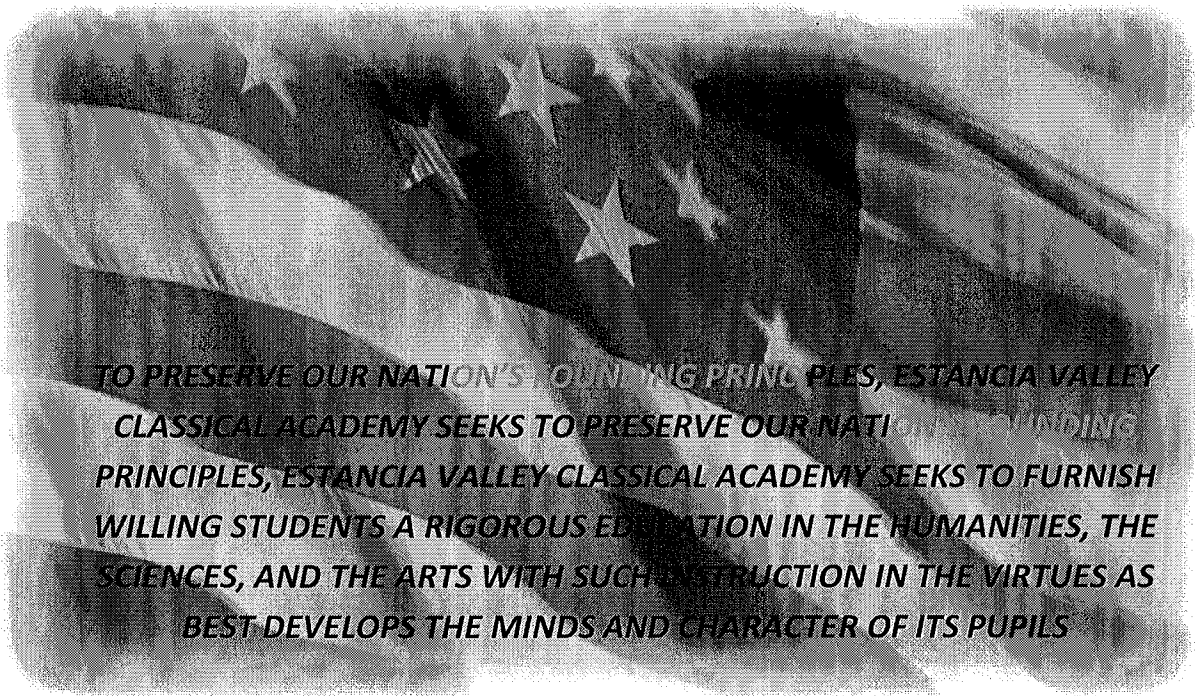


Truth and Virtue Uphold the Republic

Facilities Master Plan / Ed Spec 2017-2022

Estancia Valley Classical Academy

April 2017



TO PRESERVE OUR NATION'S FOUNDRING PRINCIPLES, ESTANCIA VALLEY CLASSICAL ACADEMY SEEKS TO PRESERVE OUR NATION'S FOUNDRING PRINCIPLES, ESTANCIA VALLEY CLASSICAL ACADEMY SEEKS TO FURNISH WILLING STUDENTS A RIGOROUS EDUCATION IN THE HUMANITIES, THE SCIENCES, AND THE ARTS WITH SUCH INSTRUCTION IN THE VIRTUES AS BEST DEVELOPS THE MINDS AND CHARACTER OF ITS PUPILS

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INTRODUCTION

This document serves as the Facilities Master Planning (FMP) document and Educations Specification (Ed Spec) for the Estancia Valley Classical Academy (EVCA), a state sponsored charter school which opened in fall 2012. The intent of this document is to assist with capital planning decisions that support the charter schools educational mission and satisfies the 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 Ed Spec is a detailed description of the facility needs that will accommodate full target enrollment using the current facilities and a refined projection with a proposed permanent facility. It is used to describe the physical and performance requirements of the school from the fall of 2017 to 2022.



to the framework of government outlined in the United State Constitution. Some of the most essential of these principles are: Liberty, Equality, and Natural Rights.

In order to demonstrate the achievement of this mission, the EVCA Founding Council has established specific, measurable, attainable, relevant and time specific organization goals and student performance expectations. We will know we are achieving our mission when EVCA upholds high standards of academic achievement, provides optimal learning opportunities for students, maintains a high consistent level of discipline, achieves a high acceptance rate into post-secondary educational institutions, and when students demonstrate virtuous behavior through school work and school and community behavior.

1.1.2 Educational philosophy.

The educational philosophy is to teach students in the traditional classical model. Education is developed in three stages or phases: The Grammar Phase is learning the vocabulary of a subject. Words and meanings, basic number, basic history, etc. The second phase is the Logic or Dialectic Stage. This stage is for sorting, comparison, and understanding words and the rules with which they apply. Forming sentences, paragraphs etc. and how rules of construction apply to words or numbers learned in the Grammar phase. Finally, students participate in the Rhetoric stage. This phase or stage allows students to find the truth in subjects learned. This stage is where students develop ideas on what works or does not work, how to solve problems or debate or defend ideas.

The EVCA philosophy of education subscribes to the tried and true form of education underlying Western Civilization: all students — regardless of socioeconomic background or academic competence — benefit from a rigorous, content-rich, educational program that develops academic potential and personal character. We believe students will achieve their best potential when taught foundational skills and information and challenged by high expectations and meritorious standards. We also agree with Aristotle that one becomes virtuous only by practicing the virtues. We further trust that young people will recognize and emulate virtuous behavior when introduced to the timeless heroes and heroines of literature and history. Our philosophy of education aligns with that of America’s Founders in that the object of education is “to instruct...our citizens in... their rights, interests and duties, as men and citizens” (Jefferson, August 1818).

With these convictions, EVCA will provide students a rigorous classical, liberal arts education that includes a strong emphasis on civics to equip students to understand and uphold America’s founding principles. Unique to our approach is the combining of the classical, liberal arts tradition with cutting-edge, researched-based programs, each of which involves an organized and sequential continuum of learning.

Children learn by building on what they already know. Thus, it is important for them to begin building foundations of knowledge in the early grades. By specifying the knowledge that all children should share, one can achieve equal access to that knowledge. Thus, all students, including those considered at-risk, are exposed to a coherent core of challenging, interesting, interwoven knowledge when taught a content-based curriculum such as the Core Knowledge Sequence for Kindergarten through 8th grade. This foundation of knowledge is then enhanced through a challenging, content-rich curriculum in the high school. This emphasis on the acquisition of knowledge not only provides a foundation for learning,

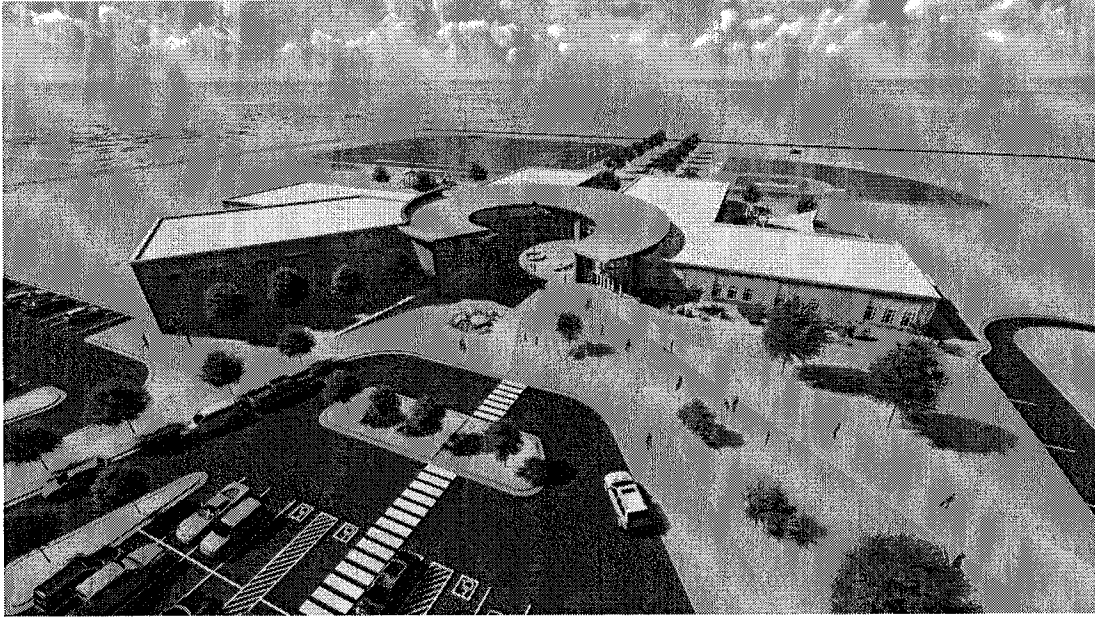


Figure 1. Conceptual Future School

Throughout 2015 the planning committee scouted possible sites for the future school throughout Torrance and Santa Fe Counties within a 5-mile radius of the current school. Several sites were located with utilities, each with distinct advantages and disadvantages for a school. The recommendations were presented to the School Administration and the Governing Council and a future site was selected in the town of Edgewood as the primary site. In the spring and summer of 2016 the planning committee researched financing options and let a RFP to select a builder/developer/financier to plan, design, and build the school. Several joint planning meetings were held with the Town of Edgewood Mayor, John Bassett, Council members and other representatives, which support the school's efforts to relocate in the town. The Edgewood location offers better access to both I-40 and major arterial roads that parents of the school commute on daily, some as far away as Rio Rancho.

Planning committee Members

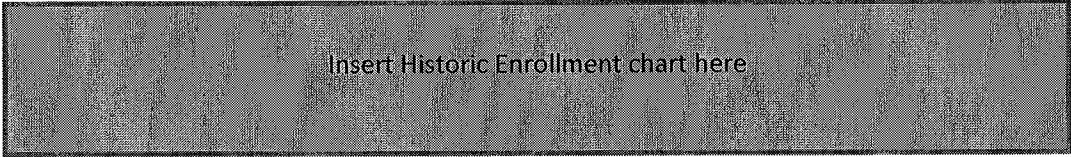
Bill Robinson- President, EVCA Foundation
Tim Thiery- Executive Director, EVCA
Harlan Lawson-GC Member and liaison to the EVCA Foundation
Rosie McGowan-Foundation member
Alisha Urquhart-Foundation treasurer
Shannon Murdock-Foundation member
Roger Lenard-GC president, Founder, former NM board of Education member
Kim Adams-GC member, founder, parent
Doug Ghormley-GC secretary, parent
Theresa Nunneley-Founder, GC member, retired elementary teacher
Kenny Adams-Founder, Electrical engineer, parent, former Foundation president
Tootsie Mackrain-Student Services Director
Zeke Tovar-Chief of maintenance
Lou Heckroth-Security officer, retired APD officer

language arts, visual arts and music. The Core Knowledge Sequence is supplemented with the Riggs Institute method — The Writing & Spelling Road to Reading & Thinking — Singapore Math, and a science program modeled after The Full Option Science System (FOSS). Riggs is a multi-sensory, brain-based approach to teaching “explicit” phonics, reading, language arts, and composition. “Explicit” phonics is the direct teaching of a set of letter-sound relationships in a clearly defined sequence, including the major sound/spelling relationships of consonants and vowels. Singapore Math is a conceptual approach that focuses on the student’s complete understanding of essential math skills. At EVCA, a daily math block is scheduled for the purpose of ability-grouping students in 1st through 8th grades. (Note that this ability grouping of students has a significant impact on the layout and functionality of the facilities for the school.) Finally, the science program provides a rigorous, hands-on approach to scientific inquiry. Science is taught with an emphasis on scientific facts and the inquiry-based method and includes the incorporation of technical approaches to observing, describing, recording, ordering, analyzing, testing and comparing predictions to observations. At EVCA, the development of literacy is one of the primary aims and focuses of effort. This includes a great deal of reading from a variety of both fiction and non-fiction primary literature. In the early grades, students receive explicit, systematic phonemic awareness and phonics instruction, and are provided deliberate, coherent, direct instruction in letter-sound correspondences. Students are taught to write and speak through example and sensible practice. Grammar, logic, and rhetoric learned from classical literature are part of these skills. In the high school, EVCA students study the traditional liberal arts — language and literature, rhetoric, math, history and government, the sciences, music and art — in a coherent and orderly program. The high school curriculum follows the example set by the Core Knowledge Sequence in that it delivers specific content and skills, aligned with but exceeding the state and district model content standards, for all subject areas. The curriculum is developed so that the content and skills taught in each course are clearly articulated; goals and priorities are delineated. Grades are tied to precise benchmarks to show what students know. The benchmarks thus drive the assessments. Classroom activities further learning of the specific content or skills articulated for that course. Students know what is expected of them and what constitutes excellence by the use of grading and assessment rubrics. The objective of the high school curriculum is to explore issues and texts intensively and in depth. The focus for teaching literature is the great books and the classics using the Socratic Method. History is taught mainly through the use of primary source documents—artifacts, copies of original documents and writings, recordings or other sources of information created at the time period under study. High school mathematics and the sciences offer rigorous training in the fundamentals and theories of these disciplines. Students receive extensive training in analytical thinking and the scientific method. High school students take three years of science, beginning with the fundamentals of biology that require Algebra as a prerequisite. Chemistry in the sophomore year requires a minimum of Algebra II; physics is taken in the junior year. Elective courses in mathematics and the sciences, as well as computer based college credit courses were added in subsequent years as the school grew. Textbooks are used as a resource, not as the basis of the curriculum. Teaching in the Sciences includes student exposure to reports of original research, observations or ideas. Finally, the high school curriculum requires seniors to compose and defend a Senior Thesis as a capstone to their academic experience at EVCA. Foreign languages are an important part of EVCA’s curriculum. Both Latin and modern languages are taught. Latin is introduced in grades K-6 and then offered as an elective in the middle and high schools. Modern languages are taught as electives

2.2 Proposed Enrollment

2.2.1 Historical Enrollment Enrollment Guidelines

As a charter school, EVCA accepts all student applications for enrollment 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, EVCA holds a lottery with the results posted on the school's website. EVCA has consistently met its enrollment targets during its initial charter term and has maintained a waiting list between 25 and 30 for the past 2 years with most waiting students allowed to attend with normal attrition. There continues to be a high demand for the type of instruction that EVCA provides. Test scores of EVCA students are testament to the methods that EVCA employs to teach students, and is the best recruiting tool for the local community. One hundred percent of the first two graduating classes either were accepted to college or joined the Armed Forces upon graduation. In the first year (2012) EVCA opened with 293 students. On the 40th day of 2016=17, enrollment was 460 students. Letters of intent for the 2017-2018 school year project that the student population will be approximately 496 at opening. The current school facilities will not allow for any additional growth past 575 students, therefore the school will not be able to obtain its maximum student populations at its current location. The class size for Kindergarten is 20 students. The maximum class size for grades 1-6 is 27 and the maximum class size for grades 7-12 is 30.



Insert Historic Enrollment chart here

Enrollment by Grade level



Enrollment by Grade Level

Projected Enrollment



Future Enrollment Projections

2.3 Site and Facilities

2.3.1 Location / Site

The current location of EVCA is approximately 3 miles west of Moriarty and 5 miles East of Edgewood on old US Route 66. The physical address is 132 W. Impala Court, which is an industrial park. Figure 2 shows the three classroom buildings from satellite imagery.

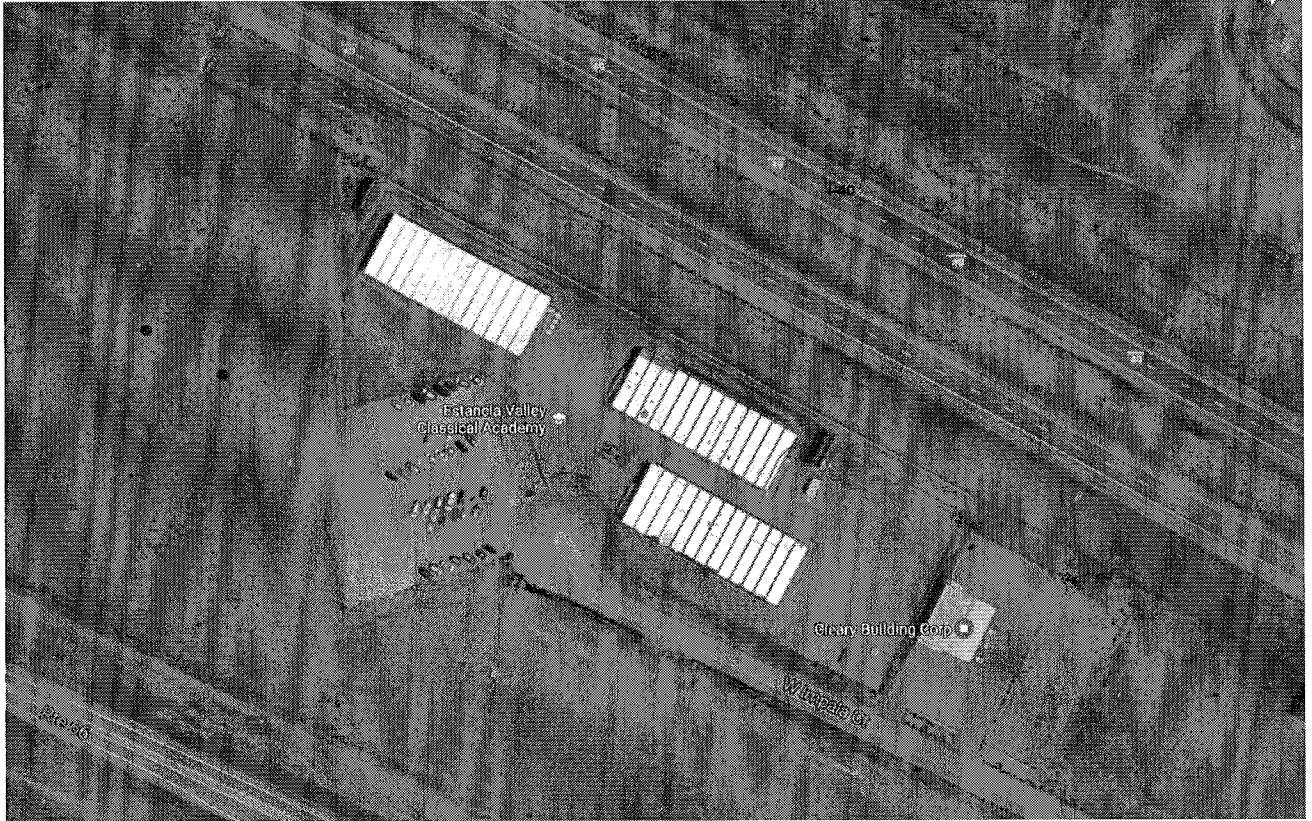


Figure 2: Satellite Imagery of EVCA Current Location

EVCA proposes to construct a new facility in 2017-2018 comprised of 60,000 square feet of classroom/gym/ administration space. The new facility will allow for a growth from our current cap of 575 students to 780 students serving the East Mountain area. The 780 students equate to 60 students per grade level K-12. It also allows for a gymnasium, library, music, art, and science area that are limited in the current temporary facilities. The new facility is proposed to sit on 20 acres of property in the city of Edgewood, which will allow for future expansion of sports fields, playgrounds, or additional facilities to support the school.

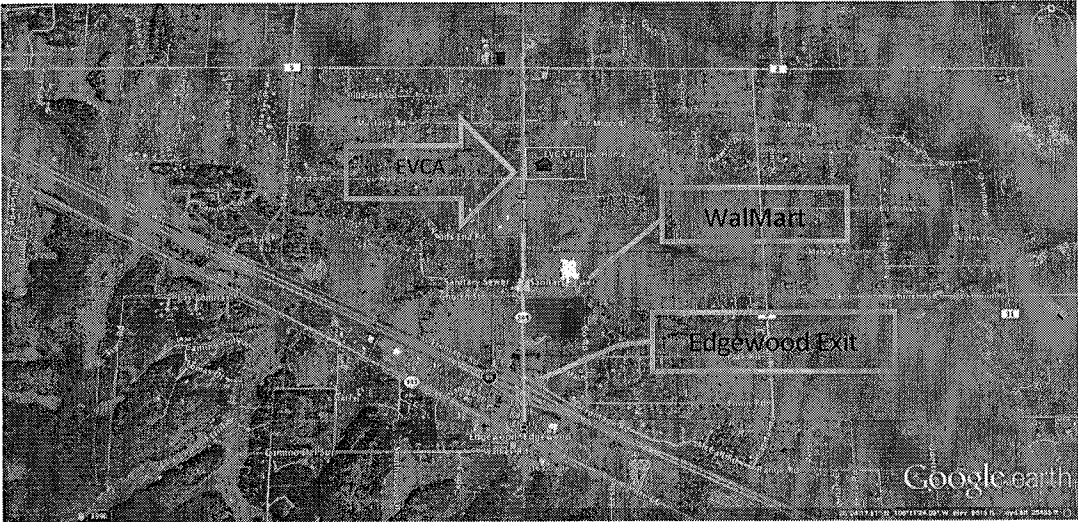


Figure 4: Future Location Lone Pine Ranch Property



Figure 5: 20 Acre Lone Pine Ranch Parcel

Estancia Valley Classical Academy Floor Plan Legend

1.	Kindergarten #1	1,000 sq. ft.	45.	Grade 9	675 sq. ft.
2.	Kindergarten #2	1,000 sq. ft.	46.	Storage	
3.	Kindergarten #3	1,000 sq. ft.	47-53	Grade 9-11	675 sq. ft. per
4.	Restroom			Room	
5.	Storage		54.	Computer Rm. #2	900 sq. ft.
6.	IT Room #2	75 sq. ft.	55.	Special Ed.	280 sq. ft.
7.	Foyer		56.	Restroom	
8.	Corridor		57.	IT Control	300 sq. ft.
9-12	Grades 1 - 2	800 sq. ft. per Room	58.	RR Foyer	
13.	Storage		59.	Janitor #2	
14.	Special Ed.	187 sq. ft.	60.	Boy's RR	
15.	Special Ed.	250 sq. ft.	61.	Boy's Locker	192 sq. ft.
16.	Office	120 sq. ft.	62.	Boy's Shower	150 sq. ft.
17.	Grade 3	800 sq. ft.	63.	Locker Rm. Foyer	
18.	Nurse's Office	380 sq. ft.	64.	Gym Storage	
19.	Restroom		65.	Fire Sprinkler	84 sq. ft.
20.	Janitor #1		66.	Girl's RR	
21.	Library	1,000 sq. ft.	67.	Girl's Locker	192 sq. ft.
22.	Science #1	1,000 sq. ft.	68.	Girl's Shower	150 sq. ft.
23.	Prep. / Stor.	300 sq. ft.	69.	Gym Storage #2	
24.	Science #2	1,000 sq. ft.	70.	Trophy Area	
25.	Grade 7	700 sq. ft.	71.	Main Entry Foyer	
26.	Storage		72.	Gymnasium	9,300 sq. ft.
27.	Grade 7	700 sq. ft.	73.	Boy's RR	
28.	Teacher Break	480 sq. ft.	74.	Girl's RR	
29.	Restroom		75.	RR Foyer	
30.	Music #1	840 sq. ft.	76.	Elec. Rm. #1	
31.	Music #2	840 sq. ft.	77-83	Grades 3 - 6	800 sq. ft. per
32.	Art #1	840 sq. ft.		Room	
33.	Art #2	840 sq. ft.	84.	Storage	
34.	Grade 8	700 sq. ft.	85.	Teacher Break	420 sq. ft.
35.	Grade 8	700 sq. ft.	86.	Restroom	
36.	Storage	200 sq. ft.	87.	Storage	170 sq. ft.
37.	Vice Principal	240 sq. ft.	88.	File Room	130 sq. ft.
38.	Storage		89.	Director's Office	200 sq. ft.
39.	Reception #2	200 sq. ft.	90.	Business Office	144 sq. ft.
40.	Girl's RR		91.	Registrar's Office	144 sq. ft.
41.	Boy's RR		92.	Reception #1	150 sq. ft.
42.	RR Foyer		93.	Atrium Walkway	
43.	Elec. Room #2				
44.	Computer Rm. #1	900 sq. ft.			

2.3.2 Facility evaluation

The current temporary facility was evaluated by the PSFA and received a facility condition code of 0.51. The new facility plans will be approved by the PSFA prior to construction and a facility condition evaluation will be completed by the PSFA prior to occupancy. Rachel Matthews Development (the

3. PROPOSED FACILITY REQUIREMENTS (Ed Spec)

3.1 Facility Goals and Concepts

3.1.1 Future Facility Goals

The proposed new facility will provide adequate facilities for the EVCA K-12 program. It is anticipated that enrollment upon initial occupancy in 2018 will be approximately 580-600 students and can expand to a maximum of 780 students.

The EVCA will execute a PSFA-approved lease-purchase agreement with the EVCA Foundation upon occupation of the new facility.

3.1.2 Concepts

□ *Identify and describe major facility concepts including safety, security, sustainability, flexibility, community use, utilities, and any other issues or special considerations that impact space requirements and/or costs*

4. CAPITAL PLAN

(if applicable - a short range plan which identifies maintenance, capital projects, or equipment purchases and includes financing options). The new EVCA facility will provide twice the overall square footage as our current temporary facilities for nearly the same cost per month as EVCA is presently paying. The new facility will have a one-year warranty on all aspects of the facility from the builder. A small maintenance fund of \$50,000 will be accrued to accommodate future maintenance needs after the first year of occupancy.

4.1 Total Capital Needs

□ *Summarize the Charter School's total anticipated capital needs*

o *List sources of funding for maintenance, if applicable: Accrued maintenance fund.*

• *List sources of funding for capital projects, if applicable.*

o *If the Charter School intends to relocate into new or acquire additional facilities through lease purchase agreement, list sources of funding for lease and anticipated capital projects.*

Summarize the Charter School's total anticipated preventative maintenance needs and supporting resources, if not included as part of the lease agreement

5. MASTER PLAN SUPPORT MATERIAL

5.1 Sites and Facilities Data Table (if applicable)

Estancia Valley Classical Academy

Current Facility address: 132 W. Impala Court, Moriarty NM 87035

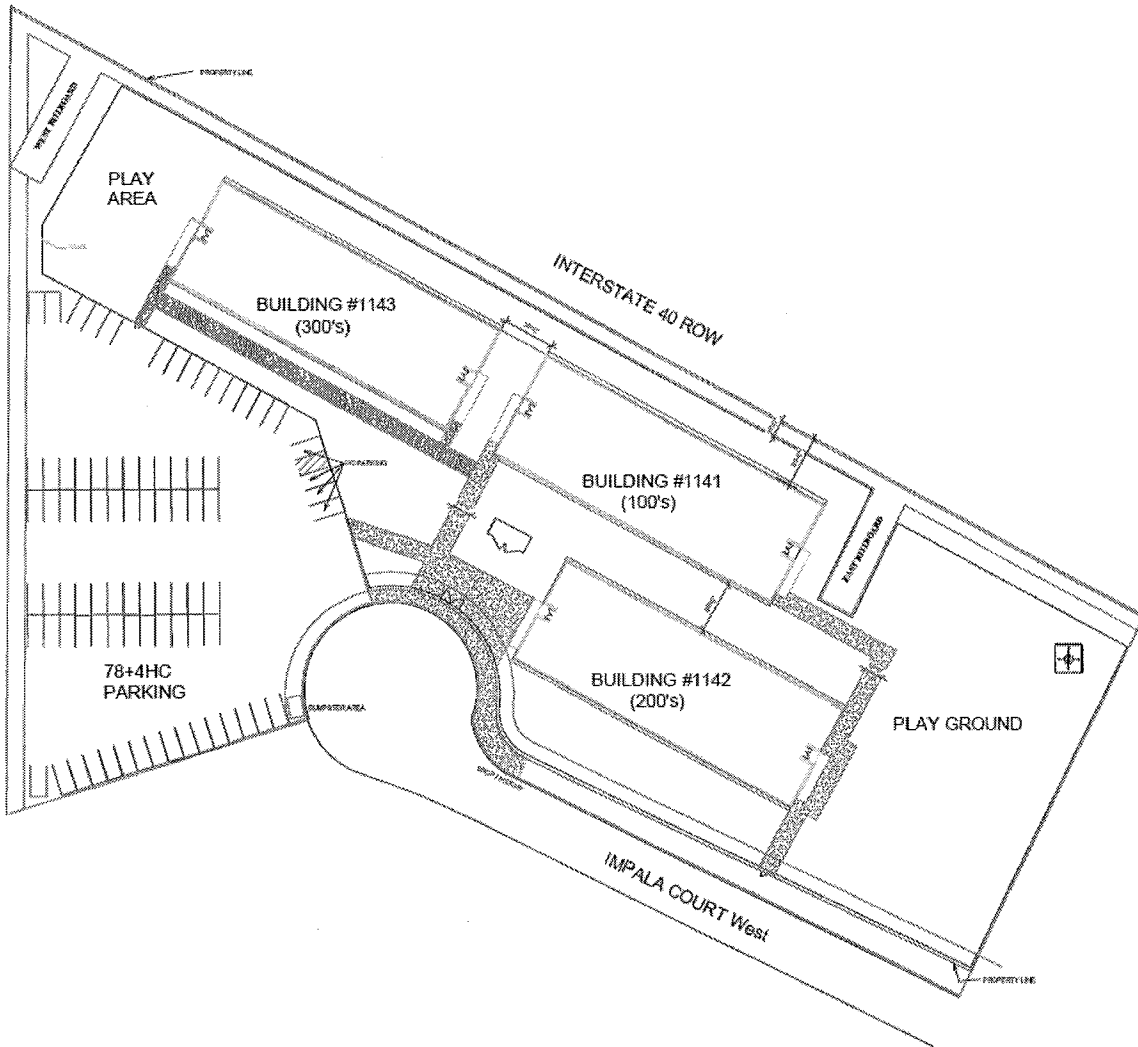
Future Facility address: 110 State Hwy 344, Edgewood, NM 87015

State ID Number: 551000

Date Opened: 2012

Site Acreage: 4.0

5.2 Site Plan (if applicable)



5.4 *FMAR Reports and how Major and Minor findings are addressed by the Capital Plan (if applicable)*

5.5 *Detailed Space and Room Requirements (Ed Spec) if applicable*

5.5.1 *Technology and communications criteria*

5.5.2 *Power criteria*

5.5.3 *Lighting and day lighting criteria*

5.5.5 *Classroom acoustics criteria*

5.5.6 *Furnishing and equipment criteria*

5.5.7 *Criteria sheets*

5.6 *Submission*

5.6.1 *Final hardcopy placed in a three-ring binder: submitted to PSFA on April __, 2017.*

5.6.2 *Final electronic copy: Electronically transmitted to PSFA on April __, 2017.*