Gilbert L. Sena
CHARTER HIGH SCHOOL

FIVE YEAR FACILITIES MASTER PLAN & EDUCATIONAL SPECIFICATION 2015 - 2020

ACES
Association for Charter Schools Educational Services
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Acknowledgments

Gilbert L. Sena Charter High School
69 Hotel Circle NE
Albuquerque, New Mexico 87123

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Linda Bradley, Vice President
George Lucero, Member
Gloria Novak, Member
Tanya Otero-Villalobos, Secretary
Dr. Mary Louise Sena, President

Steering Committee Members
Martha Gabilondo, Parent/Staff
Martin Leon, Parent
Stan McKeever, Staff
Sabrina Rojo, Student
Mary Louise Sena, Governing Council Member
Nadine Torres, Executive Director
Michelle Tudor, Developmental Coordinator

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INTRODUCTION

This document is a combination of the Facilities Master Plan (FMP) and Educational Specifications (Ed Spec) for Gilbert L. Sena Charter High School, which is a state-authorized public charter school. This document is valid from March 2015 through March 2020. 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 and should revise on a periodic basis as conditions change.

The master plan and educational specifications are comprised of five sections:

- **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, facilities and evaluations.**

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ABBREVIATIONS

ACES - Association For Charter School Educational Services
AIP - Academic Improvement Plan
CES - Cooperative Education Service
CIP - Capital improvement projects or plan
CNM - Central New Mexico Community College
CO2 - Carbon dioxide
Ed Spec - Educational specifications
ELL - English Language Learner
FAD - Facility assessment database
FAFSA - Federal Application For Student Aid
FMP - Facilities master plan
GLS - Gilbert L. Sena Charter High School
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 from 2011 Regular Session
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
PNM - Public Service Company of New Mexico
PTR - Pupil/teacher ratio
SB9 - Senate Bill 9

SCA - Short Cycle Assessment
SPED - Special Education
STEM - Science, technology, engineering and mathematics
UNM - University of New Mexico
VAC - Volts AC
WAP - Wireless access point
wNMCI - weighted New Mexico Condition Index

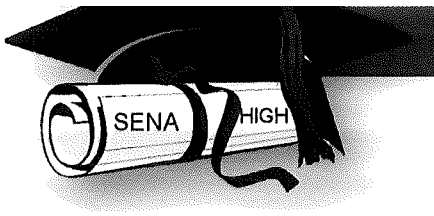
OVERVIEW

Gilbert L. Sena Charter High School (GLS) is a state authorized public charter school. Originally authorized by the Albuquerque Public School District in 2004 as Creative Education Preparatory Institute 2. GLS was reauthorized by the New Mexico Public Education Commission in 2009. GLS provides a rigorous hybrid curriculum model and accommodates individual differences in learning which includes dual credit courses in conjunction with Central New Mexico Community College and The University of New Mexico. The target demographic for GLS are students who are not thriving in a traditional public high school setting, or who may have already dropped out of school.

Year of the initial charter: 2004
First renewal: The first renewal was in 2009.
Charter school cap: Enrollment for the school is capped at 300 students. The current enrollment stands at 185. There are no plans to increase enrollment beyond 200 students at this time.

The design enrollment for the facility and the capacity for the facility is 214 students, based on available general classroom space. However, the current facility does not adequately accommodate the school's current and desired programs and methods of instruction. The school administration has investigated the possibility of renovation of the facility to better suit its needs, but it is cost-prohibitive to do so, and alternatives such as lease, lease-purchase of or construction of a new facility are being explored.

Gilbert L. Sena High School has requested that the Albuquerque Public School District identify any unused space within the district's facilities that GLS could occupy. A copy of the request follows on the next page of this document. APS has not replied as of the filing of this FMP/EdSpec.



Opportunity to Accelerate Student Success!

April 13, 2015

Kizito Wijenje
Director, Capital Master Plan
Albuquerque Public Schools
915 Locust St. SE
Albuquerque, NM 87106

Mr. Wijenje,

I am writing to request a list of facilities that might be made available to our charter school. Gilbert L. Sena Charter HS serves grades 9-12 in NE Albuquerque with a student body cap of 300. Sena HS serves at risk students that were not successful in a traditional high school setting. We offer a hybrid curriculum of direct instruction with computer aided instruction. In order to fulfill our mission we are in need of a larger facility to accommodate the hybrid curriculum model. In addition we have begun a lunch program and need a facility with a warming kitchen and multipurpose room.

Our state charter school has the following needs:

- Located in the NE heights (preferable with easy freeway access)
- 8 classrooms (500-600 square feet)
- 2 Science classrooms with labs (500-800 square feet)
- 1 Smart Lab classroom (1200 square feet)
- Library/Testing room
- Multipurpose room to be used for lunch and PE
- Warming kitchen
- Fiber Optic internet access
- On bus route
- Adequate administrative office space and storage
- Nurse's private facility
- Green space or nearby park.

Please respond within 10 working days of receipt of this letter. Thank you for your prompt attention.

Sincerely,

Nadine Torres
Executive Director
Gilbert L. Sena Charter HS

Gilbert L. Sena Charter High School
69 Hotel Circle NE • Albuquerque NM 87123
Phone: 505.237.2374 • Fax: 505.237.2380

During the planning process, the most current available editions of the Statewide Adequacy Standards, the Adequacy Planning Guide and the Charter/Alternative School Statewide Adequacy Standards Variance were reviewed in conjunction with the school's current and desired programs.

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1. GOALS & MISSION

1.1 Goals

1.1.1 Mission

Gilbert L. Sena Charter High School's mission is to engage students and their families in an innovative and supportive environment directed at gaining academic skills necessary for personal, social and career success. Gilbert. L. Sena promotes, honors and celebrates student success.

GLS is not able to provide a more robust science program as GLS desires. There is also a desire to provide a more robust lunch program but the current facility does not adequately support the school's current, limited program and there is not adequate student dining space. Other desired programs, including an expanded physical education program are also desired and discussed in more detail in subsequent sections of this document.

1.1.1.1 Vision

Opportunity to accelerate student success.

1.1.2 Educational Philosophy

The educational philosophy of GLS centers around family and community involvement, small learning communities achieved through lower pupil to teacher ratios, fostering a greater sense of personal and social responsibility, individualized curriculum to meet individual student needs, parent-teacher-student collaboration, employment of technology as an instructional tool, development of peer-to peer relationships and promotion of vertical articulation among all staff members.

1.1.3 Serving the Community

Gilbert L. Sena Charter High School serves the community in many ways. First and foremost, GLS provides a pathway to success for students who may not "fit" in a traditional public school, who may be at risk for, or already have dropped out, and other students for whom a traditional public school education just doesn't work. GLS provides a flexible schedule so that students who must work can do so and still attend school.

The school further engages its students in the community through partnerships, service learning and job shadowing, which has the dual benefit of helping prepare students for work after high school.

1.2 Process

1.2.1 Data Collection and Analysis

GLS contracted with the Association For Charter School Educational Services in October 2014 to provide master planning assistance and to develop an educational specification (Ed Spec) and a Five-Year Facilities Master Plan (FMP) in compliance with PSFA criteria. This plan is the charter school's first FMP and Ed Spec. A kick-off meeting took place in October. Participants included Nadine Torres, GLS Executive Director, and Michelle Tudor, GLS Developmental Coordinator, as well as Richard Romero, ACES Facility Master Planner. Ms. Torres and Ms. Tudor are the school's representatives and contacts for this project. Thee participants established the project schedule and set up a steering committee for future meetings. The current facility was assessed by ACES on October 28, 2014 and all aspects of facility operation were observed, including the functionality of the site and facility and its component spaces.

ACES conducted interviews with school staff and teachers in late October and early November, 2014. The overall functionality of the facility and site were explored, as were topics specifically related to the appropriateness of the facility for faculty and staff's individual job duties. The interviews were conducted to help determine the facility's strengths and weaknesses and to explore opportunities for improvement.

The steering committee met for Work Session 1 on November 11, 2014. All members of the committee attended. ACES gave an overview of what a facilities master plan and educational specification are, and the process for development of GLS's own FMP/Ed Spec. The committee discussed the future desired state of the school and its facility, including the results of ACES facility assessment

Work Session 2 took place on December 11, 2014. At that meeting, ACES recapped the information from the first meeting and presented the results of staff interviews. ACES also presented classroom diagrams to assist in a discussion about the type of facility that would best accommodate the needs of GLS.

Work Session 3 took place on January 22, 2015. The committee discussed the capital master plan and reviewed the draft educational specification.

1.2.2 Authority and Facilities Decision Making

Capital Planning and Decision Making
The Governing Council of Gilbert L. Sena Charter High 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 parent representatives on the committee also represented the community at large and participated in all steering committee meetings and discussions as this document was developed.

Steering Committee
A steering committee was established to participate in the facility master planning and educational specifications planning for this project. The eight-member committee included one governing council member, two parents, one student, one teacher and two administrators. The committee met three times during the development of this document and provided input through guided discussions about the current and desired state of facilities, review of data, and through the review of the draft FMP/EdSpec.

Staff and Student Input
ACES interviewed school staff as a part of this process. Staff were interviewed informally as part of the facility evaluation, and formally interviewed. 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 & PROJECTED CONDITIONS

2.1 Programs and Delivery Methods

Gilbert L. Sena Charter High School is a state-authorized charter school located in Albuquerque, New Mexico. Established in 2004 and originally authorized by the Albuquerque Public School District. GLS was reauthorized in 2009 by state PEC. The school is in its 11th instructional year and serves grades 9 through 12.

2.1.1 Programs Overview

GLS offers a high school program for grades 9 through 12. 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. GLS uses a hybrid curriculum aligned to NMPED's common core standards. The school's model allows students the opportunity to work at their own pace and earn college credits while in high school. GLS maintains relationships with CNM, UNM, NMSU, FAFSA and other work agencies.

The educational program includes the following components:

- **Hybrid computer-based learning & direct instruction**
- **Academic improvement plans for the school's special education population, which is currently 24% of the total student population**
- **Credit recovery**
- **Service learning**
- **Career pathway and college pathway opportunities**

There are currently no special curricular or extracurricular activities to be accommodated in the current facility and no plans for such activities, except for the recently implemented lunch program, which is not adequately accommodated in the current facility due to lack of appropriate space and no ability to provide such space in the current facility. Provided the school can locate a facility with adequate and appropriate space, the school would like to expand the current science, physical education, art and lunch programs.

Current & Desired Educational Programs and Facilities
The school delivers educational programs at one school facility. Students who have completed core requirements can enroll for dual credit in courses through CNM and UNM. These classes are offered at CNM, UNM and GLS. This would continue at a new facility

Grade-Level Configuration
The high school program serves grades 9 through 12. The school program allows for flexibility to accommodate fluctuations in enrollment throughout the year. No changes to the grade-level configuration are anticipated.

Existing & Proposed Shared/Joint Use Facilities
GLSHS currently does not have any shared or joint-use facilities and there are no plans for such facilities at this time.

A hybrid computer-based and direct instruction curriculum for core and credit recovery courses provides core subject curriculum on line. This curriculum is combined with direct instruction. To graduate, the school requires students to have 24 credits including 4 credits in English, 4 credits in math, 3 credits in science, 3.5 credits in social studies, 3 credits in science, 1 credit in physical education, 1 credit in career readiness and 7.5 elective credits that meet PED content and performance standards

Class Credits Required
- **English/language arts 4.0 Credits**
- **Math 4.0 Credits**
- **Social studies 3.5 Credits**
- **Science 3.0 Credits**
- **Physical education 1.0 Credit**
- **Workplace readiness 1.0 Credit**
- **Electives 7.5 Credits**
- **Total 24.0 Credits**

GLS uses five Goal Teams to review school performance data. These teams include: Reading Team, Math Team, Parent Involvement Team, College & Career Readiness Team and an overreaching Leadership Team. The teams monitor, study and discuss school performance data within their respective sphere, with the Leadership Team being the central hub where the data collected by the other teams is reviewed and collated.

In addition, the school engages students and parents in monitoring student progress through the use of student-led conferences where students lead discussions with parents and teachers regarding their goals and mission, career plans, progress, credits,

engagement is a major focus of GLS, and the school offers many other opportunities for parent involvement. The school has increased parental involvement 240 percent from the 2009-10 school year to the 2012-13 school year. Students take a SCA three times per year to assess student progress. The school's goal is to share the results with 100% of parents.

The school offers the program in two semesters over the school year. The school year begins in mid-August and ends in late May. GLS does not offer a summer school program, but does offer an extended school year that lasts 3 weeks beyond the end of the spring semester and offers students the opportunity to catch up with required course work or to move ahead if they so desire.

The school is in session on Monday through Thursday and with 3 5-hour blocks beginning at 8:00 AM. The morning and afternoon groups also meet on Fridays. There is also a session offered each Friday for attendance make up and intervention. The school day is organized into five periods per group with the greatest overlap of the groups being during the fifth period, when all students are in the facility at the same time.

The school day is organized into 5 periods per group. There are 3 groups. There are a total of 9 periods as there is some overlap in the group schedules. The greatest overlap of the groups being during lunch and fifth period, when all students are in the facility at the same time.

Bell Schedule				
PERIOD	CLASS TIME	SESSION 1	SESSION 2	SESSION 3
1A/1B	8:00AM - 8:52AM			
2A/2B	8:55AM - 9:47AM			
3A/3B	9:50AM - 10:42AM			
4A/B5	10:45AM - 11:37			
Lunch	1140AM - 12:10PM	LUNCH (Session 3 Arrives)		
5A/5B	12:15PM - 1:17PM			
6A/6B	1:20PM - 2:12PM			
7A/7B	2:15PM - 3:07PM			
8A/8B	3:15PM - 4:07PM			
9A/9B	4:10PM - 5:00PM			

GLS offers dual credit enrollment with CNM and UNM, and is exploring a relationship with NMSU. During the 2009-10 school year, GLS had 18 student enrolled in 28 dual credit courses. By the

2012-13 school year, there were 55 students enrolled in 92 college courses. During the 2009-10 school year, all dual enrollment courses wee available only off-campus. By the 2012-13 school year, several GLS teachers were certified by CNM and 73 of the 92 courses taught were offered on campus. Because of the hybrid computer-based/direct instruction curriculum used by GLS. Offering these courses in-house does not impact facility requirements.

- FIN 1010 - Financial Literacy
- IT 1101 - Information Technology
- CS 1010 - College Success

2.1.2 Anticipated Changes in Programs

GLS has recently implemented a lunch program. The new lunch program consists of bagged lunches prepared off-site and delivered to the school by a contract caterer. While this is a great improvement, it is not the ideal program that the school would like to provide for its students. If the facility was conducive, the school would like to utilize a caterer to provide hot and cold offerings to be served from a warming kitchen. Even in it's current limited form, the lunch program results in serious congestion in the hallways during the lunch hour and there is no space available in the facility, even for the limited needs of a warming kitchen. Student dining space is non-existent and the students eat at any available space, including the front office waiting area.

During its renewal, GLS was authorized to increase its enrollment cap to 300 students, but the facility does not have room to expand the current student body. Currently, the school would like to expand its enrollment to 200, but does not have plans to expand to the cap.

In accordance with GLS's most recent charter school renewal, these additional changes are desired in order for the school to continue its current record of continuous improvement, and will impact the school's facility needs: hire additional math instructors, lower the current pupil to teacher ratio, provide opportunities for students to receive work certifications and cultivate business partnerships to augment career pathways.

Special Education

Students who qualify for special education service under the Individuals with Disabilities Education Act (IDEA) or the criteria for gifted receive an individualized education program (IEP) of specially designed instruction and related services. All special education students attend regular education classes and their additional educational needs are addressed by taking them from the classroom for individual or small-group interactions as needed.

40th Day Enrollment History		
School Year	40 Day Enrollment	Average 40 Day Enrollment
2009-10	173	176.2
2010-11	176	
2011-12	177	
2012-13	178	
2013-14	177	
2014-15	185	

2.2 Proposed Enrollment

2.2.1 Historic and Current Enrollment

Gilbert L. Sena Charter High School began operation with the 2004-5 school year. The school completed its second reauthorization in 2014. The preceding table charts the last five years of the school's enrollment history, based on the 40th day counts reported to the Public Education Department.

2.2.2 Projected Enrollment

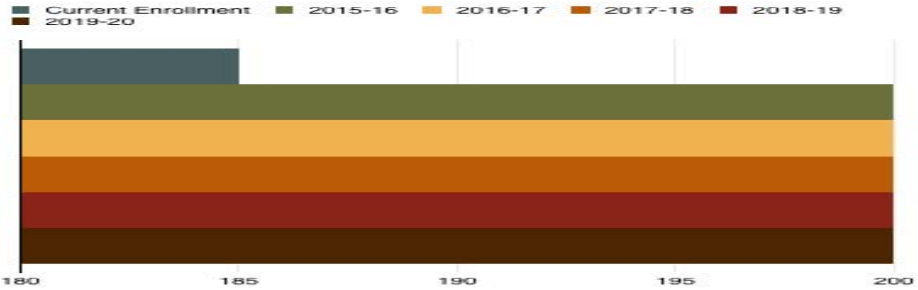
The enrollment cap for the charter school is 300 students. For facility planning, the enrollment cap for this school is not the design capacity required because of the unique nature of charter schools. Based on the program enrollment, the design enrollment for the school facility is 200 students.

Enrollment Projection By Grade

Grade	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Average	% Of Total based on average	At Desired Enrollment - 200 students
9	49	42	55	53	42	44	48	26.74%	53
10	42	50	41	48	58	61	50	28.14%	56
11	53	48	58	52	40	46	50	27.86%	56
12	29	36	23	25	37	34	31	17.26%	35
Total	173	176	177	178	177	185	178	100.00%	200

GLS currently does not have plans to enroll more than 200 students during the life of this FMP/EdSpec. If the school's plans change, it is understood that this document should be updated to reflect those changes. The following table and graph shows the current enrollment and the projected enrollment over the life of this FMP/EdSpec.

Projected Enrollment	
Current Enrollment	185
2015-16	200
2016-17	200
2017-18	200
2018-19	200
2019-20	200



2.2.3 Classroom Loading Policy

The classroom loading policy is a maximum of 20 students per teacher, but GLS expressed a goal of reducing that PTR in its most recent charter school renewal. The scope of a further-reduced PTR has not been determined at this point GLS will also ensure that class sizes never exceed PED statutory limitation: 9th - 12th Grades 30 students each class.

2.2.4 Classroom Needs

The following table shows the projected classroom needs based on the current PTR, and the statewide adequacy standards and planning reference guide.

Classroom Needs - 200 Students				
	Number Of Rooms Required	Square Footage Per Room	Total Square Footage Required	Number Of Students Accommodated
General Classrooms (Includes Smart & Mini Labs)	8	600	4800	160
Science Classrooms	2	500	1000	40
Science Lab*	1	600	600	20
TOTAL	11	1700	6400	200

The table of required spaces on Page 2-7 indicates the number and types of spaces required for GLS to accommodate all current and desired programs.

2.3 Site and Facilities

Gilbert L. Sena Charter High School is located at 69 Hotel circle in a leased facility.

2.3.1 Location

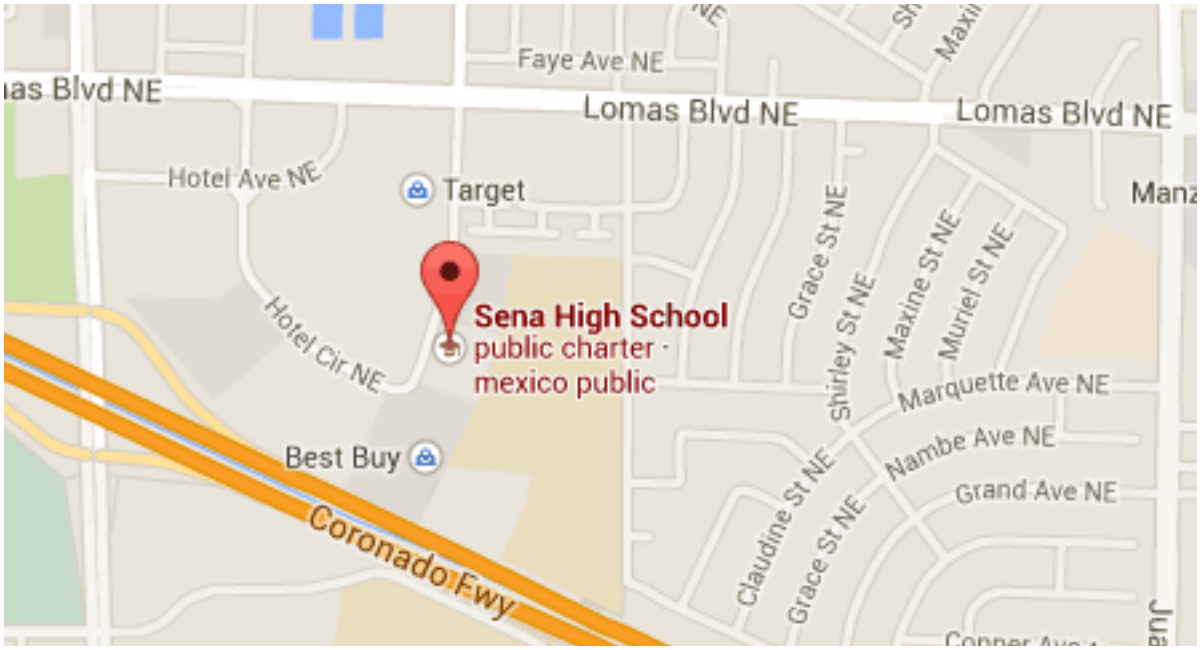
The following map shows the location of the school.

ADEQUATE FACILITY SPACE SUMMARY

SPACE NAME	SPACE CATEGORY											
	GENERAL CLASSROOM	SCIENCE	SPECIAL EDUCATION	ART - VISUAL, MUSIC OR PERFORMING ARTS	CAREER EDUCATION	TECHNOLOGY-AIDED INSTRUCTION	PHYSICAL EDUCATION	LIBRARY/MEDIA CENTER	FOOD SERVICES	ADMINISTRATION/ Ancillary	Other Required Spaces	Tare
Classroom 1	600											
Classroom 2	600											
Classroom 3	600											
Classroom 4	600											
Classroom 5	600											
Classroom 6	600											
Classroom 7	600											
English Classroom	600											
Flex/Elective Classroom				600								
Science Classroom 1		500										
Science Classroom 2		500										
Science Lab		600										
Prep/Storage		90										
Science Computers		300										
Art				500								
Library								900				
Multi-purpose Space												
Tare Space at 30% of facility total NSF												6033.6
Multi-Purpose Space (also serves as student dining space)							7812					
Warming/Serving Kitchen									200			
PE Storage							150					
Executive Directors Office/ Conference Area										220		
Developmental Coordinator										110		
Business Office										110		
Attendance Office										110		
Registrar										110		
Front Office										380		
Large Conference #1										400		
Large Conference #2										400		
Faculty/Staff Workroom										150		
Lounge										150		
Small Conference #1										200		
Small Conference #2										200		
Secure Storage										100		
Records Storage										150		
Nurse										150		
Social Worker										11o		
Guidance Councilor										110		
Special Education Office										110		
jStudent Commons											400	
TOTAL NET SF	4800	1990	0	1100	0	0	7962	900	200	3160	400	6033.6
% OF TOTAL NET SF	23.87%	9.89%	0.00%	5.47%	0.00%	0.00%	39.59%	4.47%	0.99%	15.71%	1.99%	30.00%
GRAND TOTAL	20112											

The following table shows the school's general classroom needs based on the statewide adequacy standards.

	Adequacy Based Enrollment Cap	Adequacy Based On Current Enrollment	Adequacy based on projected enrollment	Facility Space Inventory
ENROLLMENT	300	185	200	
GENERAL CLASSROOM	8100	4995	5400	4990
SCIENCE	1200	740	800	1527
SPECIAL EDUCATION	450	450	450	0
ART - VISUAL ARTS	1500	925	1000	0
ART - MUSIC	1500	925	1000	
ART - PERFROMING ARTS	1500	925	1000	
CAREER EDUCATION	1200	740	800	0
TECHNOLOGY-AIDED	900	900	900	0
PHYSICAL EDUCAION	7812.5	7424.375	7475	0
LIBRARY/MEDIA CENTER*	900	555	600	300
FOOD SERVICES*	4700	2975	3200	0
PARENT WORKSPACE	150	150	150	
ADMINISTRATIVE	600	427.5	450	1095
STUDENT HEALTH, COUNCILING & ANCILLARY SPACE	300	185	200	206
FACULTY WORKROOM / LOUNGE	300	185	200	120
GENERAL STORAGE	300	185	200	
MAINTENANCE / JANITORIAL	150	92.5	100	60
TOTAL	31862.5	22964.375	24125	8298
Tare Space	9558.75	6889.3125	7237.5	5826
GRAND TOTAL	41421.25	29853.6875	31362.5	14124



2.3.2 Site

Gilbert L. Sena Charter High School is located in a single story building near the intersection of Lomas Boulevard NE and Eubank Boulevard NE, with easy access to Interstate 40. The site is approximately 2.25 acres in size. Water and sanitation services are provided by the City of Albuquerque. Gas service is provided by The New Mexico Gas Company and electricity by the Public Service Company of New Mexico.

In total, the site contains 102 parking spaces including handicapped accessible spaces. A handicapped accessible route exists from the accessible parking spaces to the facility.

The school's neighbor to the north is a low-budget motel. to the west is a strip mall with various stores including a Target. A Best Buy store borders the school to the south, and Kennedy Middle School to the east.

2.3.3 Facility

The Gilbert L. Sena Charter High School leases a standalone single-story facility that presents an attractive appearance, with a stucco exterior finish and green metal awnings. The facility was built in 1995 and was renovated in 2004 to accommodate GLS, which leased the facility in July of that year.

2.3.4 Facility Evaluation

The Public School Facilities Authority most recently evaluated GLS's facilities on August 24, 2009. The evaluation resulted in a wNMCI score of 5.76%, which is better than the current statewide average for all public schools which is 18.95% and, therefore, meets statutory requirements.

Based on ACES evaluation of the facility as part of the process of developing the FMP/EdSpec, some of the data generated from that assessment may be incomplete or inaccurate. The following is the PSFA Facility Assessment Database Executive Summary report, with the requested corrections indicated in red.

District: **State Chartered Schools** School: **Gilbert L Sena Charter High School** School ID: **514001**

High Level Overview

General Information

Location:	Albuquerque, NM 87123	**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:	~~177~~ 185	**Number of Buildings:**	1
Growth Factor:	1.00	**Number of Portables:**	0
Total Gross Square Feet:	~~16,016~~ 14,122	**Building Square Feet:**	~~16,016~~ 14,122
Site Size (Acres):	0.01	**Portable Square Feet:**	0

NMCI School Metrics

Replacement Cost:	$2,832,978		
Weighted Repair Cost:	$163,081	**Unweighted Repair Cost:**	$652,324
Weighted Educational Adequacy Cost:	$0	**Unweighted Educational Adequacy Cost:**	$0
Total Weighted Cost:	$163,081	**Total Unweighted Cost:**	$652,324
Weighted NMCI Score:	5.76	**Unweighted NMCI Score:**	23.03

NMCI Facility History

Last Assessment Date:	08-24-2009	**Previous Award, Yes or No, Year if Yes:**	Yes, -
Closed:	No		

District: **State Chartered Schools** School: **Gilbert L Sena Charter High School** School ID: **514001**

Facility Description

Formerly Creative Education Prep Institure #2

Located at 69 Hotel Circle, NE, Albuquerque NM , 87123

Updated Current Grades 9th - 12th.

State Charter Effective 7/1/09

~~State Charter Effective 7/1/09~~

The facility that houses GLS is located at 69 Hotel Circle in Albuquerque, NM.

It is a leased facility. Originally constructed in 1995, the facility was renovated in 2004 when GLS took occupancy.

The building is assumed to be steel framed construction resting on continuous and interior spot footings. The exterior is finished with stucco and decorative metal awnings. The roof is of unknown composition.

All components of the facility, including interior finishes, are in good condition with the exception of the science room floors. The Floors in this area is in poor condition.

Although there is adequate general classroom space in the facility, the majority of those spaces are not functional and do not support the school's current and desired programs.

The administrative functions of the facility are scattered throughout and, in one instance, two offices are located within the science room.

The school is also deficient in functional library space, indoor physical education space, student dining space and student commons.

District: **State Chartered Schools** School: **Gilbert L Sena Charter High School** School ID: **514001**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size	Type	Use
Buildings (2000)	High School Building	$585,463	$146,366	2000	16,016	Building	Educational
Site	High School Site	$66,862	$16,715	2000	16,016	Building	Site
Building Totals		**$652,324**	**$163,081**				
Educational Adequacy Need	Charter School Educational Adequacy	$0	$0				
School Totals		**$652,324**	**$163,081**				

District: **State Chartered Schools** School: **Gilbert L Sena Charter High School** School ID: **514001**

Asset Detail

2004 - All except foundation and structural elements, which should be set to 1995 when facility was built.

Building Name: Buildings (2000) **Cost Model:** High School Building **Size:** 16,016

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%	2000	2020	49%	33.25%	$25,849	9	.25	$6,462	
Ceiling Finishes	$5.77	30	110%	2000	2030	22%	33.25%	$22,137	9	.25	$5,534	
Communications/Security	$1.86	15	90%	2000	2015	87%	33.25%	$23,346	9	.25	$5,836	
Exterior Walls	$14.12	100	100%	2000	2100	2%	33.25%	$4,434	9	.25	$1,108	
Exterior Windows and Doors	$5.82	30	110%	2000	2030	22%	33.25%	$22,335	9	.25	$5,584	
Fire Detection/Alarm	$1.84	15	90%	2000	2015	87%	33.25%	$23,147	9	.25	$5,787	
Fire Sprinkler	$2.67	50	130%	2000	2050	8%	33.25%	$4,350	9	.25	$1,088	
Floor Finishes	$6.89	12	110%	2000	2012	100%	33.25%	$121,359	4	.25	$30,340	
Foundtion/Slab/Structure	$28.34	100	100%	2000	2100	2%	33.25%	$8,897	9	.25	$2,224	
HVAC	$24.67	30	100%	2000	2030	22%	33.25%	$86,047	9	.25	$21,512	
Institutional Equipment	$3.77	30	100%	2000	2030	22%	33.25%	$13,142	9	.25	$3,285	
Interior Doors, Partitions, Stairs, Elevator	$11.11	50	90%	2000	2050	8%	33.25%	$12,553	9	.25	$3,138	
Interior Walls	$7.14	60	90%	2000	2060	5%	33.25%	$5,600	9	.25	$1,400	
Lighting/Branch Circuits	$10.51	30	90%	2000	2030	22%	33.25%	$33,007	9	.25	$8,252	
Main Power/Emergency	$1.46	30	90%	2000	2030	22%	33.25%	$4,598	9	.25	$1,149	
Other Electrical Systems	$0.50	20	90%	2000	2020	49%	33.25%	$3,515	9	.25	$879	
Other Equipment	$11.16	60	110%	2000	2060	5%	33.25%	$10,700	9	.25	$2,675	
Plumbing	$10.46	30	100%	2000	2030	22%	33.25%	$36,474	9	.25	$9,118	
Roof	$7.65	20	120%	2000	2020	49%	33.25%	$72,002	9	.25	$18,001	
Technology	$0.14	10	90%	2000	2010	100%	33.25%	$2,054	4	.25	$513	
Wall Finishes	$3.12	12	100%	2000	2012	100%	33.25%	$49,917	4	.25	$12,479	
Total:								**$585,463**			**$146,366**	

District: **State Chartered Schools** School: **Gilbert L Sena Charter High School** School ID: **514001**

Asset Detail

Building Name: Site **Cost Model:** High School Site **Size:** 16,016

1995

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%	2000	2030	22%	33.25%	$1,256	9	.25	$314	
Fencing	$0.40	100	110%	2000	2100	2%	33.25%	$138	9	.25	$35	
Landscaping	$1.92	30	110%	2000	2030	22%	33.25%	$7,360	9	.25	$1,840	
Parking Lots	$6.72	20	80%	2000	2020	49%	33.25%	$42,221	9	.25	$10,555	
Playground Equipment	$0.14	15	100%	2000	2015	87%	33.25%	$1,953	9	.25	$488	
Site Lighting	$1.37	40	100%	2000	2040	12%	33.25%	$2,688	9	.25	$672	
Site Specialties	$0.07	40	100%	2000	2040	12%	33.25%	$137	9	.25	$34	
Site Utilities	$1.61	50	120%	2000	2050	8%	33.25%	$2,423	9	.25	$606	
Walkways	$2.27	30	110%	2000	2030	22%	33.25%	$8,685	9	.25	$2,171	
Total:								**$66,862**			**$16,715**	

District: **State Chartered Schools** School: **Gilbert L Sena Charter High School** School ID: **514001**

Educational Adequacy Detail

Population

Growth Factor:	1	**Number of Kindergarten Students:**	0
Number of Staff:	0	**Number of 1-5 Students:**	0
Number of Students:	~~177~~ 200 projected	**Number of 6-8 Students:**	0
Number of Special Education Students:	~~0~~ 31	**Number of 9-12 Students:**	~~177~~ 200 projected

Square Footage

Permanent GSF:	~~16,016~~ 14,122	**General Storage NSF:**	400
Portable GSF:	0	**Maintenance or Janitorial Space NSF:**	48
Admin NSF:	~~1,530~~ 1,457	**Media Center NSF:**	~~288~~ 300
Art/Music NSF:	0	**Parent Work Space NSF:**	0
Assembly NSF:	0	**Physical Ed NSF:**	0
Career Ed NSF:	~~1,327~~ 6,517, includes	**Science Classroom NSF:**	~~884~~ 1,527
Computer Lab NSF:	~~3,944~~ science classroom	**Science Storage NSF:**	0
Faculty Work Area NSF:	0	**Special Education Classroom NSF:**	0
Food Service NSF:	0	**Student Health NSF:**	0
General Classroom NSF:	~~14,000~~ 6,517, includes science classroom		

Classrooms

Number of Classrooms:	~~0~~ 9	**Number of Special Education Classrooms:**	0

Parking

Number of Paved Parking Spaces:	89	**Number of Bus Drop Offs:**	0
Number of Handicap Parking Spaces:	4	**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:	-		

District: **State Chartered Schools** School: **Gilbert L Sena Charter High School** School ID: **514001**

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	89	0	$1,322	$1,321.66	$0	6	1	$0
Insufficient Student Health Square Footage	0	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	0	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	884	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	0	0	$80	$80.00	$0	7	3	$0
Insufficient Media Center Square Footage	288	0	$80	$80.00	$0	7	3	$0
Insufficient Janitorial Square Footage	48	0	$80	$80.00	$0	7	3	$0
Insufficient General Storage	400	0	$80	$80.00	$0	7	3	$0
Insufficient General Classroom Square Footage	14,000	4,425	$80	$80.00	$0	7	3	$0
Insufficient Food Service Square Footage	0	0	$80	$80.00	$0	7	3	$0
Insufficient Faculty Workspace	0	0	$80	$80.00	$0	7	3	$0
Insufficient Computer Lab Square Footage	3,944	0	$80	$80.00	$0	7	3	$0
Insufficient Career Ed Square Footage	1,327	0	$80	$80.00	$0	7	3	$0
Insufficient Bus Drop Off	0	0	$20,800	$20,799.69	$0	6	1	$0
Insufficient Administrative Square Footage	1,530	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	4	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**

Due to the pressing need for space to accommodate the school's current and desired programs, and independent of the development of this plan, GLS has been searching for a new facility for which they hope to enter into a lease-purchase agreement. A potential facility has been identified and PSFA assessed the facility on February 26, 2015. Following is PSFA's memorandum to the school outlining the findings of that assessment.

State of New Mexico
Public School Facilities Authority

Robert A. Gorrell,
Director

Santa Fe Office
401 Don Gaspar Ave
Santa Fe, NM 87505
(505) 988-5989
(505) 988-5933 (Fax)

www.nmpsfa.org

Albuquerque Office
1312 Basehart Dr SE, St 200
Albuquerque, NM 87106
(505) 843-6272
(505) 843-9681 (Fax)

TO: Michelle Tudor, Gilbert L. Sena Charter High School

DATE: March 6, 2015

Re: Facility Assessment: **11200 Lomas NE, Albuquerque NM**

At your request, I visited the referenced property on February 26, 2015. The purpose of my visit was to conduct an adequacy analysis, facility condition assessment and change of occupancy analysis of the property that is proposed to house Gilbert L. Sena Charter High School, a state chartered charter.

BACKGROUND

Gilbert L Sena Charter High School serves grades 9 through 12. The school is a college dual credit and focuses on career opportunities. Their charter cap is 300 and current enrollment is 185.

FACILITY DESCRIPTION

This is an existing facility that currently holds a Business Occupancy (B-Occupancy). It is located

ADEQUACY ANALYSIS

The Public School Capital Outlay Council has waived many of the requirements of the Statewide Adequacy Standards for charter schools in recognition of the fact that charter schools, by their very nature, deliver education in a non-traditional manner. As such, this analysis is based only on those areas of the Standards that have not been waived.

GENERAL REQUIREMENTS

Refer to the attached Executive Summary for facility and system conditions

Academic Classrooms

The following chart indicates the minimum net square footage per student per grade level required for an adequate general classroom.

GRADE LEVEL	REQUIRED NET SQUARE FT./STUDENT
Kindergarten	50
1st Grade – 5th Grade	32
6th Grade – 8th Grade	28
9th Grade – 12th Grade	25

Total required classroom area for your school based on your charter cap of 300 students is 7,500 nsf. This site provides 8,360 nsf of potential classroom space.

CONCERNS

None noted.

WEIGHTED NEW MEXICO CONDITION INDEX (wNMCI)

Partnering with New Mexico's communities to provide quality, sustainable school facilities for our students and educators

The current average wNMCI for all Public Schools, including charter schools, in New Mexico is: 18.95%

The wNMCI for your proposed school facility is: 13.80%

The 11200 Lomas site exceeds the average wNMCI and meets the requirements of the statute.

CHANGE OF OCCUPANCY ANALYSIS

The school needs to work with the City of Albuquerque Building Department to acquire a change in occupancy from a B-Occupancy to an E-Occupancy

CONCLUSION

Upon achieving a change in occupancy this facility appears to provide the educational spaces Gilbert L. Sena Charter School needs and exceeds the state wide average wNMCI.

M Casias

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Martica Casias
Planning & Design Manager
Public School Facilities Authority

The Public School Facilities Authority has never assessed the current facility for code compliance because the school was originally authorized by the Albuquerque Public School District and occupied the current facility in 2004. PSFA was not involved in the approval of the current facility.

The proposed facility must undergo a change of occupancy from a 'B' Business Occupancy to an 'E' Educational Occupancy before GLS would be authorized to occupy the proposed facility.

The proposed facility has garnered a wNMCI score of 13.8% which is better than the statewide average for all public school facilities. The current average is 18.95%.

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 (CO2 PPM) (F)**

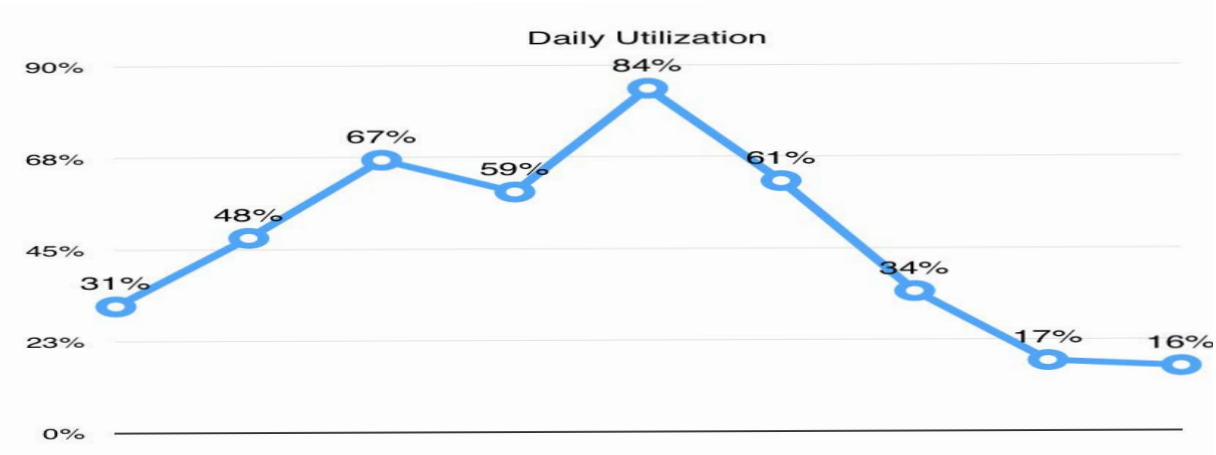
ACES used the following methods to identify the list of facility needs:
- **Analysis of compliance with adequacy standards**
- **Assessment by ACES facility assessor.**
- **Results of interviews with staff and the steering committee**
- **Planning team observations**

ACES analyzed the facility's compliance with PSFA adequacy standards and found small deficiencies in science classroom space and the library. There were also deficiencies food services, parent workspace, student health and counseling, faculty work space, and maintenance/janitorial space. In accordance with both the desired lunch and physical education programs, the school has demonstrated a need for a multipurpose space that will house a warming kitchen.

Although the science classroom space is minimally deficient, based on the statewide adequacy standards, It does not accommodate the desired program and methods of delivery and is currently located in an area with two offices, whose occupants must pass through the classroom to access those offices.

2.4 Utilization & Capacity

The utilization study on page 2-21 indicates a large fluctuation in the use of the facility's classroom space throughout the day as shown in the following graph.



This fluctuation is expected as a result of the school's schedule, as shown on page 2-3. With the exception of Classroom G, each classroom is used for eight of the nine daily instruction periods. Although Classroom G is not utilized for four periods of the day, it is not practical to house any of the desired programs such as expanded art, lunch or physical education in this space. It would also not be practical to take these classes out of Classroom G and put them in various classrooms during the teacher prep period for that classroom as there is no place that teachers can work during the prep period other than their classrooms.

With the exception of Pod A, which is over capacity during periods 3, 5 and 6, the mini lab, which is over capacity during period 5, and the English Lab, which is over capacity during periods 4, 5 and 6, all other class periods have capacity to accommodate more stu-

Rm #	Clrm NSF	Max # of St./ Sq Ft	PED MAX PTR/ Clm	A. S. Y/N	PERIOD 1 Time:800AM - 8:52AM				PERIOD 2 Time:8:55AM - 9:47AM				PERIOD 3 Time:9:50AM - 10:42AM				PERIOD 4 Time:10:45AM - 11:37AM			
					# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	
Pod A	490	18	30		4	22%	9, 11 & 12	Tony Archer		16	88%	9 - 12	Tony Archer		20	110%	9 - 11	Tony Archer		13	72%	9 - 12	Tony Archer	
Pod B	637	24	30		18	76%	9 - 12	Bren Vitter		15	64%	11 & 12	Bren Vitter		19	81%	9 - 12	Bren Vitter		15	64%	10 - 12	Bren Vitter	
Pod C	810	30	30		7	23%	9 - 11	Ian McMaster		5	17%	9 - 11	Ian McMaster		14	47%	9 - 11	Ian McMaster		14	47%	9 & 10	Ian McMaster	
Pod D	495	18	30			0%				11	60%	10 - 12	Eliseo Guajardo		14	76%	10 - 12	Eliseo Guajardo		11	60%	10 - 12	Eliseo Guajardo	
Pod E	400	15	30			0%				7	47%	9 - 12	Stanley, Mckeever		13	88%	9 - 12	Stanley, Mckeever		10	68%	9 - 11	Stanley, Mckeever	
Pod F	500	19	30			0%				9	49%	10 & 11	Daphne Orner		8	43%	10 & 11	Daphne Orner		7	38%	9 - 11	Daphne Orner	
Pod G	383	14	30		6	42%	11	Karlin Bradberry		7	49%	9 - 11	Karlin Bradberry		11	78%	10 - 12	Karlin Bradberry		6	42%	11 & 12	Karlin Bradberry	
Smart Lab	1,079	40	30		5	17%	9, 11 & 12	Lloyd Platt		11	37%	9 - 12	Lloyd Platt		11	37%	11 & 12	Lloyd Platt		11	37%	9 - 11	Lloyd Platt	
Science Classroom	860	32	30		12	40%	9 - 12	Claranita Williams		10	33%	9 - 11	Claranita Williams		15	50%	9 - 11	Claranita Williams		18	60%	9 - 12	Claranita Williams	
Mini Lab/ Science Classroom	595	22	30		14	64%	9 - 12	Arleen Standiford		7	32%	9 - 12	Arleen Standiford		20	91%	9 - 11	Arleen Standiford		12	54%	9-12	Arleen Standiford	
English Lab	376	14	30		8	57%	11 & 12	Victoria Mancha		7	50%	11 & 12	Victoria Mancha		5	36%	11 & 12	Victoria Mancha		15	108%	11 & 12	Victoria Mancha	
						31%					48%					67%					59%			

PERIOD 5				PERIOD 6				PERIOD 7				PERIOD 8				PERIOD 9				Tot. St.	PED Max. PTR / Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	% Pd. Day
Time:12:15PM - 1:17PM				Time:1:20PM - 2:12PM				Time:2:15PM - 3:07PM				Time:3:15PM - 4:07PM				Time:4:10PM - 5:00PM								
# 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					
27	149%	9 - 12	Tony Archer		23	127%	9 - 12	Tony Archer		6	33%	9, 11 & 12	Tony Archer			0%				1	6%	11	Tony Archer		110	150	67%	8	69%
21	89%	11& 12	Bren Vitter		16	68%	9 - 12	Bren Vitter		11	47%	9 - 12	Bren Vitter		7	30%	9 - 12	Bren Vitter			0%				122	150	57%	8	89%
16	53%	9 & 10	Ian McMaster		22	73%	9-12	Ian McMaster		14	47%	9 & 10	Ian McMaster		13	43%	9 & 10	Ian McMaster			0%				105	150	44%	8	89%
12	65%	9 - 12	Eliseo Guajardo		12	65%	11 & 12	Eliseo Guajardo		3	16%	11 & 12	Eliseo Guajardo		4	22%	11 & 12	Eliseo Guajardo		2	11%	12	Eliseo Guajardo		69	150	49%	8	89%
11	74%	9 - 12	Stanley, Mckeever		7	47%	9 - 11	Stanley, Mckeever		3	20%	9 - 11	Stanley, Mckeever		9	61%	9 & 10	Stanley, Mckeever		4	27%	9 & 10	Stanley, Mckeever		64	150	43%	8	89%
9	49%	10 & 11	Daphne Omer		7	38%	9 - 11	Daphne Omer		5	27%	9 & 10	Daphne Omer		1	5%	11 & 12	Daphne Omer		1	5%	10	Daphne Omer		47	150	35%	8	89%
12	85%	9 - 12	Karlin Bradberry			0%					0%					0%					0%				42	150	42%	5	56%
28	93%	9 - 11	Lloyd Platt		2	7%	11 & 12	Lloyd Platt		9	30%	9 - 12	Lloyd Platt			0%				8	27%	9 & 11	Lloyd Platt		85	150	37%	8	89%
16	53%	9 - 12	Clarenita Williams		7	23%	9 & 11	Clarenita Williams		11	37%	10 - 12	Clarenita Williams			0%				10	33%	9 & 10	Clarenita Williams		99	150	42%	8	89%
24	109%	9 - 12	Arleen Standiford		17	77%	9, 11 & 12	Arleen Standiford		14	64%	9 - 12	Arleen Standiford			0%				5	23%	9 - 12	Arleen Standiford		113	150	75%	8	89%
15	108%	10 - 12	Victoria Mancha		21	151%	11 & 12	Victoria Mancha		8	57%	11 & 12	Victoria Mancha		4	29%	12	Victoria Mancha		6	43%	9 - 11	Dorothy Lack		89	150	81%	9	100%
	84%					61%					34%					17%					16%				945		52%	8	87%

dents. During Period 5, when the facility is most heavily utilized at 84%, there is still enough capacity to accommodate students up to the proposed enrollment of 200 students. Notwithstanding the space is adequate in terms of the statewide adequacy standards, the school desires additional space to accommodate the direct instruction/computer based hybrid model used by GLS.

2.4.1 Special Factors

Gilbert L. Sena Charter High School serves a student population that may not be thriving in a traditional public school setting and these students are at-risk or may have already dropped out of school. These students require more individualized attention and so the school has adopted a pupil to teacher ration of 20:1, which is lower than that required by the New Mexico Public Education Department.

The statewide adequacy standards specify that 25 net square feet of general classroom space per student, plus 2 net square feet of in-class storage per student are required to meet those standards. For a PTR of 20:1, 540 net square feet of space per classroom are required to meet that standard. However, due to GLS's hybrid computer based/direct instruction model, additional space is required to accommodate the necessary computers and separate direct instruction area. Without an area where students can be drawn away from the distraction of the computers, teachers have stated that it is difficult to capture and hold students attention for direct instruction. Approximately 600 net square feet is required to accommodate this model.

As previously stated, the current enrollment cap for this school is 300 students. The school does not currently have plans to enroll more than 200 students during the next five years and, therefore has not developed a strategy for implementation of enrollment to the cap.

Based on the current school's square footage of 14,122 GSF and the gross square footage of 20,112, which will accommodate a facility that will adequately support all of GLS's current and desired programs, GLS requires an additional 5,990 square feet of space. The determination has been made by the school that it is not feasible to provide the additional space at the current facility, nor is it cost-effective or feasible to renovate the current facility to better serve the school's needs. The school is undertaking a search for a facility to better meet its needs even as this document is being developed.

2.5 Facility Maintenance

Currently there are no ongoing maintenance projects that may be converted to capital projects since the school is in a leased facility and is currently seeking a facility that will accommodate their current and future desired programs.

2.6 Technology

Gilbert L. Sena has a formal technology plan that was approved and is valid through June 30, 2015. GLS is committed to providing a "student-centered, technology-enhanced learning environment". The plan presents several strategies for improving academic performance and teacher effectiveness.

The plan is comprehensive and addresses hardware, software and infrastructure. It also addresses student academic needs and training of faculty and staff about available hardware and software. The plan discusses available funding sources and implementation strategies.

2.7 Energy Management

The school does not have an energy management plan.

2.7.1 Energy Assessment

An energy assessment has not been conducted.

2.7.2 Energy Efficiency Recommendations

An energy assessment has not been conducted.

2.7.3 Energy Management Plan

The school does not have an energy management plan for the facility. The school does participate in the Public Service Company of New Mexico's PowerSaver program and has received financial incentive awards from the program.

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3. FACILITY REQUIREMENTS

3.1 Goals & Concepts

3.1.1 Facility Goals

The facility goals for Gilbert L. Sena Charter High School include functional goals and qualitative goals for the school's facility needs. 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 must provide adequate space for all of the school's current and desired programs and must meet all of the school's educational, administrative, safety and other needs.

Effective utilization of the spaces within the facility is an important consideration and shared use of spaces wherever possible must be considered. In addition, alternative methods of delivery of the school's programs that would result in more efficient utilization of space will be considered.

The facility must include spaces that it currently does not have, but are needed to support current and desired programs at the school. These include:

- **Centralized administrative/ancillary services suite**
- **Adequate faculty/staff workroom and lounge**
- **Improved security**
- **Hard-walled classrooms at least 600 square feet in size**
- **A functional science suite to include two classrooms with a shared lab, prep/storage room and computer classroom**

Other goals for the facility include:

- **The facility must have private spaces for confidential meetings. Measures such as sound batting should be employed to ensure that confidential conversations are not overheard.**
- **A nurses station to isolate sick students is needed. It should be located adjacent to a restroom if possible.**
- **The school should be located in the same general area as it is now, but should be moved away from the area it now occupies due to frequent police activity at the low-budget motel to the north of the school**

- **Adequate infrastructure, including information technology infrastructure**
- **Adequate, properly balanced HVAC systems**
- **Outdoor physical education and recreation areas, to include outdoor dining space s.**
- **Maintain secure staff parking and provide barriers between it and student outdoor recreation areas.**
- **A multi-purpose space with a warming kitchen to accommodate the school's desired lunch program**

Qualitative Goals:
The steering committee described the fully-functional facility as including these qualities:

- **It should maintain the current feeling of community and camaraderie that results from the small school being located in a single facility**
- **Since its inception, GLS strives to build a sense of safety for its students, and has been largely successful in meeting that goal. Any facility selected by GLS should foster that sense of warmth and safety.**

Based on current statute, GLS must be housed in a public building, be in a facility for which they have a lease-purchase agreement, or otherwise satisfy the public building requirement. GLS has established a foundation and is actively pursuing a lease-purchase agreement for a facility that will adequately accommodate the school's needs. Development of this plan is also part of the school's plan to acquire a suitable facility that meets the statutory public building requirement

3.1.2 Concepts

3.1.2.1 Safety & Security

The results of the staff interviews and steering committee meetings indicated that students and staff find the current school environment safe. The founders of GLS identified this as a major goal of the school early on and GLS continues to maintain and improve upon the gains it has made.

Currently there is controlled access to the facility via a magnetically locking door in the entry vestibule and visitors are required to sign in, with front office staff acting as the gatekeepers controlling the magnetic lock. In addition, the school employs a full time security guard who patrols the facility and grounds while school is in session. Other doors in the facility are routinely kept locked from the exterior with panic bars on the interior.

During the staff interviews and steering committee meetings concerns were expressed due to the large amount of glazing in the school, which could pose a security threat if someone tried to gain unauthorized access to the school. It was generally agreed, though, that the school felt safe and the comments regarding the security measures already in place were overwhelmingly positive, The steering committee recommended that the current security measures in place at the school were adequate, but did recommend that control of student access by incorporating a system that would allow students to gain access to the school with the use of their student identification cards. The desired system would directly interface with the school's attendance tracking system. This would have the effect of discouraging the practice of "piggy-backing", where students open the door for their classmates, who may be late, and thereby help them avoid being noted as tardy.

3.1.2.2 Sustainability

Currently GLS does not have a formal sustainability plan, but the school administration is cognizant of the need to maintain control over facility operating expenses, and that sustainability measures are one such avenue to do so.

Some things that GLS could consider in selecting a sustainable facility in the future might include:

- The ability to support a recycling program
- Energy Efficiency
- Daylighting
- A location that promotes use of public transportation or walking

3.1.2.3 Flexibility & Community Use

The functionally adequate facility for Gilbert L. Sena Charter High School, based on faculty/staff interviews and discussions held by the steering committee will offer flexible use with ample small and large-group meeting spaces that will host a number of activities, including special education IEP and other meetings, individual and small group testing, confidential meetings and other activities.

Currently, GLS does not provide facilities for community use and there are no plans to do so during the effective time of this plan.

3.1.2.4 Utilities & Other Considerations

While GLS does not have a formal energy management plan, cost of utilities and energy efficiency features will play an important role in the design or selection of a facility. GLS recognizes that limiting operational expenses as much as possible results in more funds available for other needs.

The school already participates in the Public Service Company of New Mexico's "Power Saver" program and has received "thank you check"s for participation in the program. A small business customer may receive a "thank you check" of up to $270.00 after the first year of participation and up to $135.00 annually, thereafter.

Participants of the program allow PNM to install a device to the facility's refrigerated air system to control the compressor on the hottest days of the year to help PNM regulate the demand for power during peak usage.

The school would seek to participate in this program in a new facility.

4. CAPITAL PLAN

4.1 Capital Needs

4.1.1 Projects

Currently the only planned or ongoing capital project is a search for a facility that can accommodate GLS's planned enrollment of 200 students as well as the school's current and desired programs.

Gilbert L. Sena Charter High School receives lease assistance from the PSCOC and operating funds from the PED. The school addresses maintenance costs through the use of operational funds and has no other source for such expenditures.

Cost Estimating Assumptions
1. Lease assistance at the current rate/MEM
2. Enrollment in 2015-16 for an estimated 200 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 o f $700/MEM
4. Financing payments are based on the following mortgage assumptions: the purchase price will be approximately $2,404,000 with a 20% down payment and financed for 15 years at 7.5% interest.

4.2 Capital Funding

4.2.1 Historic and Current Funding

Gilbert L. Sena Charter High School receives lease assistance from the PSCOC and operating funds from the PED. Following is a table showing a history of lease assistance funds for GLS. The current lease assis-

LEASE ASSISTANCE HISTORY				
YEAR	ACTUAL LEASE COST	LEASE ASSISTANCE RECIEVED	DIFFERENCE	% Of Lease Covered By Assistance
2014-15	$197,533.00	$129,861.00	$67,672.00	65.74%
2013-14	$193,660.00	$131,341.00	$62,319.00	67.82%
2012-13	$186,140.00	$127,603.00	$58,537.00	68.55%
2011-12	$186,140.00	$128,336.00	$57,804.00	68.95%
2010-11	$180,000.00	$120,903.00	$59,097.00	67.17%

4.2.2 Current Capital Expenses

The lease of the current facility and associated costs such as insurance and custodial service are GLS's primary capital expense.

4.2.3 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 175.5 MEM. Using the current reimbursement rate, the projected lease payment revenue for next year is $129,861. Gilbert L. Sena Charter High School is a state charter school, and is located in the Albuquerque Public School District.

State statutes require shared funding through HB-33 and SB9 funding for charter schools. The Public School Buildings Act (22-26-1 NMSA 1978), also known as HB-33, 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 HB-33 vote will be in 2016.

For the purposes of this capital plan, the distribution expected from HB-33 funding will be about $700 per student per year. An enrollment projection of 200 students will yield an annual revenue from HB-33 funds of approximately $140,000.

4.2.4 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 the condition of the school based on repair cost versus replacement cost. The ranking system is called the New Mexico Condition Index (NMCI). PSFA has ranked the current facility at 589 with a wNMCI score of 5.76%.

GLS has successfully completed the reauthorization process twice. Most recently the school's charter was reauthorized in 2014. As such, GLS is eligible to apply for standards-based funding from the Public School Capital Outlay Council. However, due to the fact that the current facility is ranked very highly, and the fact that GLS does not own the facility and is not currently in a lease-purchase agreement for the facility, It is not likely that the school will receive an award in the near future. However, if the PSFA were to consider the programmatic deficiencies noted in the educational specification, that landscape might change.

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 standards-based deficiencies correction (6.27.41 of NMAC).

4.3 Implementation Strategy

4.3.1 Project Prioritization

The acquisition of a facility that adequately houses Gilbert L. Sena High School's current and desired programs and methods is currently the only capital project on the horizon for the school. This document will be amended as needed to include capital projects as they are identified.

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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 Site/Facilities Data Table

State Identification #	514001
Physical Address	69 Hotel Circle NE Albuquerque, NM 87123
Date of Opening	August 2004
Dates of Major Additions & Renovations	2004 - Tenant Improvements
Facility Condition Index	Unknown
Weighted New Mexico Facility Condition Index	5.76
Owned/Leased?	Leased
Total GSF	14,122
Site Acreage	2.25
Total # Permanent General Classrooms	8
Total # Specialty Classrooms	1
Total # Portable Classrooms	0
Total # Classrooms	9
% Portables to General Classrooms	NA
Total 40th Day Enrollment 2014-15 School Year	185
GSF/Student	76.34

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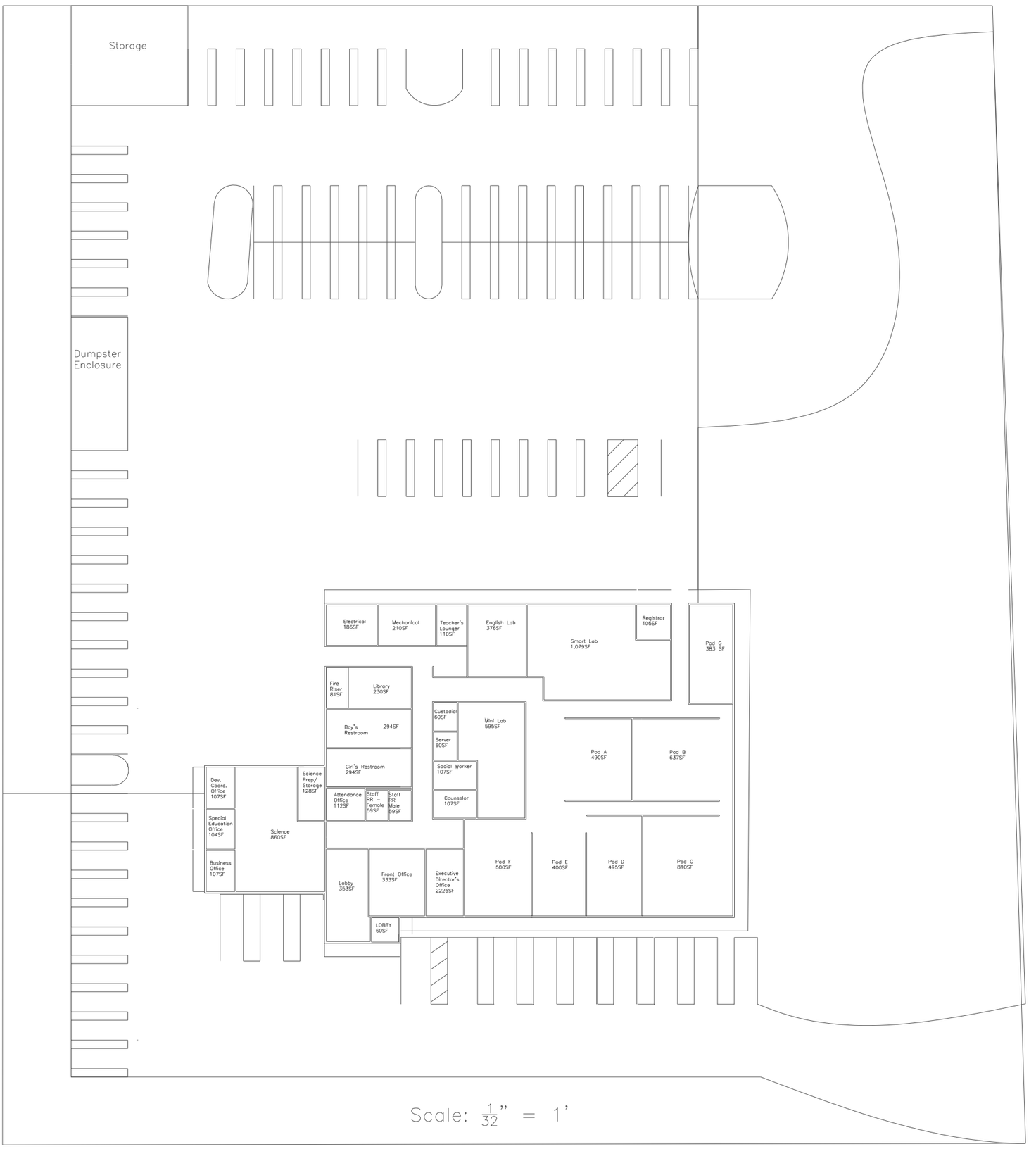
5.2 Site Plan


Storage
Dumpster Enclosure
Electrical 186SF
Mechanical 210SF
Teacher's Lounger 110SF
English Lab 376SF
Smart Lab 1,079SF
Registrar 105SF
Pod G 383 SF
Fire Riser 81SF
Library 230SF
Boy's Restroom 294SF
Girl's Restroom 294SF
Custodial 60SF
Server 60SF
Mini Lab 595SF
Social Worker 107SF
Counselor 107SF
Pod A 490SF
Pod B 637SF
Dev. Coord. Office 107SF
Special Education Office 104SF
Business Office 107SF
Science 860SF
Science Prep/ Storage 128SF
Attendance Office 112SF
Staff RR - Female 59SF
Staff RR Male 59SF
Lobby 353SF
Front Office 333SF
Executive Director's Office 222SF
LOBBY 60SF
Pod F 500SF
Pod E 400SF
Pod D 495SF
Pod C 810SF
Scale: 1/32" = 1'

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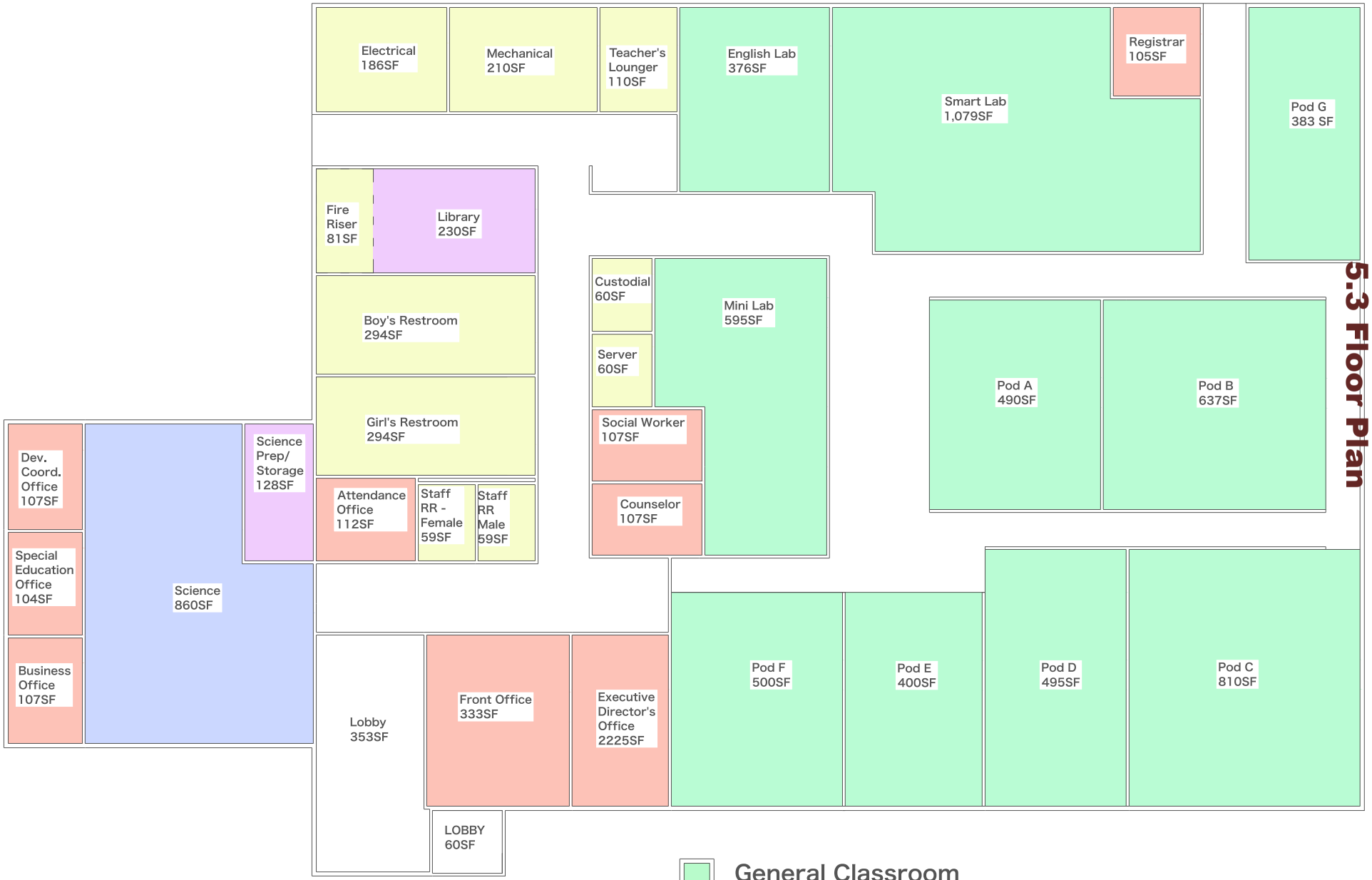


5.3 Floor Plan

Scale: 1/16 "=1'

5.4 FMAR Reports

PSFA has not conducted an FMAR assessment of GLS at this time.

5.5 Detailed Space & Room Requirements

The steering community reviewed the results of the facility assessment, faculty/staff interviews, and the current and desired programs and needs of the school. These space requirements are based on those needs and the provisions of the statewide adequacy standards, as applicable to charter schools. Every effort has been made to identify opportunities for shared use or alternative methods of delivery that would result in reduction of the required facility size, but would not negatively impact the school's ability to perform its mission and continue the consistent improvement seen since it first began operation in 2004.

The following table represents a program of required spaces for the adequately functional facility. The loading policy for classrooms at GLS is 20 students per classroom, maximum. The classrooms are sized in order to accommodate the hybrid computer-based/direct instruction model used by GLS.

The "ideal" facility will provide about 21,612 GSF as described in the following table.

ADEQUATE FACILITY SPACE SUMMARY

SPACE NAME	SPACE CATEGORY											
	GENERAL CLASSROOM	SCIENCE	SPECIAL EDUCATION	ART - VISUAL, MUSIC OR PERFORMING ARTS	CAREER EDUCATION	TECHNOLOGY-AIDED INSTRUCTION	PHYSICAL EDUCATION	LIBRARY/MEDIA CENTER	FOOD SERVICES	ADMINISTRATION/ Ancillary	Other Required Spaces	Tare
Classroom 1	600											
Classroom 2	600											
Classroom 3	600											
Classroom 4	600											
Classroom 5	600											
Classroom 6	600											
Classroom 7	600											
English Classroom	600											
Flex/Elective Classroom				600								
Science Classroom 1		500										
Science Classroom 2		500										
Science Lab		600										
Prep/Storage		90										
Science Computers		300										
Art				500								
Library								900				
Multi-purpose Space												
Tare Space at 30% of facility total NSF												6033.6
Multi-Purpose Space (also serves as student dining space)							7812					
Warming/Serving Kitchen									200			
PE Storage							150					
Executive Directors Office/ Conference Area										220		
Developmental Coordinator										110		
Business Office										110		
Attendance Office										110		
Registrar										110		
Front Office										380		
Large Conference #1										400		
Large Conference #2										400		
Faculty/Staff Workroom										150		
Lounge										150		
Small Conference #1										200		
Small Conference #2										200		
Secure Storage										100		
Records Storage										150		
Nurse										150		
Social Worker										110		
Guidance Councilor										110		
Special Education Office										110		
jStudent Commons											400	
TOTAL NET SF	4800	1990	0	1100	0	0	7962	900	200	3160	400	6033.6
% OF TOTAL NET SF	23.87%	9.89%	0.00%	5.47%	0.00%	0.00%	39.59%	4.47%	0.99%	15.71%	1.99%	30.00%
GRAND TOTAL	20112											

By comparison, the maximum allowable GSF for a high school for 200 students calculated by the PSFA calculator is 40,319 GSF. The GLS educational program does not require all of the spaces typically found in a traditional high school, such exclusively dedicated art space. Charter schools generally have unique space needs. GLS partners with CNM to provide students with on and off-campus opportunities to obtain dual enrollment credits, and is exploring avenues to expand those offerings. Offering a selection of these dual-enrollment classes at the GLS campus is essential to its mission and vision.

Classroom Needs - 200 Students				
	Number Of Rooms Required	Square Footage Per Room	Total Square Footage Required	Number Of Students Accommodated
General Classrooms (includes Smart & Mini Labs)	8	600	4800	160
Science Classrooms	2	500	1000	40
Science Lab*	1	600	600	20
TOTAL	11	1700	6400	200

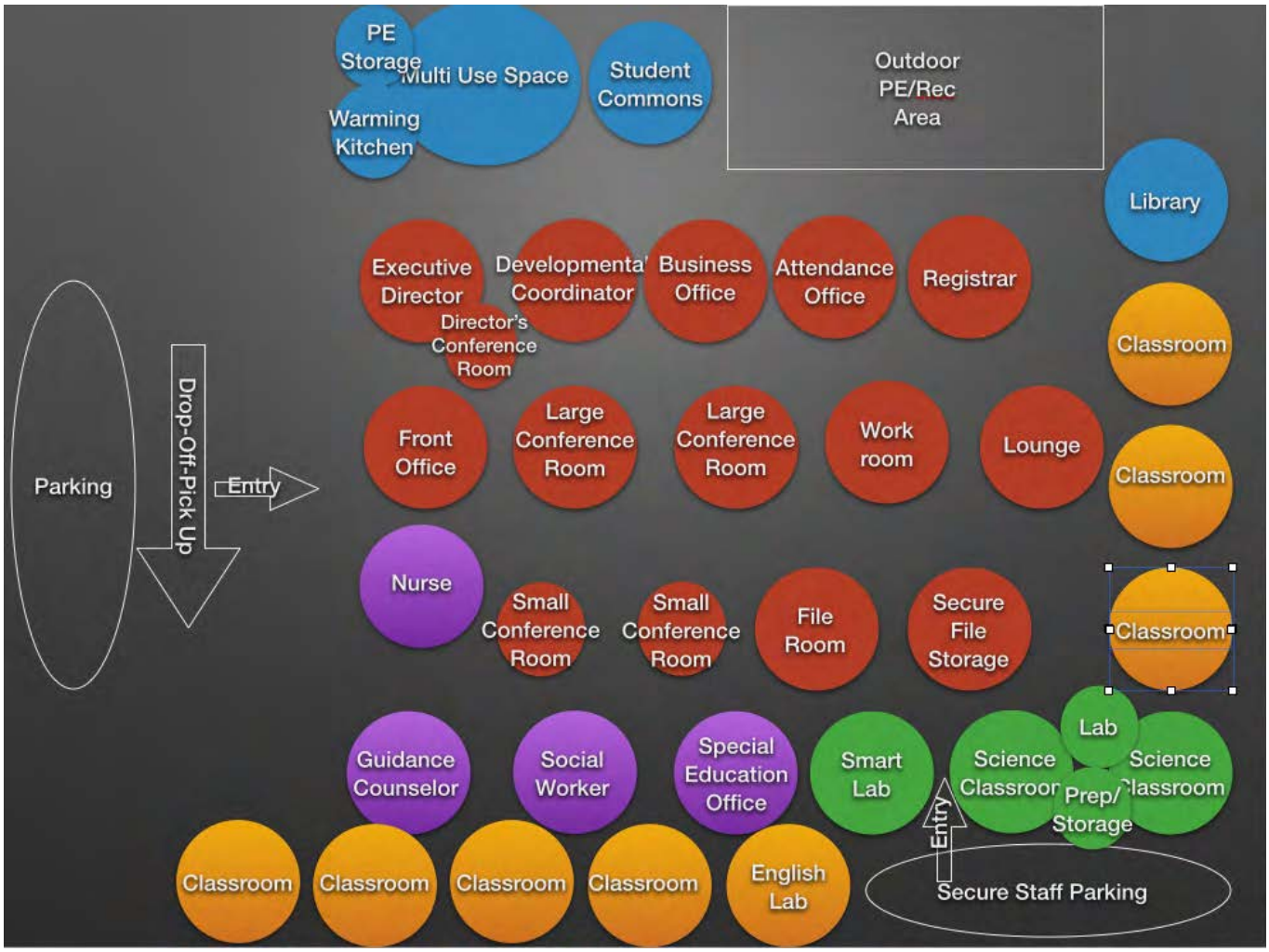
The above chart shows the need for general classrooms at the facility, based on the school's classroom loading policy.

Site Requirements

Gilbert L. Sena Charter High School requires a location with easy and safe access to transportation and main arteries of the city. The students enrolled at GLS come from all over the Albuquerque area, but the school is located in its present area purposely to attract and accommodate enrollment from the area in which it is located. The site requires parking for staff and students. The parking lot must provide 1.5 spaces for approximately 25 staff 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 is crucial to any design.

The school requires an outdoor physical education area to support the physical education program. Outdoor amenities which provide opportunities for outdoor educational spaces or recreation space are also needed.

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



the small community feel of the school and the sense of safety and security that GLS has achieved in its current facility.

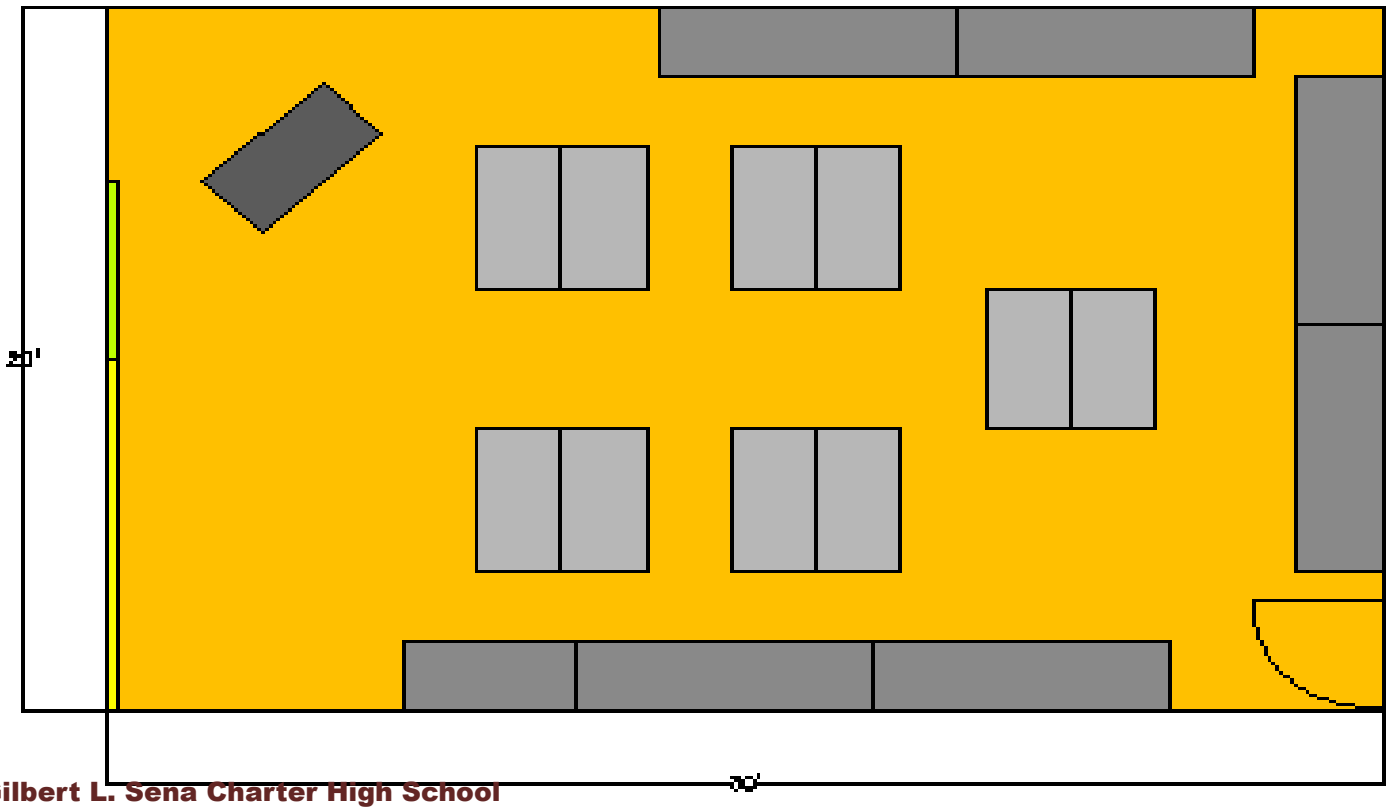
Descriptions and Diagrams of Required Spaces

The following narrative and/or diagrams describe the facility and component requirements for a facility that will adequately serve the needs of Gilbert L. Sena Charter High School.

Instructional Program Spaces

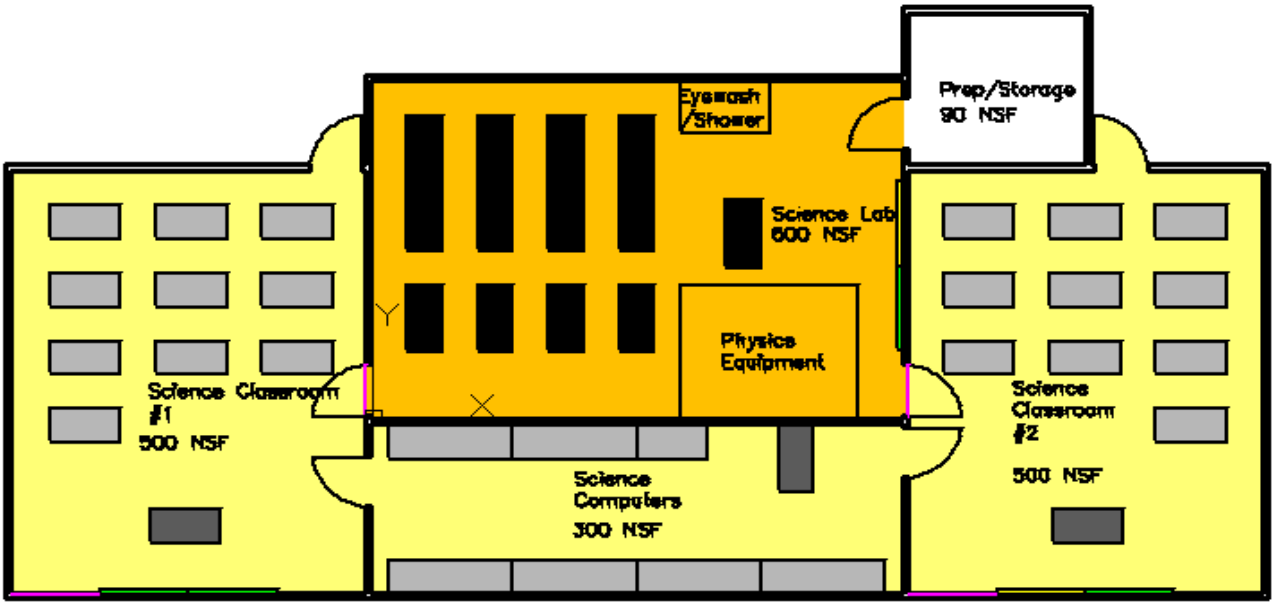
General Classrooms

The classrooms at GLS must support both computer-based and direct instruction. Teachers must have the ability to monitor students working on computers. At the same time, there must be space to pull the students away from the computers, which can be a distraction during direct instruction. Spaces should be fully enclosed, but thought should be given to controlled daylighting of the classrooms. Lighting, heating and cooling should be controllable from within the individual classrooms if possible. Classrooms require sound batting. Classrooms should be a minimum of 600 square feet to accommodate 20 computer stations and an additional seat and table for 20 students for direct instruction. Since the computer-based curriculum is web-based, adequate information technology infrastructure will be a key consideration in any facility that GLS considers.



Science Lab/Classroom

The science program at GLS requires direct instruction space two classes with a maximum of 20 students per class. A single shared laboratory/demonstration area is required, and must accommodate 20 students. In addition, shared computers for 20 students should be provided. The scenario discussed by the Steering Committee would include 2 classrooms of approximately 500 square feet, one shared lab/demonstration classroom of 600 square feet, and a 300 square foot shared computer lab. In addition, at least 90 square feet of secure preparation/storage space must be provided.



Administrative & Support Spaces

Administrative Suite

Currently, GLS's administrative offices are spread throughout the facility rather than being centralized. In the case of the business office and developmental coordinator's office, they are located in a science classroom through which you must pass to enter the offices. It is strongly desired to centralize the school's administrative functions. A workroom separate from the front office is needed, as well as a nurses office for isolating sick students.

Library/Make Up Room
Although the current facility has a library, the space is not adequate and is not conducive to its intended function. The current library also houses the fire riser, which presents a noise distraction and occupies approximately 1/4 of the library space. While the school does not employ a librarian, teachers have reported their own desire, and the desire of their students, to have library space where students can check out books, do research and where teachers can take students for special projects and other activities.

Student Commons
The current facility does not have space for students to gather informally or formally. The students utilize the waiting area adjacent to the front office, which presents issues with noise for the front office staff, who are responsible for answering telephones among other duties. Because this area is adjacent to the entrance, it creates the potential for a security risk since students will sometimes open the door for fellow students and others without their having checked in with the front office staff.

The commons space could be incorporated into oversized corridors, which would also make supervision easier. Comfortable, inviting furnishings should be used. Tables and chairs be provided for student who want to study or who are working collaboratively.

Multipurpose / Warming Kitchen.
The Gilbert L. Sena Charter High School requires approximately 7,675 square foot multi-purpose space to accommodate physical education, a lunch program and other activities for which a large gathering space is required. The space should be provided with durable finishes to accommodate the types of activities that will occur within. Ample storage for lunch tables, physical education equipment and other items shall be provided.

Administrative and Support Spaces
The administrative and ancillary functions should be centralized. The administrative area should command the public entrance to the facility and provide for supervision of instructional areas of the school.

5.5.1 Technology & Communication

Network

Classrooms

- **CAT 6 drop or port available for each computer, 21 stations minimum for each classroom**
- **Wireless access point (WAP) with one 110 VAC power outlet**
- **Coaxial wiring to support cable broadcasts**

Offices, conference and lounges

- **Wireless network capacity to support 100 Mbps in each room**
- **CAT 6 hard-wire drops, 2 on each of 2 walls**
- **Wireless access point (WAP) with one 110 VAC power outlet at classrooms, commons and conference**

Devices

Computers and network devices - classrooms

- **One per student station**

General classrooms

- **One smart Board per classroom**
- **One device per teacher and instructional staff**

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

5.5.2 POWER CRITERIA

Classrooms

- **Minimum of 2 duplex outlets on every wall plus sufficient power and outlets for 21 computers, minimum.**
- **Outlet for a wall clock**
- **Center ceiling outlet for ceiling-mounted devices**
- **Surge protection**

5.5.3 LIGHTING & DAYLIGHTING 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**

5.5.4 OMITTED

5.5.5 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**

5.5.6 Furnishing & Equipment Criteria

Classrooms

- **One 2'X4'X30" table per two students or one 2'X4'X30" table per two student computer workstations, may substitute 2'X7'X30" computer workstations to accommodate three students. Science lab tables**
- **Rolling chairs, or chairs that are otherwise easily portable will be considered to make the transition from computer-based to direct instruction as quick as possible and with the least amount of disruption. Chairs should be ergonomically suited to both direct and computer-based instruction**
- **A white board at least 7' wide and 4' high**
- **At least one tack board that is at least 4' wide and 4' high**
- **An interactive white board that is at least 77' wide, with projector**
- **A suitable desk for the instructor that is at least 2'X4'X30" and has a locking drawer.**

5.5.7 Criteria Sheets

See pages 5-14 and following for Room Criteria Sheets

5.5.8 ENVIRONMENTAL CONDITION 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 at 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 CO2 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**

5.6 Submission

This tabbed, three ring binder contains the 2015 - 2020 Facilities Master Plan/Educational Specification for Gilbert L. Sena Charter High School. A compact disc containing an electronic copy of the plan can be found in the sleeve of this binder.

General Classroom Criteria Sheet

CATAGORY	CRITERIA
Quantity of Spaces Required	8
Square Footage Per Space	600
Communications	Telephone
Communications	Intercom
Floor Finish	Industrial grade carpet
Wall Finish	Gypsum Board/Paint or CMU Paint
Ceiling Finish	Acoustical Ceiling Tile or Gypsum Board/Paint
Lighting	Capable of providing 50 foot-candles of light at a point 3 feet above finish floor.
Power	At Least two duplex outlets per wall and a ceiling-mounted receptacle for projection equipment
Data	Wired or wireless internet connection capable of supporting computers or tablets for 20 students and one instructor.
Equipment	One (1) SMART Board
Equipment	Once (1) ceiling mounted SMART Board projector
Equipment	At least one whiteboard that is at least 4’ X 7” in size
Furnishings	Forty (40) chairs for computer stations and direct instruction desks or rolling chairs to allow for easy movement from computers to direct instruction desks.
Furnishings	Twenty (20) 2’ X 4’ tables. Ten (10) for computer workstations and ten (10) for direct instruction seating
Furnishings	One (1) teacher’s desk with locking drawers
Furnishings	One (1) chair for teacher
Other	
Other	
Other	

Science Classroom Criteria Sheet

CATAGORY	CRITERIA
Quantity of Spaces Required	2
Square Footage Per Space	500
Communications	Telephone
Communications	Intercom
Floor Finish	Industrial grade carpet
Wall Finish	Gypsum Board/Paint or CMU Paint
Ceiling Finish	Acoustical Ceiling Tile or Gypsum Board/Paint
Lighting	Capable of providing 50 foot-candles of light at a point 3 feet above finish floor.
Power	At Least two duplex outlets per wall and a ceiling-mounted receptacle for projection equipment
Data	Wired or wireless internet connection capable of supporting computers or tablets for 20 students and one instructor.
Equipment	One (1) SMART Board
Equipment	Once (1) ceiling mounted SMART Board projector
Equipment	At least one whiteboard that is at least 4’ X 7” in size
Furnishings	Twenty (20) chairs for direct instruction desks
Furnishings	Ten (10) 2’ X 4’ tables for direct instruction seating
Furnishings	One (1) teacher’s desk with locking drawers
Furnishings	One (1) chair for teacher
Other	
Other	
Other	
Other	

Science Laboratory Criteria Sheet

CATAGORY	CRITERIA
Quantity of Spaces Required	1
Square Footage Per Space	600
Communications	Telephone
Communications	Intercom
Floor Finish	Polished concrete or similar spill-resistant finish
Wall Finish	Gypsum Board/Paint or CMU Paint
Ceiling Finish	Acoustical Ceiling Tile or Gypsum Board/Paint
Lighting	Capable of providing 50 foot-candles of light at a point 3 feet above finish floor.
Power	At Least two duplex outlets per wall and a ceiling-mounted receptacle for projection equipment
Data	Wired or wireless internet connection capable of supporting computers or tablets for 20 students and one instructor.
Equipment	One (1) SMART Board
Equipment	Once (1) ceiling mounted SMART Board projector
Equipment	At least one whiteboard that is at least 4’ X 7” in size
Furnishings	Twenty (20) chairs for direct instruction desks
Furnishings	Ten (10) 2’ X 4’ tables with chemical-resistant tops
Furnishings	One (1) teacher’s desk with locking drawers
Furnishings	One (1) chair for teacher
Other	Eyewash Station
Other	Sink
Other	
Other	

Science Computer Room Criteria Sheet

CATAGORY	CRITERIA
Quantity of Spaces Required	1
Square Footage Per Space	300
Communications	Telephone
Communications	Intercom
Floor Finish	Industrial grade carpet
Wall Finish	Gypsum Board/Paint or CMU Paint
Ceiling Finish	Acoustical Ceiling Tile or Gypsum Board/Paint
Lighting	Capable of providing 50 foot-candles of light at a point 3 feet above finish floor.
Power	At Least two duplex outlets per wall and a ceiling-mounted receptacle for projection equipment
Data	Wired or wireless internet connection capable of supporting computers or tablets for 20 students and one instructor.
Equipment	One (1) SMART Board
Equipment	Once (1) ceiling mounted SMART Board projector
Equipment	At least one whiteboard that is at least 4’ X 7” in size
Furnishings	Twenty (20) chairs for computer stations
Furnishings	Ten (10) 2’ X 4’ tables for computer workstations
Furnishings	One (1) teacher’s desk with locking drawers
Furnishings	One (1) chair for teacher
Other	
Other	
Other	

Flex/Elective Classroom Criteria Sheet

CATAGORY	CRITERIA
Quantity of Spaces Required	1
Square Footage Per Space	600
Communications	Telephone
Communications	Intercom
Floor Finish	Polished concrete or other spill-resistant finish
Wall Finish	Gypsum Board/Paint or CMU Paint
Ceiling Finish	Acoustical Ceiling Tile or Gypsum Board/Paint
Lighting	Capable of providing 50 foot-candles of light at a point 3 feet above finish floor.
Power	At Least two duplex outlets per wall and a ceiling-mounted receptacle for projection equipment
Data	Wired or wireless internet connection capable of supporting computers or tablets for 20 students and one instructor.
Equipment	One (1) SMART Board
Equipment	Once (1) ceiling mounted SMART Board projector
Equipment	At least one whiteboard that is at least 4’ X 7” in size
Furnishings	20 (20) chairs for instruction workstations
Furnishings	Ten (10) 2’ X 4’ tables for workstation seating
Furnishings	One (1) teacher’s desk with locking drawers
Furnishings	One (1) chair for teacher
Other	
Other	
Other	

Science Prep/Storage Criteria Sheet

CATAGORY	CRITERIA
Quantity of Spaces Required	1
Square Footage Per Space	90
Floor Finish	Polished concrete or similar spill-resistant finish
Wall Finish	Gypsum Board/Paint or CMU Paint
Ceiling Finish	Acoustical Ceiling Tile or Gypsum Board/Paint
Lighting	Capable of providing 50 foot-candles of light at a point 3 feet above finish floor.
Power	At Least one duplex outlet
Furnishings	9’ X 2’ Shelves
Other	Sink
Other	Gas piping & outlet
Other	
Other	

Art Classroom Criteria Sheet

CATAGORY	CRITERIA
Quantity of Spaces Required	1
Square Footage Per Space	500
Communications	Telephone
Communications	Intercom
Floor Finish	Stained concrete or other spill-resistant finish
Wall Finish	Gypsum Board/Paint or CMU Paint
Ceiling Finish	Acoustical Ceiling Tile or Gypsum Board/Paint
Lighting	Capable of providing 50 foot-candles of light at a point 3 feet above finish floor.
Power	At Least two duplex outlets per wall and a ceiling-mounted receptacle for projection equipment
Equipment	One (1) SMART Board
Equipment	Once (1) ceiling mounted SMART Board projector
Equipment	At least one whiteboard that is at least 4’ X 7” in size
Furnishings	Twenty (20) chairs for workstations
Furnishings	Ten (10) 2’ X 4’ tables for workstations
Furnishings	One (1) teacher’s desk with locking drawers
Furnishings	One (1) chair for teacher
Other	
Other	
Other	

Library Criteria Sheet

CATAGORY	CRITERIA
Quantity of Spaces Required	1
Square Footage Per Space	900
Communications	Telephone
Communications	Intercom
Floor Finish	Industrial grade carpet
Wall Finish	Gypsum Board/Paint or CMU Paint
Ceiling Finish	Acoustical Ceiling Tile or Gypsum Board/Paint
Lighting	Capable of providing 50 foot-candles of light at a point 3 feet above finish floor.
Power	At Least two duplex outlets per wall and a ceiling-mounted receptacle for projection equipment
Equipment	One (1) SMART Board
Equipment	Once (1) ceiling mounted SMART Board projector
Equipment	At least one whiteboard that is at least 4’ X 7” in size
Furnishings	TBD
Other	
Other	
Other	

Multi-Purpose SpaceCriteria Sheet

CATAGORY	CRITERIA
Quantity of Spaces Required	1
Square Footage Per Space	7812
Communications	Intercom
Floor Finish	VCT or similar finish
Wall Finish	Impact-Resistant Gypsum Board/Paint or CMU Paint
Ceiling Finish	Exposed Ceiling or other appropriate finish
Lighting	Lighting protected from impact.
Power	At Least two duplex outlets per wall and a ceiling-mounted receptacle for projection equipment
Equipment	two (2) basketball goals
Furnishings	Folding tables with benches to accommodate 200 students for dining
Other	
Other	
Other	

Warming/Serving Kitchen Criteria Sheet

CATAGORY	CRITERIA
Quantity of Spaces Required	1
Square Footage Per Space	200
Communications	Telephone
Communications	Intercom
Floor Finish	Stained concrete or other spill-resistant finish
Wall Finish	Gypsum Board/Paint or CMU Paint
Ceiling Finish	Acoustical Ceiling Tile or Gypsum Board/Paint
Lighting	Capable of providing 50 foot-candles of light at a point 3 feet above finish floor.
Power	At Least one (1) duplex outlet per wall
Equipment	Three (3) sinks
Equipment	warming table
Equipment	Chiller table
Other	
Other	
Other	

Offices Criteria Sheet

CATAGORY	CRITERIA
Quantity of Spaces Required	8
Square Footage Per Space	110 (220 - Executive Director's Office)
Communications	Telephone
Floor Finish	Industrial Grade Carpet
Wall Finish	Gypsum Board/Paint or CMU Paint
Ceiling Finish	Acoustical Ceiling Tile or Gypsum Board/Paint
Lighting	Capable of providing 50 foot-candles of light at a point 3 feet above finish floor.
Power	At Least one (10 duplex outlet per wall
Furnishings	One (1) desk with locking drawers
Furnishings	One (1) chair
Furnishings	One (1) bookcase
Furnishings	One (1) File Cabinet
Furnishings	One (1) Conference Table (Director's Office only)
Other	
Other	

Front Offices Criteria Sheet

CATAGORY	CRITERIA
Quantity of Spaces Required	1
Square Footage Per Space	380
Communications	Telephone
Communications	Intercom
Floor Finish	Industrial Grade Carpet
Wall Finish	Gypsum Board/Paint or CMU Paint
Ceiling Finish	Acoustical Ceiling Tile or Gypsum Board/Paint
Lighting	Capable of providing 50 foot-candles of light at a point 3 feet above finish floor.
Power	At Least two (1) duplex outlet per wall
Furnishings	TBD
Other	
Other	
Other	

Conference Room Criteria Sheet

CATAGORY	CRITERIA
Quantity of Spaces Required	Two (2) Large
	Two (2) Small
Square Footage Per Space	Large 400 SF
	Small 200 SF
Communications	Telephone
Floor Finish	Industrial Grade Carpet
Wall Finish	Gypsum Board/Paint or CMU Paint
Ceiling Finish	Acoustical Ceiling Tile or Gypsum Board/Paint
Lighting	Capable of providing 50 foot-candles of light at a point 3 feet above finish floor.
Power	At Least one (10 duplex outlet per wall
Furnishings	Conference Table
Furnishings	Rolling Chairs
Other	
Other	

Faculty/Staff Workroom Criteria Sheet

CATAGORY	CRITERIA
Quantity of Spaces Required	1
Square Footage Per Space	150
Communications	Telephone
Floor Finish	Industrial Grade Carpet
Wall Finish	Gypsum Board/Paint or CMU Paint
Ceiling Finish	Acoustical Ceiling Tile or Gypsum Board/Paint
Lighting	Capable of providing 50 foot-candles of light at a point 3 feet above finish floor.
Power	At Least two (1) duplex outlet per wall
Furnishings	TBD
Equipment	TBD
Other	
Other	

Lounge Criteria Sheet

CATAGORY	CRITERIA
Quantity of Spaces Required	1
Square Footage Per Space	150
Communications	Telephone
Floor Finish	Industrial Grade Carpet
Wall Finish	Gypsum Board/Paint or CMU Paint
Ceiling Finish	Acoustical Ceiling Tile or Gypsum Board/Paint
Lighting	Capable of providing 50 foot-candles of light at a point 3 feet above finish floor.
Power	At Least two (1) duplex outlet per wall
Furnishings	TBD
Equipment	Sink
Equipment	Microwave
Equipment	Refrigerator

Nurse’s Station Criteria Sheet

CATAGORY	CRITERIA
Quantity of Spaces Required	1
Square Footage Per Space	150
Communications	Telephone
Floor Finish	Industrial Grade Carpet
Wall Finish	Gypsum Board/Paint or CMU Paint
Ceiling Finish	Acoustical Ceiling Tile or Gypsum Board/Paint
Lighting	Capable of providing 50 foot-candles of light at a point 3 feet above finish floor.
Power	At Least one (10 duplex outlet per wall
Furnishings	One (1) Locking cabinet
Furnishings	One (1) chair
Furnishings	One (1) Cot
Furnishings	One (1) File Cabinet
Other	
Other	

Site Recreation Criteria Sheet

CATAGORY	CRITERIA
Quantity of Spaces Required	One (1) Hard Surface Play Court and one (1) multi-purpose play field.
Square Footage Per Space	84’ X 50’ (4,200□) hard surface basketball court. At least a 50,000□ grass play field.
Playfield	Synthetic or natural grass surface of a variety that is capable of withstanding heavy use.
Hard-Surface Court	Concrete, asphalt or some other hard, level surface suitable for basketball and other such activities. Two basketball goals and appropriate basketball court markings.
Adjacency	Adjacent to indoor physical education area and accessible for student recreation.