The GREAT Academy Charter School

5 Year Facilities Master Plan & Educational Specifications 2014 - 2019

May 2014

ARC Project 21404

Architectural Research Consultants, Incorporated
Albuquerque, New Mexico 505-842-1254 505-766-9269 www.arcplanning.com

Acknowledgements

The GREAT Academy

Physical Address: 6001-A San Mateo Blvd. NE, Albuquerque, NM 87109
Phone: (505) 792-0306
http://www.thegreatacademy.org

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Keisha Matthews, Director of Academics
Richard Romero, Project Coordinator, Spot-On Consulting
Kellen Tetreault, B.Y.E. CIO, Student
Allen Tetreault, Parent

PSFA

William W. Sprick, Facilities Master Planner

Planning Consultant

Architectural Research Consultants, Incorporated

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OVERVIEW

The GREAT Academy is a state authorized public charter school. Established in 2011, The GREAT Academy (TGA) provides a rigorous hybrid curriculum model and accommodates individual differences in learning in an environment that emphasizes five basic components: virtual learning, Academic Improvement Plans (AIP) for all students, service learning, leadership and character education and two pathways to success (career pathways and a college preparatory pathway).

Year of the initial charter:
2011

First renewal:
The first renewal will be in June, 2016.

Charter school cap:
Enrollment for the school is capped at 360 students.

The current enrollment includes students in the high school day program, the night school program, and homebound students. The enrollment for a proposed program for middle school will be 120 students. The distribution of the enrollment for the school programs within the charter enrollment cap is provided in the chart below.

Exhibit O-1
Enrollment Cap Distribution

Enrollment Cap Distribution				
	Day	Homebound	Night	Total
High School	90	30	120	240
Middle School	90	30		120
	180	60	120	360

The design enrollment for the facility and the capacity for the facility is 180 students, not the enrollment cap allowed by the school's charter. The largest program enrollment is 180 students, and there will not be more than 180 students occupying the facility at any one time.

Final copy: please see the CD attached in this binder, including the written request and any response received regarding the request to locate in existing district facilities.

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ABBREVIATIONS AND DEFINITIONS

AIP - Academic Improvement Plan

ARC - Architectural Research Consultants, Incorporated

CES - Cooperative Education Service

CIP - Capital improvement projects or plan

CNM - Central New Mexico Community College

CO_2 - Carbon dioxide

Ed Spec - Educational specifications

ELL - English Language Learner

FAD - Facility adequacy database

FMP - Facilities master plan

GSF - Gross square feet, or the sum of net assignable square feet plus all other building areas that are not assignable (the area remaining is called "tare," which includes areas such as hallways, mechanical areas, restrooms, and the area of interior and exterior walls)

HB33 - House Bill 33

HVAC - Heating, ventilating, air conditioning

IDEA - Individuals with Disabilities Education Act

IEP - Individualized education program

LCD - Liquid crystal display

Mbps - Megabits per second

MEM - Membership

NASF - Net assignable square feet, or the total of all assignable areas in square feet

NMAC - New Mexico Administrative Code

NMCI - New Mexico Condition Index

NMFA - New Mexico Finance Authority

NMPED or PED - New Mexico Public Education Department

NMSA - New Mexico Statutes Annotated

NMSU - New Mexico State University

NSF - Net square feet

PE - Physical education

POR - Program of requirements

PPM - Parts per minute

PSCOC - Public School Capital Outlay Council

PSFA - Public School Facilities Authority

PTR - Pupil/teacher ratio

SB9 - Senate Bill 9

SPED - Special Education

STEM - Science, technology, engineering and mathematics

TGA - The GREAT Academy

UNM - University of New Mexico

VAC - Volts AC

WAP - Wireless access point

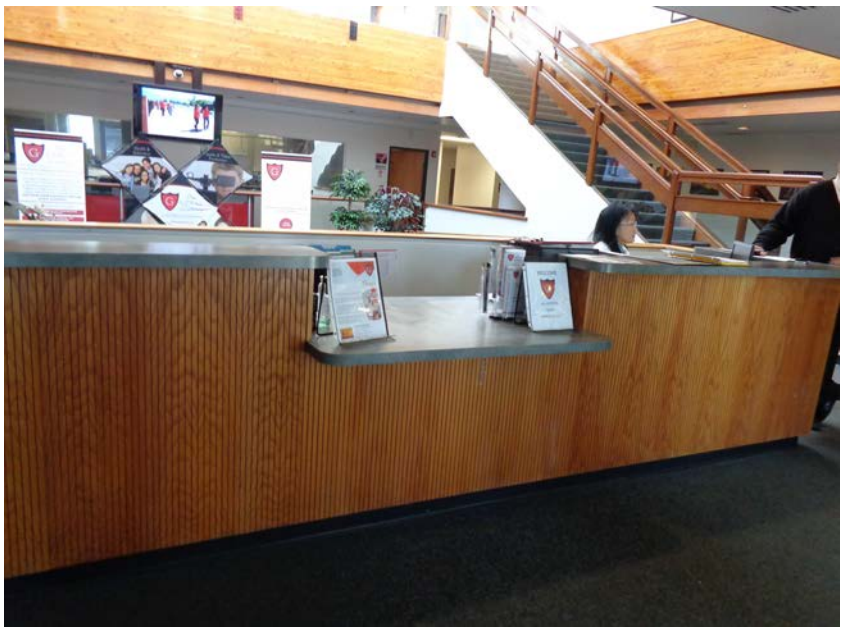
INTRODUCTION

This document is a combination of the Facilities Master Plan (FMP) and Educational Specifications (Ed Spec) for The GREAT Academy (TGA), which is a state-chartered public school. The intent of the 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 develop a five-year FMP and Ed Spec as a prerequisite for eligibility to receive state capital outlay assistance. The facilities master plan and educational specifications are in accordance with guidance issued by the PSCOC and PSFA.

This document identifies specific current and projected facility needs for accommodating the charter school's anticipated five-year enrollment, and forecasts strategies and required resources for implementing those needs. The document is a flexible facility planning tool that the school can revise on a periodic basis as conditions change.

Five main sections and this introduction comprise the master plan and educational specifications:

- **Introduction**
- **Section 1 - Goals, Mission and Process** presents the charter school's goals, mission and planning process
- **Section 2 - Existing and Projected Conditions** presents descriptions and analyses of the school's programs and delivery methods, enrollment, site and facilities, utilization and capacity, the school's technology plan and energy management
- **Section 3 - Facility Requirements** presents facility goals and concepts, space requirements and implementation of space needs
- **Section 4 - Capital Plan** presents information about capital funding, needs and implementation strategy
- **Section 5 - Master Plan Support Material** contains details about school site and facilities, evaluations, plans, and the school's Capital Improvement Plan



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1 GOALS / MISSION

1.1 Goals

1.1.1 The GREAT Academy Mission

The GREAT Academy gives students the tools and knowledge to be able to become productive, respected members of their communities.

The GREAT Academy mission is to ensure that all students "**G**ain **R**eal-world **E**xperience through **A**ctive **T**ransition." TGA exists, not only to improve education for students, but to provide students with necessary skills for career success. TGA promises to make sure that our seniors are prepared for the demands of post-secondary education and/or the career world, and in turn, improve the community by improving its residents. TGA is committed to providing students with an education that is relevant and meaningful to their journey of achieving success.

1.1.2 Seven Philosophical Principles

- Strategic Planning and Organizational Development
- Problem Solving, Training and Consultation Processes
- Parent and Community Training, Support and Outreach
- Effective School, Schooling and Professional Development
- Instruction Linked to Assessment, Intervention and Achievement
- Behavioral Instruction with Assessment, Intervention and Self-Management
- Data Management, Evaluation and Accountability

1.1.3 Serving the Community

The GREAT Academy serves the community in several ways. The school provides an alternative learning environment and approach for high school students and a diploma program for adults. The school provides a rigorous hybrid curriculum model, individualized to accommodate differences in learning in an environment that emphasizes five basic components: virtual learning, Academic Improvement Plans (AIP) for all students, service learning, leadership and character education and two pathways to success (career pathways and a college preparatory pathway). The GREAT Academy gives students the tools and knowledge to be able to become productive, respected members of their communities.

The GREAT Academy program serves homebound students as well as students who attend classes in the school facility each day from 9 AM until 5 PM. The homebound students are able to complete core curriculum class work through the same online curriculum as the day students.

In addition to the day program, The GREAT Academy provides a night program for credit recovery and a degree program for high school and adult students.

The GREAT Academy provides dual credit opportunities for students through its flexible curriculum. Students currently take dual credit courses at CNM, UNM and NMSU. The GREAT Academy also hosts classes in their facility, including a course for teacher enrollment.

The Board of The GREAT Academy submitted a letter of intent in January 2014 to apply for a new charter for The GREAT Jr. Academy, to expand the current program for grades 6 through 8.

1.2 Process

1.2.1 Data Collection and Analysis

TGA contacted Architectural Research Consultants (ARC) in January, 2014 to assist the school with facility master planning and to produce educational specifications (Ed Spec) and a Five-Year Facilities Master Plan (FMP) in compliance with PSFA criteria. This plan is the new charter school's first FMP and Ed Spec. A kick-off meeting took place on March 17, 2014. Participants included the Jasper Matthews, Executive Director of the school; Keisha Matthews, Director of Academics; Richard Romero, a consultant hired to manage the project for the school; and ARC architects. The participants established the project schedule and set up a steering committee for future meetings.

ARC conducted interviews with school staff and teachers on March 24, 2014. The interviews explored in depth the program delivery, daily schedule, facility adequacy for the program, program partners, and other unique qualities and characteristics of The GREAT Academy programs and students.

The steering committee met for Work Session 1 on April 2, 2014. All members of the steering committee were present, and Bill Sprick of PSFA attended. Participants reviewed school goals and vision statement. ARC presented findings from the site evaluation and from interviews and research for validation of facts by the committee. Participants discussed and clarified the application for a middle school charter and the phasing of the program. ARC presented the preliminary evaluation of classroom needs for the school with the current program and with the future program including the middle school. We also presented the capacity of the existing facility and information on the facility lease.

Work Session 2 took place on April 24, 2014. ARC presented revised information based on the prior meeting, a facility summary and CIPs, facility utilization and capacity with the current program and with the addition of the proposed middle school program. The steering committee reviewed the program of requirements and space criteria, and the relationship between program areas. They reviewed and revised the capital and technology needs.

1.2.2 Authority and Facilities Decision Making

Capital Planning and Decision Making

The Board of Directors of The GREAT Academy charter school has the authority to adopt the Five-Year Facilities Master Plan and Educational Specifications.

Community Input

The community participated in the planning process primarily through participation on the steering committee. The school has informed the community of the planning process through school email notifications.

Steering Committee

The kick-off meeting established a steering committee to participate in the facility master planning and educational specifications planning for this project. The nine-member committee included one parent, three students, one teacher, three administrators and a project manager.

Staff and Student Input

ARC interviewed school staff as a part of this process. We interviewed staff informally as part of the facility evaluation, and formally interviewed staff representing all program areas. We interviewed students informally during the facility evaluation and they participated in the process as members of the steering committee.

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2 EXISTING AND PROJECTED CONDITIONS

The GREAT Academy offers a high school program for grades 9 through 12, and a diploma program, Bridge 2 Success, for high school and adult students in the evening.

2.1 Programs and Delivery Methods

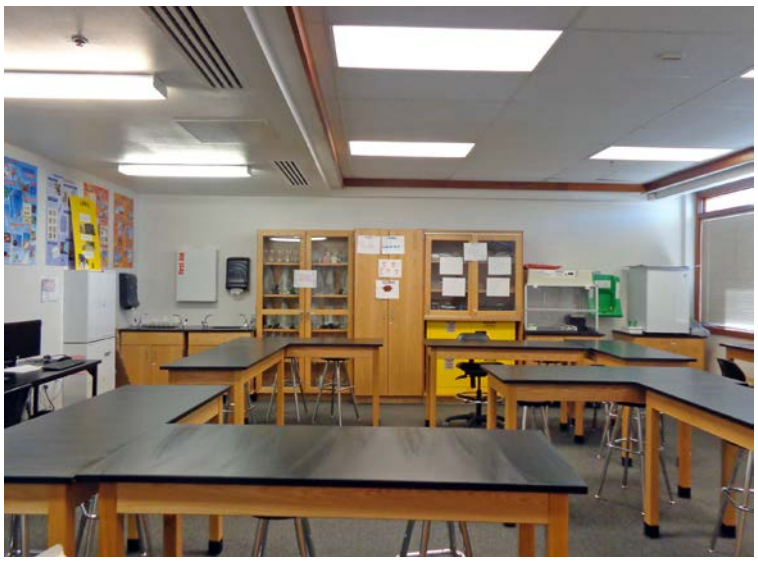
The GREAT Academy is a state charter school located in Albuquerque, NM. Established in 2011, the school is in its third instructional year and serves grades 9 through 12.

2.1.1 Programs Overview

TGA offers a high school program for grades 9 through 12 and a high school diploma program, Bridge 2 Success, in the evenings. The high school program is designed to serve homebound students, who are not required to attend classes at the school facility. The high school program is aligned to the NMPED standards and taught through a hybrid model with virtual, traditional classroom and small group/ one-on-one instruction by certified and highly qualified teachers. TGA uses the E2020 curriculum, which has approval as meeting New Mexico's State Standards and Benchmarks by the NMPED. The school has a unique business model that allows students the opportunity to work at their own pace, earn college credits while in high school at no cost, and participate in internships and SMART labs to encourage career exploration. TGA offers dual enrollment courses through area institutions of higher education. The evening diploma and credit recovery programs offer online instruction with individual educational planning and support.

The educational program includes five educational components:

- Virtual learning
- Academic improvement plans or academic enrichment plan for all students
- Service learning
- Leadership and character education
- Seamless transition into high school, post secondary school, or the workplace



Current Educational Programs and Facilities

The school delivers educational programs at one school facility and virtually through online courses. Students who have completed core requirements can enroll for dual credit in courses at CNM, UNM and NMSU-Albuquerque campuses.

Grade-Level Configuration

The high school program serves grades 9 through 12. Classes are generally configured by grade level, but the school will combine classes if needed as students flow through the courses offered. The school program allows for flexibility to accommodate fluctuations in enrollment throughout the year.

Classes delivered in the computer labs are primarily for students in grades 9 through 11. Seniors use laptops in a mobile computer lab. Advisory courses and SMART labs tend to have combined grades as needed.

The evening program serves high school students in grades 9 through 12 and adults. Two computer labs are open in the evenings, and instructors separate the high school students from the adults.

In January, 2014 the Executive Director filed a Notice of Intent to apply for a charter for a middle school, The GREAT Jr. Academy. The new charter will expand the school program to grades 6 through 8. The enrollment cap for the new middle school is 120 students, which will include 30 students per grade on site and 30 homebound students.

Existing Shared/Joint Use Facilities

TGA opened in August, 2011 in the current facility at 6001-A San Mateo, NE in Albuquerque. The school is located in one building.

CNM has offered courses at the school facility for TGA students. Four CNM classes are scheduled in the school facility in the spring of 2014.

Instructional Program

Edgenuity, a web-based curriculum for core and credit recovery courses provides core subject curriculum online. The virtual courses require an estimated 18 hours per week to complete the work. Day students complete about 15 hours in the morning at school online, and are expected to complete the remaining work during 7th period, on Friday, or on their own time. The school also offers language courses by Rosetta Stone online.

TGA offers a curriculum for all students in service learning, leadership and character education, study skills, and pathways to success. Throughout the school year Monday through Friday, TGA students rotate through a daily course in Advisory, Leadership, or Success 101.

Each semester, students participate in two STEM-focused SMART labs, so that over the year they have participated in all four SMART

labs. The SMART labs are intended to allow exploration of industries and careers. The four SMART labs are:

- *Health & Education Lab*: Students receive and apply suitable knowledge, attitudes, behaviors and decision-making skills in the areas of body image, nutrition, mental/emotional health and health-related careers. Students will become the means to readdress the portrayal of a healthy body image. For nutrition, students will design their own restaurant in accordance with the current government standards. The lab will discuss mental health disorders and the stigma associated with them. Students will explore careers in the health industry.

- *Science & Engineering Lab*: Students collaborate on inquiry-oriented investigations and projects. Hands-on explorations of an integrated curriculum will take students through physics, chemistry, and biology, while reinforcing their mathematics and reading skills. Students will research and experiment topics such as motion, energy, electricity, matter, density, and molecular biology. The curriculum is moving towards a greater focus on engineering and robotics projects. The lab emphasizes STEM careers, including those in forensics and engineering.

- *Business & Entrepreneurship Lab*: Students investigate a wide array of topics that are prevalent in the world of business. Students will have an understanding of basic and advanced examples of business and marketing which will help better prepare them for the "real" business work.

- *Graphic Design, Audio & Visual Production Lab*: Students learn to communicate in many ways: with body language, spoken words, graphic design, web-site design, flash animation, and audio visual production. Multimedia is by definition a multi-faceted romp through the digital arts. The art of clear and meaningful visual communication is essential in every medium. The students get real world knowledge in digital photography.

To graduate, the school requires students to have 28 credits including 4 credits in English, 4 credits in math, 3 credits in science, 3.5 credits in social studies, 1 credit in physical education, 1 credit in workplace readiness, 1 credit in communications, 3 credits in leadership, 3 credits in service learning, 2 credits in internship/competitive employment/work study, and 2.5 credits in self-selected electives. Students with disabilities may be awarded a diploma using the career readiness pathway or ability pathway, or programs of study according to their IEPs. The GREAT Academy requires 28 credits for graduation versus the State of New Mexico's requirement of 24.

Class	Credits Required
English/language arts	4.0 Credits
Math	4.0 Credits
Science	3.0 Credits
Social studies	3.5 Credits
Physical education	1.0 Credit
Communications	1.0 Credit
Workplace readiness	1.0 Credit
Leadership	3.0 Credits
Service learning	3.0 Credits
Internship/competitive employment/work study	2.0 Credits
Electives	2.5 Credits
Total	**28.0 Credits**

All students develop an Academic Improvement Plan (AIP) to determine the student's individual and specific curriculum program. The curriculum will address students' needs and assist them in reaching the State standards. Teachers also serve as caseworkers to support a student-centered, individualized instructional program, and provide an important component of the instructional program. Teachers monitor and track data from E2020 assessments, and students' performance and progress determine areas of need. TGA uses one-on-one or small group intervention and tutoring to address identified student needs in real time, to meet student educational needs and support academic success. The students work with teachers or career coaches to obtain career-related and community service credits.

Students take the Discovery Education benchmark exam three times during each year to assess progress.

Special Education
Students who qualify for special education service under the Individuals with Disabilities Education Act (IDEA) or the state criteria for gifted receive an individualized education program (IEP) of specially designed instruction and related services. TGA contracts with Cooperative Educational Services (CES) for ancillary services, including for services for English language learner (ELL) students.

General Instructional Organization

The school offers the program in two semesters over the school year. The school year begins in mid-August and ends in late May. TGA offers a brief summer program for six weeks in July and August for students who want to advance or who need credit recovery work.

Schedule Approach

The school is in session on Monday through Thursday from 9:00 AM to 5:00 PM. On Fridays the school is open from 9 AM to 1 PM and provides intervention instruction, but attendance is not mandatory.

Exhibit 2-1
Enrollment Cap Distribution

The GREAT Academy

Monday – Thursday Bell Schedule

Period 1	9:00 am – 9:50 am
Passing	9:50 am – 9:57 am
Period 2	9:57 am – 10:47 am
Passing	10:47 am – 10:54 am
Period 3	10:54 am – 11:44 am
Passing	11:44 am – 11:51 am
Period 4	11:51 am -12:41 pm
Lunch	12:41 pm – 1:15 pm
Period 5	1:15 pm – 2:00 pm
Passing	2:00 pm – 2:10 pm
Period 6	2:10 pm – 3:35 pm
Passing	3:35 pm – 3:45 pm
Period 7	3:45 pm – 5:00 pm

The school day is organized into seven periods. All students are in the computer labs or on mobile laptops for online instruction during the four morning periods. In Period 5, students participate in Advisory, Leadership and Success 101 classes, and in Period 6 they attend a SMART lab. Period 7 is reserved for intervention.

Anticipated Special Curricular and Extracurricular Activities

Special curricular projects include community service projects, which take place once a month on Fridays. TGA served these organizations in the 2013-14 school year:

- American Foundation for Suicide Prevention, PACER.org (Bullying Walk), Carlos Vigil Project (Bullying Walk), Alzheimer's Association (Alzheimer's Walk), Character Counts, Junior Diabetes Walk (Juvenile Diabetes Research Foundation) — voluntary for students who needed to make up service learning, Road Runner Food Bank (food drive), Toys for Tots and The Store House

TGA offers dual credit enrollment with CNM, UNM, and NM State. Some courses take place in the school facilities, but students also take courses at the campuses of the partner institutions. The courses offered in the TGA facility this semester are:

» FIN 1010 - Financial Literacy
» CS 1101 - College Success
» NS 1010 - Physical Science for Teachers
» NS 1015 - Life Science for Teachers

The GREAT Academy has applied for a new charter for The GREAT Jr. Academy, to expand the current program for 120 middle school students.

2.1.2 Anticipated Changes in Programs

The Board of The GREAT Academy has submitted a letter of intent in January 2014 to apply for a new charter for The GREAT Jr. Academy, to expand the current program for grades 6 through 8. The proposed program will cap enrollment at 120 students, which includes 30 students for each of the 6th, 7th and 8th grades and 30 homebound students. The proposed instructional program is similar to the high school program, adapted to educational needs of the younger students. The five educational components of the middle school program will be:

» Virtual learning
» Academic improvement plans or academic enrichment plans for all students
» Service learning
» Leadership / character education
» Seamless transition into high school

The middle school program will occupy the school facility by dovetailing use of classrooms with the existing high school program. In the morning when the high school program is in the computer labs, the middle school program will use the SMART lab classrooms. In the afternoon, the middle school will move to the computer labs for the virtual learning component and core curriculum.

The addition of the middle school program allows the school to better utilize the school facility.

2.2 Enrollment

2.2.1 Historic and Current Enrollment

The school opened in August, 2011. The 40- and 80-day enrollments for the three years of school operation are:

Exhibit 2-2
Historic and Current Enrollment

Historic and Current Enrollment					
Day and Night Program- High School	2011 -2012	2012-2013	2013-2014	2014 Day Program	2014 Night Program
40 Day	177	227	144		
80 Day	119	191	157	69	88
120 Day			184		

Typical of charter schools, the enrollment at The GREAT Academy fluctuates throughout the year. Due to more stringent requirements, including those regarding body jewelry and dress code, TGA's enrollment fluctuates more even than most charter schools. PSCOC acknowledges charter school enrollment fluctuation and bases the Lease Assistance awards on the average of the 80th and 120th enrollment of full-time equivalent memberships. The average of the 80th and 120th day counts for the current school year is 171 students.

2.2.2 Projected Enrollment

The enrollment cap for the charter school is 360 students.

Student enrollment includes day high school students, night high school and adult students, and homebound students. For facility planning, the enrollment cap for this school is not the design capacity required because of the unique program delivery. The current school programs serve three distinct student communities, the daytime students, the homebound students and the night students. The school does not require a facility for the entire enrollment population, but requires a facility with capacity for the maximum enrollment occupancy for the largest program scheduled for the facility at one time.

The proposed middle school enrollment cap is for 120 students. The school intends to include the middle school enrollment in the existing cap of 360 students, not in addition to the existing cap. The enrollment projection for the school, with and without the middle school is 360. The enrollment projection by program caps is:

Exhibit 2-3
Enrollment Cap Distribution

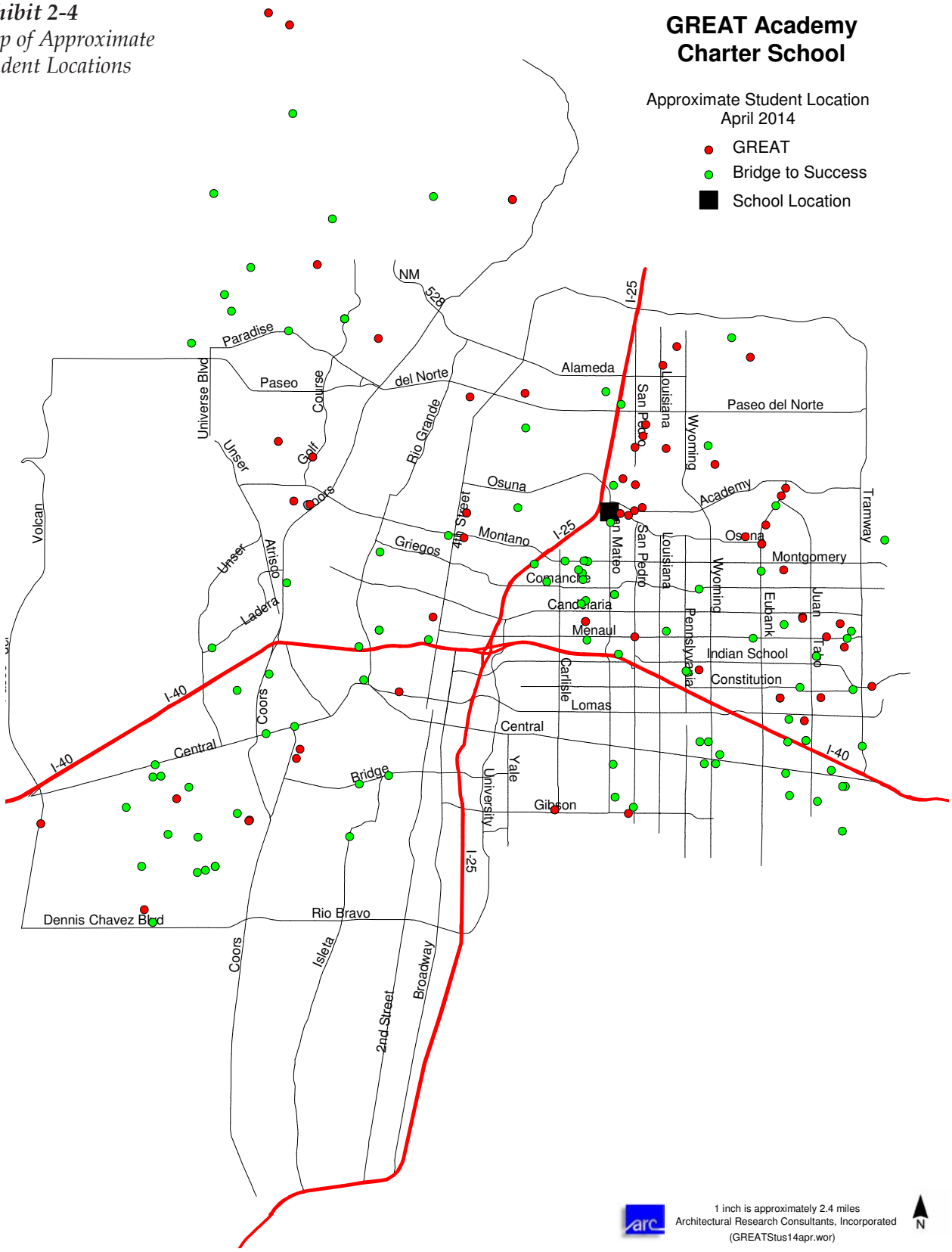
Enrollment Cap Distribution				
	Day	Homebound	Night	Total
High School	90	30	120	240
Middle School	90	30		120
	180	60	120	360

Based on the program enrollment, the design enrollment for the school facility is 180 students.

2.2.3 Student Origination

The map of student origination is based on the addresses of 173 students enrolled in the school program in April, 2014. The map shows that students enroll in TGA programs from all over the metropolitan area, including students from Placitas, Santa Fe and San Felipe who are not represented on the map.

Exhibit 2-4
Map of Approximate Student Locations



2.2.4 Classroom Loading Policy

The classroom loading policy is 15 students per teacher and no more than 30 students per classroom. When class sizes are greater than 15 students, the instructor receives support from an assistant.

The GREAT Academy also will align class sizes with PED statutes:

6th Grade:	24 students each class
7th - 8th Grades	27 students each class
9th - 12th Grades	30 students each class

2.2.5 Classroom Needs

ARC projected classroom needs based on enrollment at the maximum level, which includes the addition of the middle school program to the school facility. This analysis assumes classroom loading numbers listed above. The classroom need for the program with maximum enrollment is eight classrooms.

Exhibit 2-5
Day Program Classroom Needs

The Great Academy			
Classroom Needs - Day Program			
		# Classrooms	Students
Instructional Spaces - Classrooms			
High School	9th	1	23
	10th	1	23
	11th	1	22
	12th	1	22
Middle School	6th	1	27
	7th	1	27
	8th	1	26
Intervention Classroom		1	10
Total Instructional Spaces		8	180

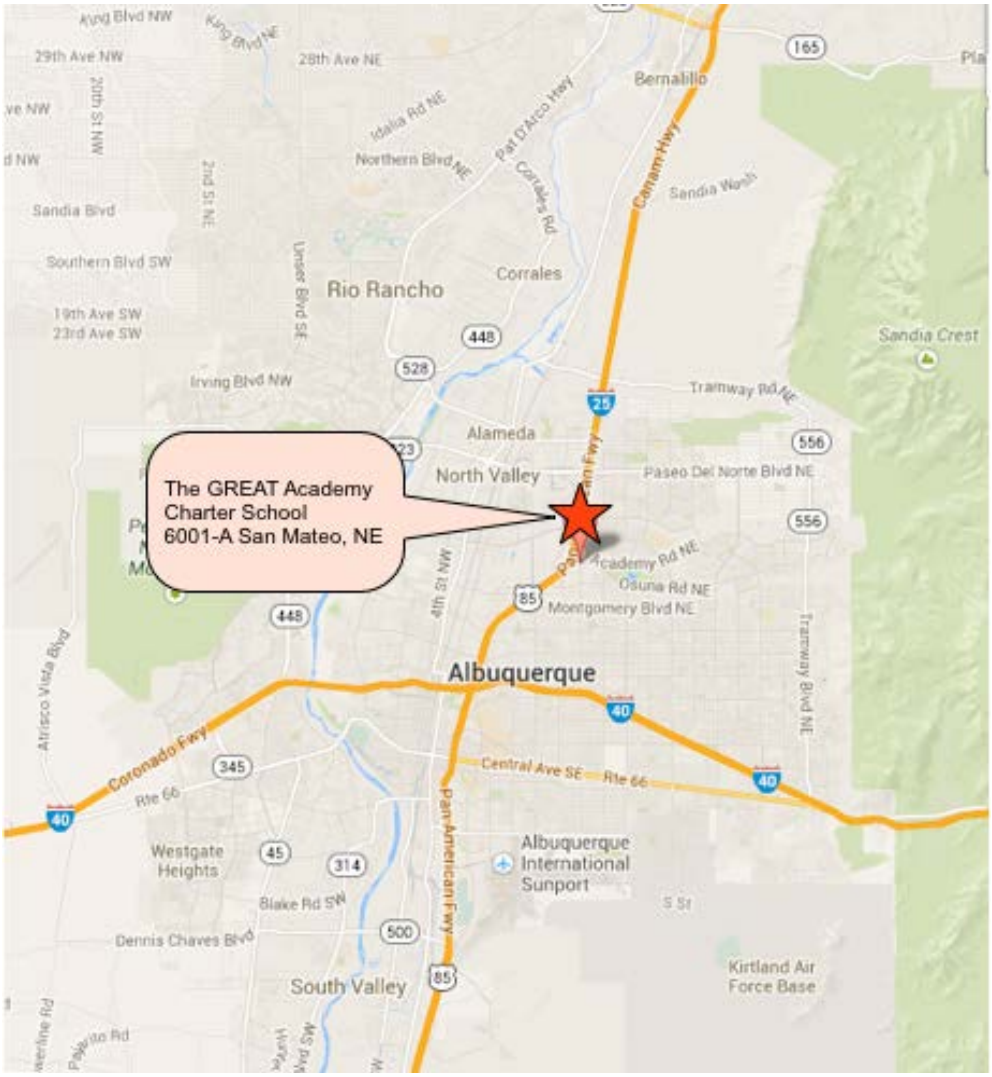
2.3 Site and Facilities

The GREAT Academy is located in a leased facility at 6001-A San Mateo, NE in Albuquerque, New Mexico. A private entity, H.W.L., LLC owns the property, and the five-year lease for the property commenced on June 28, 2011. The annual lease payment for the property is $191,471. The lease includes a purchase option for the property, and the purchase option price is $1,350,00.

2.3.1 Location

The map below shows the location of the school, at the intersection of Osuna and San Mateo Boulevards, NE in Albuquerque, with easy access to I-25, a main traffic corridor in the city.

Exhibit 2-6
TGA Location Street Map



2.3.2 Site

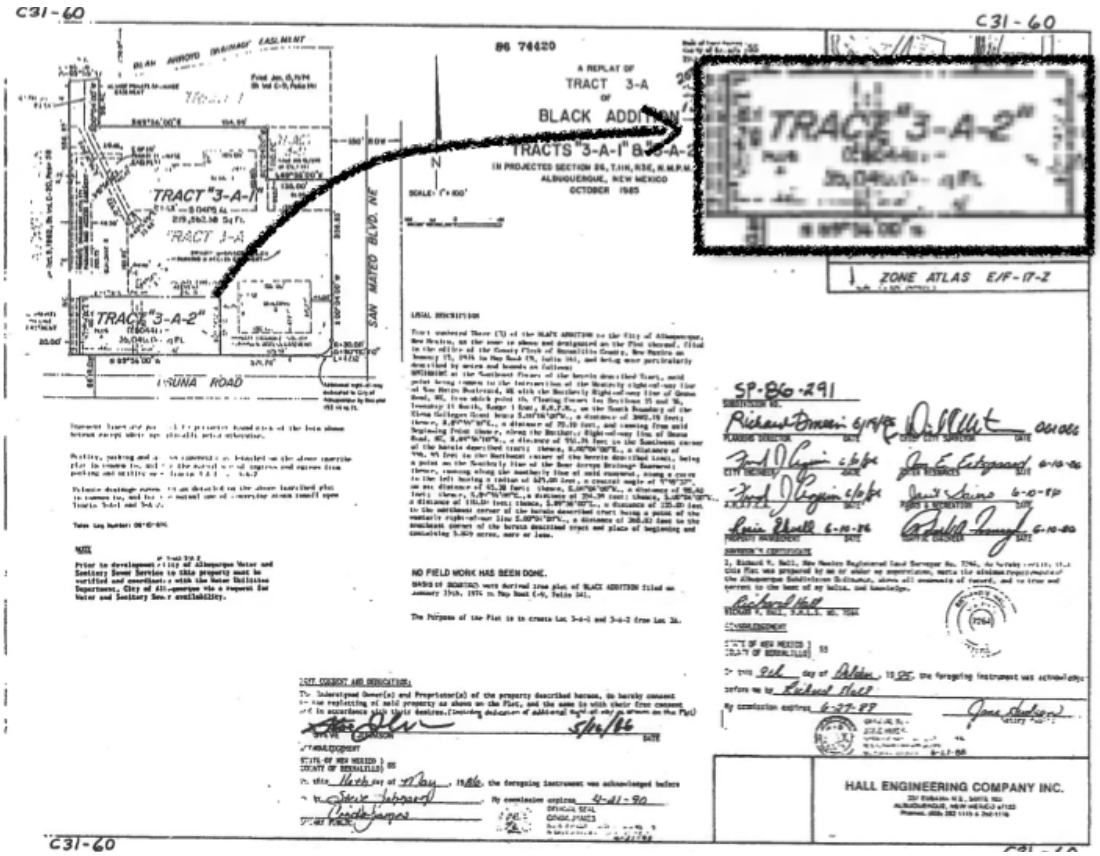
The GREAT Academy is located at the southwest end of a strip mall development in north central Albuquerque, near San Mateo and

Osuna. The site, Tract 3-2-A of the Black Addition subdivision, is about .80 acres. The building faces a parking lot north of Osuna. The neighbor across Osuna to the south is an amusement park. The neighbor across the parking lot to the east is a sandwich shop. The strip mall has a variety of businesses including restaurants and stores.

An entrance to the strip mall is in front of the school, and the school uses the area as a drop-off and pick-up zone for students.

Exhibit 2-7
Aerial Photo of TGA Location

Exhibit 2-8
Replat Map of TGA Site



The GREAT Academy is located at 6001-A San Mateo NE in Albuquerque.

2.3.3 Facility

The GREAT Academy facility is a two-story building at the end of a single-story strip mall development. It is an attractive steel and masonry structure with brick and stucco veneer featuring outdoor patios on both levels. Built about 1992, the building was formerly occupied by office and commercial uses, most recently as a training center for a high-tech computer company. The lease requires that the property comply with any and all federal, state and local building occupancy regulations and with applicable educational occupancy (E-occupancy) and state adequacy standards pertaining to the school's uses. The facility size is 15,040 GSF. (See floor plans in Exhibits 2-10 and 2-11.)

2.3.4 Facility Evaluation

ARC visited the site on February 26, 2014 for a facility evaluation. Section 5 - Master Plan Support Material, contains an unabridged version of the evaluation.

As part of the evaluation, ARC scores the facility. The evaluation score is a composite that takes into account the site, physical plant condition and functional adequacy of the facility. It is based on a national school norm with 38 site, 49 physical plant and 49 adequacy evaluation criteria weighted to create a 1,000-point scoring system. The chart below shows the evaluation scores for the school facility.

Exhibit 2-9
TGA Facility Scores

The Great Academy

Facility Evaluation - Scoring

Scoring Category	Possible Points	Total Earned	%
Site	241	212	88.0%
Plant	354	313	88.4%
Adequacy and Environment for Education	405	359	88.6%
Total	1000	884	88.4%

A score of 88.4% generally reflects a school that has responded very well to all areas of evaluation and meets all significant criteria. The school has projects to correct problems that are sometimes wants rather than needs.

2.3.5 Statewide Adequacy Standards

New Mexico's statewide adequacy standards for primary and secondary educational facilities (NMAC 6.27.30) are the guidelines for public school districts to "... provide and sustain the environment to meet the needs of public schools." The guidelines are a minimum

facility standard to establish equity among all educational facilities that serve New Mexico public school students. Alternative and charter schools may seek a variance for facilities, since they do not necessarily conform to the standard's programs, delivery methods, and facility needs and budgets. In such cases, schools meet the intent of the facility requirements through "alternative methods." However, alternative and charter schools must provide the minimum square footage allowances for general classroom spaces identified in the adequacy standards.

The implementation of space needs for the school will meet the following required standards, listed below with statute section citations in parentheses:

6.27.30.8 General Requirements

- Building structural soundness (A.1)
- 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 Classroom

- Appropriate size (A)
- Lighting (C)
- Temperature range (D)
- Acoustics (E)
- Air quality (CO_2 PPM) (F)

ARC used the following methods to identify the list of facility needs:

- Analysis of compliance with adequacy standards
- Assessment by an ARC architectural evaluator
- Results of interviews with staff and the steering committee
- Planning team observations

ARC analyzed the facility's compliance with PSFA adequacy standards and found only one deficiency, for custodial sinks. The analysis represented on the chart below discounts space needs to align with the program delivery methods.

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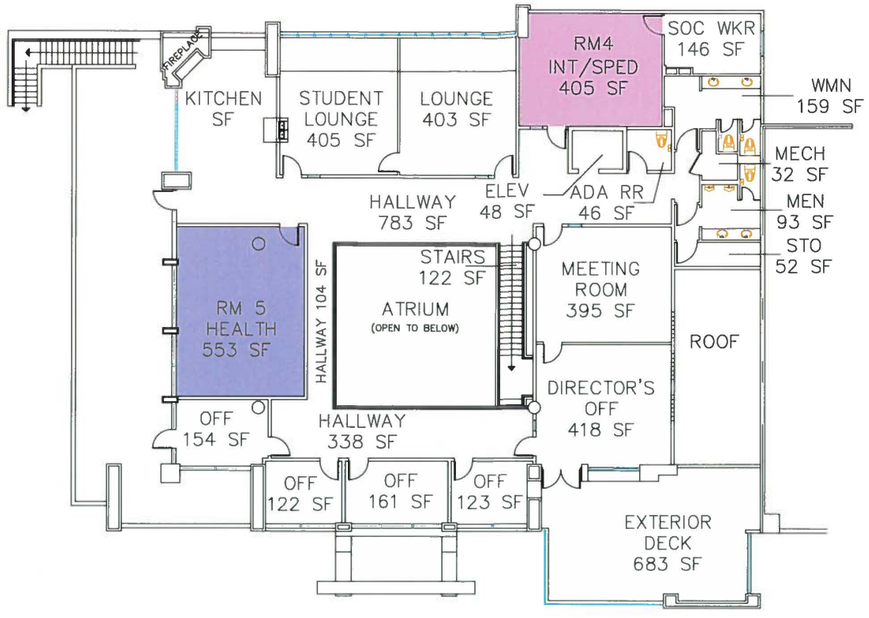

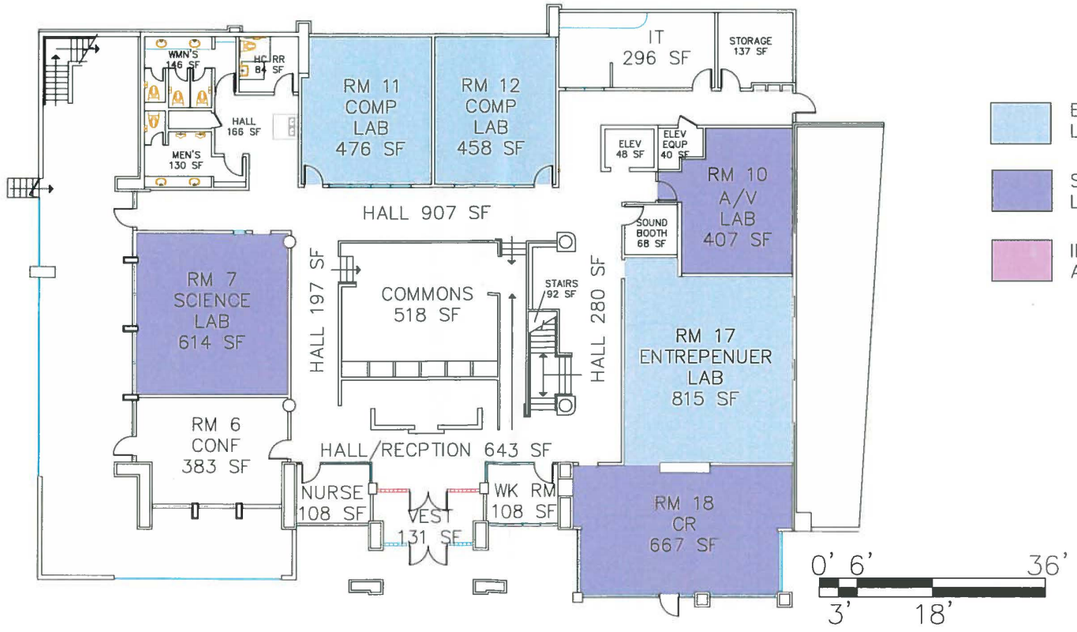

EDGENUITY LAB AM

SMART LAB PM

INTERVENTIONS AM–PM

ALBUQUERQUE PUBLIC SCHOOLS
THE GREAT ACADEMY
2013-14 SY CURRENT PROGRAM
FOR PLANNING PURPOSES ONLY

Exhibit 2-10
TGA Existing Program

The school facility at 6001-A San Mateo NE, Albuquerque contains 15,040 GSF. The floor plans on this page show the current program space assignments. Note that the school uses Room 17 in the AM for online instruction (Edgenuity Lab) and in the PM for the SMART lab program.

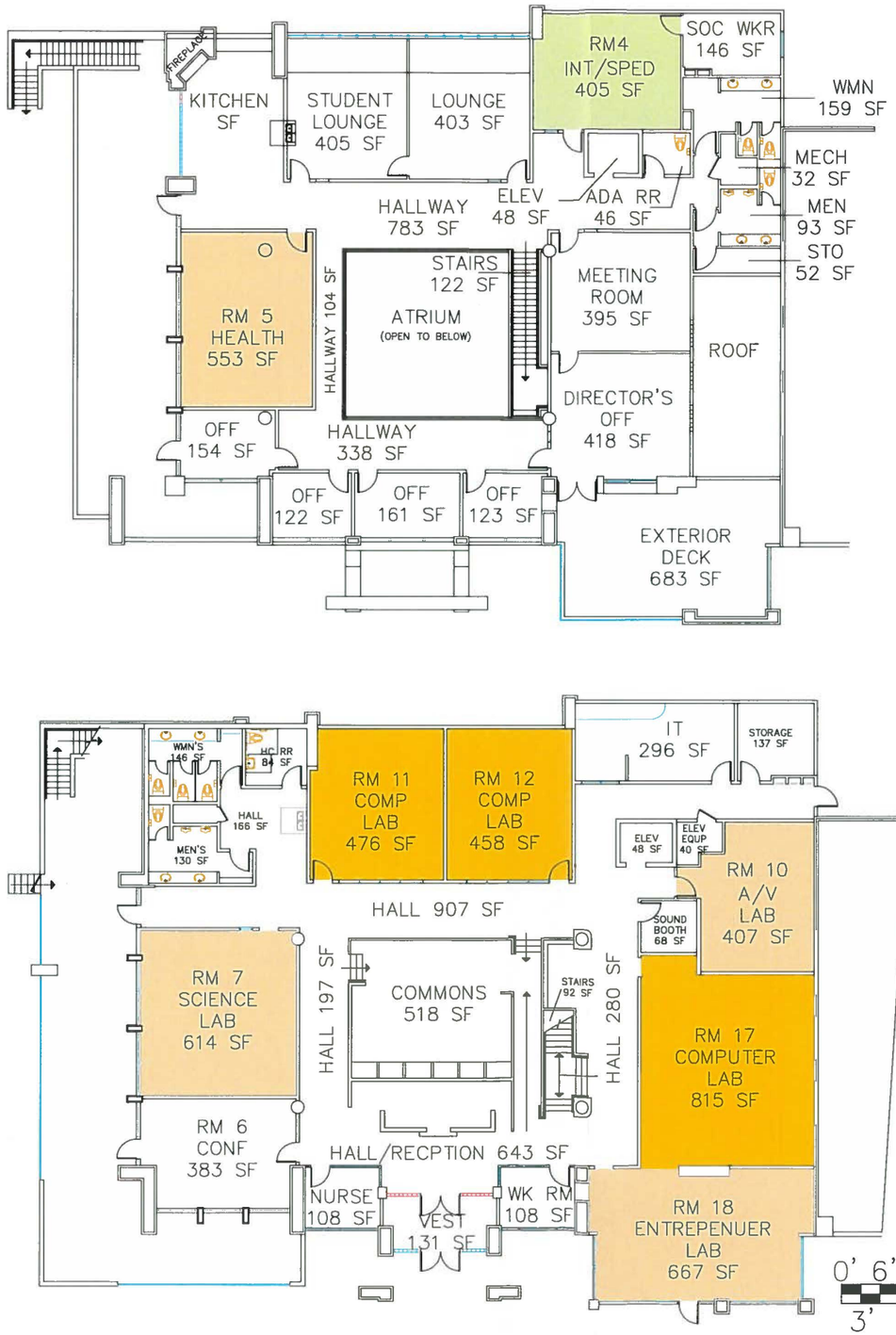

Exhibit 2-11
TGA Program with
Proposed Middle School

The floor plans on this page show the future program space assignments with the proposed middle school program. Note that Room 17 is proposed to be a dedicated computer lab room, and the Entrepreneur Lab will move into Room 18.

District State chartered school
School The GREAT Academy

Section			Meets	Deficient	Corrective Action
III.	●	**General Requirements**			
		A. Building Condition	x		
	●	1. **Structural**	x		
	●	2. **Exterior Envelope**	x		
	●	3. **Interior Surfaces**	x		
	●	4. **Interior Finishes**	x		
	●	**B. Building Systems**	x		
	●	1. **General**	x		
	●	2. **Plumbing Fixtures**	x		
	●	3. **Fire Alarm**	x		
	●	4. **2-way Communication System**	x		
V.	●	**School Site**			
	●	**A. Safe Access**	X		
	●	**B. Parking**	x		
	●	**C. Drainage**	x		
	●	**D. Security**	x		
	●	**Water/Effluent Disposal**	x		
VI.	●	**Site Recreation and Outdoor Physical Education**			
VI. 1	●	**Elementary School**	NA	NA	
VI. 2	●	**Middle School/Junior High School**	NA	NA	
VI. 3	●	**High School**	NA	NA	
VI. 4	●	**Combination School**	NA	NA	
	●	Equipment (Exhibit A)	NA	NA	
VII.	●	**Academic Classroom Space**			
	●	**A. Classroom Space**	x		
		B. Classroom Fixtures and Equipment	x		
	●	1. Work surface and seating	x		
	●	2. Display Surface	x		
	●	3. Storage	x		CR storage in communal storage areas
	●	4. Teacher/Aide Space	x		
	●	**C. Classroom Lighting**	x		
	●	**D. Classroom Temperature**	x		
	●	**E. Classroom Acoustics**	x		
	●	**F. Classroom Air Quality**	x		
VIII.	●	**General Use Classrooms (Language Arts, Mathematics and Social Studies)**			
		Kindergarten 60 net sf/student = 1020	NA	NA	
		Grades 1 – 5 32 net sf/student = 704	NA	NA	
		Grades 6 – 8 28 net sf/student = 672	NA	NA	
		Grades 9 – 12 25 net sf/student = 700		x	CR capacity is limited in small classrooms
IX.		**Specialty Classrooms (Science, Arts, Career Education and Physical Education)**			
		A. Science			
IX. A. 1	●	Grades K-5	NA	NA	
IX. A. 2	●	Grades 6-12	NA	NA	
IX. A. 3	●	Equipment (Exhibit A)	NA	NA	Curriculum is lecture/demonstration only
	●	**B. Technology**	x		
	●	**C. Art Education Programs**	NA	NA	
IX. C. 1	●	**Elementary School**	NA	NA	
IX. C. 2	●	**Middle School/Junior High School**	NA	NA	
IX. C. 3	●	**High School**	NA	NA	
IX. C. 4	●	**Combination School**	NA	NA	
		D. Career Education	NA	NA	
IX. D. 1	●	**Elementary School**	NA	NA	
IX. D. 2	●	**Middle School/Junior High School**	NA	NA	
IX. D. 3	●	**High School**	NA	NA	
IX. D. 4	●	**Combination School**	NA	NA	
	●	**E. Computer and Keyboarding Labs**	NA	NA	
IX. E. 1	●	**Elementary School**	NA	NA	
IX. E. 2	●	**Middle School/Junior High School**	NA	NA	
IX. E. 3	●	**High School**	x		
IX. E. 4	●	**Combination School**	NA	NA	
	●	**F. Alternate Delivery Method**	x		
X.	●	**Physical Education**			
		Elementary School	NA	NA	
X.A.1	●	Teaching Facility	NA	NA	
X.B.1	●	Other	NA	NA	
		Middle School/Junior High School	NA	NA	
X.A.2	●	Teaching Facility	NA	NA	
X.B.2	●	Other	NA	NA	
	●	**High School**	NA	NA	
X.A.3	●	Teaching Facility	NA	NA	
X.B.3	●	Other	NA	NA	
	●	**Combination School**	NA	NA	
X.A.4	●	Teaching Facility	NA	NA	
X.B.4	●	Other	NA	NA	
XI	●	**Libraries and Media Centers/Research Area**			
XI.1	●	**Elementary School**	NA	NA	
XI.2	●	**Middle School/Junior High School or High School**	NA	NA	
XI.3	●	**Combination School**	NA	NA	
	●	Equipment (Exhibit A)	NA	NA	
XII		**Food Service Standards**			
		A. Cafeterias			
	●	1. **Serving and Dining**	x		
	●	2. **Fixtures and Equipment**	x		
	●	**B. Kitchen**	NA	NA	
	●	1. **Food Preparation Kitchen**	NA	NA	
	●	Equipment (Exhibit A)	NA	NA	
	●	2. **Serving Kitchen**	NA	NA	
XIII		**Other Facility Areas**			
	●	**A. Parent Workspace**	x		
	●	**B. Administrative Space**	x		
	●	**C. Student Health, Counseling and Ancillary Space**	x		
	●	**D. Faculty Workspace or Teacher Lounge**	x		
XIV	●	**General Storage**	x		
XV	●	**Maintenance or Janitorial Space**		x	Provide mop sinks
XVI	●	**Teacherages**	NA	NA	
XVII	●	**Standards Exception**			

Exhibit 2-12
Facility Adequacy Compliance

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The assessment by the ARC architectural evaluator identified facility needs, and from that list ARC created capital improvement projects (CIPs). Because the facility is leased, most CIPs are not the responsibility of the school. The list below includes the party responsible for each project.

Exhibit 2-13
Capital Improvement Projects

No.	Code	Project Name	MACC	Project Budget	Party Responsible for Improvements
	4.06.E03.2.	Pavement Improvements	$21,866	**$27,880**	Common Area Maintenance
	4.05.D03.1.	Replace Skylight Shades	$21,712	**$29,093**	Lessor
	4.06.D02.2.	Exterior Envelope Improvements	$2,254	**$2,874**	Lessor
	4.06.E02.2.	Install Fence at Alleyway	$893	**$1,139**	The GREAT Academy
	4.08.D04.1.	Roofing Replacement	$13,641	**$17,392**	Lessor
	4.05.E05.1.	Drain Cleaning and Repair at Patios	$3,000	**$4,020**	Lessor
	8.05.B03.1.	Restroom Upgrades - ADA	$6,130	**$8,214**	Lessor
	3.04.A04.1.	Plumbing Upgrades - Janitorial Sinks	$6,908	**$9,257**	The GREAT Academy
	4.05.D03.1.	Install Awnings at Exterior Patios	$11,400	**$15,276**	The GREAT Academy
	8.05.B03.1.	ADA Accessibility	$16,399	**$21,975**	Lessor
	3.06.E09.1.	Flashing School Zone Lights	$25,009	**$31,886**	City
	3.04.A09.2.	Replace Exterior Stair	$11,740	**$15,732**	Lessor
	4.05.A03.1.1.	HVAC Balancing	$19,469	**$26,089**	Lessor
		Total of Project Budgets		**$210,826**	

The Steering Committee prioritized the three projects which are the responsibility of the school and impact the school budget. The prioritized school CIPs are:

Exhibit 2-14
Capital Improvement Project Priority and Budget

The Great Academy			
Capital Improvement Projects			
Priority	Project Number	Project Name	Project Budget
1	001.8	Plumbing Upgrades - Janitorial Sinks	$ 9,257
2	001.4	Install Fence at Alleyway	$ 1,139
3	001.9	Install Awnings at Exterior Patios	$ 15,276
Total			$ 25,672

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2.4 UTILIZATION AND CAPACITY

2.4.1 Utilization

Utilization analysis identifies existing classroom use and the number of classrooms that accommodate current student enrollment. ARC analyzed the utilization of the facility for two programs. The chart below shows the utilization of the facility with the current programs, during the day program for high school only. It graphically shows the difference in the delivery of the programs for online, computer lab-based programs in the morning and the shift to the classrooms spaces in the afternoon for advisory, SMART lab and intervention programs. The utilization of the school with just the high school is 57% and utilization of classroom seats is 43%.

Exhibit 2-15
Current Utilization for High School Only

MIDDLE/HIGH SCHOOL UTILIZATION WORKSHEET

The Great Academy High School 9-12

GRADE LEVEL	PROJECTED ENROLLMENT CAPS	CURRENT NUMBER OF TEACHERS	NUMBER OF TEACHING SPACES
6th Grade			
7th Grade			
8th Grade			
9th Grade	53	1	1
10th Grade	40	1	1
11th Grade	30	1	1
12th Grade	21	1	1
TOTALS	144	4	4

Number of Lunch Turns Per Day	0

Alamogordo HS

Rm #	Clrm NSF	Max # of St./ Sq Ft (1)	ADEQ SQ FT CAP	PED MAX PTR / Clm (2)	A. S. Y /N	P1 # of St.	P1 % Rm Occ.	P1 Grade	P1 Teacher Name	P1 Subject	P2 # of St.	P2 % Rm Occ.	P2 Grade	P2 Teacher Name	P2 Subject	P3 # of St.	P3 % Rm Occ.	P3 Grade	P3 Teacher Name	P3 Subject	P4 # of St.	P4 % Rm Occ.	P4 Grade	P4 Teacher Name	P4 Subject
						PERIOD 1 Time:9:00-9:50					PERIOD 2 Time: 9:57-10:47					PERIOD 3 Time: 10:54-11:44					PERIOD 4 Time: 11:51-12:41				
COMP LAB 1 (11)	476	25	19	30	N	25	131%	9-12	DIST LEARN	CORE SUBJECTS	25	131%	9-12	DIST LEARN	CORE SUBJECTS	25	131%	9-12	DIST LEARN	CORE SUBJECTS	25	131%	9-12	DIST LEARN	CORE SUBJECTS
COMP LAB II (12)	458	25	18	30	N	25	136%	9-12	DIST LEARN	CORE SUBJECTS	25	136%	9-12	DIST LEARN	CORE SUBJECTS	25	136%	9-12	DIST LEARN	CORE SUBJECTS	25	136%	9-12	DIST LEARN	CORE SUBJECTS
PROJECT LAB (18)	815	25	33	30	Y	15	50%	9-12	DIST LEARN	CORE SUBJECTS	15	50%	9-12	DIST LEARN	CORE SUBJECTS	15	50%	9-12	DIST LEARN	CORE SUBJECTS	15	50%	9-12	DIST LEARN	CORE SUBJECTS
HEALTH LAB (5)	553	25	22	30	N																				
SCI LAB (7)	614	25	25	30	N																				
A./V LAB (10)	407	25	16	30	N																				
BUS/ENT LAB (17)	815	25	33	30	Y																				
INT (4)	405	25	16	10	Y	10	100%	9-12	STAFF	INTER-VENTIONS	10	100%	9-12	STAFF	INTER-VENTIONS	10	100%	9-12	STAFF	INTER-VENTIONS	10	100%	9-12	STAFF	INTER-VENTIONS
STUDENT LOUNGE	405	25	16	30	N																				
					Y																				
					Y																				
					Y																				
	4,948		198	250		75	60%				75	60%				75	60%				75	60%			

Rm #	P5 # of St.	P5 Daily Avg per School	P5 % Rm Occ.	P5 Grade	P5 Teacher Name	P5 Subject	P6 # of St.	P6 Daily Avg per School	P6 % Rm Occ.	P6 Grade	P6 Teacher Name	P6 Subject
	PERIOD 5 Time: 1:15-2:00						PERIOD 6 Time: 2:10-3:35					
COMP LAB 1 (11)	8 3 15	7	34%	9-12	DIST LEARN	CORE SUBJECTS						
COMP LAB II (12)	16	16	87%	9-12	DIST LEARN	CORE SUBJECTS						
PROJECT LAB (18)												
HEALTH LAB (5)	17 18	12	54%	9-12	EDWARDS, TARA	ADVISORY (MON) LEADERSHIP (WED) SUCCESS 10 (T,TH)	22 7	12	54%	9-12	EDWARDS, TARA	HEALTH & EDUCATION (M,W) HEALTH & EDUCATION (T, TH)
SCI LAB (7)							12 12 17	12	49%	9-12	THAL, DANIELLE GALLEGOS, ISAIAH THAL, DANIELLE	SCI AND ENG (M,W) PHYS SCI-CNM (T, TH) SCI AND ENG (T,TH)
A./V LAB (10)	2	12	74%	9-12	MAXWELL, LINDSAY	AUDIO/VISUAL (T,TH)	8 7 12 10	12	74%	9-12	GALLEGOS, ISAIAH GALLEGOS, ISAIAH GALLEGOS, ISAIAH MAXWELL, LINDSAY	AUDIO/VISUAL (M,W) AUDIO/VISUAL (T,TH) STUDY HALL(M-TH) AUDIO/VISUAL (T,TH)
BUS/ENT LAB (17)	16 17 17 17 20	12	40%	9-12	KUMP, MATTHEW KUMP, MATTHEW KUMP, MATTHEW KUMP, MATTHEW MAXWELL, LINDSAY	ADVISORY (W) COMM II (T) LEADERSHIP SEM (M,TH) LEADERSHIP SEM (TH) SUCCESS 9 (M,W)	14 18 14	12	40%	9-12	KUMP, MATTHEW KUMP, MATTHEW MAXWELL, LINDSAY	MKTING/ENT REP (M,W) MKTING/ENT REP (T,TH) STUDY HALL(M,W)
INT (4)												
STUDENT LOUNGE	20 20	20	123%	9-12	MAXWELL, LINDSAY	LEADERSHIP I (TH) ADVISORY (T)	12	3	19%	9-12	Gallegos, Isaiah	CNM Phys Sci NS1010 (T, TH)
		79	48%					51	25%			

Rm #	P7 # of St.	P7 Daily Avg per	P7 % Rm Occ.	P7 Grade	P7 Teacher Name	P7 Subject	TTL ST PER DAY ** (4)	PED Max. PTR /Day (5)	Tot. % Rm Occ. / Day (6)	Occ # of Pd.'s / Day (7)	% Pd. / Day (8)
	Period 7 Time:3:45-5:00										
COMP LAB 1 (11)							107	150	71%	5	71%
COMP LAB II (12)							116	150	77%	5	71%
PROJECT LAB (18)							60	150	40%	4	57%
HEALTH LAB (5)	20	12	54%	9-12	EDWARDS, TARA	STUDY HALL (M-TH)	36	150	24%	4	57%
SCI LAB (7)							29	150	19%	1	14%
A./V LAB (10)							24	150	16%	4	57%
BUS/ENT LAB (17)	16	12	53%	9-12	KUMP, MATTHEW	STUDY HALL (M-TH)	36	150	24%	4	57%
INT (4)	10 5 9 11 2	12	100%	9-12	THAL, DANIELLE GALLEGOS, ISAIAH GALLEGOS, ISAIAH MAXWELL, LINDSAY MAXWELL, LINDSAY	INTERVENTION (M,W) INTERVENTION (M,W) INTERVENTION (T,TH) INTERV/AIP (M,W) INTERV/AIP (T,TH)	52	70	74%	5	71%
STUDENT LOUNGE							23				
		36	30%				483	1,120	43%	32	57%

Exhibit 2-16
Projected Utilization including Proposed Middle School

The chart below shows the utilization of the facility with the addition of the proposed middle school program. The middle school program uses spaces, which under the current high school program are vacant, to bring the utilization of the facility up to 100% and the utilization of classroom seats to 85%.

MIDDLE/HIGH SCHOOL UTILIZATION WORKSHEET
The Great Academy MId-High School 6-12

GRADE LEVEL	PROJECTED ENROLLMENT CAPS					CURRENT NUMBER OF TEACHERS	NUMBER OF TEACHING SPACES
6th Grade							
7th Grade							
8th Grade							
9th Grade	53					1	1
10th Grade	40					1	1
11th Grade	30					1	1
12th Grade	21					1	1
TOTALS	144					4	4

Number of Lunch Turns Per Day	2

Alamogordo HS	1		2		3																														4	5	6	7	8
						PERIOD 1 Time:9:00-9:50					PERIOD 2 Time: 9:57-10:47					PERIOD 3 Time: 10:54-11:44					PERIOD 4 Time: 11:51-12:41					PERIOD 5 Time: 1:15-2:00					PERIOD 6 Time: 2:10-3:35					Period 7 Time:3:45-5:00								
Rm #	Clrm NSF	Max # of St./ Sq Ft	ADEQ SQ FT CAP	PED MAX PTR / Clm	A. S. Y /N	# 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	TTL ST PER DAY **	PED Max. PTR /Day**	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	% Pd. / Day
COMP LAB 1 (11)	476	25	19	30	N	25	131%	9-12	ONLINE LEARNING	CORE SUBJECTS	25	131%	9-12	ONLINE LEARNING	CORE SUBJECTS	25	131%	9-12	ONLINE LEARNING	CORE SUBJECTS	25	131%	9-12	ONLINE LEARNING	CORE SUBJECTS	25	131%	6-8	ONLINE LEARNING	CORE SUBJECTS	25	131%	6-8	ONLINE LEARNING	CORE SUBJECTS	25	131%	6-8	ONLINE LEARNING	CORE SUBJECTS	175	175	100%	7	100%
COMP LAB II (12)	458	25	18	30	N	25	136%	9-12	ONLINE LEARNING	CORE SUBJECTS	25	136%	9-12	ONLINE LEARNING	CORE SUBJECTS	25	136%	9-12	ONLINE LEARNING	CORE SUBJECTS	25	136%	9-12	ONLINE LEARNING	CORE SUBJECTS	25	136%	6-8	ONLINE LEARNING	CORE SUBJECTS	25	136%	6-8	ONLINE LEARNING	CORE SUBJECTS	25	136%	6-8	ONLINE LEARNING	CORE SUBJECTS	175	175	100%	7	100%
COMPUTER LAB (17)	815	25	33	30	Y	30	100%	9-12	ONLINE LEARNING	CORE SUBJECTS	30	100%	9-12	ONLINE LEARNING	CORE SUBJECTS	30	100%	9-12	ONLINE LEARNING	CORE SUBJECTS	30	100%	9-12	ONLINE LEARNING	CORE SUBJECTS	30	100%	6-8	ONLINE LEARNING	CORE SUBJECTS	30	100%	6-8	ONLINE LEARNING	CORE SUBJECTS	30	100%	6-8	ONLINE LEARNING	CORE SUBJECTS	210	210	100%	7	100%
HEALTH LAB (5)	553	25	22	30	N	22	99%	6-8	TBD	MS STEM HEALTH	23	104%	6-8	TBD	MS STEM HEALTH	23	104%	6-8	TBD	MS ADVISORY	22	99%	6-8	TBD	MS STUDY HALL	22	99%	9-12	TBD	ADVISORY	23	104%	9-12	TBD	SMART HEALTH	23	104%	9-12	TBD	STUDY HALL (M-TH)	158	212	75%	7	100%
SCI LAB (7)	614	25	25	30	N	23	94%	6-8	TBD	MS STEM SCIENCE	22	90%	6-8	TBD	MS STEM SCIENCE	23	94%	6-8	TBD	MS ADVISORY	23	94%	6-8	TBD	MS STUDY HALL	22	90%	9-12	TBD	ADVISORY	23	94%	9-12	TBD	SMART SCIENCE/ ENGINEERING	22	90%	9-12	TBD	STUDY HALL (M-TH)	158	212	75%	7	100%
A./V LAB (10)	407	25	16	30	N	23	141%	6-8	TBD	MS STEM ENGINEERING	22	135%	6-8	TBD	MS STEM ENGINEERING	22	135%	6-8	TBD	MS ADVISORY	23	141%	6-8	TBD	MS STUDY HALL	23	141%	9-12	TBD	ADVISORY	22	135%	9-12	TBD	SMART AUDIO/ VISUAL PRODUCTION	22	135%	9-12	TBD	STUDY HALL (M-TH)	157	212	74%	7	100%
PROJECT LAB (18)	815	25	33	30	Y	23	77%	6-8	TBD	MS STEM TECH	23	77%	6-8	TBD	MS STEM TECH	22	73%	6-8	TBD	MS ADVISORY	22	73%	6-8	TBD	MS STUDY HALL	23	77%	9-12	TBD	ADVISORY	22	73%	9-12	TBD	SMART BUSINESS/ ENTREPRENU ERSHIP	23	77%	9-12	TBD	STUDY HALL (M-TH)	158	212	75%	7	100%
INT (4)	405	25	16	10	Y	10	136%	9-12	STAFF	HS INTER-VENTIONS	10	136%	9-12	STAFF	HS INTER-VENTIONS	10	136%	9-12	STAFF	HS INTER-VENTIONS	10	136%	9-12	STAFF	HS INTER-VENTIONS	10	100%	6-8	TBD	MS INTER-VENTIONS	10	100%	6-8	TBD	MS INTER-VENTIONS	10	100%	9-12	STAFF	MS INTER-VENTIONS	70	70	100%	7	100%
					Y																																						
	4,543		182	220	N	181	120%				180	119%				180	120%				180	120%				180	111%				180	125%				180	125%				1,261	1,478	85%	56	100%

NOTE: CORE SUBJECT CLASSROOM PER DAY STUDENT COUNT = NO. OF COMP STATIONS X NO. OF PERIODS

2.4.2 Capacity

A school's stated delivery methods, usually expressed in terms of classroom loading and PTR, determine the capacity of a charter school facility. The New Mexico Public School Facility Adequacy Standards require a minimum of 25 square feet per student for high school classrooms. The capacity analysis compares the capacity considering the minimum amount of square footage required per student by New Mexico Adequacy Standards versus the allowable classroom loading capacity according to state statute. The reported capacity is the lesser (more stringent) of the two numbers.

The school facility requires a minimum capacity of 180 students for adequate program delivery. The overall capacity for instructional spaces / classrooms when fully loaded to allowable PTR is 222 students. The facility has capacity to accommodate the projected design enrollment for the school.

The GREAT Academy program requires two types of classrooms: the general classrooms for the SMART labs, and the "technology-aided instruction" classrooms for computer labs which house the online learning component of the school programs. The capacity of the SMART labs for the existing high school program is 99 students.

The computer labs are currently loaded at about 15 NSF/student This capacity analysis acknowledges that computer labs will not be recaptured for general instructional space due to the specialized program needs of this charter school. The additional computer lab loaded at 15 NSF/student raises the capacity of spaces for online instruction to 123. The intervention classroom provides instructional space capacity for 16 students.

Exhibit 2-17
Actual Capacity Aligned with School Programs

The chart below reflects the capacity of the facility when aligned with the school programs as currently delivered.

The GREAT Academy
Space Inventory

	Room #	Room Description	Square Feet	Adequacy Standard NSF/Student	Capacity per Adequacy 25 NSF/Student
1st Floor	7	Science Lab	614	25	25
	11	Computer Lab 1	476	15	32
	12	Computer Lab 2	458	15	31
	15	A/V Lab	407	25	16
	16	Sound Booth	68	25	3
	17	Entrepreneur Lab 1	815	25	33
	18	Computer Lab 3	667	15	44
2nd Floor	13	Health Lab	561	25	22
	7	Intervention Lab	405	25	16
Instructional Program Spaces			4471		222

The loading of classrooms for the projected design enrollment of 180 students supports the delivery of the programs for the middle school and the high school programs simultaneously in the facility, as shown in the chart below.

Exhibit 2-18
Capacity Including High School and Middle School

The GREAT Academy						
Space Inventory						
	Room #	Room Description	Square Feet	Adequacy Standard NSF/Student	Capacity per Adequacy 25 NSF/Student	Proposed Loading- # Students
Capacity for High School and Middle School Programs Morning/Afternoon Program Delivery						
Middle School	11	Computer Lab 1	476	15	32	27
	12	Computer Lab 2	458	15	31	27
	18	Computer Lab 3	667	15	44	26
	7	Intervention Lab	405	25	16	10
Total Computer Lab and Intervention CR					123	90
High School	7	Science Lab	614	25	25	25
	15	A/V Lab	407	25	16	15
	16	Sound Booth	68	25	3	0
	17	Entrepreneur Lab 1	815	25	33	25
	13	Health Lab	561	25	22	25
Total SMART Lab Capacity					99	90
Total School Capacity					222	180

2.5 Technology

The GREAT Academy has a technology plan, dated February 23, 2012. The technology plan for The GREAT Academy identifies about $500,000 of technology upgrades to the facility when the school opened.

The technology plan has achieved all of the technology and facility goals articulated in the plan. School students and educators have affordable, universal access to high-speed, robust communication tools, and school facilities and infrastructure are able to support current technologies. The school provides access to technology equipment and wireless Internet to every student and teacher. It offers facilities and "hot spots," has a student laptop program and other initiatives that provide students with technology tools and educational programs, and provides server folders for digital student portfolios, file storage and records. It supports and maintains a school web site and email, and participants in Quality of Education surveys.

The school currently phases in upgrades to technology each year as funding allows. The capital plan addresses funding for technology.

2.6 Energy Management

The school facility has an Energy Star plaque at the front door indicating participation in the utility program. The plaque predates the opening of the school, but indicates a level of energy efficiency for the facility. No utility data was available as part of this FMP/Ed Spec for the existing facility to assess current energy expenditures by use and update the Energy Star ranking.

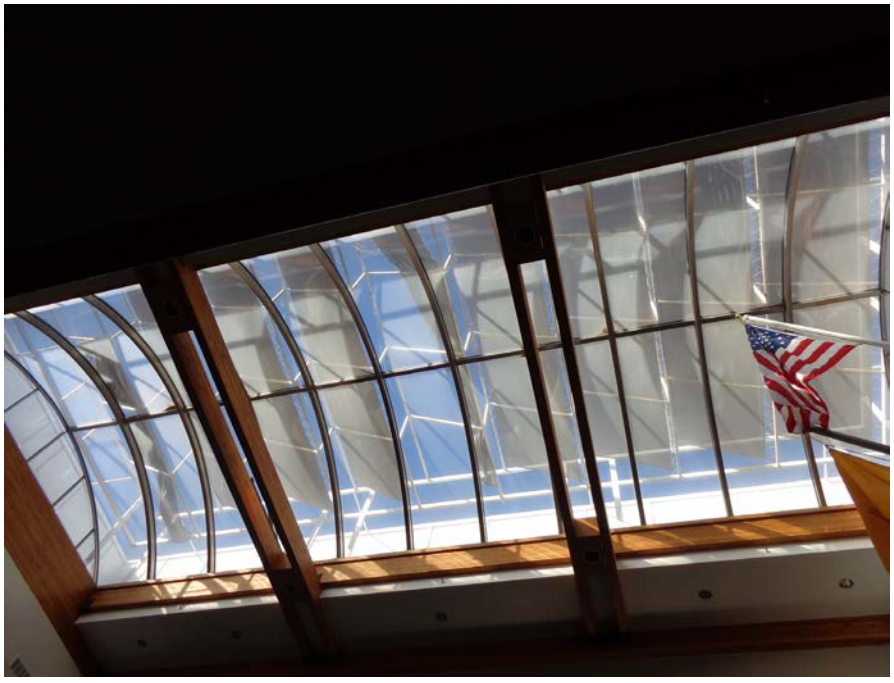
2.6.1 Energy Efficiency Recommendations

The school facility needs relating to energy efficiency include the replacement of interior and exterior awnings to control heat gain.

The existing facility includes most recommended strategies which optimize energy use and minimize utility costs, including a vestibule at the front door, double-glazed windows with tinting and window blinds, and a well insulated building envelope. Landscaping around the building is minimal and not water intensive. Plumbing fixtures are low water-use per city building codes.

2.6.2 Energy Management Plan

The GREAT Academy does not have an energy management plan for the facility.



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3 FACILITY REQUIREMENTS

3.1 Facility Goals and Concepts

3.1.1 Goals and Concepts

The facility goals for The GREAT Academy include functional goals and qualitative goals for the quality of the spaces and experience. The steering committee discussed concepts that drive the design of the school facility, resulting in the functional and qualitative goals stated below.

Functional Goals

The facility will be able to provide adequate space for all current and future programs. The facility should meet all needs of the school, including instructional, administrative, support and safety needs. Spaces should be well utilized, and include efficiency features to reduce utility costs which impact the school operational budget. Flexible use of spaces enables shared use of the spaces between support and administrative use, and provides the school with the opportunity to invite CNM and other course providers to offer classes at the school facility. The electrical and fiber capacity of the facility will support the technology needs of the online curriculum.

Qualitative Goals:

The steering committee described the "ideal" building as including these qualities:

- A business school environment, professional
- Spaces that keep the focus on school
- A safe school with an entrance that is welcoming and professional but secure
- Comfortable
- Acoustically comfortable
- Day lighting
- An honest building, with openness
- Visibility and ability to supervise
- Spacious, not crowded
- Technology-rich, with computers available for parents and kids

3.1.2 Compliance with Charter School Act

A priority facility goal of The GREAT Academy is to make its current school facility a permanent home for the school, and to eventually own the building. The current lease includes a purchase option for the facility and a lease renewal option, which will allow the school to remain in the facility through 2021. However, charter schools in New Mexico must comply with a mandate to locate in a facility

which meets specific ownership criteria. The current ownership of the facility at 6001-A San Mateo NE, Albuquerque does not meet the required ownership criteria.

The NM State Legislature in 2005 amended the Charter School Act to require charter schools to locate in an available school district facility (Section 22-88-4(F)), and added criteria in 2009 that, if met by July 1, 2015, satisfies the statutory requirement of being in a public facility:

> *...if the facility in which the charter school is housed meets the statewide adequacy standards, and the owner of the facility is contractually obligated to maintain those standards at no additional cost to the charter school or the state; and either: 1) public buildings are not available or adequate for the educational program of the charter school; or 2) the owner of the facility is a nonprofit entity specifically organized for the purpose of providing the facility for the charter school.*

TGA will establish a nonprofit foundation and will meet the Charter School Act facility requirement by complying with the second criteria stated above.

3.2 Space Requirements

The planning team identified space requirements to accommodate TGA's current and projected program needs. The team then matched the space needs with the existing facilities. The space requirements for The GREAT Academy are particular to the program of the charter school, and do not include all the space requirements of a traditional high school or middle school. The program of requirements shows spaces for a traditional high school which are discounted for TGA's POR.

3.2.1 Space Summary

The chart at right represents a Program of Requirements for The GREAT Academy for the "ideal" facility. The loading policy for classrooms at TGA is 15 students per teacher, and the POR maximizes the current program delivery which provides two instructors per classroom. The sizing of the classrooms allows the school the maximum flexibility for class enrollment and the best use of spaces.

The "ideal" facility will provide a GSF of about 11,750 GSF.

Exhibit 3-1 *Program of Requirements for Traditional High School, Discounted*

The Great Academy						
Program of Requirement						
Ideal Facility						
Description		Number of Rooms	Loading - Students /CR	State Adequacy NSF /Student	NSF / CR	NSF Required
General Classrooms						
Career Education - SMART lab classrooms	Health & Education	1	30	28	840	
	CR Storage			2	60	
	Science & Engineering	1	30	28	840	
	CR Storage			2	60	
	Business & Entrepreneurship	1	30	28	840	
	CR Storage			2	60	
	GD, Audio & Visual Production	1	30	28	840	
	CR Storage			2	60	
	Subtotal General Classrooms	4				3600
Specialized Classrooms*						
	Computer 1 -Technology- Aided Instructio	1	30	15	450	
	Computer 2	1	30	15	450	
	Computer 3	1	30	15	450	
	Intervention 1 -Half CR	1	10	28	280	
	Storage	1			15	
	Electives	0				
	Subtotal Specialized Classrooms	5				1645
Special Program Spaces						
	SPED	1	8	28	224	
	IEP Conference Room	1	10	25	250	
	Ancillary	1	10	28	280	
	Subtotal Special Program Spaces	3				754
Instructional Support Spaces						
	Dining	1	60	15	900	
	Student Lounge	0				
	Commons	0				
	PE Space	0				
	Library	0				
	Subtotal Instructional Support Spaces	1				900
Administration and Support Areas						
	Admin Suite	1	180	1.5 + 150	510	
	Director's Office					
	Office					
	Office					
	Office					
	Office					
	Reception					
	Intervention 2 - Meeting Room	1	10	28	280	
	Parent Workroom	1	150		150	
	Student Health	1	180	1	180	
	Counseling	1				
	Faculty Workroom	1			150	
	Teachers' Lounge	1			150	
	Facility Storage	1	180	1	180	
	Subtotal Admin & Support Spaces	8				1600
Total Required NSF						**8499**
TARE - 30%						3249
GSF Required Facility						**11,748**

*Technology-aided instruction spaces loaded per existing use = 15 NSF/student

The maximum allowable GSF for a combined high school and middle school for 180 students calculated by the PSFA calculator is 36,609 GSF. The GREAT Academy educational program does not require many of the spaces typically found in the traditional high school and middle school, including a library, laboratories for science, physical education spaces, art and music spaces, or outdoor PE and athletic spaces. Charter schools generally have unique space needs. TGA is able to meet PED requirements and deliver its programs through partnerships with institutions of higher learning which provide access to facilities and courses not offered at the TGA facilities.

3.2.2 Site and Overall Relationships

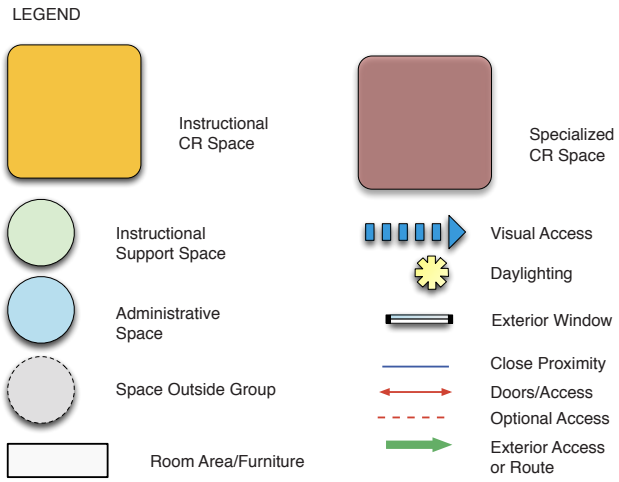
The GREAT Academy requires a location with easy and safe access to transportation and main traffic corridors. The students enrolled in TGA originate from all over Albuquerque and the surrounding communities, and the location of the current facility adjacent to the I-25 corridor enables access for the commute to school. Also, the program provides the opportunity for dual credit study with other institutions, and students may need to commute between the school and the campuses of the partner institutions.

The site requires parking for staff and students. The parking lot must provide 1.5 spaces for approximately 25 staff (including the proposed middle school faculty) and 1 space for 4 high school students, for a required total parking requirement of 55 spaces. The safety of the drop off and access to the front door from the parking areas drives the site design.

The school does not require outdoor physical education facilities. Outdoor amenities which provide opportunities for outdoor educational spaces or recreation space are desirable.

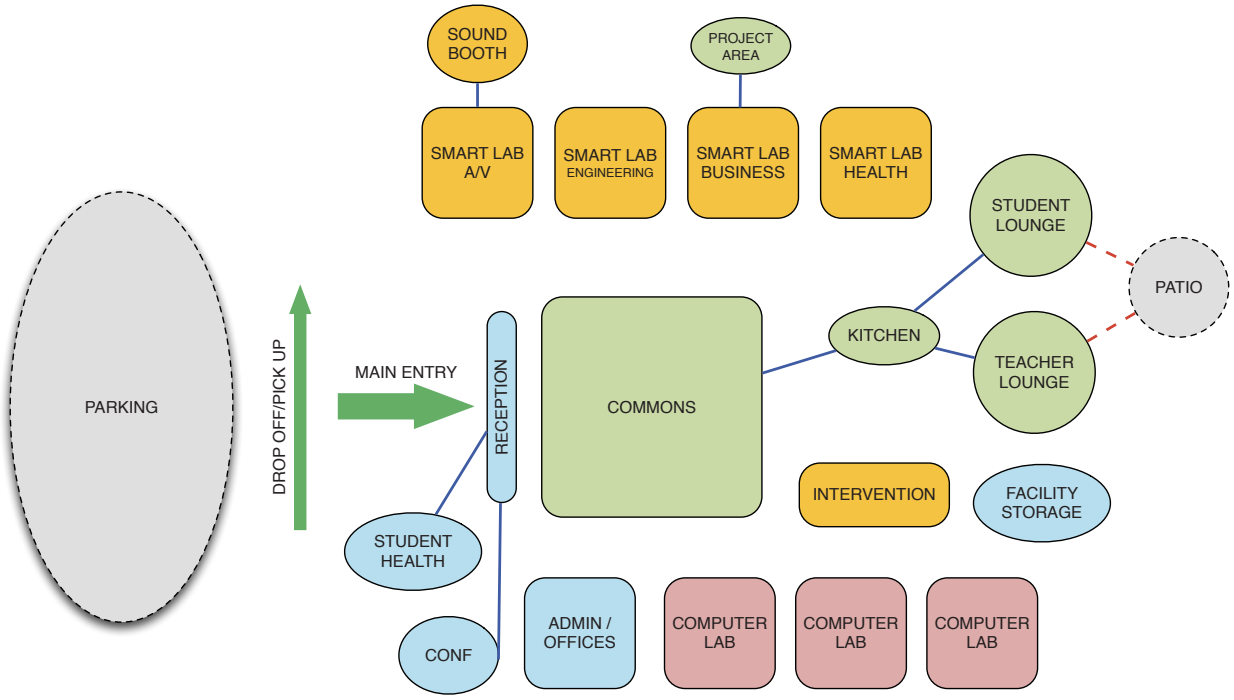
The exhibit below shows a legend of symbols used in the space relationship diagrams.

Exhibit 3-2
Relationship Diagram Legend



The diagram below shows the overall space relationships on the site. The school prefers organization around a central area, which can support an informal gathering of the school and strengthens the community. The middle school and high school students switch occupancy of the computer labs and the SMART labs from the morning to the afternoon, so the school does not need to organize around the two school programs.

Exhibit 3-3
Overall Site Relationships



3.2.3 Descriptions and Diagrams of Required Spaces

The following narrative and functional diagrams describe the relationships between program areas and spaces, such as adjacency, visibility and access.

Category 1 - Instructional Program Spaces

Career Education - SMART Classrooms

Four classrooms are required for instruction of the SMART lab program, delivered by lecture and project based learning. The classrooms are diagramed separately to show different needs regarding technology, daylight, proximity to other spaces, and furnishings.

Exhibit 3-4
SMART Lab - AV

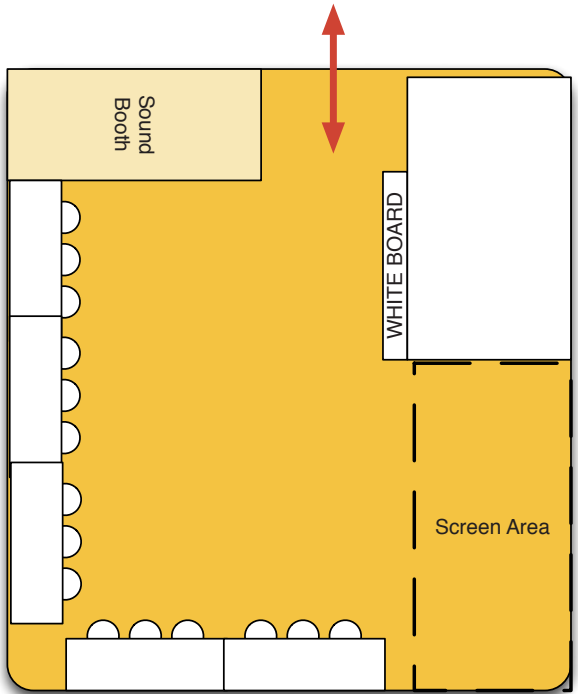


Exhibit 3-5
SMART Lab - Business

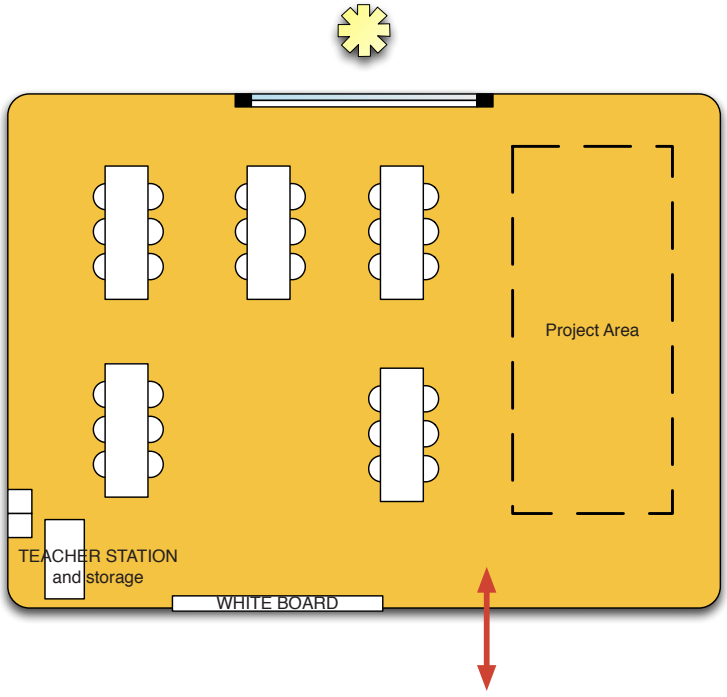


Exhibit 3-6
SMART Lab - Engineering

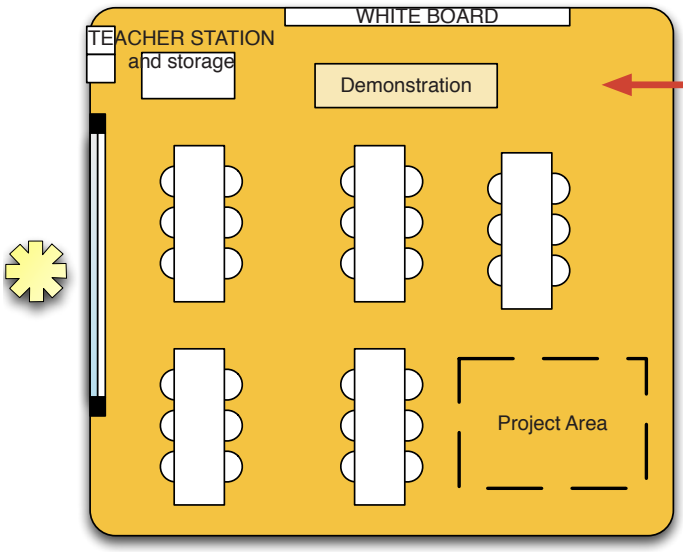
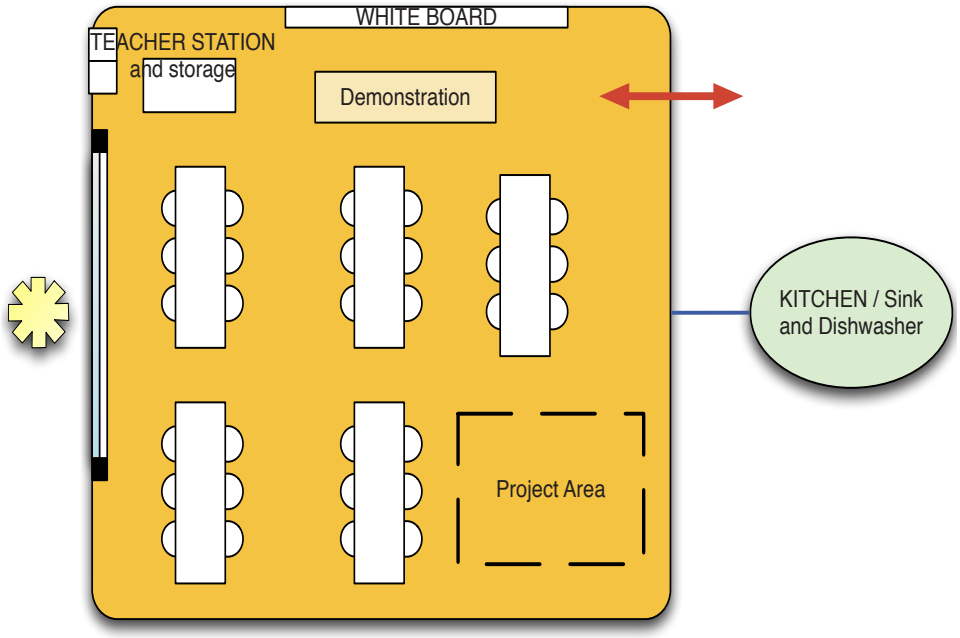


Exhibit 3-7
SMART Lab - Health

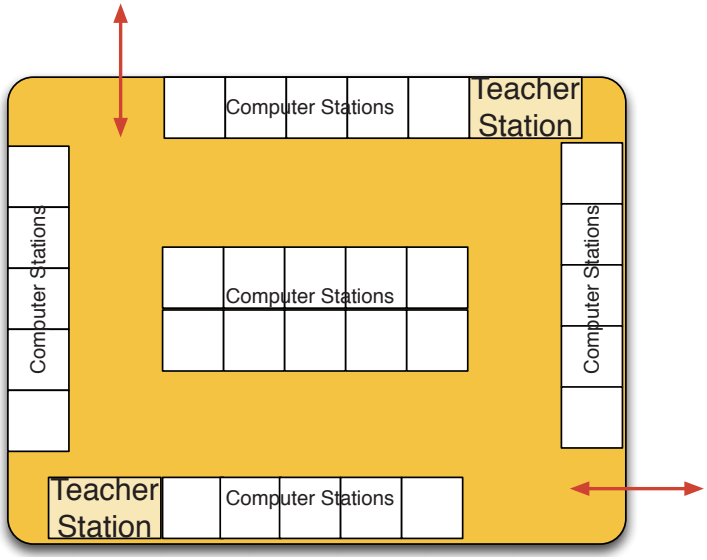


Category 2 - Specialized Classrooms

Computer Labs

Delivery of all core curriculum programs is in computer labs through an online, web-based curriculum. The school requires a minimum of three labs to seat up to 80 students.

Exhibit 3-8
Computer Lab

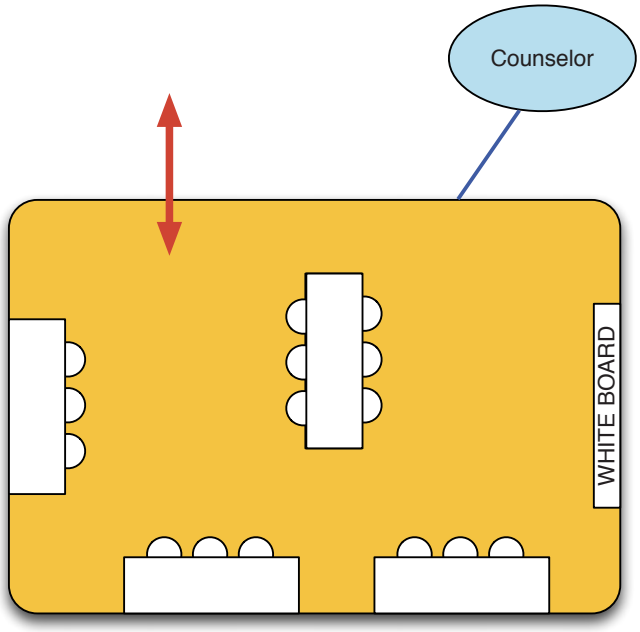


Category 2- Special Program Spaces

Intervention Classroom

This classroom supports SPED students and other one-on-one or group interventions as required by each student's AIP or IEP. The intervention lab is used throughout the school day as a pull-out space. Adjacency to the office of the counselor is preferred.

Exhibit 3-9
Intervention Lab

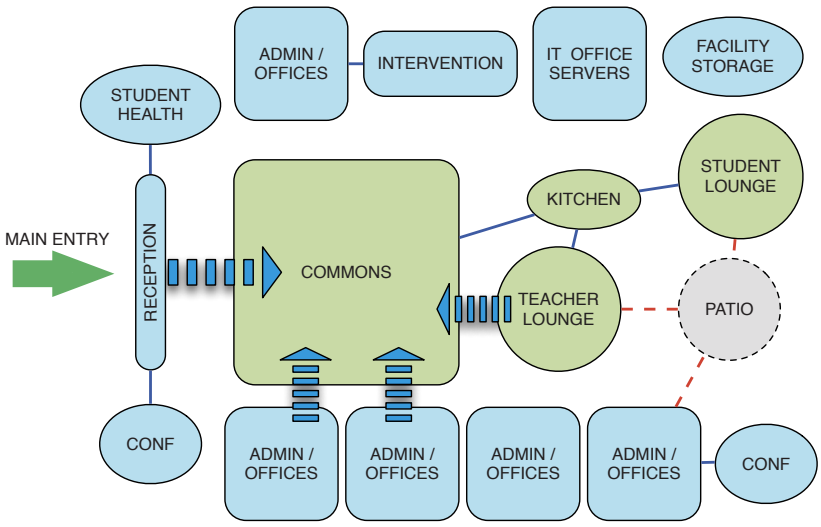


Category 3 - Administrative and Support Spaces

The administrative spaces require good visual access to the common area of the school for supervision and community-building. The public has one point of access to the school, and is directed to the reception area for security of the facility. The student health office, the IEP conference room and the commons area, which includes computer stations for parents, are adjacent or in close proximity to the main entrance. Offices are not required to be grouped together because the school is not large, and facility storage can be centralized.

Exhibit 3-10
Administration and Support Spaces

Administration and Support Spaces



3.2.4 Alternative Methods

The current facility satisfies all space requirements of TGA's current and future programs and the school's site needs. The location of the current facility is centrally located and easily accessible to transportation corridors and to public transportation

3.2.5 Space Needs

The table below itemizes the space needs of the existing facility for each type of space projected through the five-year planning period for a total site design enrollment of 180 students. The table compares the existing facility to the adequacy standards and shows that in general, instructional spaces are mostly appropriately sized, and that the facility has administrative spaces and TARE above PSFA minimum recommendations. The school however, is smaller than the GSF for a standard combination school of the same enrollment.

Exhibit 3-11 *Existing and Projected Space Needs*

The Great Academy									
Space Needs - Design for 180 Students									
Existing Facility at 6001-A San Mateo NE		**Ideal Facility**				**Current Facility**			
Description		Number of Rooms	Loading - Students /CR	NSF /Student	NSF / CR	Existing Number of Rooms	Existing NSF	NSF Adequacy Above/Below	Comments
General Classrooms									
Career Education - SMART lab classrooms	Health & Education	1	25	28	700	1	553	-147	
	CR Storage			2	50				Storage provided in facility storage
	Science & Engineering	1	25	28	700	1	614	-86	Not a Science Lab
	CR Storage			2	50				Storage provided in facility storage
	Business & Entrepreneurship	1	25	28	700	1	667	-33	
	CR Storage			2	50				Storage provided in facility storage
	GD, Audio & Visual Production	1	15	28	420	1	475	55	
	CR Storage			2	30				Storage provided in facility storage
	Subtotal General Classrooms	4	90			4	2309		
Specialized Classrooms									
	Computer 1 -Technology- Aided Instr	1	27	15	405	1	476	71	Adequacy requires a minimum 900 NSF
	Computer 2	1	27	15	405	1	458	53	Program needs an additional Computer Lab
	Computer 3	1	26	15	390	1	815	425	
	Intervention 1 -Half CR	1	10	28	280	1	405	125	
	Storage	1			15	0			Storage provided in facility storage
	Electives	0							PED requirements met
	Subtotal Specialized Classrooms	5	90			4	2154		
Special Program Spaces - Spaces Shared with Intervention CRs									
	SPED	1	8	28	224	0	405	181	Shared Spaces with Intervention
	IEP Conference Room	1	10	25	250	1	383	133	
	Ancillary	1	10	28	280	0	395	115	Shared Spaces with Intervention
	Subtotal Special Program Spaces	3				1	383		
Instructional Support Spaces									
	Dining	1	60	15	900	1	322 1245	345	Dining areas include three existing spaces:
	Student Lounge	0				1	405		Dining, student lounge and commons
	Commons	0				1	518		3 seatings = 180/3 = 60 seats
	PE Space	0				0			PED requirements met
	Library	0				0			PED requirements met
	Subtotal Instructional Support Space	1				3	1245		
Administration and Support Areas									
	Admin Suite	1	180	1.5 + 150	510			914	1424
	Director's Office					1	418		
	Office					1	154		
	Office					1	161		
	Office					1	122		
	Office					1	123		
	Reception					1	300		
	Intervention 2 - Meeting Room	1	10	28	280	1	395	115	
	Parent Workroom	1	150		150	0	0	-150	
	Student Health	1	180	1	180	1	108	-72	
	Counseling	1				1	146		
	Faculty Workroom	1			150	1	108	-42	
	Teachers' Lounge	1			150	1	403	253	
	Facility Storage	1	180	1	180	2	433	253	
	Subtotal Admin & Support Spaces	8				13	2871		
Total Required NSF					**7449**		**8962**		
							6078	0.40	TARE of exisitng facility is 40%
GSF Required Facility							**15,040**		

3.2.6 Detailed Space and Room Requirements

TECHNOLOGY AND COMMUNICATIONS CRITERIA

Network

- Computer labs
  - » CAT 6 drop or port available for each computer, 27 stations minimum for each lab
  - » Wireless access point (WAP) ideally 18 inches from the ceiling on the away from the doorway with one 110 VAC power outlet
  - » Coaxial wiring to support cable broadcasts
- General classrooms, commons, offices, conference and lounges

  - » Wireless network capacity to support 100 Mbps in each room
  - » 1 CAT 6 hard-wire drops, 2 on each of 2 walls
  - » Wireless access point (WAP) ideally 18 inches from the ceiling on the away from the doorway with one 110 VAC power outlet at classrooms, commons and conference

Devices

- Computers and network devices - classrooms
  - » Computer labs - one per student station
- General classrooms
  - » Tablet carts - one per student
  - » One smart Board per classroom
  - » One device per teacher and instructional staff
- Commons
  - » Up to 10 stations
- Projection capability
  - » Each classroom will have a media hub to channel all electronic interface devices to the LCD projector
  - » Each classroom will have a ceiling-mounted LCD projector and connect to a media hub
  - » Each classroom will be equipped with one A/V screen
- Workroom devices
  - » 1 of each shared devices, such as printers, copiers, scanners, etc.

Communications

- Voice - Instructional space, office, and support space will have a voice jack with connection for multiple phone lines
- Intercom - Each instructional space, including the commons and outdoor gathering areas, will have an intercom connection for emergencies and daily announcements

POWER CRITERIA

- Classrooms
  - » Minimum of 2 duplex outlets on every wall
  - » Outlet for a wall clock
  - » Center ceiling outlet for ceiling-mounted devices
  - » Surge protection
  - » Computer labs - provide outlets for 27 computer stations including outlets at center of room

LIGHTING CRITERIA

- Classroom lighting
  - » Each instructional space requires a light level of at least 50 foot candles, measured at a work surface located in the approximate center of the classroom between clean light fixtures
  - » All fixtures will have 2-level switching

ENVIRONMENTAL CONDITIONAL CRITERIA

- Classroom temperature
  - » Each instructional space shall have a heating, ventilation, and air conditioning (HVAC) system capable of maintaining a temperature between 68 and 75 degrees Fahrenheit with full occupancy
  - » The temperature shall be measured at a work surface in the approximate center of the classroom
- Classroom air quality
  - » Each instructional space shall have an HVAC system that continually moves air and is capable of maintaining a CO_2 level of not more than 1,200 parts per million
  - » The air quality shall be measured at a work surface in the approximate center of the classroom

CLASSROOM ACOUSTICS CRITERIA

- The sound level in each general and computer classroom shall be a one-hour, A weighted noise criteria of less than 55 decibels
- The sound level shall be measured at a work surface in the approximate center of the classroom
- Reverberation times in classrooms shall be within 0.4 - 0.6 seconds
- All other occupied spaces shall maintain a background sound level of less than 55 decibels

PLUMBING CRITERIA

- Kitchen will provide three sinks for sanitary washing
- Drinking fountains shall be provided on each floor
- Janitorial space shall include a janitorial sink

FURNISHING / FINISHES / FIXTURES / EQUIPMENT CRITERIA

- Moveable furniture - classrooms
  - » Tables to accommodate up to 6 students with chairs and work surfaces are preferred. Chairs should be age-appropriate and stackable.

3.3 Implementation of Space Needs

3.3.1 Scenarios for Implementation

The current facility at 6001-A San Mateo NE, Albuquerque meets the needs of the school for delivery of the current and future programs. The preferred implementation scenario is for the current facility to be the permanent location for the school.

Implementation of projects depends on the school's ability to stay in the current facility. As most projects are the responsibility of the landlord, the projects will be part of ongoing discussions with the landlord. Implementation of the three school projects can be in the short term using existing school funding.

The only identified adequacy deficiency is a need for custodial sinks. The school has prioritized this need and will correct the deficiency per arrangement with the lessor by providing a custodial sink in part of the girls' restroom.

With the addition of the middle school program, the business SMART lab will no longer occupy two classrooms. The school will provide a dedicated computer lab in Room 17, and the SMART lab will occupy only Room 18.

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4 CAPITAL PLAN

4.1 Capital Funding

4.1.1 Historic and Current Funding

Exhibit 4-1
Historic and Current PSCOC Lease Assistance

TGA receives funding from PSCOC for lease assistance, and operational funding from NMPED. The table below shows the historic funding from PSCOC for lease assistance.

Historic and Current PSCOC Lease Payments				
	2011 -2012	2012-2013	Total 3 Years	
Payment Allocation	$ 88,002	$ 107,802	$ 124,312	$ 320,116

4.1.2 Current Capital Expenses

TGA's primary capital expense is the lease for the facility and related lease obligations (for insurance, fees, etc.). The PSCOC lease assistance payments do not cover the full amount of the annual rent for the facility, $191,471, and other lease obligations, $48,201. Operational funds are require d to cover the remaining amount.

4.1.3 Potential Future Sources of Revenue

The PSCOC lease assistance is based on the average of this year's 80- and 120-day enrollments, which is 171 MEM. Using the current reimbursement rate, the projected lease payment revenue for next year is $126,531.

The GREAT academy is a state charter school, but located in the school district of Albuquerque Public Schools. State statutes allow for shared funding through HB33 and SB9 funding for charter schools.

The Public School Buildings Act (22-26-1 NMSA 1978), also known as HB33, requires that the local school board include in the resolution submitted to voters the capital improvements funding for state charter schools located within the school district if:

(1) *the charter school timely provides the necessary information to the school district for inclusion on the resolution that identifies the capital improvements of the charter school for which the revenue proposed to be produced will be used; and*
(2) *the capital improvements are included in the five-year facilities plan of the charter school.*

The amount of tax revenue to be distributed to each charter school that was included in the resolution is determined each year and shall be the same proportion as the average full-time-equivalent enrollment of the charter school to the total such enrollment in the district.

The next election for the Albuquerque Public School HB33 vote will be in 2016.

For planning purposes, the distribution expected from HB33 funding will be about $700 per student per year. A conservative enrollment projection of about 250 students in all programs including the middle school, high school, homebound, and night school programs will yield an annual revenue from HB33 funds of about $175,000.

Grant funding is available for charter schools through private foundations. The school raised funds successfully to start up the school in 2011. The school plans to find sponsors for computer labs to assist in maintaining technology for the virtual components of the school curriculum.

4.1.4 PSCOC Capital Outlay Funding

The New Mexico legislature provides capital funding for public schools through direct allocation or capital outlay from the PSCOC, for renewal or new construction projects. PSFA ranks each school facility compared to all other facilities in the state, and assigns a condition index value which describes physical and programmatic deficiencies. The ranking system is called the New Mexico Condition Index (NMCI). PSFA has not ranked the current school facility, and this FMP includes a FAD update for PSFA review, which will result in a NMCI score for the facility and a ranking.

Charter schools are eligible for funding after successful operation for six consecutive years (first year for planning in advance of opening, second through fifth years for operations, and sixth year for charter renewal).

Funding from the PSCOC follows a matching formula that varies by district. State-chartered schools follow the formula of their districts.

PSCOC satisfies facility funding needs statewide by meeting the greatest needs first. The PSCOC funds projects at the top of the ranked list of public school facilities needs in each funding cycle (according to the amount of funds available).

PSCOC funding is primarily to correct deficiencies in a facility. The priority of deficiencies is based on a statute that outlines the prioritization criteria for deficiencies correction (6.27.41 of NMAC).

4.2 Capital Needs

4.2.1 Projects

The assessment by the ARC architectural evaluator identified facility needs, and from that list ARC created capital improvement projects (CIPs). The lease for the facility requires the owner to maintain the facility at no additional cost to the charter school or the state. Most CIPs identified during the evaluation are not the responsibility of the school. The CIP list below developed from the field evaluation identifies the party responsible for each project.

Exhibit 4-2
Capital Improvement Projects List

CIP List of Projects for The GREAT Academy

Project No.	Code	Project Name	MACC	Project Budget	Party Responsible for Improvements
001.1	4.06.E03.2.	Pavement Improvements	$21,866	**$27,880**	Common Area Maintenance
001.2	4.05.D03.1.	Replace Skylight Shades	$21,712	**$29,093**	Lessor
001.3	4.06.D02.2.	Exterior Envelope Improvements	$2,254	**$2,874**	Lessor
001.4	4.06.E02.2.	Install Fence at Alleyway	$893	**$1,139**	The GREAT Academy
001.5	4.08.D04.1.	Roofing Replacement	$13,641	**$17,392**	Lessor
001.6	4.05.E05.1.	Drain Cleaning and Repair at Patios	$3,000	**$4,020**	Lessor
001.7	8.05.B03.1.	Restroom Upgrades - ADA	$6,130	**$8,214**	Lessor
001.8	3.04.A04.1.	Plumbing Upgrades - Janitorial Sinks	$6,908	**$9,257**	The GREAT Academy
001.9	4.05.D03.1.	Install Awnings at Exterior Patios	$11,400	**$15,276**	The GREAT Academy
001.10	8.05.B03.1.	ADA Accessibility	$16,399	**$21,975**	Lessor
001.11	3.06.E09.1.	Flashing School Zone Lights	$25,009	**$31,886**	City
001.12	3.04.A09.2.	Replace Exterior Stair	$11,740	**$15,732**	Lessor
001.13	4.05.A03.1.1.	HVAC Balancing	$19,469	**$26,089**	Lessor
		Total of Project Budgets		**$210,826**	

The Steering Committee prioritized the three projects which are the responsibility of the school and impact the school budget. The prioritized school CIPs are:

Exhibit 4-3
Capital Improvement Project Priorities

The Great Academy			
Capital Improvement Projects			
Priority	Project Number	Project Name	Project Budget
1	001.8	Plumbing Upgrades - Janitorial Sinks	$ 9,257
2	001.4	Install Fence at Alleyway	$ 1,139
3	001.9	Install Awnings at Exterior Patios	$ 15,276
Total			$ 25,672

Total Capital Needs

The primary capital needs for the school are the lease payments and the common area maintenance charges. The annual lease payment for 6001-A San Mateo NE, Albuquerque is $191,471. The school is also responsible for property taxes; liability, fire and property insurance; and the Common Area Maintenance charges for the shopping center. The estimated annual payment for these additional costs is $48,201.

Together, the capital needs for the facility lease obligations are about $239,672.

The capital improvement projects for the current facility are estimated at about $185,000 and about $25,000 are capital projects to be included in the school's capital plan.

Estimate of Probable Costs

A primary goal of the school is to make permanent the arrangements for the school to occupy its current facility. The charter school will set up a nonprofit foundation and purchase the facility. The school will enter into a lease-to-purchase arrangement with the nonprofit. This arrangement will bring occupancy of the current facility into compliance with state statutes.

The existing lease has a purchase option price which is good for the five-year term which expires in 2016. The purchase price for the property is $1,350,000. The estimated down payment is 20% of the purchase price, $270,000. TGA can finance the balance of the purchase cost. For planning purposes, the annual payment on the financing will be about $170,000. See Assumption 6 below.

Although the lease-purchase arrangement reduces the payments for the current rent, the school will assume responsibility for the capital needs of the facility. This plan assumes that the $160,000 of capital need identified as the lessor's responsibility will be resolved during the purchase of the facility. The capital plan recommends that the school set aside the "savings" in a capital fund to meet future capital needs.

Cost Estimating Assumptions

1. Lease assistance at the current rate/MEM
2. Enrollment in 2015-16 to include the middle school, for an estimated 250 students enrolled in all programs
3. Voters will approve HB33 funding in February 2016 and payments will begin in 2016-17 at an estimated rate of $700/MEM
4. Financing can be structured for a flat payment schedule or estimated for a reduced schedule, as shown.
5. The middle school will open with students in the 2015-2016 school year, and the enrollment on which lease assistance payments and HB33 funding is based will be about 250 students, minimum.
6. Financing payments are based on the following mortgage assumptions: the purchase price will be $1,350,000, with a 20% down payment and a financed amount of $1,080,000. The interest rate will be 7% for a 10-year term. These costs include an estimate for property taxes.

4.3 Implementation Strategy

4.3.1 Project Prioritization

The table below summarizes the capital needs and revenues discussed.

Exhibit 4-4
Five-Year Capital Plan Expenses and Anticipated Revenue

Five Year Capital Plan						
Expenses	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**Total Capital Plan**
Purchase Down Payment	$ 270,000					$ 270,000
CIPs	$ 25,672					$ 25,672
Lease payments	$ 191,471	$ 170,000	$ 170,000	$ 170,000	$ 170,000	$ 871,471
Other - Common Maintenance fees, insurance	$ 48,201	$ 48,201	$ 48,201	$ 48,201	$ 48,201	$ 241,005
Technology	$ 30,000	$ 30,000	$ 30,000	$ 30,000	$ 30,000	$ 150,000
Capital Fund			$ 30,000	$ 30,000	$ 40,000	$ 100,000
Expenses TOTALS	$ 565,344	$ 248,201	$ 278,201	$ 278,201	$ 288,201	$ 1,658,148
Revenues						
PSCOC Lease Assist.	$ 126,531	$ 185,000	$ 185,000	$ 185,000	$ 185,000	$ 866,531
HB-33			$ 175,000	$ 175,000	$ 175,000	$ 525,000
Fundraising	$ 270,000					$ 270,000
Revenues TOTALS	$ 396,531	$ 185,000	$ 360,000	$ 360,000	$ 360,000	$ 1,661,531
Cash Flow	**$ (168,813)**	**$ (63,201)**	**$ 81,799**	**$ 81,799**	**$ 71,799**	**$ 3,383**

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5 MASTER PLAN SUPPORT MATERIAL

This section provides details about the facility condition and other supporting documents, and includes the following information:

5.1 Sites and Facilities Data Table

See information provided in Section 5.4, Facility Inventory.

5.2 Site Plan

See attached.

5.3 Floor Plan

See attached.

5.4 Facility Inventory

See attached.

5.5 Photographs

See Section 5.6 Facility Evaluation.

5.6 Facility Evaluation

See attached.

5.7 FAD Update

See attached.

5.8 Detailed Space and Room Requirements

See Section 3.2.6

5.8.1 Criteria Sheets

5.9 Capital Improvement Plan (CIP)

See attached.

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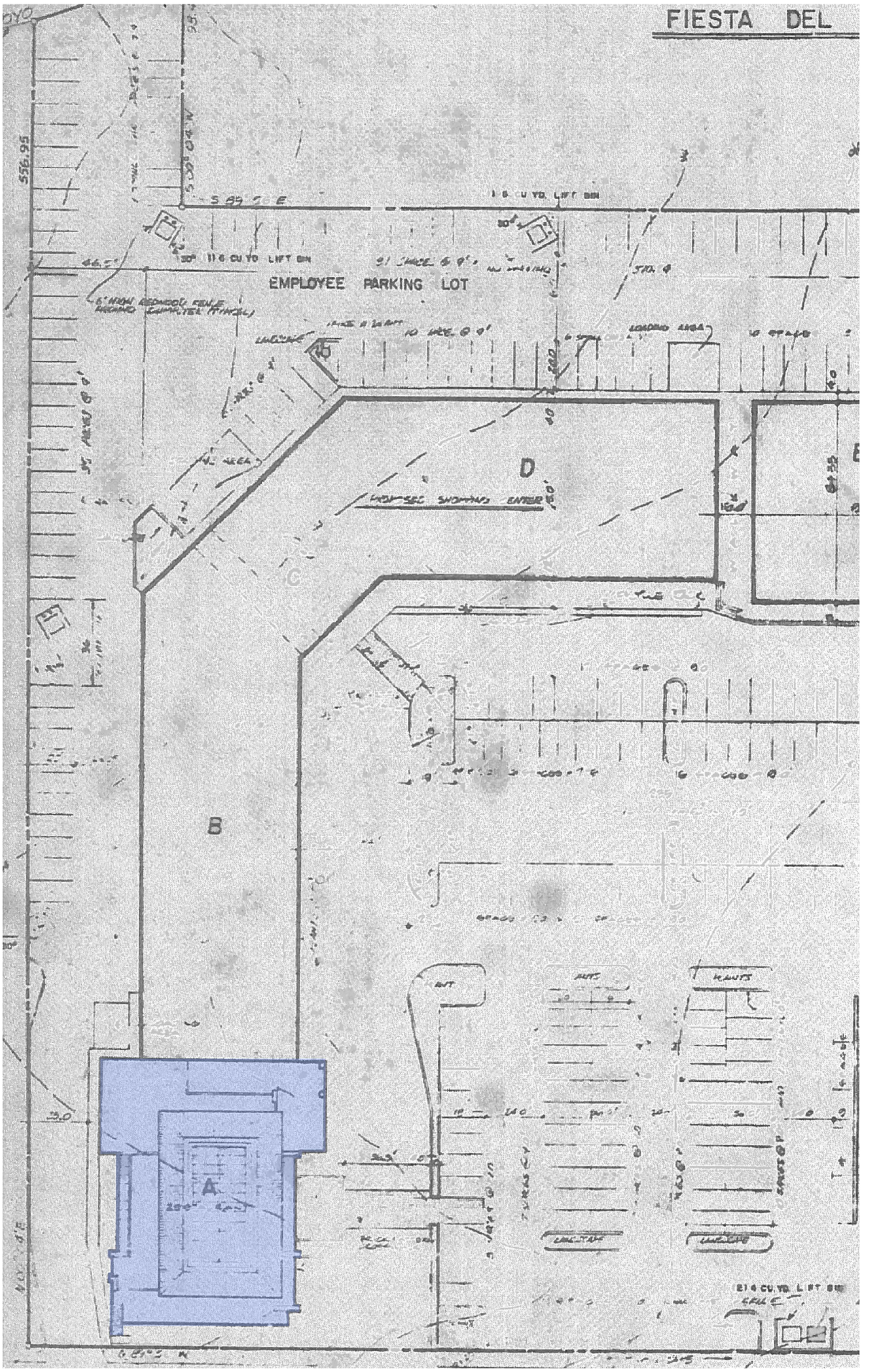
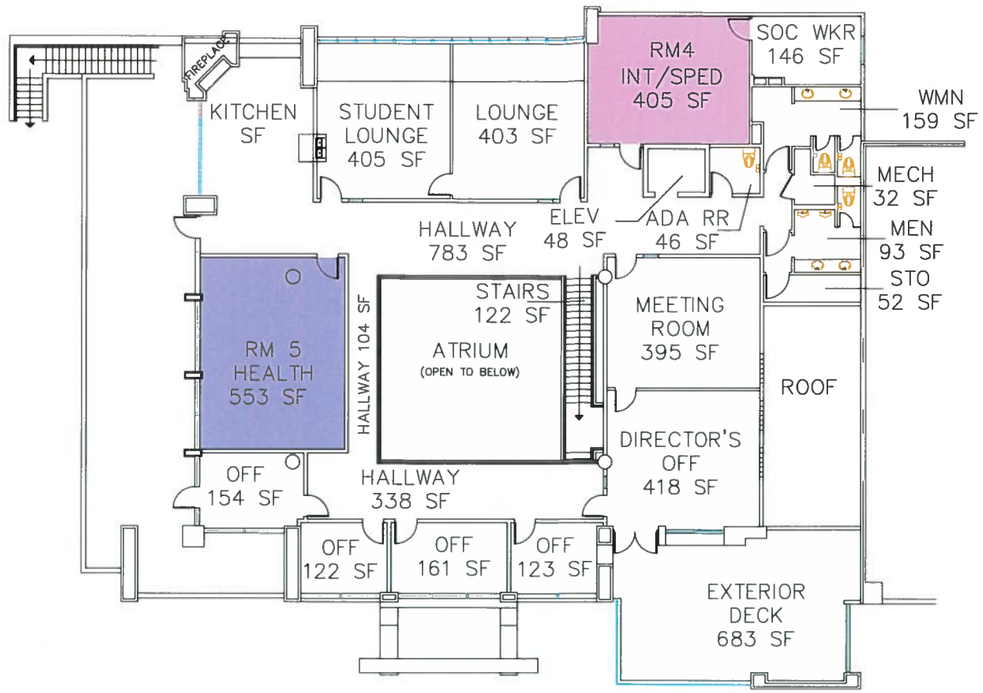
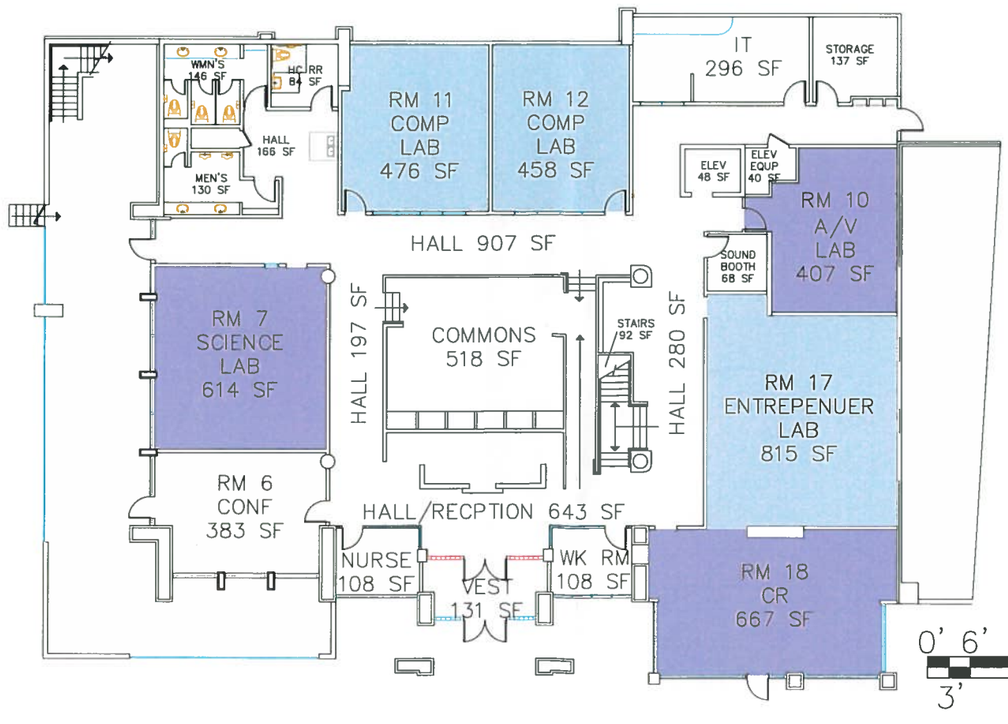


Site Plan
The GREAT Academy - Building A

From Plat for Fiesta del Norte Shopping Center
FOR PLANNING PURPOSES ONLY NORTH





EDGENUITY
LAB AM

SMART
LAB PM

INTERVENTIONS
AM–PM

ALBUQUERQUE PUBLIC SCHOOLS
THE GREAT ACADEMY
2013-14 SY CURRENT PROGRAM
FOR PLANNING PURPOSES ONLY

Enter data in white cells
DO NOT enter data in colored cells
Titles
Titles & Calculated Cells
Calculated Cells
Sub-totals and spacers

Enter #1 In Applicable MEM for District-Must choose one		
Sm Dist <5,000 MEM		
base over 5,000	16.7	
0-1,000	14.4	1
1,001-2,500	15.3	
2,500-5,000	15.8	
	0.8663	

State Charter: The GREAT Academy

5/19/14 <--Update

Original Entry: 5/19/14

Step 1: Enter Facility Inventory Data

Year of Report: 2014

Facility Inventory

Facilities Inventory Data

Facility Name	District ID	State ID	Address	ZIP	Phone	Fax	Principal / Site Manager	Open Date	Age (Years)
Charter Schools									
The GREAT Academy		536001	5001-A San Mateo Boulevard, NE, ABQ	87109	505-792-0306	505-792-0225	Jasper Matthews	August	2011

Facility Inventory

Construction Dates	State FCI	Site Acreage	Owned or Leased?	Total Perm Bldg Area	Total Port Bldg Area	Total Bldg Area (GSF)	Grades	Current Year Enrollment (40 day)	Full-Size Classrooms	Half-Size Classrooms	Gym/Multi-Purpose	No. of Permanent Classrooms	No. Double Portables	No. of Portable Class- rooms	Total Class-rooms	Port CR % of Total	GSF Per Student
1992		0.80	Leased	15,040	0	15,040	40,432	144	2	6	n/a	8	0	0	8.0	0	104.4
Sub-Totals		*0.80*		*15040.00*	*0.00*	*15,040*		*144*				*8.00*	*0.00*	*0.00*	*8.00*		*104.4*
District Totals		*0.80*		*15,040*	*0*	*15,040*	*0.00*	*144.00*				*8.00*	*0.00*	*0.00*	*8.00*		

The GREAT Academy

6001-A San Mateo NE
Albuquerque, NM 87109

Permanent building area: 15,040 GSF
Modular buildings: 0 GSF
Modular buildings are 0.0 % of the facility area
Site acres: 0.00

Score:	Possible Points	Total Earned	%
The Site	241	212.0	88.0
Physical Plant Assessment	354	313.0	88.4
Adequacy and Environment for Education	405	359.0	88.6
Total	1,000	884.0	88.4

Excellent = 90-100% Satisfactory = 70-89% Borderline = 50-69% Poor = 30-49% Very Inadequate < 30%

Participants:
Richard Romero, facility representative, and Sharon Bloom, evaluator

Notes from Principal's Meeting and Questionnaire **Date: 02-26-2014**

Summary Notes and Comments

School Site:

The GREAT Academy is located at the southwest end of a strip mall development in north central Albuquerque, near San Mateo and Osuna. It faces a parking lot north of Osuna. The neighbor across Osuna to the south is an amusement park. The neighbor across the parking lot to the east is a sandwich shop. The strip mall has a variety of businesses including restaurants and stores. An entrance to the strip mall is in front of the school, and the school uses the area as a drop-off and pick-up zone for students. It is well-marked with signage, there is a speed hump at the entrance, and staff are present with signs and safety vests when students are coming and going. The school has trees as well as xeric landscaping at the front facing the parking lot and the side facing Osuna.

The parking lot is lit and developed with shade trees and the building is distinct from the rest of the strip mall in its architecture. The parking lot asphalt is in good condition. There is no covered parking and school vehicles were observed in the parking lot with fabric covers on them for protection from the elements. The speed hump at the front entry is concrete in good condition, and the asphalt at the front drive is in poor condition and needs to be replaced. Asphalt at the alley behind the building is in good condition. Concrete sidewalks are in good condition. There are signed handicap parking spaces and the main entry is directly accessible from the parking lot.

In addition to parking lot lighting, there is lighting on the building and at the entrances. The main entrance is sheltered with a canopy. Other first floor doors are sheltered by the second floor patio decks. The school site is not fenced, but first floor outdoor patio spaces have decorative fencing delineating the spaces. There are picnic tables for outdoor seating. Patios at the first and second levels can be used as outdoor learning spaces. There are no outdoor athletic fields or equipment. Utilities enter the building from underground. There is a fire hydrant close by at the street. A trash dumpster is located in the alley.

Also located in the alley is a refrigerator unit the school uses for breakfast food storage, and a storage container used for ???.

School Plant:

The school is located in a two-story building at the end of a single-story strip mall development. It is an attractive steel and masonry structure with brick and stucco veneer featuring outdoor patios on both levels.

Windows are double-paned glazing in hollow metal frames. Some windows are glass block. A window spanning two rooms at the west wall features curved glass, and there is a large skylight over the central atrium and some smaller skylights at the second floor. None of the windows or skylights are operable or appear to be leaking. Doors are metal in hollow metal frames. The main entry door has storefront glazing and there is a vestibule for energy efficiency. Most other egress doors also have glazing; all have panic hardware. The service door to the alley is the only door that is not glazed, but simply a metal door.

Classrooms and offices are oriented about the open light-filled central atrium. An interior staircase with wooden railings leads to the second level and a ramp and smaller stair lead down to the sunken waiting area. An accessible elevator serves the main floor and second level. An outdoor concrete-in-metal-pan staircase connects the second floor patio to the ground level patio.

Corridors are carpeted, have acoustical tile or painted gypsum board ceilings, and painted

gypsum board walls. They are adequately wide and lead to exits.
Restrooms for students and staff are located on both levels. They are in good condition with stone floors and full partitions. Improvements are needed to meet accessibility guidelines. Drinking fountains are located outside restrooms.
There is no mop sink, but janitorial storage is located next to restrooms. The only other sink in the building is at the student dining area.
The school has no food service, so students bring their own lunches, which are kept in a large two-door commercial refrigerator. There is a second refrigerator for beverages. The dining area has a sink and a dishwasher.
There are flat and pitched roofs on the building, as well as paved roof patios. The pitched roof is a mansard-style metal standing seam roof that appears to be in very good condition. Access to the two flat roofs was no available, but the flat roofs are believed to be at the end of their life cycle. They do not appear to be very well maintained as evidenced by clogged drains with no covers and numerous leaks inside the building. An exterior ladder is available for roof access. There are no transfer ladders between roof levels.
The second floor roof patios have concrete pavers and a roof drainage system that channels water out along the perimeter to metal downspouts through the eaves. The perimeter drainage is blocked with leaves and it is unclear if the system can drain well. There is evidence of an attempt to block water infiltration at the building wall along the patio, which would suggest a problem with improper drainage.
Interior finishes are very good. The school has carpeting that is two years old and the walls were freshly painted at the same time.
Heating, cooling, and ventilation is provided by rooftop package units and comfort is generally good. The atrium skylight provides a bit of heat along with daylight and sun shades need to be repaired to control heat gain.
Electrical panels are adequate and show spare circuits. There were no complaints of overloading circuits. Technology is paramount as part of the school's program delivery and there are no problems with infrastructure.
The student lounge is located adjacent to the kitchen where lunches are stored and provides indoor seating. There is additional outdoor seating on the patios.
Telephones are located in offices and classrooms, and also serve as the school's public address system. The building has a functioning fire alarm system. There are emergency exit lights and lighted exit signs. The school has video surveillance as well as an intrusion alarm.

Adequacy and Environment for Education:

Asphalt needs to be replaced near drop-off area.
Drainage from outdoor patios needs to be cleared or repaired.
The school functions as a charter 4-year high school with distinct pathways called 'Smart Labs' and also has a high school diploma program called 'Bridge 2 Success'.
Administration areas include reception and waiting, workroom, nurse, and conference room on the entry level, with offices, lounge, and a meeting room on the second floor.
Breakfast is provided and there is a kitchen and student lounge on the second floor used for meals. Students bring their own lunches and store them in a commercial refrigerator in the kitchen. There is a sink for hand washing and a dishwasher. There are microwaves ovens for warming food.
The science lab has no fixed equipment, but does have appropriate furniture with chemical-resistant tops. There is a demonstration table, a safety shower, and two sinks, but they are not connected to plumbing; they use bottled water jugs. There is no gas service. The floor is carpeted.

The A/V lab is well-equippped with Mac computers and photography and sound equipment. Class size is limited to 10 due to the size of the room, which could be expanded. The dropped acoustical tile ceiling could be raised in one area to make room for photography backdrops and lighting.
The business and entrepreneurship lab is the largest classroom space, essentially using two classrooms. The layout is awkward and oversized.
The health and education lab is a large, well-lit space on the second floor.
Computer labs have computer workstations that afford each student privacy to work individually.
Furniture is adequate and appropriate.
Classroom furniture is typically chairs at tables. Classrooms have smart boards with projectors, clocks, and white boards. There is no built-in casework. Classrooms typically have a couple of metal wardrobe cabinets and file cabinets. There is a lack of tack boards and display opportunities.
The facility has no spaces dedicated to library, physical education, performance, or traditional high school art, music, or vocational programs.
Storage is limited and there are metal wardrobe cabinets lining the back hallway, in addition to the storage container outside. There are small janitorial storage closets on each floor.
Rooms have tactile signage, but lack Braille. There is no automatic door opener.

District: **State Chartered Schools** School: **The GREAT Academy** School ID: **536001**

High Level Overview

General Information

Location:	Albuquerque, - 87120	**Ed. Adequacy Model:**	Charter School Educational Adequacy
School Type:	High	**Ed. Adequacy CCI:**	100.00%
School Category:	Charter	**School CCI City:**	RSMEANS2014:US_NM_ALBUQUERQ, UE

NMCI Statistics

Number of Students:	180	**Number of Buildings:**	1
Growth Factor:	1.00	**Number of Portables:**	0
Total Gross Square Feet:	15,040	**Building Square Feet:**	15,040
Site Size (Acres):	0.80	**Portable Square Feet:**	0

NMCI School Metrics

Replacement Cost:	$2,660,339		
Weighted Repair Cost:	$271,239	**Unweighted Repair Cost:**	$1,089,974
Weighted Educational Adequacy Cost:	$0	**Unweighted Educational Adequacy Cost:**	$0
Total Weighted Cost:	$271,239	**Total Unweighted Cost:**	$1,089,974
Weighted NMCI Score:	10.20	**Unweighted NMCI Score:**	40.97

NMCI Facility History

Last Assessment Date:	05-24-2011	**Previous Award, Yes or No, Year if Yes:**	No
Closed:	No		

District: **State Chartered Schools** School: **The GREAT Academy** School ID: **536001**

Facility Description

The GREAT Academy Charter School is located on 6001-A Osuna Road NE, Albuquerque, New Mexico. The school is chartered through the State of New Mexico. The two story campus contains one permanent building. Occupancy is grades 10-12. Originally constructed in 1992, the school has been well maintained.

Site: The site is approximately 0.8 acres. The parking capacity of 75 (2 are handicap spaces) is sufficient. Concrete sidewalks are in good condition and pose no tripping hazard. There are landscaped areas. Site drainage is generally good.

Structural/Exterior Closure: The building typically rest on slab-on-grade, footings and foundation walls, that are showing no signs of settlement or damage. The main structure is a steel and CMU building. The roof is metal and BUR; they are not leaking. Exterior doors are typically metal, and windows are typically metal frame, double pane units.

Interiors: Partition wall types include painted drywall. The interior wall finishes are generally in good condition. Most ceilings are 2x4 lay in. Flooring in high use areas is tile or carpet. Interior doors are generally solid wood non-rated.

Mechanical/Plumbing: Heating is provided by gas-fired rooftop package units delivered via metal duct. Exhaust fans are installed at restrooms and ventilation is adequate. Plumbing fixtures are typically in good condition and piping is original. .

Electrical: The electrical system is fed from a pad-mounted, transformer that delivers 120/208 V., 3-phase, 4-wire power to the facility. Lighting is typically fluorescent and illumination is generally adequate. Emergency exit signs are operable. The school does not have an emergency generator.

Fire Protection/Life Safety Systems/Accessibility: The fire alarm system consists of audible annunciators. There are pull stations. The complex has a fire sprinkler system. The school has a security system. The complex is generally handicap compliant.

District: **State Chartered Schools** School: **The GREAT Academy** School ID: **536001**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size	Type	Use
Main Building (1992)	High School Building	$954,344	$238,586	1992	15,040	Building	Educational
Site	High School Site	$135,630	$32,653	1990	15,040	Building	Site
Building Totals		**$1,089,974**	**$271,239**				
Educational Adequacy Need	Charter School Educational Adequacy	$0	$0				
School Totals		**$1,089,974**	**$271,239**				

District: **State Chartered Schools** School: **The GREAT Academy** School ID: **536001**

Asset Detail

Building Name: Main Building (1992) **Cost Model:** High School Building **Size:** 15,040

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	$2.99	20	110%	1992	2012	100%	33.25%	$49,538	4	.25	$12,384	
Ceiling Finishes	$5.77	30	110%	2002	2032	16%	33.25%	$15,273	9	.25	$3,818	5/24/2011 RR Fair to good-broken tiles & some water damage
Communications/Security	$1.86	15	90%	1992	2007	100%	33.25%	$25,167	4	.25	$6,292	
Exterior Walls	$14.12	100	100%	1992	2092	5%	33.25%	$10,282	9	.25	$2,570	
Exterior Windows and Doors	$5.82	30	110%	1992	2022	54%	33.25%	$51,794	9	.25	$12,948	5/20/2014 CJA Per FMP update, windows are non operable.
Fire Detection/Alarm	$1.84	15	90%	1992	2007	100%	33.25%	$24,953	4	.25	$6,238	
Fire Sprinkler	$2.67	50	130%	1992	2042	19%	33.25%	$10,088	9	.25	$2,522	
Floor Finishes	$6.89	12	110%	2002	2014	100%	33.25%	$113,963	4	.25	$28,491	5/24/2011 RR Good, need cleaning due to no occupancy, flooding from clogged roof and patio drain.
Foundtion/Slab/Structure	$28.34	100	100%	1992	2092	5%	33.25%	$20,631	9	.25	$5,158	
HVAC	$24.67	30	100%	1992	2022	54%	33.25%	$199,535	9	.25	$49,884	
Institutional Equipment	$3.77	30	100%	1992	2022	54%	33.25%	$30,475	9	.25	$7,619	
Interior Doors, Partitions, Stairs, Elevator	$11.11	50	90%	2002	2052	6%	33.25%	$8,661	9	.25	$2,165	
Interior Walls	$7.14	60	90%	2002	2062	4%	33.25%	$3,864	9	.25	$966	
Lighting/Branch Circuits	$10.51	30	90%	1992	2022	54%	33.25%	$76,541	9	.25	$19,135	
Main Power/Emergency	$1.46	30	90%	1992	2022	54%	33.25%	$10,661	9	.25	$2,665	5/24/2011 RR No evidence of emergency power
Other Electrical Systems	$0.50	20	90%	1992	2012	100%	33.25%	$6,735	4	.25	$1,684	
Other Equipment	$11.16	60	110%	1992	2052	13%	33.25%	$24,813	9	.25	$6,203	
Plumbing	$10.46	30	100%	1992	2022	54%	33.25%	$84,580	9	.25	$21,145	
Roof	$7.65	20	120%	1992	2012	100%	33.25%	$137,989	4	.25	$34,497	5/24/2011 RR Clogged roof drains and patio drains result in flooding
Technology	$0.14	10	90%	2002	2012	100%	33.25%	$1,929	4	.25	$482	

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Wall Finishes	$3.12	12	100%	2002	2014	100%	33.25%	$46,875	4	.25	$11,719	5/24/2011 RR Fair to good condition
Total:								**$954,344**			**$238,586**	

District: **State Chartered Schools** School: **The GREAT Academy** School ID: **536001**

Asset Detail

Building Name: Site **Cost Model:** High School Site **Size:** 15,040

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Athletic Fields	$0.40	30	90%	1992	2022	54%	33.25%	$2,912	0	0	$0	...y override N/A. I believe Playground equipment should have the same override, but FMP vendor didn't note this.
Fencing	$0.40	100	110%	1992	2092	5%	33.25%	$320	9	.25	$80	
Landscaping	$1.92	30	110%	1992	2022	54%	33.25%	$17,066	9	.25	$4,267	
Parking Lots	$6.72	20	80%	1992	2012	100%	33.25%	$80,915	4	.25	$20,229	
Playground Equipment	$0.14	15	100%	1992	2007	100%	33.25%	$2,106	0	0	$0	...ields, but FMP vendor didn't note this. EA node list Playground Equipment as "NO". Set category override N/A.
Site Lighting	$1.37	40	100%	1992	2032	30%	33.25%	$6,233	9	.25	$1,558	
Site Specialties	$0.07	40	100%	1992	2032	30%	33.25%	$318	9	.25	$80	
Site Utilities	$1.61	50	120%	1992	2042	19%	33.25%	$5,620	9	.25	$1,405	
Walkways	$2.27	30	110%	1992	2022	54%	33.25%	$20,140	9	.25	$5,035	
Total:								**$135,630**			**$32,653**	

District: **State Chartered Schools** School: **The GREAT Academy** School ID: **536001**

Educational Adequacy Detail

Population

Growth Factor:	1	**Number of Kindergarten Students:**	0
Number of Staff:	15	**Number of 1-5 Students:**	0
Number of Students:	180	**Number of 6-8 Students:**	0
Number of Special Education Students:	0	**Number of 9-12 Students:**	180

Square Footage

Permanent GSF:	15,040	**General Storage NSF:**	191
Portable GSF:	0	**Maintenance or Janitorial Space NSF:**	0
Admin NSF:	1,523	**Media Center NSF:**	0
Art/Music NSF:	0	**Parent Work Space NSF:**	108
Assembly NSF:	508	**Physical Ed NSF:**	0
Career Ed NSF:	0	**Science Classroom NSF:**	0
Computer Lab NSF:	934	**Science Storage NSF:**	0
Faculty Work Area NSF:	387	**Special Education Classroom NSF:**	405
Food Service NSF:	0	**Student Health NSF:**	108
General Classroom NSF:	5,558		

Classrooms

Number of Classrooms:	11	**Number of Special Education Classrooms:**	1

Parking

Number of Paved Parking Spaces:	75	**Number of Bus Drop Offs:**	1
Number of Handicap Parking Spaces:	2	**Number of Student Drop Offs:**	1
Number of Gravel Parking Spaces:	0		

Miscellaneous

Number of Chemical Storage Rooms:	0	**Number of Multi-Use Playgrounds:**	0
Playground Equipment:	N/A		

District: **State Chartered Schools** School: **The GREAT Academy** School ID: **536001**

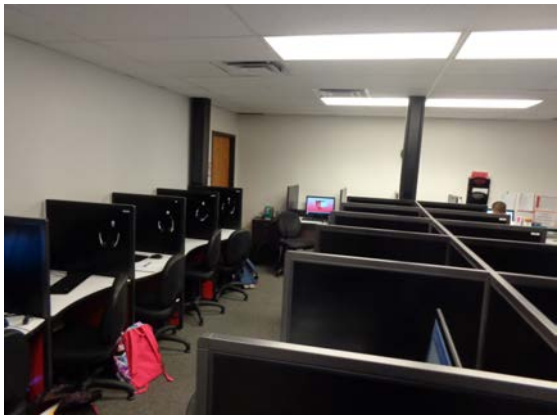
EA Deficiencies

EA Cost Model: Charter School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Categoy Number	Category Weight	Repair Cost (Weighted)
Missing or Inadequate Multi-use Play Area	0	0	$11,436	$11,436.30	$0	8	.5	$0
Insufficient Total Parking	75	0	$1,322	$1,321.66	$0	6	1	$0
Insufficient Student Health Square Footage	108	0	$80	$80.00	$0	7	3	$0
Insufficient Student Drop Off	1	0	$21,000	$21,000.00	$0	6	1	$0
Insufficient Special Education Square Footage	405	0	$80	$80.00	$0	7	3	$0
Insufficient Science Storage Square Footage	0	0	$80	$80.00	$0	7	3	$0
Insufficient Science Square Footage	0	0	$80	$80.00	$0	7	3	$0
Insufficient Physical Education Square Footage	0	0	$80	$80.00	$0	7	3	$0
Insufficient Parent Work Space	108	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	191	0	$80	$80.00	$0	7	3	$0
Insufficient General Classroom Square Footage	5,558	4,500	$80	$80.00	$0	7	3	$0
Insufficient Food Service Square Footage	0	0	$80	$80.00	$0	7	3	$0
Insufficient Faculty Workspace	387	0	$80	$80.00	$0	7	3	$0
Insufficient Computer Lab Square Footage	934	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	1	0	$20,800	$20,799.69	$0	6	1	$0
Insufficient Administrative Square Footage	1,523	0	$80	$80.00	$0	7	3	$0
Insufficient Art and Music Square Footage	0	0	$80	$80.00	$0	7	3	$0
Inadequate Number of Handicap Spaces	2	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					**$0**			**$0**

Classrooms - General and Specialized

Ref #	Space Name	# Spaces
1	General Classrooms -SMART Labs	4
2	General Classroom - AV Lab	1
3	Intervention Classroom	1
4	Computer Labs	2



Daily Occupancy Use

	Yes / No	Notes
9 Hours (8:30 -5:30)	Yes	All
After Hours Use	Yes, 4	
Public Access - required after hours -	No	
Exterior door needed	No	Prefer exit to hall

Environmental Conditions - w/ DAC and energy management system

	Yes / No	Notes
Temperature Control in Space Summer 74° Fdb(+/- 4°Fdb) Winter 72° Fdb (+/- 4 ° Fdb)	Yes	Desire own space control. Follow ASHRAE 55-2004
Humidity Control - do not exceed 50% except during storm activity	Yes	
Separate HVAC Zone beyond normal system design	No	
Enhanced Air Filtration Requirements Needed for :	No	Design for IAQ to follow ASHRAE 62.1-2004
Room Air Pressure — Positive	Yes	
Negative	n/a	
Special Exhaust	No	Restroom exhaust
Windows: Exterior Windows	Yes, 1	Reduce glare / heat transfer, with blind / shade
One unit operable with screen is preferred per occupied space	Yes, 1	HVAC system choice may require fixed units
No Exterior Windows Expected. May Borrow Daylight from other Space	Yes, 2,4	

Plumbing

	Yes / No	Notes
Restroom fixtures per code		Provide HW / CW in all sinks
Sink: Type Single deep SS unit with goose neck faucet and DF	No	in all classrooms
Sink: Type Lavs in restrooms with toilets — Clay trap needed	No	Provide in #3, at child height
Sink: Type — Disposal needed		

Electrical / Special Systems Performance Notes

The electrical system in a CR will be per code, provide min 2 outlets per wall plane, look at how to supply power to each of the four class zones to avoid extension cords, provide outlet proximity to all equipment listed in this Criteria Sheet, be able to accommodate up to30 laptops plugged into power cart, have an outlet and ethernet / VOIP jacks in the teacher desk location, have power and ethernet to ceiling projector location (future equipment) and interface ability between laptop, SmartBoard / Panel screen, ELMO / ceiling projector, etc. as defined in the charter's Technology Plan. The room will have high speed WiFi access capable of 30 laptops accessing search engines simultaneously. Provide computer nook where up to 6 computers are located with proper connectivity and power. Where possible all lighting will have occupancy sensors with janitorial lamping settings, and where possible be interfaced with natural light sensors to modulate the room's light levels. Consider lighting with more natural spectrum, banked and zoned to allow multiple light level choices. Design lighting systems for energy conservation and to reduce glare on laptops used by each student in each CR. PA, fire alarm, strobes, call-back voice activated, emergency lighting systems to be in all CR and office areas. All workstations and CR will have VOIP phone potential. Run technology cabling in easy access cable trays and oversized conduit to make future changes convenient. Provide digital clock on wall or on TV / flat screen. Consider with weather program also. Provide security cameras in all hall and computer lab areas.

Storage and General Notes

General CR Notes:

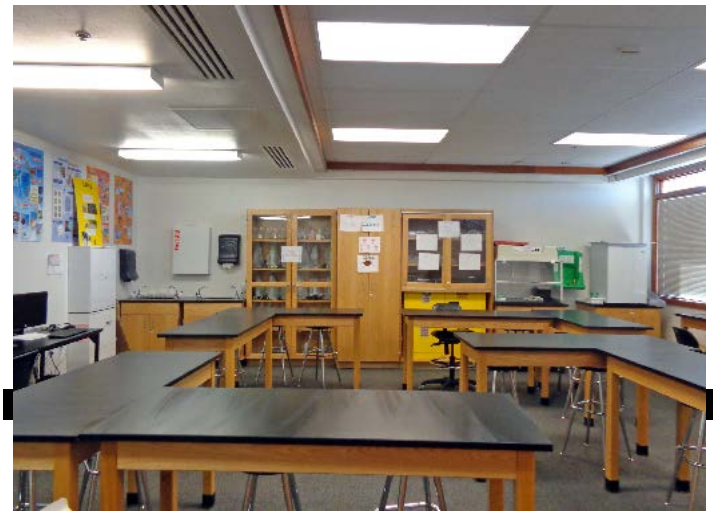
Classroom storage generally provided in facility storage area.

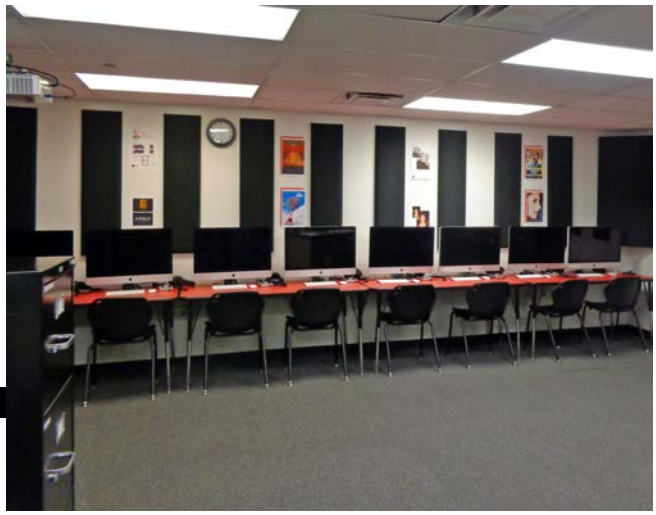
Furnishings/Equip/Surfaces		Space Ref #	General CR - SMART	General CR - AV Lab	Intervention CR	Computer Labs						
		# of Spaces	4	1	1							
Instructor Desk, WS, & Chair & 2 files		Ea Space	1	1	1							
'L' Desk for instructor & Chair		Ea Space				2						
Student Table - seating 6		Ea Space	5		2							
Student Tables seating 2		Ea Space		8								
Student Chairs or stools		Ea Space	30	30	10	27						
Adult Chairs		Ea Space	2	2	2							
Computer workstation (student)		Ea Space	0	0	10	27						
Table: Each Classroom with book shelf		30" by 60"	2	2	1							
Tackboard 4' by 4' - Ea Space			1	1	Opt							
Whiteboard 8' by 4' - Ea Space			2	2	2	2						
	Carpet	All halls	Yes	Yes	Yes	Yes						
	VCT											
	Acoustically treat wall between spaces		Yes	Yes	Yes	Yes						

Special Equipment Notes: In all CR provide US / NM flags, space for overhead projector on cart (18" sq), map hangers at reachable height, 6' by 6' AV manual screen or white wall, and flat screen mounted with wall bracket. Provide ceiling-mounted projector with access cabling.

Acoustical Conditions

HVAC Background Noise level	dBa Level	43	43	43	43	38	38
Speech Privacy per ANSI S12.60-2002 Table 3.d.	Yes / No					Yes	Yes
Sound Transmission to Neighbor	STC Level	50	50	50	50	50	50
Reverberation	Seconds	0.6	0.6	0.6	0.6		0.6





001 The GREAT Academy

Number	Codes	Capital Improvement Project	MACC*	Project Budget
001.1	4.06.E03.2.	Pavement Improvements	$ 21,866	**$ 27,880**
001.2	4.05.D03.1.	Replace Skylight Shades	$ 21,712	**$ 29,093**
001.3	4.06.D02.2.	Exterior Envelope Improvements	$ 2,254	**$ 2,874**
001.4	4.06.E02.2.	Install Fence at Alleyway	$ 893	**$ 1,139**
001.5	4.08.D04.1.	Roofing Replacement	$ 13,641	**$ 17,392**
001.6	4.05.E05.1.	Drain Cleaning and Repair at Patios	$ 3,000	**$ 4,020**
001.7	8.05.B03.1.	Restroom Upgrades - ADA	$ 6,130	**$ 8,214**
001.8	3.04.A04.1.	Plumbing Upgrades - Janitorial Sinks	$ 6,908	**$ 9,257**
001.9	4.05.D03.1.	Install Awnings at Exterior Patios	$ 11,400	**$ 15,276**
001.10	8.05.B03.1.	ADA Accessibility	$ 16,399	**$ 21,975**
001.11	3.06.E09.1.	Flashing School Zone Lights	$ 25,009	**$ 31,886**
001.12	3.04.A09.2.	Replace Exterior Stair	$ 11,740	**$ 15,732**
001.13	4.05.A03.1.1.	HVAC Balancing	$ 19,469	**$ 26,089**
		Total of Maximum Allowable Construction Cost:	$ 160,421	
			Total Project Budget:	**$ 210,826**

Facility The GREAT Academy **ID** 001 **Project Number** 001. 1

Category 4. **Type 1** 06. **Type 2** E03. **P/T** 2.

Project Name

Pavement Improvements

Project Description

Asphalt is alligatored at drop-off area in front of school. Replace asphalt at drop-off area.

Description	Cost Code	Qnty.	Unit	Sev.	Unit Cost	Subtotal Cost
1 Replace asphalt paving	1.203	360	SY	1.00	$ 60.74	$ 21,866
					Total of Maximum Allowable Construction Cost:	$ 21,866
					Total Project Budget:	**$ 27,880**

Facility The GREAT Academy **ID** 001 **Project Number** 001. 2

Category 4. **Type 1** 05. **Type 2** D03. **P/T** 1.

Project Name

Replace Skylight Shades

Project Description

Some of the fabric shades on the skylight are torn, adding to the heat load on the building. Replace the skylight shades with a more durable shade fabric to reduce heat load and increase energy efficiency.

	Description	Cost Code	Qnty.	Unit	Sev.	Unit Cost	Subtotal Cost
1	Replace fabric shades on skylight	1.664	1,255	SF	2.00	$ 8.65	$ 21,712
						Total of Maximum Allowable Construction Cost:	$ 21,712
						Total Project Budget:	**$ 29,093**

Facility The GREAT Academy **ID** 001 **Project Number** 001. 3

Category 4. **Type 1** 06. **Type 2** D02. **P/T** 2.

Project Name

Exterior Envelope Improvements

Project Description

Brick on the building exterior is in excellent condition in most areas, but the mortar joints are deteriorating at the underside of the entry gateways. Additionally, the brick is stained from sprinklers at the front and side of the building. Metal window trim is faded and needs to be repainted. Repoint brick at the entryway and clean the brick of mineral deposits at the front and side. Repaint window trim.

	Description	Cost Code	Qnty.	Unit	Sev.	Unit Cost	Subtotal Cost
1	Repoint brick	4.536	55	SF	1.10	$ 6.65	$ 402
2	Clean mineral deposits from brick	4.537	200	SF	2.00	$ 2.84	$ 1,136
3	Repaint window trim	4.522	475	LF	1.10	$ 1.37	$ 716
						Total of Maximum Allowable Construction Cost:	$ 2,254
						Total Project Budget:	**$ 2,874**

Facility The GREAT Academy **ID** 001 **Project Number** 001. 4

Category 4. **Type 1** 06. **Type 2** E02. **P/T** 2.

Project Name

Install Fence at Alleyway

Project Description

The back of the building is the entrance to the alleyway for the shopping center. There is foliage growing between the building and the paved alley. Due to the proximity to the amusement park, there is a fear that the back wall may become attractive to vandals for tagging. Remove the foliage and construct a fence along the back wall.

	Description	Cost Code	Qnty.	Unit	Sev.	Unit Cost	Subtotal Cost
1	Remove foliage and install fencing	1.350	40	LF	1.20	$ 18.61	$ 893
						Total of Maximum Allowable Construction Cost:	$ 893
						Total Project Budget:	**$ 1,139**

Facility The GREAT Academy **ID** 001 **Project Number** 001. 5

Category 4. **Type 1** 08. **Type 2** D04. **P/T** 1.

Project Name

Roofing Replacement

Project Description

The areas of the roof that are flat are older and past their useful lives. Drains are clogged and need to be repaired. Old mechanical equipment curbs should be removed. Crickets should direct water around obstacles and the roof should be sloped toward drains. Install walk pads liberally. Work should be performed by licensed, bonded, and insured contractors working with training and supervision by the roofing manufacturer to ensure the roof will be warranted throughout its lifespan. Install extensions at downspouts to divert water away from building foundations.

Description	Cost Code	Qnty.	Unit	Sev.	Unit Cost	Subtotal Cost
1 Replace flat roofs	7.204	970	SF	1.25	$ 11.25	$ 13,641
					Total of Maximum Allowable Construction Cost:	$ 13,641
					Total Project Budget:	**$ 17,392**

Facility The GREAT Academy **ID** 001 **Project Number** 001. 6

Category 4. **Type 1** 05. **Type 2** E05. **P/T** 1.

Project Name

Drain Cleaning and Repair at Patios

Project Description

Patio decks are paved and have an interior roof drain system that is clogged with leaves and debris. Clean the drains and install fencing or some sort of drain strainer to prevent future clogs.

	Description	Cost Code	Qnty.	Unit	Sev.	Unit Cost	Subtotal Cost
1	Clean drains and repair system	0.000	1	Allowance	1.20	$ 2,500.00	$ 3,000
				Total of Maximum Allowable Construction Cost:			$ 3,000
						Total Project Budget:	**$ 4,020**

Facility The GREAT Academy **ID** 001 **Project Number** 001. 7

Category 8. **Type 1** 05. **Type 2** B03. **P/T** 1.

Project Name

Restroom Upgrades - ADA

Project Description

Restrooms have some ADA compliance issues that are easily attainable. The faucet handles are not lever-style and there is not insulated pipe wrap under the sinks. The handicap stalls are older ADA, and converting them is not easily attainable, but there are fully-ADA compliant restrooms on each level of the school, if needed. For ADA compliance, change the faucet handles to level-style handle and insulate pipes under the counter. Additionally, provide privacy shields between urinals and install an exhaust fan in the men's group restroom on the first floor.

	Description	Cost Code	Qnty.	Unit	Sev.	Unit Cost	Subtotal Cost
1	Change faucet handles to lever-style handles	0.000	8	Set	1.00	$ 262.00	$ 2,096
2	Insulate pipes below lavs	10.923	8	Each	1.00	$ 60.19	$ 482
3	Provide privacy partitions between urinals	0.000	2	Each	1.00	$ 750.00	$ 1,500
4	Install exhaust fan	6.253	1	Each	1.00	$ 2,052.46	$ 2,052
						Total of Maximum Allowable Construction Cost:	$ 6,130
						Total Project Budget:	**$ 8,214**

Facility The GREAT Academy **ID** 001 **Project Number** 001. 8

Category 3. **Type 1** 04. **Type 2** A04. **P/T** 1.

Project Name

Plumbing Upgrades - Janitorial Sinks

Project Description

A janitorial floor sink is needed on each level for dumping of mop buckets without lifting. A closet will need to be created on the first floor. One can be created inside the women's group restroom on the second floor.

	Description	Cost Code	Qnty.	Unit	Sev.	Unit Cost	Subtotal Cost
1	Install janitorial sinks	6.361	2	Each	1.00	$ 2,659.05	$ 5,318
2	Create janitor closet on first floor	4.300	20	SF	1.00	$ 79.51	$ 1,590
						Total of Maximum Allowable Construction Cost:	$ 6,908
						Total Project Budget:	**$ 9,257**

Facility The GREAT Academy **ID** 001 **Project Number** 001. 9

Category 4. **Type 1** 05. **Type 2** D03. **P/T** 1.

Project Name

Install Awnings at Exterior Patios

Project Description

Existing patios have awning frames without the awning material. Fabricate awnings to fit existing frames and install. Fabric will be fade resistant and able to withstand wind and solar loads.

Description	Cost Code	Qnty.	Unit	Sev.	Unit Cost	Subtotal Cost
1 New awnings at three patios	0.000	3		1.00	$ 3,800.00	$ 11,400
					Total of Maximum Allowable Construction Cost:	$ 11,400
					Total Project Budget:	**$ 15,276**

Facility The GREAT Academy **ID** 001 **Project Number** 001. 10

Category 8. **Type 1** 05. **Type 2** B03. **P/T** 1.

Project Name

ADA Accessibility

Project Description

The school does not have an automatic door opener at the front entrance. While there is tactile signage at rooms, there is no Braille. Install an automatic door opener and replace signage with tactile and Braille signage.

	Description	Cost Code	Qnty.	Unit	Sev.	Unit Cost	Subtotal Cost
1	Install automatic door opener	10.405	2	Each	1.10	$ 6,241.50	$ 13,731
2	Install tactile / Braille signage	10.867	36	Each	1.00	$ 74.10	$ 2,668
						Total of Maximum Allowable Construction Cost:	$ 16,399
						Total Project Budget:	**$ 21,975**

Facility The GREAT Academy **ID** 001 **Project Number** 001. 11

Category 3. **Type 1** 06. **Type 2** E09. **P/T** 1.

Project Name

Flashing School Zone Lights

Project Description

The school desires flashing school zone lights on Osuna Road due to the proximity to San Mateo and the amount of traffic at the strip mall. Install flashing school zone lights.

	Description	Cost Code	Qnty.	Unit	Sev.	Unit Cost	Subtotal Cost
1	Install flashing school zone lights	1.172	1	Each	1.00	$ 25,008.64	$ 25,009
						Total of Maximum Allowable Construction Cost:	$ 25,009
						Total Project Budget:	**$ 31,886**

Facility The GREAT Academy **ID** 001 **Project Number** 001. 12

Category 3. **Type 1** 04. **Type 2** A09. **P/T** 2.

Project Name

Replace Exterior Stair

Project Description

The outdoor concrete-in-metal-pan staircase connecting the second floor patio to the ground level patio is rusted and will require replacement in the 5 year FMP cycle. Remove existing stair and replace with new metal exterior stair.

	Description	Cost Code	Qnty.	Unit	Sev.	Unit Cost	Subtotal Cost
1	Demolish existing stair	0.000	1	Project	1.00	$ 1,500.00	$ 1,500
2	Fabricate and install new metal exterior stair	0.000	16	Riser	1.00	$ 640.00	$ 10,240
						Total of Maximum Allowable Construction Cost:	$ 11,740
						Total Project Budget:	**$ 15,732**

Facility The GREAT Academy **ID** 001 **Project Number** 001. 13

Category 4. **Type 1** 05. **Type 2** A03.1. **P/T** 1.

Project Name

HVAC Balancing

Project Description

The cooling is not adequate for the needs of the computer labs and the IT room. Re-balance the HVAC system throughout for thermal comfort.

Description	Cost Code	Qnty.	Unit	Sev.	Unit Cost	Subtotal Cost
1 Balance HVAC - allowance	6.250	15,040	SF	0.15	$ 8.63	$ 19,469
				Total of Maximum Allowable Construction Cost:		$ 19,469
					Total Project Budget:	**$ 26,089**