existing classrooms (classroom enlargement.)
- Renovate specialty education spaces to meet educational program needs.

post-renovation

Outdoor issues

- Grading & drainage improvements - Ponding issues
- Parking, additional is needed
- Insufficient outdoor play and instructional areas for physical education
- Property perimeter - Perimeter fencing does not adequately enclose the site

Statewide Adequacy Standards

New Mexico’s statewide Adequacy Standards for primary and secondary educational facilities (NMAAS 6.27.30) are guidelines for public school districts to “... provide and sustain the environment to meet the needs of public schools.” They are intended to create a minimum facility standard to establish equity among all educational facilities serving New Mexico public school students. Alternative and charter schools may seek a variance for facilities, since they do not necessarily conform to the programs, delivery methods, and facility needs and budgets that are the basis for the standards. It is through these variances that these types of schools are intended to meet many of the facility requirements for their “alternative programs” through “alternative methods.” However, both alternative and charter schools must provide the minimum square footage allowances for general classroom spaces, as identified in the NM Adequacy Standards. Because CCPS operates very similar to a traditional high school, it is in need of some of the more “traditional” type classroom spaces found in other high schools in the district such as general classrooms, science and computer labs, library, art and music classrooms, and gym.

It should be noted that while CCPS meets these standards in the area’s listed below (statute section citations in parentheses), there are several areas in which the schools educational programs - general classroom, art, tech lab, and science labs need to meet the higher requirements of a traditional school.

(6.27.30.8) General Requirements

- Building structural soundness (A.1)

SECTION 2.0 - PROJECTED CONDITIONS

- Weather-tight exterior envelope (A.2)
- Interior surface condition (A.3)
- Interior finish harmful elements (A.4)
- Building system integrity (B.1)
- Plumbing type / accessibility (B.2)
- Adequate fire alarm system (B.3)
- Adequate two-way communication system (B.4)

(6.27.30.10) Site

- Student drop-off pedestrian pathway (A)
- Protection of building structural integrity (C)
- Potential of flooding, ponding, or erosion (C)

(6.27.30.12) Academic

- Appropriate size (A)
- Lighting (C)



SECTION 2.0 - PROJECTED CONDITIONS

- Temperature range (D)
- Acoustics (E)
- Air quality (CO2 PPM) (F)

2.4 Utilization / Capacity Analysis

2.4.1 Utilization / Capacity

Utilization refers to the actual placement of students within the classroom measured against the NMPED maximum or in the case of a charter school - the maximum class size identified and approved in the school's charter. In general, typical high schools do not utilize each classroom to 100% because of the uneven number of students per grade level (i.e., enrollment is not equally divisible by 22, 24, etc.). The PSFA guidelines indicate a maximum efficiency for typical high schools to be 75-85% depending on the type of class scheduling used. For this educational specification, the Cottonwood Classical Preparatory School is currently over utilized for its current enrollment of 710 at 92% which leaves little to no flexibility to accommodate new or additional programs. It should be noted that based on the school's current NMPED *Approved* charter that the desired student loading on *average* per classrooms for the schools specific educational program 17:1, which due to the schools insufficient quantity of classrooms it regularly exceeds.

Capacity refers to the number of students a school can accommodate. There are two types of capacity measures: Maximum Capacity (also known as Design Capacity), and Functional Capacity.

- Maximum Capacity (Design Capacity) identifies the theoretical number of students that can be housed, using all available instructional spaces (also referred to as "Teaching Stations" (TS) in this educational specification) multiplied by a student loading factor that reflects average pupil/teacher ratios (PTR) based on the standards established by CCPS for the Charter School program which has to take into consideration the special needs by the students attending the school.
- Functional Capacity identifies the actual number of students that can be housed, based on instructional spaces (teaching stations) available to regular and C & D level enrollments - multiplied by a student loading factor that reflects average pupil/teacher ratios (PTR) as identified in the school's charter and approved by NMPED. The results are multiplied by factors addressing scheduling utilization, special education inclusion, school size and grade level. Instructional areas that are used for special (federal and categorical) programs are exempted.

Currently the *Maximum/ Design* (100%) Capacity of CCPS which leaves minimal to no flexibility is 685 students fully loaded, which with the size of the existing classroom spaces is not functional. The *Functional Capacity* for CCPS is calculated to be a total of 548 students – at 80% efficiency. However, the schools **actual** utilization rate is 92% for its *current enrollment* with many classrooms over capacity based on the NMAS square footage per student requirements.

The charts on the following pages identify the number of available classrooms, maximum and functional capacity as well as the actual needed demand for classrooms (*it should be noted that due to the square footage of the existing classrooms, capacity was calculated based on the number of students that should be accommodated in each classroom, utilizing the NMAS of 25nsf per student, for example a general classroom that is 385 sf / 25sf per student would result in a capacity of 15 students not 27-30 per NMPED allowances*).

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SECTION 2.0 - EXISTING & PROJECTED CONDITIONS

Table 2.4.1.B Current Utilization Chart - Cottonwood Classical Prep

The Utilization Table below is for the schools 2015/16 enrollment, based on current enrollment and program demands, the school has insufficient available classrooms to meet its average PTR. The facility has many classrooms that need to be enlarged to meet NMAS for minimum general classroom size of 650NSF.

Cottonwood Classical Preparatory Charter School
Facility Utilization Sheet

Date: 9/3/2015

GRADE LEVEL	CURRENT STUDENT 40TH DAY COUNT (DAY)	NUMBER OF / SPECIAL NEEDS STUDENTS PER GRADE	CURRENT NUMBER OF TEACHERS	NUMBER OF GENERAL TEACHING SPACES
8th Grade	119	1	5	
9th Grade	120	1	5	
10th Grade	121	0	5	
11th Grade	111	2	5	
12th Grade	114	2	4	
TOTALS	710	13	29	14

Utilized Classroom
Un-utilized Classroom
Teacher Prep
Shared Classroom (Computer Lab)
Shared Classroom (Science Lab)
Number of Lunch Periods
* Shared classrooms are in use all day by various classes as scheduled

Rm #	Crm NSF	Max # of St./Sq Ft	MAX PTR Per PED	A.S.Y /N	PERIOD 1 Time: 7:45-8:38				PERIOD 2 Time: 8:42-9:35				PERIOD 3 Time: 9:39-10:32				PERIOD 4 Time: 10:36-11:29				PERIOD 5 Time: 12:13-13:06				PERIOD 6 Time: 13:10-14:03				PERIOD 7 Time: 14:07-15:00				Total Students	Tot. % Rm Occ. / Day	Occ # of Pd. / Day	% Pd. / Day							
					# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade					Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject
					B-1	385	15	27	N	24	156%	10	FARMER	ENGLISH	21	136%	9	FARMER	ENGLISH	25	162%	9	FARMER	ENGLISH	21	136%	9	FARMER	ENGLISH	20	130%	10					FARMER	ENGLISH	0	100%		FARMER	PREP
B-2	358	14	27	N	9	63%	11	SMITH	ENGLISH	21	147%	11	SMITH	ENGLISH	22	154%	10	SMITH	ENGLISH	22	154%	9	SMITH	ENGLISH	0	100%		SMITH	PREP	23	151%	9-10	SMITH	STUDY HALL	112	135%	7	100%					
B-3	362	14	27	N	21	145%	9	REDINGTON	ENGLISH	23	159%	10	REDINGTON	ENGLISH	24	166%	11	REDINGTON	ENGLISH	12	83%	12	REDINGTON	PHILOSOPHY	0	100%		REDINGTON	PREP	23	159%	9-10	REDINGTON	STUDY HALL	103	137%	7	100%					
B-4	355	14	27	N	14	100%	9	WERRE	ADVANCED ALGEBRA	19	100%	9	WERRE	ADVANCED ALGEBRA	23	162%	9	WERRE	ADVANCED ALGEBRA	16	113%	9-12	WERRE	PREP	22	100%	11	WERRE	PHYSICS	25	176%	10-11	WERRE	STUDY HALL	105	122%	7	100%					
B-5	355	14	27	N	5	35%	9	BRAZELL	MATH	18	127%	9	BRAZELL	MATH	13	92%	9	BRAZELL	MATH	0	100%		BRAZELL	PREP	15	106%	9	BRAZELL	MATH	14	99%	10	BRAZELL	MATH	17	120%	9	BRAZELL	MATH	77	97%	7	100%
B-6	359	14	27	N	26	181%	11	LUKES	ADV. US HIST / GEOG	0	100%		LUKES	PREP	0	0%		NONE	24	167%	11	LUKES	ADV. US HIST / GEOG	25	174%	10-11	LUKES	ADV. US HIST / GEOG	25	174%	10-11	LUKES	ADV. US HIST / GEOG	17	118%	11	LUKES	ADV. US HIST	91	131%	6	86%	
B-7	379	15	27	N	11	73%	10	FRICK	WORLD HISTORY	20	132%	11	FRICK	WORLD HISTORY	100%			FRICK	PREP	19	125%	10	FRICK	WORLD HISTORY	17	112%	10	FRICK	WORLD HISTORY	0	0%		NONE	16	106%	12	FRICK	HONORS HISTORY	72	92%	6	86%	
B-8	379	15	27	N	23	152%	10	FRISBIE	WORLD HISTORY	24	158%	10	FRISBIE	WORLD HISTORY	100%			FRISBIE	PREP	22	145%	10	FRISBIE	WORLD HISTORY	22	145%	10	FRISBIE	WORLD HISTORY	22	145%	10	FRISBIE	WORLD HISTORY	21	139%	9	FRISBIE	STUDY HALL	111	141%	7	100%
C-1	425	17	27	N	18	106%	9	SPITZ	MATH STUDIES	21	124%	10	SPITZ	GEOMETRY	22	129%	10	SPITZ	GEOMETRY	0	100%		SPITZ	PREP	26	152%	9-10	SPITZ	GEOMETRY	18	106%	11-12	SPITZ	STUDY HALL	107	119%	7	100%					
C-13	3,185	127	27	Y	44	163%	9-12	RIGALI/TODARO	PHYSICAL EDUCATION	45	167%	9-12	RIGALI/TODARO	PHYSICAL EDUCATION	23	85%	6	TODARO	PHYSICAL EDUCATION	45	167%	9-10	RIGALI/TODARO	PHYSICAL EDUCATION	29	107%	7-8	RIGALI/TODARO	PHYSICAL EDUCATION	46	170%	6-8	RIGALI/TODARO	PHYSICAL EDUCATION	47	174%	9-12	RIGALI/TODARO	STUDY HALL	235	148%	7	100%
C-2	239	10	27	N	12	126%	9-12	CLUI	CHINESE	6	63%	9	CLUI	CHINESE	100%			CLUI	PREP	4	42%	11-12	CLUI	NONE	0	0%		CLUI	NONE	3	31%	9	CLUI	CHINESE	4	42%	9-12	CLUI	CHINESE	17	58%	6	86%
C-7	343	14	27	N	0	100%		TORRES	PREP	25	182%	9-12	TORRES	HS TECHNOLOGY	24	174%	9-12	TORRES	HS TECHNOLOGY	23	168%	6	TORRES	MS TECHNOLOGY	0	0%		TORRES	NONE	23	168%	7	TORRES	MS TECHNOLOGY	0	0%		TORRES	NONE	95	113%	5	71%
C-8	343	14	15	N	0	0%		LEVENDECKER	NONE	0	100%		LEVENDECKER	PREP	6	44%	8	LEVENDECKER	MATH INTERVENTION	5	36%	7	LEVENDECKER	MATH INTERVENTION	0	0%		LEVENDECKER	NONE	0	0%		LEVENDECKER	NONE	0	0%		LEVENDECKER	NONE	11	26%	3	43%
C-9	399	16	27	N	22	138%	9	SALTZSTEIN	MATH TRANSITIONS	18	113%	12	SALTZSTEIN	TRIGONOMETRY	21	132%	9	SALTZSTEIN	ALGEBRA	0	100%		SALTZSTEIN	PREP	19	119%	8	SALTZSTEIN	ALGEBRA 1	23	144%	9-Aug	SALTZSTEIN	ALGEBRA 1	18	113%	9-12	SALTZSTEIN	STUDY HALL	99	123%	7	100%
D-1	748	30	27	Y	18	100%	11	BRADNEY	CHEMISTRY	0	100%		BRADNEY	PREP	22	100%	11	BRADNEY	CHEMISTRY	24	100%	11	BRADNEY	CHEMISTRY	24	89%	10	BRADNEY	CHEMISTRY	19	70%	9-12	BRADNEY	STUDY HALL	109	90%	7	100%					
D-10	341	14	27	N	16	117%	12	GIANOPOULOS	IB ENGLISH	22	161%	11	GIANOPOULOS	IB ENGLISH	18	132%	11	GIANOPOULOS	IB ENGLISH	14	103%	10-11	GIANOPOULOS	IB ENGLISH	8	59%	11	GIANOPOULOS	IB ENGLISH	0	100%		GIANOPOULOS	PREP	15	110%	12	GIANOPOULOS	IB ENGLISH	77	112%	7	100%
D-2	748	30	27	Y	22	81%	9	GEIB	SCIENCE	0	100%		GEIB	PREP	18	67%	9	GEIB	IB BIOLOGY	6	22%	9-10	GEIB	IB BIOLOGY	14	52%	9-10	GEIB	IB BIOLOGY	12	44%	9	GEIB	IB BIOLOGY	11	41%	9	GEIB	IB BIOLOGY	61	58%	7	100%
D-3	748	30	27	Y	25	100%	9	BACA-MILLER	BIOLOGY	0	100%		BACA-MILLER	PREP	25	100%	8	BACA-MILLER	BIOLOGY	26	100%	9	BACA-MILLER	BIOLOGY	25	93%	8-9	BACA-MILLER	BIOLOGY	26	96%	9	BACA-MILLER	BIOLOGY	21	78%	9-12	BACA-MILLER	STUDY HALL	123	95%	7	100%
D-4	461	18	27	N	13	70%	11	JAGER	IB PHYSICS	0	100%		JAGER	PREP	15	81%	11	JAGER	IB MATH	20	108%	12	JAGER	IB PHYSICS	7	38%	11	JAGER	IB PHYSICS	16	87%	10	JAGER	IB MATH	11	60%		JAGER	IB MATH	69	78%	7	100%
D-5	413	17	27	N	21	127%	11	LACLAIRE	PHYSICS	0	10%		LACLAIRE	PREP	20	121%	12	LACLAIRE	PHYSICS	24	145%	11-12	LACLAIRE	PHYSICS	21	127%	12	LACLAIRE	PHYSICS	15	91%	11	LACLAIRE	PHYSICS	18	109%	9-12	LACLAIRE	STUDY HALL	98	104%	7	100%
F-1	413	17	27	N	24	145%	6	SOON	EARTH & SPACE SCIENCE	0	0%		SOON	NONE	22	133%	6	SOON	NONE	25	151%	6	SOON	PREP	0	0%		SOON	NONE	0	0%		SOON	NONE	47	76%	4	57%					
D-6	479	19	27	N	24	125%	8	RICHARDS	LIFE SCIENCE	0	100%		RICHARDS	PREP	21	110%	7	RICHARDS	LIFE SCIENCE	22	115%	7	RICHARDS	LIFE SCIENCE	23	120%	6	RICHARDS	EARTH & SPACE	23	120%	6	RICHARDS	EARTH & SPACE	21	110%	9-12	RICHARDS	STUDY HALL	110	114%	7	100%
D-8	413	17	27	N	16	97%	10	MALDONADO	IB SPANISH	22	133%	8	MALDONADO	IB SPANISH	20	121%	6	MALDONADO	IB SPANISH	9	54%	12	MALDONADO	IB SPANISH	0	100%		MALDONADO	PREP	17	103%	8	MALDONADO	IB SPANISH	17	103%	9-12	MALDONADO	STUDY HALL	85	102%	7	100%
D-9	332	13	27	N	0	0%		LOWE	NONE	0	0%		LOWE	NONE	0	0%		LOWE	NONE	12	90%	11-12	LOWE	Am LR	12	90%	11-12	LOWE	Am LR	0	0%		LOWE	NONE	0	0%		LOWE	NONE	24	26%	2	29%
E-1	502	20	27	N	24	120%	6	PRINE	MATH	25	125%	6	PRINE	MATH	17	85%	6	PRINE	MATH	0	100%		PRINE	PREP	14	70%	6	PRINE	MATH	24	120%	6	PRINE	MATH	21	105%	6-8	PRINE	STUDY HALL	101	103%	7	100%
E-12	494	20	27	N	22	111%	6	SUNDERLAND	ANCIENT CIVILIZATIONS	23	116%	6	SUNDERLAND	PREP	24	121%	9	SUNDERLAND	EARLY US HISTORY	24	121%	9-10	SUNDERLAND	EARLY US HISTORY	22	111%	8	SUNDERLAND	EARLY US HISTORY	22	106%	6-8	SUNDERLAND	STUDY HALL	114	113%	7	100%					
E-13	416	17	27	N	24	144%	7	PADILLA	SPANISH	23	138%	6	PADILLA	SPANISH	16	96%	7	PADILLA	SPANISH	23	138%	7-8	PADILLA	PREP	24	144%	7	PADILLA	SPANISH	19	114%	6-8	PADILLA	STUDY HALL	105	125%	7	100%					
E-2	521	21	27	N	23	110%	7	GROFF	ENGLISH	24	115%	6	GROFF	ENGLISH	23	110%	8	GROFF	ENGLISH	25	120%	6	GROFF	ENGLISH	25	120%	7	GROFF	ENGLISH	0	100%		GROFF	PREP	22	106%	6-8	GROFF	STUDY HALL	119	112%	7	100%
E-8	516	21	27	N	24	116%	8	REHN	ENGLISH	0	100%		REHN	PREP	22	107%	6	REHN	ENGLISH	17	213%	8	REHN	ENGLISH	21	0%	8	REHN	ENGLISH	14	0%	6	REHN	ENGLISH	0	0%		REHN	NONE	74	76%	6	86%
E-3	516	21	27	N	24	116%	6	WALLHAGEN	ENGLISH	21	102%	11	WALLHAGEN	PSYCHOLOGY	24	116%	6	WALLHAGEN	ENGLISH	23	111%	7	WALLHAGEN	ENGLISH	22	107%	8	WALLHAGEN	ENGLISH	0	100%		WALLHAGEN	PREP	24	116%	6-8	WALLHAGEN	STUDY HALL	114	110%	7	100%
E-4	521	21	27	N																																							

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SECTION 2.0 - PROJECTED CONDITIONS

2.5 Facility Maintenance

2.5.1 - Maintenance Projects

Currently, CCPS has an internal work-order process for all of its maintenance needs. As major facility maintenance needs arise, requests are made to the Business Manager, who then contacts the appropriate on-call contractor to make any repairs that cannot be completed by the on-site facility maintenance person. CCPS at this time does not have any major maintenance needs outstanding. However, the school has identified several minor maintenance projects that will be addressed over the Summer of 2016.

- Flooring: Repair damaged flooring.
- Interior Painting/ Repairs: Painting of interior walls and trim as needed.
- Steam cleaning of all restrooms and locker rooms.
- Landscaping maintenance.

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SECTION 3.0 - PROPOSED FACILITY REQUIREMENTS

3.1 Facility Goals and Concepts

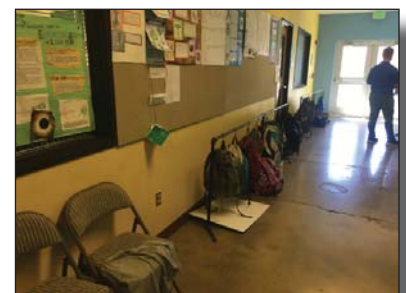
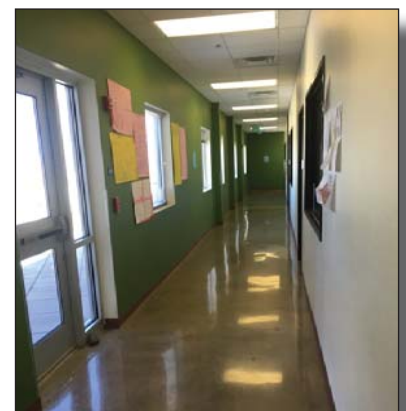
3.1.1 - Facility Goals

The established goals of CCPS is to continue to provide a high quality educational environment to serve the needs of students in the greater Albuquerque area. The facilities at CCPS currently comply with NMSA 1978, §22-8B-4.2. According to statute, CCPS is required to meet educational occupancy standards until its next renewal date, July 1, 2018. CCPS has planned well in advance of the requirements that are applicable to it under NMSA 1978, §22-8B-4.2(D), by entering into a lease purchase agreement with a non-profit landlord for a facility that meets adequacy standards. CCPS is currently in a lease purchase agreement for its current facilities through the school's non-profit foundation. Prior to entering into the lease purchase agreement, CCPS contacted APS and other public entities regarding possible facilities and determined that there were no adequate facilities available for CCPS's program requirements.

Currently the school site is approximately 6 acres, which will allow the school the opportunity to reconfigure and expand its facility in the future. Through workshops with the Facilities Committee, identification of concepts to guide future improvements to CCPS facilities were developed and include:

- Continue to maintain existing lease-purchased facilities.
- Construct new covered Pavilion for large group gathering and sports activities with restrooms. The long term intent of this structure will be to enclose it, thereby making a multi-use full size gym as the school has available capital funds in the future.
- Future reconfiguration of existing classroom spaces to increase classroom square footage to meet minimum square footage requirements as identified by the NMAS.
- Construct future classroom addition to replace existing classroom spaces that are reconfigured.
- Outdoor physical education and recreation areas,
- Continue to provide for changes in technology equipment and infrastructure needs.
- Continue to improve upon facility safety and site security,
- Provide additional parking for staff, students and visitors.

Additionally, the long term goal of CCPS is to continue to occupy its permanent facilities that it has acquired through the lease-purchase program. As part of the process to meet that goal, the school is currently looking into opportunities to acquire property (depending on final asking price) directly northwest of existing site (approximately 4 acres) as an option to expand its current campus and to allow the school the ability to construct future additional classrooms and outdoor facilities.

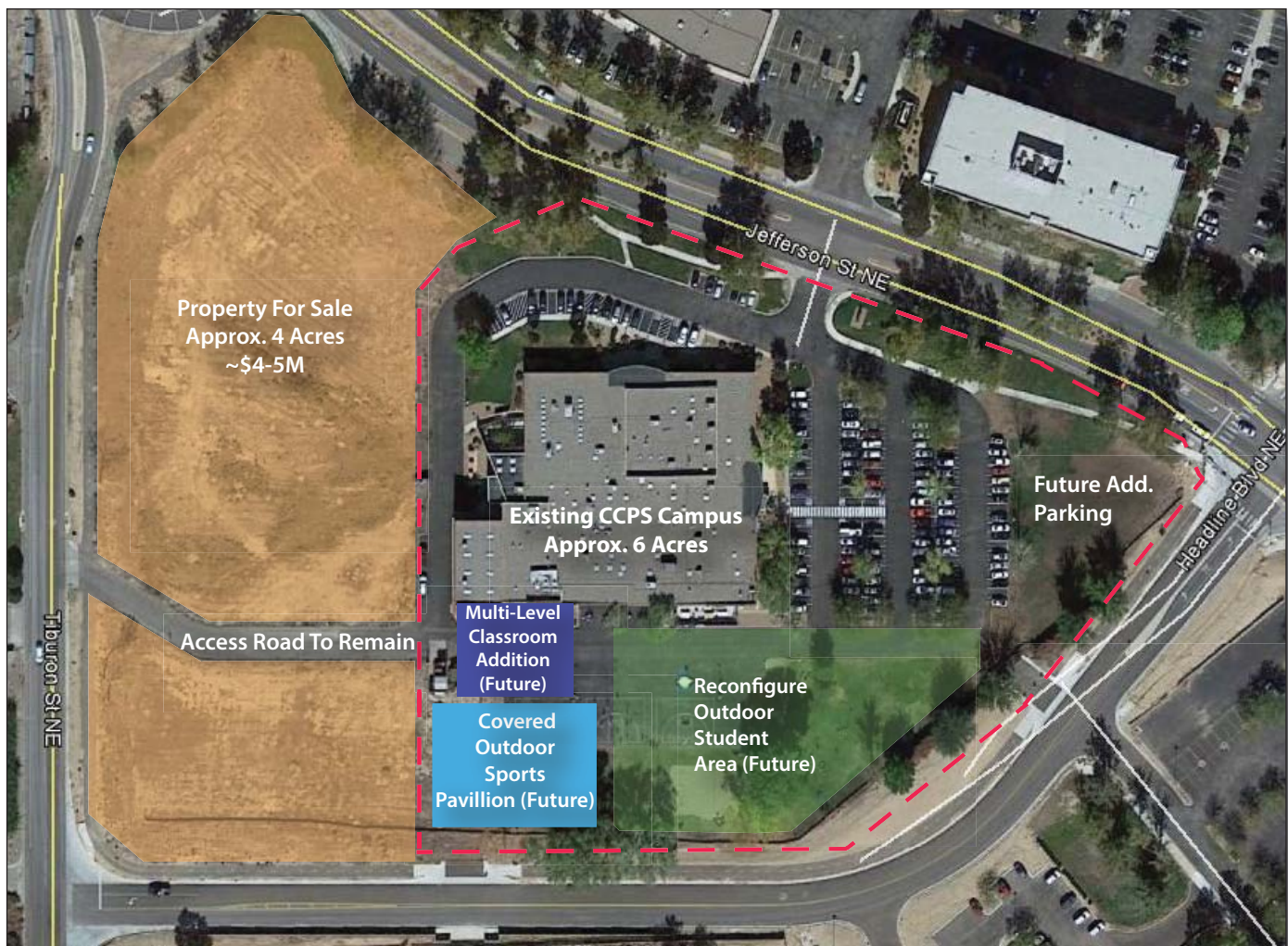


SECTION 3.0 - PROPOSED FACILITY REQUIREMENTS

Based on the current enrollment and classroom needs of CCPS, after reconfiguration of the existing classrooms to meet NMAS, the school will require a classroom addition to replace classrooms lost as part of the renovation as well as need two additional classrooms in order to meet its current and future enrollment needs. The new classroom addition if constructed on the schools existing campus will need to be a 2-3 story structure in order to not only preserve its much needed outdoor space for students but help reduce operation and maintenance costs with a more compact building structure.

The school recently received direct legislative appropriation funding in both 2015 and 2016 in the amount of \$278K to design and construct a covered outdoor pavilion area (metal building structure) to give greater flexibility to the school's physical education and athletic programs. While the long term intent for this structure will be to enclose it and give the school a full-size gym, the only permanent building associated with the upcoming pavilion project will be the construction of an restroom facility for students.

Proposed Site Modifications



SECTION 3.0 - PROPOSED FACILITY REQUIREMENTS

Facility Space Needs (Existing Facility)

CCPS's current facility consists of 39.75 general and specialty classrooms, many of which are below the minimum NMAS square footage requirements for general classrooms. While the facility was designed to meet its enrollment needs when first acquired, the school has since increased its high school enrollment (well within its enrollment cap) over the past four years as it has been able to maintain its cohorts through the advancement of the middle school grades. This increase in enrollment has not only resulted in a very high utilization rate for a middle/high school, but larger class sizes in very small classrooms, as well as decreased the schools flexibility in its instructional delivery methods. The current classroom layout with a majority of its interior walls being non-bearing is conducive reconfiguration without a "major" gutting of the interior. The floor plan below identifies a potential classroom reconfiguration option to enlarge the existing classrooms to meet NMAS requirements.

Proposed Classroom Reconfiguration



- NOTES**
1. Grayed Areas Identify Potential Classroom Reconfiguration Increase SF to meet NMAS. Based on this configuration - 14 "in-kind" replacement classrooms would be needed.
 2. C-1 Would Still Remain SPED Resource and C-2 Would be for SPED Multi-Program Use Such as SLP/PT/OT.
 3. C-13 Multi-Purpose Area to be Repurposed as a "Black Box" Performing Arts Space in the Future.
 4. Classrooms D-1, D-2, D-3, F-7 & F-8 to remain without changes.
 5. Classroom C-9 to become study area that is part of the library.

FLOOR PLAN - Reconfiguration Option
 Cottonwood Classical Preparatory
 Charter School

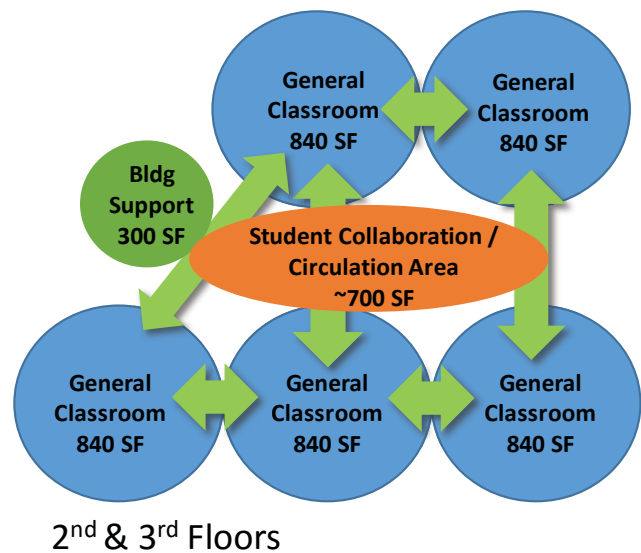
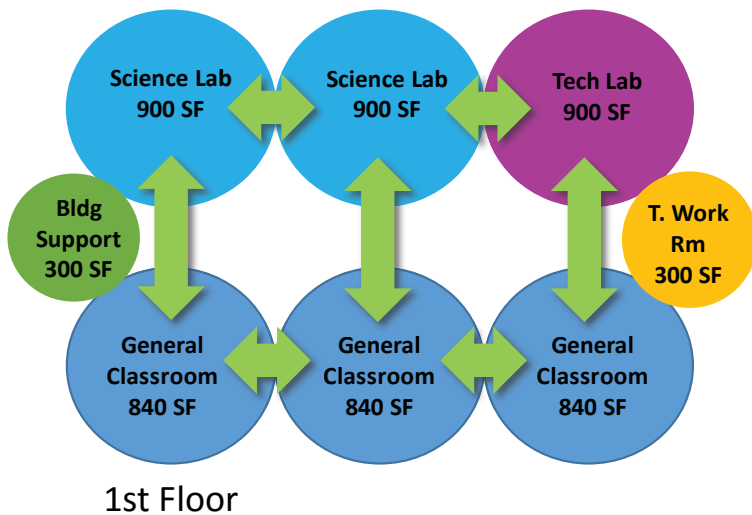
SECTION 3.0 - PROPOSED FACILITY REQUIREMENTS

Facility Space Needs (Proposed New Classroom Addition)

One of the critical impacts long-term to the school's success is its ability to meet the changing educational program needs through expanded elective options within the constraints of its charter to continue to retain its high school enrollment as well as add an additional cohort in each of the middle school grades. As part of the interior reconfiguration of the school's existing classrooms, the school will "lose" 14 general classroom spaces which will need to be replaced "in-kind" as well a need 2 new classrooms as part of a new multi-story classroom addition. The school's Facility Planning Committee identified the new classroom addition to possibly include the following education spaces:

- General Classrooms
- Technology Lab
- Science Lab
- Collaboration Research Area
- Support areas

The diagrams and space programs in this section are preliminary and represent the desired organization of site and building area functional relationships as determined by criteria through the school's Facility Planning Committee and will be updated prior to any facility modifications being made to verify the schools final space needs. The functional adjacencies below are of one area to another and should not be misconstrued as floor plans.



SECTION 3.0 - PROPOSED FACILITY REQUIREMENTS

Definitions and Space Calculations

The space programs in this section are presented in table form, with each column providing different information. The first columns identify the space type, the next columns identify the programmed space name, and minimum NSF per NM Adequacy Standards, programmed space needed based upon the input of the requirements established by the Cottonwood Classical Preparatory School's administration and the Facility Planning Committee and includes the summary totals for the area.

Specific nomenclature used by this space program in this section includes the following:

- *Programmed Need per Space:* unit of area expressed in square feet specifically dedicated to the functions and activities within the interior of the space. The assignable square feet relates to the unit area allowed within state planning standards, or the planning standard area per student times the student capacity of the room.
- *Net Area Sub-Total:* The total net assignable square feet contained in all the rooms for that space line item. It is the product of the number of spaces times the net assignable square feet per space. Columns and minor chases may fall within the net assignable floor area.
- *Gross Area Total:* The line item includes all mechanical, electrical, and circulation.

TARE Factor Efficiency: A planning ratio that expresses the amount of area required above the net assignable square feet of functional spaces. The area above the net assignable square feet is referred to as TARE. The TARE includes wall thicknesses, circulation, planning inefficiency, building exterior skin, and physical plant spaces. The effective efficiency suggested in this program is 70% due to the utilization of double loaded corridors on the second floor and an open student commons/ collaboration space on the lower level.

Summary of Space Needs

With the reorganization of the existing facility and the construction of the new facility addition, CCPS will be able to provide a full range of educational programs and reduce class sizes within the proper facilities as well as increase its middle school enrollment. Given the current enrollment of 710 students and future increases in enrollment between 775 and 80 students, demand for additional and expanded educational programs will be increased. With the additional new general classrooms, technology and science lab as well as student collaboration areas, CCPS will be able to meet the demand for these programs by its students. Additionally, the functional capacity of the school will be increased from 548 students currently, to 787 students with the facility addition (functional capacity is based on 80% utilization and typical class loading of 17-25 students per class in keeping with the approved schools charter). The chart on the following page identifies the preliminary building program for the proposed new classroom building.

SECTION 3.0 - PROPOSED FACILITY REQUIREMENTS

Space Type	Programmed Space Name	Min SF per Adeq. Stds	Programmed Need	SF Above/ Below Adequacy	Comments
Administrative Area NMAS 6.27.31.18 (A-D)	Storage	0	150	150	
	IT Server	0	50	50	
	Teacher Lounge/ Work Room	150	300	150	1 combined space
Subtotal		150	500	350	

Space Type	Programmed Space Name	Min SF per Adeq. Stds	Programmed Need	SF Above/ Below Adequacy	Comments
General Classrooms NMAS 6.27.31.13 (A&B)	General Classroom #1	650	840	190	Includes Storage
	General Classroom #2	650	840	190	Includes Storage
	General Classroom #3	650	840	190	Includes Storage
	General Classroom #4	650	840	190	Includes Storage
	General Classroom #5	650	840	190	Includes Storage
	General Classroom #6	650	840	190	Includes Storage
	General Classroom #7	650	840	190	Includes Storage
	General Classroom #8	650	840	190	Includes Storage
	General Classroom #9	650	840	190	Includes Storage
	General Classroom #10	650	840	190	Includes Storage
Subtotal		6,500	7,560	1,900	

Space Type	Programmed Space Name	Min SF per Adeq. Stds	Programmed Need	SF Above/ Below Adequacy	Comments
Multi-Use Area	Student Collaboration Circulation Area 2nd Floor	0	700	700	Portion of SF to be part circulation space
	Student Collaboration Circulation Area 3rd Floor	0	700	700	Portion of SF to be part circulation space
Subtotal		0	700	700	

Space Type	Programmed Space Name	Min SF per Adeq. Stds	Programmed Need	SF Above/ Below Adequacy	Comments
Specialized Instruction NMAS 6.27.31.14	Tech Lab	650	900	250	
	Science Lab	650	900	250	
	Science - Prep & Storage	80	80	0	Storage for equipment
	Science Lab	650	900	250	
	Science - Prep & Storage	80	80	0	Storage for equipment
Subtotal		2,110	2,860	750	

Space Type	Programmed Space Name	Min SF per Adeq. Stds	Programmed Need	SF Above/ Below Adequacy	Comments
Custodial /Storage / Support	Teaching Materials/ Book Storage	80	80	0	NMAS 6.27.31.19 & 20
	Custodial Closet	80	80	0	
Subtotal		160	160	0	

Total Net Square Footage			11,780	3,700	
TARE @ 30%			5,049	1,586	
Total Gross SF			16,829	5,286	

FINAL FACILITY SF ALLOCATION	
Total Existing SF	47,161
Total SF Proposd Cr Addition	16,829
Total Building SF	63,990 (80 gsf per student)
Total SF allowed for "traditional high school" 800 students (CCPS Cap)	118372 (148 gsf per student)
TOTAL SF BELOW	(54,382)

SECTION 3.0 - PROPOSED FACILITY REQUIREMENTS

3.1.2 - Concepts

The overall design concepts for the new classroom facility at the CCPS include the following:

Safety & Security - The new classroom facility will be designed to keep in mind current and acceptable methods of providing safety and security to students and staff from within the school as well as from the outside, taking into consideration the various forms of security problems schools are facing at this point in time. The proposed building should be designed to follow Crime Prevention Through Environmental Design (CPTED) principles. Security cameras as well as security personnel will be incorporated into the school environment in ways that are not threatening or offensive, but leave the school environment with a sense of freedom and relaxed openness.

Sustainability & Utilities - Efficient and mindful use of energy resources is important to the culture of social awareness at CCPS.

- Provide daylight and views to the outdoors to enhance learning
- Reduce energy use through installation of energy-efficient systems and devices, and through conservation policies that govern energy-using behaviors
- Track and monitor utility usage the Utility Direct feature of “School Dude”

Flexible Space - It is the desire of the Facility Planning Committee to create learning spaces that can “flow and adapt” as necessary. The overall design concept for the classroom addition is to continue to provide a “safe small school” feel with its own unique identity that is CCPS. The design shall take into consideration the need for flexibility as the classrooms will be used for a variety of educational programs and will need to be adaptable to accommodate future changes in education without major modification to the facility.

Community Use - Currently CCPS does not provide facilities for community use at this time, however may reconsider use by the community in the future.

Special Considerations:

Informal Learning Opportunities- CCPS will incorporate informal learning opportunities into the design of the new Student Collaboration Areas in the new building for group work, research, conversing or individual study by providing additional power outlets and wireless capabilities.

Healthy Environment - The facility should communicate through design the school’s desire to teach lifelong fitness and a healthy lifestyle. Colors, texture and environment should convey natural light, fresh air, and a calming quality.

Technology -

- Maintain access to information technology in every classroom including the Collaboration Areas to facilitate computer- and Internet-based instruction
- Provide for ease of technology upgrades and wireless capabilities throughout the building.

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SECTION 4.0 - CAPITAL PLAN

4.1 Total Capital Needs

4.1.1 - Capital Improvement Funding

Historic and Current Funding Sources

Over the past six years, CCPS has steadily increased its enrollment and is approaching its enrollment cap of 800 students with this years (2015/16) 40-day enrollment at 710 students. This has led to an increase in the annual lease reimbursement assistance through the PSCOC, which is subject to change annually as the lease reimbursement is based on the MEM enrollment and if enrollment increases or decreases so does the lease reimbursement.

For the 2015-16 academic year, the amount of lease assistance monies the school received was \$447,826 which covers approximately half of the school's annual lease cost for 2015/16 of \$880,745. The school also receives a portion of SB-9 funds from Albuquerque Public Schools in the amount of \$150,000 including the State of NM match annually. CCPS *does not* receive any funding for facilities from the local APS GO Bond as the school is a State Charter School, not an APS District Charter School. While CCPS is eligible for either Standards Based or Systems Based Funding through the PSCOC as it has successfully renewed its Charter, the school's facilities area currently not ranked high enough (667) to qualify for matching funding for the next eight to ten years.

Cottonwood Classical Preparatory School supported the Albuquerque Public Schools in its quest for the successful passage of the February 2016 HB-33 Mill Levy election, which will provide the school with nearly \$400,000 annually over the course of six years that can be used towards property acquisition and lease-purchase of a much needed new classroom facility and other permanent facilities in the future.

4.1.2 - Anticipated Preventative Maintenance Needs

Currently the CCPS facilities are leased and most of the preventative maintenance needs are currently covered under the current lease agreement. If maintenance needs arise that are not covered under the schools lease agreement, the school utilizes local job order contractors for repairs which are paid for from SB-9 funds. CCPS at this time does not have any major preventative maintenance needs outstanding. However, the school has identified several minor maintenance projects that will be addressed over the Summer of 2016 and includes:

- Flooring: Repair damaged flooring.
- Interior Painting/ Repairs: Painting of interior walls and trim as needed.
- Steam cleaning of all restrooms and locker rooms.
- Landscaping maintenance.

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SECTION 4.0 - CAPITAL PLAN

4.2 Capital Improvement Needs

Capital Improvement Plan for Cottonwood Classical Preparatory School

The Cottonwood Classical Preparatory School along with the Facilities Master Plan Committee has developed a Capital Improvement Plan to address the identified facility needs for the school over the next two to five years utilizing funds from both SB-9 and HB-33 Mill Levy (if available), and through the Lease Purchase Act.

The existing school site is currently land locked and cannot expand existing program offerings by adding additional modular classrooms or provide adequate outdoor space for PE programs, as well as better site circulation. Based on the school’s current and future facility needs over the next five years, the following priority projects have been identified:

- Acquisition of adjacent property to the school site via direct purchase or lease-purchase agreement
- Interior renovation/ reconfiguration to enlarge existing classrooms to meet NMAS utilizing SB-9/ HB-33 funds.
- New 2 or 3-story classroom building, to include site improvements, utilities and infrastructure utilizing HB-33 funds through lease-purchase agreement with the schools foundation.
- Technology improvements & upgrades to include infrastructure and equipment over the next five years.

A preliminary project has been established at this time as final property acquisition negotiations have not been completed nor the final cost of the acquisition determined as it will be predicated on the appraised value of the property.

Capital Improvement Plan for CCPS	
	BUDGET
<i>New Construction & Renovation Costs</i>	
New Outdoor Covered Pavilion & Restrooms	\$ 250,000
Reconfiguration of Existing Classrooms (47,161 sf)	\$ 1,650,635
New Classroom Building & Site Improvements/ Utility Infrastructure (16,829 sf)	\$ 4,259,025
<i>Total Estimated Construction Costs (MACC)</i>	<i>\$ 6,159,660</i>
<i>Other Estimated Project & Soft Costs</i>	
Technology Improvements/Upgrades (Over 5 Years)	\$ 180,000
A/E fees @ 7%	\$ 413,676
Furnishings & Equipment @ 4%	\$ 236,386
Contingency	\$ 590,966
School's Project Manager	\$ 50,000
<i>Subtotal Other Project Costs</i>	<i>\$ 1,471,028</i>
<i>Total Project Budget</i>	
New Construction/ Renovation MACC	\$ 6,159,660
Other Project Costs	\$ 1,471,028
NMGRT @ 7.1875%	\$ 548,455.70
TOTAL PROJECT BUDGET	\$ 8,179,144

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SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

5.1 Site and Facilities Data

Cottonwood Classical Preparatory School

Date Opened: 2008 (Current Site Acquired in 2013)

Site Acreage: 6.0

Constructed: 1995

Permanent SF: 47,161 GSF (58.95 GSF per student)

Portable Building Qty: 0

NMCI: 2.83%

PSCOC Ranking: 667

Serves Grades: 6th-12th

2015/16 Enrollment: 710 (40th Day)

Enrollment Cap Per Charter: 800

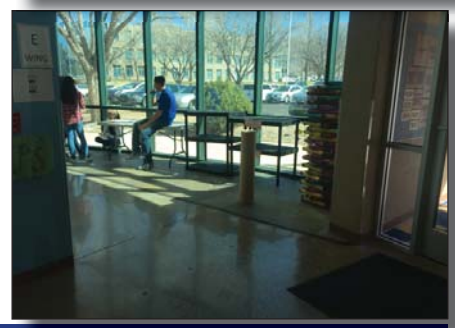
Functional Capacity: 288 (based on loading 20 students per class)

Utilization: 92%

The Cottonwood Classical Preparatory School’s campus is located at 7801 Jefferson Street NE, in the Journal Center area near Paseo Del Norte. The school is currently in a lease-purchase arrangement through the schools non-profit Foundation. In 2013, the lease-purchase agreement was approved through the State of New Mexico Public Schools Facility Authority, and is paid for through the school’s annual Lease Payment Assistance Award from the Public Schools Capital Outlay Council.

The CCPS campus consists of 47,161 SF of permanent facilities used for educational use. The existing facility was constructed in 1995 as a professional building and was renovated for educational in 2013 when it was acquired by the school. While several of the building systems were replaced or refurbished, many of the original systems remain such as exterior windows and doors, electrical service, and some of the HVAC roof-top units.

Site: The existing school site is located on the westside of Jefferson Street near Lang Avenue and consists of approximately 6 acres. The school site is access via Jefferson Street and utilizes the student parking area circulation for a student drop-off/ pick-up area before and after school. The school is also adjacent to a public transportation on Jefferson Street. CCPS also contracts through Albuquerque Public Schools for transportation services, approximately 530 students utilize the APS transportation on eight buses. The main parking area is located on the southeast side of the campus and contains 124 paved parking spaces and on the east part of the campus near the main entry there is another 25 parking spaces for a total of 149 parking spaces including ADA compliant parking spaces.



SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

The site has an outdoor area for students to gather and PE activities on the south side of the building. There is also a small grassed area that students also use as a playing field. The overall campus landscaping is xeriscaped with low maintenance plants and low-flow irrigation.

Structural/Exterior Closure: The main building was constructed in 1995 and consists of steel framing and CMU exterior walls with brick veneer that is in good condition, however joint maintenance is needed. The EPDS roof was refurbished in 2013 (not replaced), and the skylights are original and are still in good shape. The exterior windows and doors are part of the facility's original construction and are double insulated glazing.

Interiors: The interior spaces are all in good condition and have steel stud framed partition walls that are painted and ceilings consisting of acoustical lay-in tiles in the offices and classrooms, and gypsum board in all restrooms and reception area. The flooring throughout is polished concrete which is in need of repairs in several areas, carpet tile in offices and some classrooms, and ceramic tile flooring in the restrooms. The interior door and window frames are hollow metal and the interior doors are wood with ADA locksets.

Mechanical/Plumbing: Heating is supplied via combination gas-fired roof top units (RTU's) with refrigerated air. Two of the RTU's were replaced in 2013 when the school acquired the property and a third RTU was replaced in late 2014. All of the remaining RTU's are original (1995) and are operating sufficiently. The distribution system consists of above ceiling ductwork, and diffusers. Heating and cooling for the multi-purpose room is a roof top combination unit with evaporative cooling that needs to be replaced. Restroom ventilation is adequate with operational exhaust fans and the plumbing fixtures and piping are in good condition overall, however all of the restrooms need to have the ceramic tile surfaces steam cleaned.

Electrical: The campus is fed from a pad-mounted transformer that delivers 500A 240/120 V., 3-phase power. Lighting is fluorescent throughout, and illumination is adequate both interior and exterior. Emergency lighting with battery back-up is located in all classrooms, interior corridors, and emergency exit signs are illuminated.

Fire Protection/Life Safety Systems/Accessibility: The fire alarm system consists of annunciators throughout and is activated by pull stations, and is centrally monitored. The building is sprinklered and egress is directly to the exterior from the corridors. The facility does have a



SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

security alarm and camera system in place, however additional cameras are needed. The facility does meet all current ADA requirements.

Educational Adequacy

The school currently has many classrooms that are below minimum NMAS square footage requirements for general classrooms. These small classrooms are difficult to reconfigure for many educational activities and are crowded with the number of students per class. The school's long term plan is to reconfigure the interior classrooms to make them larger and to construct a new classroom addition to meet the schools educational program as identified in Section 5.5.



SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

District/ School: Cottonwood Classical Preparatory School - State Charter		Facility Inventory Data																				
Today's Date: 3/11/2016		Year of Report: 2016																				
Original Entry: 12/30/2015																						
INFORMATION							PROFILE							ENROLLMENT		CLASSROOMS						
Facility Name	District ID	Building ID	Address	ZIP	Phone	Principal / Site Manager	Open Date	Age (Years)	Construction Dates	NMCI	Site Acreage	Owned or Leased?	Total Perm Bldg Area	Total Port Bldg Area	Total Bldg Area (GSF)	Grades	2015/16 Enrollment	# Perm. CLRMS	# Port. CLRMS	Total CLRMS	Port CR % of Total	GSF Per Student
Cottonwood Classical Prep Charter HS	502	001	7801 Jefferson St NE	87112	505-998-1021	Sam Obenshain	1995	21	2011	2.83%	6.0	Lease/ Purchase	47,161	0	47,161	6th to 12th	710	39.75	0.0	39.8	0.00%	66.4
Charter Totals											6.0		47,161	0	47,161		710	39.75	0.0	39.8	N/A	66.4

SECTION 4.0 - SUPPORT INFORMATION

5.2 Site Plan



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SECTION 4.0 - SUPPORT INFORMATION

5.3 Floor Plan



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SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

5.4 FMAR Report

Cottonwood Classical Preparatory School does not have a current FMAR Report available from PSFA. However, As part of the Facility Master Plan process, a facility assessment was completed and the updated FAD report has been submitted to PSFA.

BUILDING EVALUATION SUMMARY

BUILDING EVALUATION SUMMARY				Date of Evaluation	1/7/2016
District	State Charter School			Enrollment	710
School Name	Cottonwood Classical Preparatory School			Grades	6th-12th
Square Footage	47,161	Acreage	6	Capacity	548
Original Construction (Year)	1995	Additions (Year)			
Definitions					
3 Points	Good: Facility building systems are within their identified life-cycle and do not exhibit signs of deterioration or need for replacement/ rehabilitation.				
2 Points	Fair: Demonstrating signs of need and improvement / replacement (life-cycle is almost at term).				
1 Points	Poor: Demonstrating problems, deterioration of systems (expiration of component life cycle), health & safety conditions, mission critical items that if not corrected could cause additional damage to the facility.				
Overall Building Condition					97.7%

SITE	Current Condition			100%	Combined Score
	Good	Fair	Poor	Const. Type	
Drainage	X				3
Pavement	X			Asphalt	3
Sidewalks	X			Concrete	3
Fencing	X				3
Athletic Fields					N/A
Parent Drop-Off / Pick-Up	X				3
Bus Drop-Off / Pick-Up	X				3
Playground Equipment					N/A
Site Utilities	X				3
Overall ADA Compliance - Exterior	X				3
Site					21
Total Points Possible					21

Building Envelope	Current Condition			100%	Combined Score
	Good	Fair	Poor	Building System Type	
Exterior Wall Type	X			Brick and Metal	3
Exterior Doors	X			Hollow Metal	3
Exterior Windows	X			Dbl Insulated	3
Roofing	X			EPDM (refurbished 2013)	3
Envelope / Structure					12
Total Points Possible					12

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

BUILDING EVALUATION SUMMARY

BUILDING EVALUATION SUMMARY				Date of Evaluation	1/7/2016
District	State Charter School			Enrollment	710
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1 Points	Poor: Demonstrating problems, deterioration of systems (expiration of component life cycle), health & safety conditions, mission critical items that if not corrected could cause additional damage to the facility.				
Overall Building Condition					97.7%

SITE Systems	Current Condition			100% Const. Type	Combined Score
	Good	Fair	Poor		
Drainage	X				3
Pavement	X			Asphalt	3
Sidewalks	X			Concrete	3
Fencing	X				3
Athletic Fields					N/A
Parent Drop-Off / Pick-Up	X				3
Bus Drop-Off / Pick-Up	X				3
Playground Equipment					N/A
Site Utilities	X				3
Overall ADA Compliance - Exterior	X				3
Site					21
Total Points Possible					21

Building Envelope Systems	Current Condition			100% Building System Type	Combined Score
	Good	Fair	Poor		
Exterior Wall Type	X			Brick and Metal	3
Exterior Doors	X			Hollow Metal	3
Exterior Windows	X			Dbl Insulated	3
Roofing	X			EPDM (refurbished 2013)	3
Envelope / Structure					12
Total Points Possible					12

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

BUILDING EVALUATION SUMMARY

District				State Charter School		Date of Evaluation		1/7/2016			
School Name				Cottonwood Classical Preparatory School		Enrollment		710			
Square Footage		47,161		Acreage		6		Grades		6th-12th	
Original Construction (Year)				1995		Additions (Year)				Capacity	548
Definitions											
3 Points	Good: Facility building systems are within their identified life-cycle and do not exhibit signs of deterioration or need for replacement/ rehabilitation.										
2 Points	Fair: Demonstrating signs of need and improvement / replacement (life-cycle is almost at term).										
1 Points	Poor: Demonstrating problems, deterioration of systems (expiration of component life cycle), health & safety conditions, mission critical items that if not corrected could cause additional damage to the facility.										
Overall Building Condition								97.7%			

SITE Systems	Current Condition			100%	Combined Score
	Good	Fair	Poor	Const. Type	
Drainage	X				3
Pavement	X			Asphalt	3
Sidewalks	X			Concrete	3
Fencing	X				3
Athletic Fields					N/A
Parent Drop-Off / Pick-Up	X				3
Bus Drop-Off / Pick-Up	X				3
Playground Equipment					N/A
Site Utilities	X				3
Overall ADA Compliance - Exterior	X				3
Site					21
Total Points Possible					21

Building Envelope Systems	Current Condition			100%	Combined Score
	Good	Fair	Poor	Building System Type	
Exterior Wall Type	X			Brick and Metal	3
Exterior Doors	X			Hollow Metal	3



District: **State Chartered Schools** School: **Cottonwood Classical Preparatory School** School ID: **502001**

High Level Overview

General Information

Location: Albuquerque, NM - High School Type: Charter School Category: Ed. Adequacy Model: Charter School Educational Adequacy Ed. Adequacy CCI: 100.00% School CCI City: RSMEANS2015., US

NMCI Statistics

Number of Students: ~~-664~~ **710** Number of Buildings: 1
 Growth Factor: 1.00 Number of Portables: 0
 Total Gross Square Feet: 47,161 Building Square Feet: 47,161
 Site Size (Acres): ~~0.00~~ **6.0** Portable Square Feet: 0

NMCI School Metrics

Replacement Cost: \$9,774,000 Unweighted Repair Cost: \$113,219
 Weighted Repair Cost: \$28,305 Unweighted Educational Adequacy Cost: \$87,945
 Weighted Educational Adequacy Cost: \$263,835 Total Unweighted Cost: \$201,164
 Total Weighted Cost: \$292,140 Unweighted NMCI Score: 2.06

NMCI Facility History

Last Assessment Date: 01-01-2014 Previous Award, Yes or No, Year if Yes: No
 Closed: No



District: **State Chartered Schools** School: **Cottonwood Classical Preparatory School** School ID: **502001**

Facility Description

SEE UPDATED EXECUTIVE SUMMARY



Executive Summary Report

District: **State Chartered Schools** School: **Cottonwood Classical Preparatory School** School ID: **502001**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size	Type	Use
Main Building (2013)	High School Building	\$103,432	\$25,858	2013 1997	161	Building	Educational
Site	High School Site	\$9,787	\$2,447	2013	47,161	Building	Site
Building Totals		\$113,219	\$28,305				
Educational Adequacy Need	Charter School Educational Adequacy	\$87,945	\$263,835				
School Totals		\$201,164	\$292,140				

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

Executive Summary Report



State Chartered Schools **School:** Cottonwood Classical Preparatory School **School ID:** 502001

Asset Detail

Building Name:	Main Building (2013)	Cost Model:	High School Building	Size:	47,161								
Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Weight	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.54	20	110%	1995-2013	2033	2%	33.25%	\$4,126	9	.25	.25	\$1,032	Most of the RTU's are original - 2 replaced in 2013 and 1 in 2014.
Ceiling Finishes	\$7.14	30	110%	2013	2043	1%	33.25%	\$3,705	9	.25	.25	\$926	
Communications/Security	\$2.36	15	90%	2013	2028	4%	33.25%	\$4,004	9	.25	.25	\$1,001	
Exterior Walls	\$19.82	100	100%	1995-2013	2113	0%	33.25%	\$841	9	.25	.25	\$210	Exterior walls are original
Exterior Windows and Doors	\$6.84	30	110%	1995-2013	2043	1%	33.25%	\$3,549	9	.25	.25	\$887	Exterior windows & doors were not replaced
Fire Detection/Alarm	\$2.32	15	90%	2013	2028	4%	33.25%	\$3,941	9	.25	.25	\$985	
Fire Sprinkler	\$3.40	50	130%	2013	2063	0%	33.25%	\$750	9	.25	.25	\$187	
Floor Finishes	\$7.50	12	110%	2013	2025	6%	33.25%	\$24,319	9	.25	.25	\$6,080	
Foundation/Slab/Structure	\$29.82	100	100%	1995-2013	2113	0%	33.25%	\$1,265	9	.25	.25	\$316	Original Foundation
HVAC	\$29.14	30	100%	1995-2013	2043	1%	33.25%	\$13,743	9	.25	.25	\$3,436	Most of the RTU's are original - partial replacement 2013.
Institutional Equipment	\$3.97	30	100%	2013	2043	1%	33.25%	\$1,872	9	.25	.25	\$468	
Interior Doors, Partitions, Stairs, Elevator	\$13.70	50	90%	2013	2063	0%	33.25%	\$2,094	9	.25	.25	\$523	
Interior Walls	\$7.63	60	90%	2013	2073	0%	33.25%	\$810	9	.25	.25	\$202	
Lighting/Branch Circuits	\$13.94	30	90%	2013	2043	1%	33.25%	\$5,919	9	.25	.25	\$1,480	
Main Power/Emergency	\$1.71	30	90%	1995-2013	2043	1%	33.25%	\$726	9	.25	.25	\$181	NOT upgraded
Other Electrical Systems	\$0.58	20	90%	2013	2033	2%	33.25%	\$556	9	.25	.25	\$139	
Other Equipment	\$12.01	60	110%	2013	2073	0%	33.25%	\$1,558	9	.25	.25	\$390	
Plumbing	\$12.08	30	100%	2013	2043	1%	33.25%	\$5,695	9	.25	.25	\$1,424	
Roof	\$8.78	20	120%	1995-2013	2033	2%	33.25%	\$11,186	9	.25	.25	\$2,797	Roof was NOT replaced, only coated in 2013
Technology	\$0.19	10	90%	2013	2023	9%	33.25%	\$710	9	.25	.25	\$177	
Wall Finishes	\$4.09	12	100%	2013	2025	6%	33.25%	\$12,062	9	.25	.25	\$3,015	
Total:								\$103,432				\$25,858	

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

Executive Summary Report



State Chartered Schools **Cottonwood Classical Preparatory School** School ID: **502001**

Asset Detail

Building Name:	Site	Cost Model:	High School Site	Size:							
Athletic Fields	30	90%	2013	2043	1%	33.25%	\$179	9	.25	\$45	
Fencing	100	110%	2013	2113	0%	33.25%	\$19	9	.25	\$5	
Landscaping	30	110%	2013	2043	1%	33.25%	\$1,056	9	.25	\$264	Original 1995 Construction
Parking Lots	20	80%	2013	2033	2%	33.25%	\$6,070	9	.25	\$1,517	Original 1995 Construction
Playground Equipment	15	100%	2013	2028	4%	33.25%	\$264	9	.25	\$66	
Site Lighting	40	100%	2013	2053	1%	33.25%	\$427	9	.25	\$107	Original 1995 Construction
Site Specialties	40	100%	2013	2053	1%	33.25%	\$21	9	.25	\$5	Original 1995 Construction
Site Utilities	50	120%	2013	2063	0%	33.25%	\$496	9	.25	\$124	Original 1995 Construction
Walkways	30	110%	2013	2043	1%	33.25%	\$1,254	9	.25	\$314	
Total:							\$9,787			\$2,447	

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

Executive Summary Report



District: **State Chartered Schools** School: **Cottonwood Classical Preparatory School** School ID: **502001**

Educational Adequacy Detail

Population	Growth Factor: 1	Number of Kindergarten Students: 0
	Number of Staff: 0 29	Number of 1-5 Students: 0
	Number of Students: 664 710	Number of 6-8 Students: 378 360
	Number of Special Education Students: 0 16	Number of 9-12 Students: 286 350
Square Footage		
	Permanent GSF: 47,161	General Storage NSF: 4,167 625
	Portable GSF: 0	Maintenance or Janitorial Space NSF: 0 300
	Admin NSF: 1,488 1476	Media Center NSF: 0 924
	Art/Music NSF: 1,756 2970	Parent Work Space NSF: 130
	Assembly NSF: 0	Physical Ed NSF: 3,185 3,180
	Career Ed NSF: 0	Science Classroom NSF: 4,494 3587
	Computer Lab NSF: 0 784	Science Storage NSF: 206 180
	Faculty Work Area NSF: 663 1046	Special Education Classroom NSF: 0 1108
	Food Service NSF: 4,682 2414	Student Health NSF: 599 238
	General Classroom NSF: 46,909 11658	
Classrooms	Number of Classrooms: 38 39	Number of Special Education Classrooms: 0 2
Parking	Number of Paved Parking Spaces: 0 141	Number of Bus Drop Offs: 0 1
	Number of Handicap Parking Spaces: 0 8	Number of Student Drop Offs: 0 1
	Number of Gravel Parking Spaces: 0	
Miscellaneous	Number of Chemical Storage Rooms: 0 1	Number of Multi-Use Playgrounds: 0
	Playground Equipment: -	

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

Executive Summary Report



State Chartered Schools **Cottonwood Classical Preparatory School** School ID: **502001**

EA Deficiencies

EA Cost Model: Charter School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)
Insufficient General Classroom Square Footage	16,909	17,734	\$80	\$80.00	\$87,945	7	3	\$263,835
Missing or Inadequate Multi-use Play Area	0	0	\$11,436	\$11,436.30	\$0	8	.5	\$0
Insufficient Total Parking	0	0	\$1,322	\$1,321.66	\$0	6	1	\$0
Insufficient Student Health Square Footage	593	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Student Drop Off	0	0	\$21,000	\$21,000.00	\$0	6	1	\$0
Insufficient Special Education Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Storage Square Footage	206	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Square Footage	1,494	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Physical Education Square Footage	3,185	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Parent Work Space	130	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Media Center Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Janitorial Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Storage	1,157	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Food Service Square Footage	1,682	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Faculty Workspace	683	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Computer Lab Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Career Ed Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Bus Drop Off	0	0	\$20,800	\$20,799.69	\$0	6	1	\$0
Insufficient Administrative Square Footage	1,488	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Art and Music Square Footage	1,756	0	\$80	\$80.00	\$0	7	3	\$0
Inadequate Number of Handicap Spaces	0	0	\$144	\$143.52	\$0	6	1	\$0
Inadequate Number of Chemical Storage Units	0	0	\$1,464	\$1,464.30	\$0	8	.5	\$0
Total					\$87,945			\$263,835

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

5.5 Detailed Space & Room Criteria

In order to meet the CCPs's educational programmatic and enrollment needs as well as a way to meet NMAS requirements, the school is looking to construct a new two or three-story classroom building on the southside of the existing facility. The school intends to utilize proceeds from the February 2016 HB-33 election towards the renovation of its existing facility and towards debt service for lease purchase of a new classroom facility.

The following space criteria has been developed as a way to maintain consistency while reducing operation and maintenance costs for the Cottonwood Classical Preparatory School's Campus.

5.5.1 - Technology & Communications Criteria

Low Voltage System/ Network Wiring & Phones

- Install the low voltage IT system[s]
- A security system and security cameras will be installed
 - o Interior cameras will be installed to provide coverage of all public areas [no blind spots] and sensitive/high dollar value areas
 - o Exterior cameras will be installed to provide coverage of areas with special consideration to blind and minimum visible area
- Design-builder is responsible to coordinate with owner and IT Contractors for low voltage system locations and to provide j boxes and conduit
- Design-builder is required to identify an existing or to provide a phone Dmark
- Telephone and Data outlets shall be 4" square flush boxes with single or double plaster rings to accommodate the jack and plates provided by the telephone/data sub-contractor
- Data Ports – Provide:
 - o A minimum of six [6] or 3 dual ports in each classroom
 - o A minimum of 32 in each Computer Classroom – depending on design these may be wall, power/data pole and/or raised floor provided
 - o A minimum of 10 in the LRC – more may be provided if LRC also serves as a computer classroom
 - o A minimum of 8 in the Student Collaboration Area
 - o Two [2] in the Staff Workroom/ Lounge
 - o Two [2] in each Teacher Area
- Provide [1] ¾" conduit from each wall mounted telephone or data outlet stubbed and bushed into the accessible ceiling. Verify conduit size with subcontractor
- Phone system. The phone system will be voice over IP [VoIP] internally, and connect to the provider by either VoIP [SIP protocol] or PRI and be compatible with the schools existing system.
- Provide an interior phone system to communicate between the reception and vestibule. This will be integrated with the existing phone system

All Others

- An alarm system will be installed in all classrooms and offices
- An electronic door strike and access system will be installed and controlled from the reception area
 - o A card access pad will be provided at the main entrance for staff access
 - o A key pad[s] will be provided at the door[s] into the administrative area
- A roof mounted antenna will be installed with conduit to the MDF room
 - o Depending on design requirements, a separate antenna for alarm/security systems
- For internet, copper or fiber optic cable provided by local telco are preferred.
 - o Microwave is acceptable if no other sources of high-speed connections are available

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

- A public address [PA] system will be provided so all occupied areas can receive announcements
- A UPS will be installed in the MDF Room – design and capacity to be coordinated with CCPS
- Design-builder will provide power for the UPS
- Adequate wifi coverage will be provided throughout the building
- Each classroom will have one smart board and a minimum of one computer. Smart boards to be provided and normally mounted on North or South wall of each classroom and Conference room. Rough in to be provided by design-builder
- Computer classrooms will have one smart board and 25 - 30 computers. Smart Boards, see above comment
- The Student Collaboration Area will have wireless access
- Provide card reader on the outer and inner vestibule doors of the main entrance
 - o Provide a buzzer button by the inner vestibule door card reader to activate a buzzer alarm in the Administration Office
 - o Provide conduit from the Administration Office to the door striker of the inter vestibule door
- Macro IT Check List
 - o Obtain proposed desk locations and verify no obstruction
 - o Walk through the computer lab plans and check both power drops [2 per computer] and network drops for the layout
 - o Provide early alternatives to the iphone
 - o Plan on a phone in every non-storage room
 - o Discuss security camera requirements and locations as early as possible in the preplanning phase
 - o Determine drops for WAPs, cameras, etc.
 - o Run cat-6 alongside camera cables
 - o Coordinate with security and sub contractors
 - 1. Determine requirements for pots or network.
 - 2. If network, determine if internet of local. CCPS internally will determine vlan requirements
 - o Finalize drop layout with users and subs and freeze design
 - o Monitor cabling and security to ensure controllers are being mounted near drops

5.5.2 - Power Criteria

Electrical

- Service for the CCPS facility shall be at least 25% more than design load
- Power for the MDF will be a minimum of 2 20A 120V circuits; will vary depending on the number of servers and other components
- Fluorescent ballasts shall be electronic with less than 20%THD
- Provide 120 volt 20 amp circuit to control panel furnished by the fire alarm supplier
- For Computer Rooms - Provide and install Option 1: wall electrical and data outlets to support 30 students and 2 teacher computer locations; or Option 2: power/date poles may be used – approximately one pole per five students
- Electrical Outlets – Provide
 - o Every classroom should have a minimum of seven [7] duplexes and four [4] quads
 - o The Student Collaboration Areas should have a minimum of 12 duplexes and four [4] quad outlets

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

- o The Teacher work/copier room should have a minimum of two [2] duplexes and two [2] quads
- Electrical outlets in other rooms should be for normal school/commercial use

5.5.3 - Lighting and Daylighting Criteria

Lighting

- Each room will have a light occupancy sensor switch
- All areas will meet the minimum lums for schools and universities
- For classrooms, administrative rooms, LRC, lavatories kitchen use Fluorescent 1: Type A: 2' x 4': Lensed Troffer/48" T8 32W/Electronic. Metallic egg crate lenses are been specified
- For Student Commons will have designer fixtures which could be Compact Fluorescent 1 and/or 2 Type D Decorative and/or recessed can lights

Windows-Glazing

- Install new impact resistant glazing film on new and existing windows in the administration area
- Install exterior windows tinted with one-way coating
- Exterior windows and interior windows [except those for the lunch room and multi-purpose rooms will have horizontal mini-blinds
- Classrooms on the exterior walls, without windows, will be provided with a minimum of 60 sf of glazing; 80 SF is preferred - [this will require saw cuts of existing masonry with potentially structural lentils]
 - o If exterior windows cannot be provided, such as for interior classrooms, skylights or light tubes will be provided if the structure allows
- All new exterior windows will have appropriate tempered and insulation qualities

5.5.4 - Furnishings Criteria & Equipment

General Purpose Classrooms

The majority of the school's academic learning area is comprised of general purpose classrooms. Each general purpose classroom with have adequate space to accommodate 20-25 students. Each classroom will have a full information technology suite for the teacher; will have several data ports available for student computers, sufficient electrical outlets for normal and extraordinary/special activities, and the infrastructure [internal wall support and data port and power] to support a Smart Board. General purpose classrooms should have a minimum area of 840 SF with 900 SF preferred. If possible the room shape should be rectangular approximately 25' x 36'.

Special Education Classrooms

The Special Education classroom is used for small group and individual resource instruction and shall have adequate space to accommodate 10-12 students. Each classroom will have a full information technology suite for the teacher; will have several data ports available for student computers, sufficient electrical outlets for normal and extraordinary/special activities, and the infrastructure [internal wall support and data port and power] to support a Smart Board. Special Education classrooms should have a minimum area of 450 SF per State of NM Adequacy Standards.

Science Lab

This classroom has the infrastructure and finishes to be a micro-chemistry classroom and a general purpose

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classroom. To support the school's biology and chemistry curriculum, it will have sinks, gas connections, cabinets and a hard surface floor. Additionally, it will have an attached storage room. To support the general curriculum, it will have sufficient electrical and data ports. A designated wall will have internal wall support and data port and power to support a Smart Board. Due to its multi-purpose function this area should be a minimum of 900 SF.

Tech Lab Classroom

The primary purpose of this classroom is as computer science; however, it may be used as a technology elective classroom. This room will have extensive data ports and be arranged to accommodate up to 30 students at one time. A designated wall will have internal wall support and data port and power to support a smart board. This classroom area should strive to be the same as a general purpose classroom but may be reduced to approximately 750 SF.

Student Collaboration Area

The Student Collaboration is the central focus and gathering areas for informal team teaching, student gatherings, collaboration and interactions. It should be a relatively informal, warm, friendly area which is open and has ceilings higher than classrooms and offices. The area should be centrally located near the classrooms on the second and third floors for use as breakout/ group learning areas during class-time. The Student Collaboration area will have areas for furniture where students can sit and talk with each other and faculty and computer kiosks for class or personal work and use. The size of the Student Commons should be at least 700 SF with 1,000 SF preferable.

Support Areas

Storage Room[s]

A minimum of one storage room should be provided. This area will store unused furniture and equipment, academic materials and lunchroom equipment. This room should be adjacent or near the Student Commons. A minimum of 50 SF storage area should be provided with up to 100 SF preferred.

Lavatories

Student boys and girls lavatories will be provided. The fixture count will be determined by code. Depending upon the availability of space and funding, two sets of student lavatories may be provided. One set in the academic area of the school and one set adjacent or near the multi-purpose room. Staff lavatories, separate from students, will be provided.

Staff Lounge/ Work Room

A staff lounge will be provided for faculty and staff. This will serve as a break area, meal area and as an area for informal staff discussions and work. Cabinets, a sink, a refrigerator, dishwasher and a micro-wave together with tables and chairs will be provided in this area. To provide work support, data ports will also be provided. The staff lounge/ Work Room area should be a minimum of 250 SF with 300+ SF or more preferred.

MDF/IDF

A Main Distribution Frame [MDF] [network closet] for computer servers and racks will be provided. This area must be air conditioned. The area size will be dependent upon the equipment. For planning purposes, an area of at least 100 SF should be provided. Depending upon the amount of equipment and the distances

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separating all the school areas, a separate Intermediate Distribution Frame [IDF] may be required. This area may be as small as 15 SF but will require air conditioning.

Custodian/Janitor Area[s]

A minimum of one custodian/janitor closet is required. This will have a mop sink and storage area for cleaning materials and equipment. If possible one closet should be provided in the academic area and one closet adjacent to the multi-purpose room.

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