J. Paul Taylor Academy Charter School

5-Year Facilities Master Plan and Educational Specifications 2011 - 2016

October, 2011

ARC 21022

Architectural Research Consultants, Incorporated

220 Gold SW • Albuquerque, New Mexico • 505-842-1254 • Fax 505-766-9269 • Internet: www.ARCplanning.com

ACKNOWLEDGEMENTS

J. Paul Taylor Academy Charter School
Physical Address: 3900 Del Rey Boulevard, Las Cruces, NM 88012
Mailing: PO Box 1612, Las Cruces, NM 88004
Phone: (575) 644-9114
http://jpaultayloracademy.org
Original charter date: 2010
Current enrollment cap: 180

Governance Council
Governance Council Chairperson – Anna Marie Hooley, MSN, APN-BC
Governance Council Vice-Chairperson – Miguel A. Avalos, FNAO - ABOC
Governance Council Treasurer – Douglas R. Brown
Governance Council Secretary – Beatrice Jenkins
Governance Council Member – Cynthia Clark
Governance Council Member – Dr. Kenneth Hacker, Ph.D.

Steering Committee Members
Steering Committee Members
Beatrice Jenkins – Founder, Staff
Cynthia Risner-Schiller –Head Administrator
Jana Williams – Governance Council
Lynne Happe – Founder, Community member
Doug Brown – Governance Council
Anna Hooley – Founder, Governance Council
Olivia Ogas – Governance Council
Jane Bloom – Parent

Administration
Cynthia Risner Schiller – Head Administrator

PSFA
John Valdez, Facilities Master Planning Manager

Planning Consultant
Architectural Research Consultants, Incorporated

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LIST OF ABBREVIATIONS

ARC – Architectural Research Consultants, Incorporated

A/V – Audio/visual

CIP – Capital improvement projects or plan

CO_2 – Carbon dioxide

EdSpec – Educational specifications

ELL – English language learner

FAD – Facility adequacy database

FMP – Facilities master plan

FCI – Facility condition index

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)

HVAC – Heating, ventilating, air conditioning

IEP – Individualized education program

IT – Information technology

JPTA – J. Paul Taylor Academy

LCD – Liquid crystal display

LCPS – Las Cruces Public Schools

LTSP – Linux Terminal Server Project

MAP – Measure of Academic Progress

MEM – Membership, number of students in funding formula

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

NMELPA – New Mexico English Language Proficiency Assessment
OS – Operating system

PC – Personal computer PE – Physical education

PED – New Mexico Public Education Department

PPM – Parts per million

PSCOC – Public School Capital Outlay Council

PSFA – Public School Facilities Authority

PTR – Pupil/teacher ratio

RTI – Response to Intervention

USB – Universal serial bus

VAC – Volts AC

VPN – Virtual private network

WAP – Wireless access point

INTRODUCTION

This document is a Facilities Master Plan (FMP) and Educational Specifications (EdSpec) for J. Paul Taylor Academy Charter School (JPTA), a state-chartered public school. The intent of the plan is to guide capital planning decisions that support the charter school's educational mission and that meet minimum state adequacy standards for school facilities. The Public School Capital Outlay Council (PSCOC) and the Public School Facilities Authority (PSFA) require that all New Mexico public charter schools have a five-year FMP and EdSpec as a prerequisite for eligibility to receive state capital outlay assistance. This master plan and educational specifications is in accordance with guidance issued by the PSCOC and PSFA.

The combined FMP and EdSpec identify specific current and projected facility needs to accommodate the charter school's anticipated five-year enrollment, and to forecast strategies and required resources to implement those facility needs. The document is a flexible facility planning tool that the school can revise on a periodic basis as conditions change.

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

- **Introduction**
- **Section 1 - Goals / Process** provides information about the charter school's goals and the planning process
- **Section 2 - Existing and Projected Conditions** provides information about programs and delivery methods, enrollment, details about the school's existing facilities, and technology and energy management. It outlines facility goals and concepts, details space needs and other facility requirements, and describes strategies for implementing space needs.
- **Section 3 - Facility Requirements** contains facility goals and concepts, lists and diagrams specific facility needs to accommodate projected enrollment, and identifies how the school will implement facility needs over time
- **Section 4 - Capital Plan** provides information about capital resources, capital needs, project priorities, and capital project implementation
- **Section 5 - Master Plan Supporting Material** contains detailed information about school facilities, evaluations, plans, and other information

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1 GOALS / PROCESS

1.1 GOALS

1.1.1 J. Paul Taylor Academy Mission

J. Paul Taylor Academy, in alliance with families at the school and community, will offer a rigorous, well-rounded, dual language, project-based instructional program in a smaller school to promote academic excellence for the diverse students of the Las Cruces area. The school intends to target underserved populations within the low income, ethnic minority, and English language learning categories.

1.1.2 Educational Philosophy[1]

Child Centered / Hands-on Learning - It is the belief of the J. Paul Taylor Academy founders that children are more successful in an environment in which they are fully engaged in their own learning and where they interact with other students to achieve goals and acquire knowledge. The school will be very child-centered with hands-on learning. The curriculum will focus on mastery of basic competencies which will be applied to projects generated by teacher and students.

Bilingual - J. Paul Taylor Academy founders believe children will need dual language skills to be more successful in their lives. A dual language program is imperative in preparing students for success in a diverse global society. It is recognized that languages are more easily learned at an early age, making elementary school the perfect vehicle for this instruction. Acquiring a second language will not only enable children to participate more fully in our global economy, but will also demonstrate the value of New Mexico's two dominant languages [English and Spanish].

Family Participation - J. Paul Taylor Academy founders believe that families are children's first and most important teachers and therefore will strongly encourage families to take an active role in their child's education. This participation will be planned according to the time constraints and abilities of each individual family member.

1 *From J. Paul Taylor Academy charter application, submitted 2010*

Community Involvement - Community involvement will enable additional opportunities for students to apply their learning and to connect that learning to life beyond the school walls. This interaction with the community will be through guest instructors, student mentors, field trips, and project and presentation evaluators.

Project-based - Research suggests that there is a relationship between the role that children have in determining their own learning experiences and the development of social skills. Students learn by doing. J. Paul Taylor Academy founders believe that children learn best what most interests them and it is our goal to make learning meaningful and exciting for all of our students. Projects foster vital workplace skills and lifelong habits of learning. They allow teachers to use resources from the community to move project boundaries beyond the school walls.

School Size - J. Paul Taylor Academy founders believe a smaller school size (maximum 300) allows for community connectedness and enhanced student achievement. Students who, as a rule, struggle with academics or come from challenged socioeconomic backgrounds, benefit the most from smaller schools.[2]

1.1.3 Serving the Community

The J. Paul Taylor Academy will serve Las Cruces area children. It proposes to meet the unique needs of the local school community which include many families within the low income, ethnic minority and English language learning categories. The Academy proposes to address these needs by providing a smaller learning environment, incorporating project-based learning for mastery of curriculum, implementing dual language and enhancing family involvement and interaction with the community.

The J. Paul Taylor Academy will actively seek the community's involvement, specifically, the New Mexico State University Music and Physical Education Departments. Both have committed to placing practicum students in the school and will incorporate music, dance, movement and other physical education topics that typically receive less attention.

Administration and staff of J. Paul Taylor Academy will provide opportunities for family and community involvement bimonthly to

2 *Matthew Project, Raywid, and Leithwood and Jantzi, 2009*

build school community as documented by attendance logs and photos, demonstrating at least 25% involvement of families with children attending the school the first year, growing to 75% by the fifth year.

1.1.4 Statewide Adequacy Standards

New Mexico's statewide adequacy standards for primary and secondary educational facilities (NMAC 6.27.30) provide standards for public school districts to "... provide and sustain the environment to meet the needs of public schools." They are intended to create a minimum facility standard to establish equity among all educational facilities 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 programs, delivery methods, and facility needs and budgets on which these standards are based. 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, as identified in the adequacy standards. Section 3.2.5 Space Needs indicates conformance with adequacy standards for minimum square footage per student.

Implementation of space needs of the J. Paul Taylor Academy 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)[3]
- Lighting (C)
- Temperature range (D)
- Acoustics (E)
- Air quality (CO_2 PPM) (F)

3 *See Section 2.3.3 for a description of compliance with requirements for square feet per student*

1.15 Adoption of Facilities Master Plan

Exhibit 1-1
Confirmation of Board
Adoption of FMP

To come

1.2 PROCESS

1.2.1 Data Gathering and Analysis

ARC worked with a steering committee, comprised of charter school founders, members of the administration and governance council to understand and document the charter school's programs and delivery methods, and to establish facility needs to support the charter's educational requirements. ARC and the steering committee held workshops for information sharing and feedback after each phase: the data-gathering phase, the space needs determination phase, and the facility implementation phase. The steering committee reported all process decisions to the governance council.

1.2.2 Authority and Facilities Decision Making

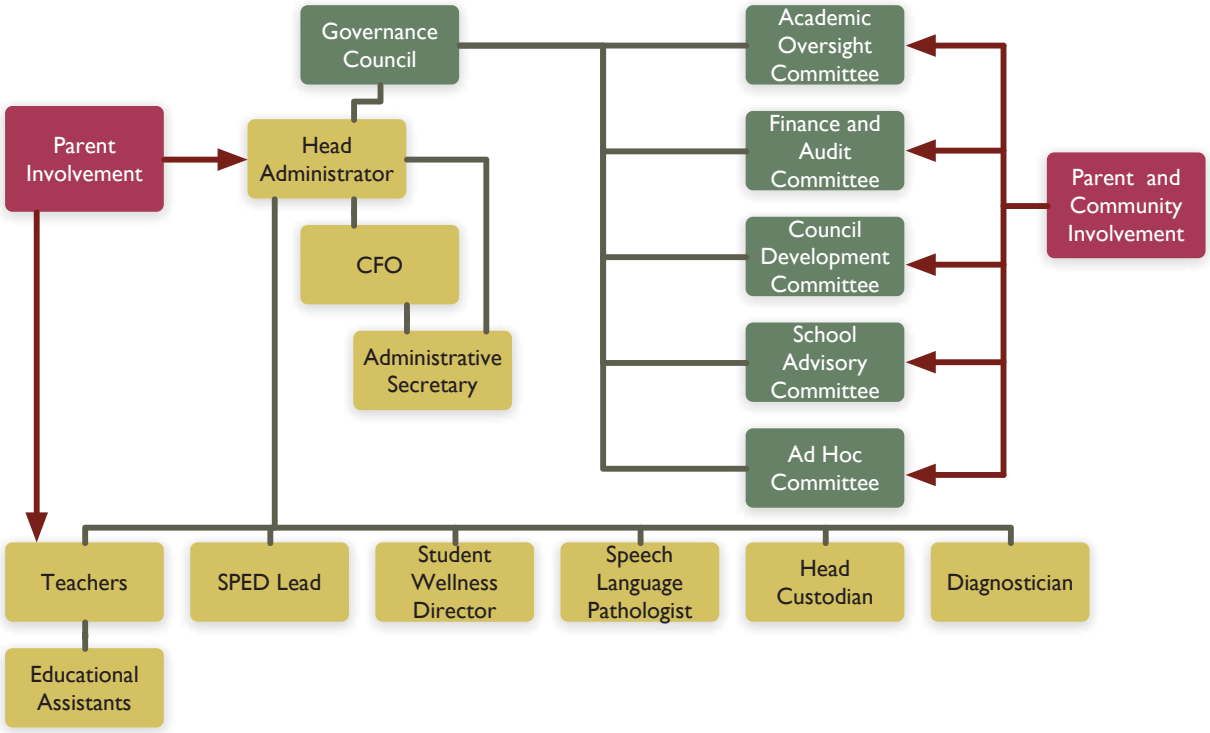
The governance council is the central focus of the governance of J. Paul Taylor Academy. The council is responsible for ensuring adherence to all laws, formulating policy, approving the budget and hiring the head administrator. Committees who will prepare reports and make suggestions to the governance council include, but will not be limited to, the academic oversight, the finance and audit, school advisory and the council development committees. The head administrator will be a member of all permanent committees. The council will strongly encourage teachers to participate in these committees to ensure they have a voice and can make reports from their school curriculum meetings as well as express needs they experience in executing their jobs. Since the FMP/EdSpec process took place during the planning year, before operations commenced, steering committee meetings included concerned and involved participants who were available.

1.2.3 Community Involvement in Decision Making

Parents and community members can hold a direct leadership position and influence decisions regarding school facilities by serving on the governance council or one of the advisory committees.

See Exhibit 1-2 for an organization chart that illustrates opportunities for parents and community members to participate in decision-making processes.

Exhibit 1-2
Diagram of Community Involvement in Decision-Making Process



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2 EXISTING AND PROJECTED CONDITIONS

2.1 EDUCATIONAL PROGRAMS AND DELIVERY SYSTEMS

2.1.1 Programs Overview

Organization

JPTA commenced operations in summer 2011, providing programs to students in kindergarten through 6th grades. It plans to grow enrollment through 8th grade within the next two years of operations.

Instructional Environment

Although students are enrolled by grade and spend time at the beginning and end of each day in grade-level home rooms, the entire school functions as a community and students in various grades interact through skill-level instruction and project-based hands-on activities.

2.1.2 Programs Provided

JPTA provides all elementary school core courses: English, mathematics, science, and social studies as well as physical education, music, art, and language. Each activity and/or assignment is coded to the New Mexico benchmarks and performance standards.

2.1.3 Delivery Systems

Classrooms

The school delivers programs in classroom settings. It places children in fluid groups created by the teachers in response to needs identified by short-cycle assessments, such as the Measure of Academic Progress (MAP). The school will formally review groups monthly to ensure each child is working on his/her specific needs and that he/she is sufficiently challenged. This EdSpec refers to these classroom groups as “skill level” classes. When the school grows to include middle school grades, elementary and middle school students will share common facilities.

Block Schedule

The school delivers mathematics and language arts in block

schedules daily, while it delivers the other core subjects heterogeneously (in mixed grades) through project-based instruction in blocks. It delivers PE and music in larger mixed grade groupings. A student may potentially use several rooms a day, depending on skill level needs.

Schoolwide Project Based

Each school semester will feature a schoolwide project for each skill-based group to produce with skill-level-appropriate scope and activities. While the focus will be on the central topic, the school will add related activities to project activities to ensure that the standards and benchmarks for each grade level are addressed. Most projects will be schoolwide, but grade-level or multi-grade-level projects that do not involve the whole school may be included.

Meals

In a permanent facility, meals will ideally be prepared on site and delivered in a multipurpose room. Several grades (although not the entire school) will share lunch period and eat in the same multipurpose room.

Media Center

JPTA considers literacy a critical aspect of the school's mission and will therefore strive to provide a media center at the permanent facility.

Special programs

JPTA intends to include a space in the permanent facility for a multipurpose venue for activities such as music and indoor physical education, as well as to accommodate larger gatherings and project implementation activities.

Technology

Some desktop computers will be available in each classroom. Classes will share mobile laptop carts to provide online and program access at times of greater demand.

Student Health Center

The student health center houses a full-time nurse.

2.1.4 Special Populations

Special Education Population

JPTA will provide services for those students who are already identified as eligible for special education eligible and have current IEPs. Students who do not reach success in Tier 2 instruction will be referred to Tier 3 and a multidisciplinary assessment to determine their needs. The school has a certified Special Education lead/teacher on staff to ensure that services and instruction listed in the student's IEP are appropriate for the student's needs and that these services and instruction are delivered. The school provides facilities on site to accommodate special education services and service providers.

ELL Population

For all students whose response to the home language survey is other than English, the school will administer the New Mexico English Language Proficiency Assessment (NMELPA) or other test required at the time. J. Paul Taylor Academy offers a dual language program beginning with kindergarten during the first school year and continuing thereafter, adding one dual language classroom per school year. Staffing will determine the final design of the program, but JPTA anticipates a model in which teachers divide into pairs, with one teacher responsible for English instruction and the other for Spanish language instruction. This model will enable more children to receive this benefit, even although not all teachers are bilingually certified. There will be no separate classrooms for ELL students. ELL students in grade levels not yet served by a dual language program will have their English language needs met by an endorsed Teaching English to Students of Other Languages (TESOL) teacher or a bilingually certified teacher in the school.

Low Income Population

For children from impoverished backgrounds, teaching must be made relevant to the children. These children must develop and maintain resiliency, and the ability to recover from setbacks. In studies of children who demonstrate resiliency, Garmezy (1983) found that successful students in high-poverty areas demonstrated the following common characteristics: good social skills, positive peer interactions, a high degree of social responsiveness and sensitivity, intelligence, empathy, a sense of humor, and critical problem-solving skills and positive attitudes. Teacher/student interactions and the structure of the classroom environment

are also factors in student success. Project work provides opportunities to build resiliency skills and positive attitudes.

2.1.5 Alternative Methods

JPTA intends to provide spaces to accommodate all planned programs within the school facilities. No alternative methods will be necessary at the permanent facility.

2.1.6 Anticipated Changes in Programs

As indicated in enrollment information in Section 2.2, JPTA started its first year of operation in 2011-12 with grades kindergarten through 6th. With the addition of 7th and 8th grades in subsequent years, programs will be tailored toward anticipated skill levels specifically for those grades.

2.1.7 Schedule

JPTA is a year-round school, commencing the first semester in July. Full school days are held on Monday through Friday. Students gather in home room (grade level) groupings at the beginning of the day for breakfast and practicing conversation. The balance of the morning is split into two instructional blocks, the first for language arts and the second for mathematics. Students return to home room groups for lunch and walking/conversation activities. The afternoon is dedicated to project-based instruction that integrates core subjects, PE, music, and art.

The daily schedule is:

8:00 - 8:20	Home room for breakfast
8:20 - 10:15	Language Arts block, currently nine skill-level groups
10:00 - 10:15	Recess
10:15 - 11:30	Math block, currently seven skill-level groups
11:30 - 12:30	Lunch and walk, two groupings
12:30 - 2:00	Projects, PE, music, RTI, and ancillary services
2:00 - 2:15	Recess
2:15 - 3:15	Projects, PE, music, RTI, and ancillary services

After-school programs include clubs, tutoring, and outdoor athletics for students, and classes, meetings and other activities for community members.

2.2 ENROLLMENT

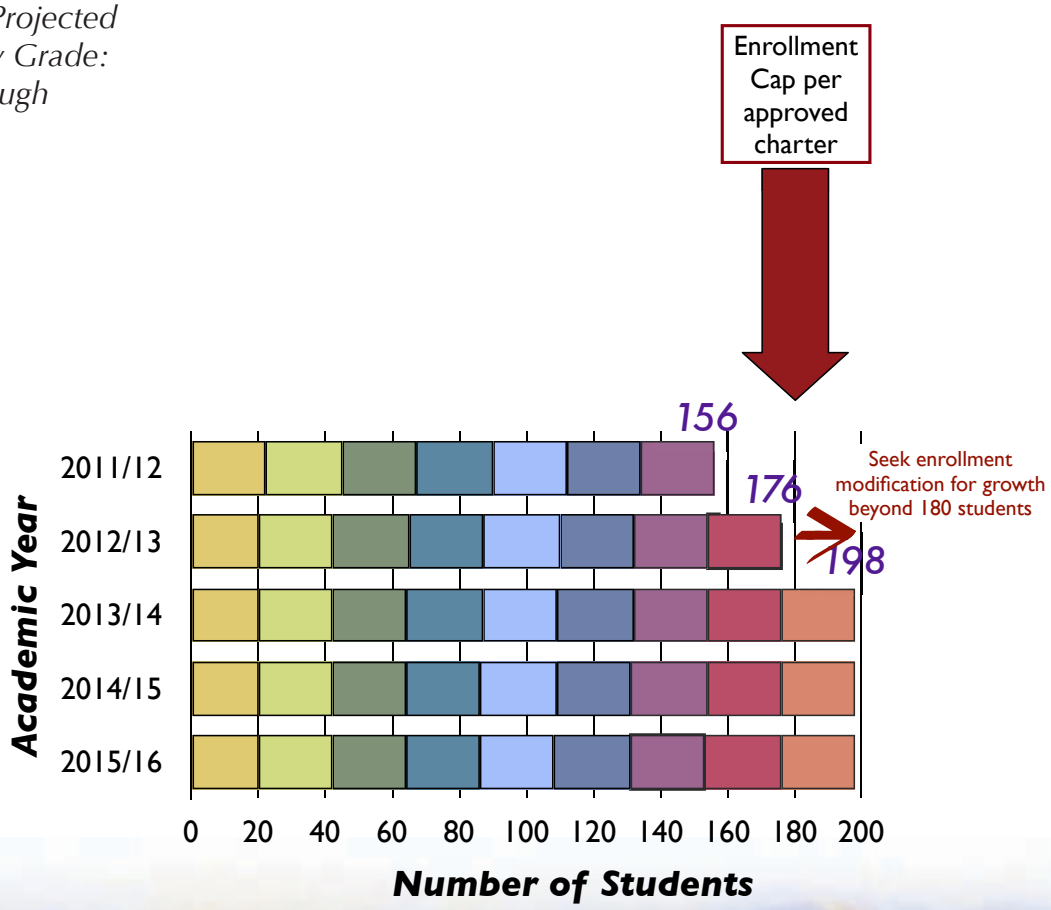
2.2.1 Historic and Current Enrollment

JPTA commenced operations in July of academic year 2011/12 with a 40th day total enrollment of 156 students in kindergarten through 6th grades.

2.2.2 Projected Enrollment

The approved charter application allows for an enrollment cap of 180 students in kindergarten through 8th grades, with growth continuing from the current initial year incrementally through 2013/14 with 20 students in kindergarten each year and 6th grade progressing through 7th and 8th. Before the third year of operations, when the enrollment, projected to reach 196 students, exceeds the approved enrollment cap, the school will need to seek an enrollment modification. JPTA is committed to remaining a small school, and will hold enrollment at one class for each grade into the future. Current and projected enrollment is illustrated in Exhibit 2-1.

Exhibit 2-1
Current and Projected Enrollment by Grade: 2011/12 through 2015/16



2.2.3 Classroom Loading Policy

The approved charter application identifies pupil/teacher ratio (PTR) standards over the five years of initial charter operations not to exceed the following:

- 20 : 1 with all certified teaching staff, not including contracted services
- 15 : 1 with all certified and classified teaching staff

The document does not discuss classroom loading policies, but participants in steering committee meetings discussed the desire to keep class sizes flexible to the maximum allowable by PED (20 students in kindergarten, 22 students in 1st through 3rd grades, 24 in 4th through 8th grades). First year enrollment numbers exceed these limits in kindergarten, and 1st and 3rd grades, but PED issued a waiver for academic year 2011-12.

2.2.4 Student Origination

ARC used student addresses to map the origins of registered JPTA students. In its initial year of operation, the school has a broad reach, with students attending from throughout the Las Cruces Public School district. See Exhibit 2-2 for a map of student origins.

2.2.5 Classroom Needs

In order to accommodate programs according to the school's planned delivery methods, JPTA will need a total of seven general classrooms for the first year enrollment. When the school reaches maximum planned growth, it will need a total of nine general classrooms. Exhibit 2-3 shows the changing need for classrooms as well as the need for other types of instructional spaces.

Exhibit 2-2

Map of J. Paul Taylor Academy Student Origins

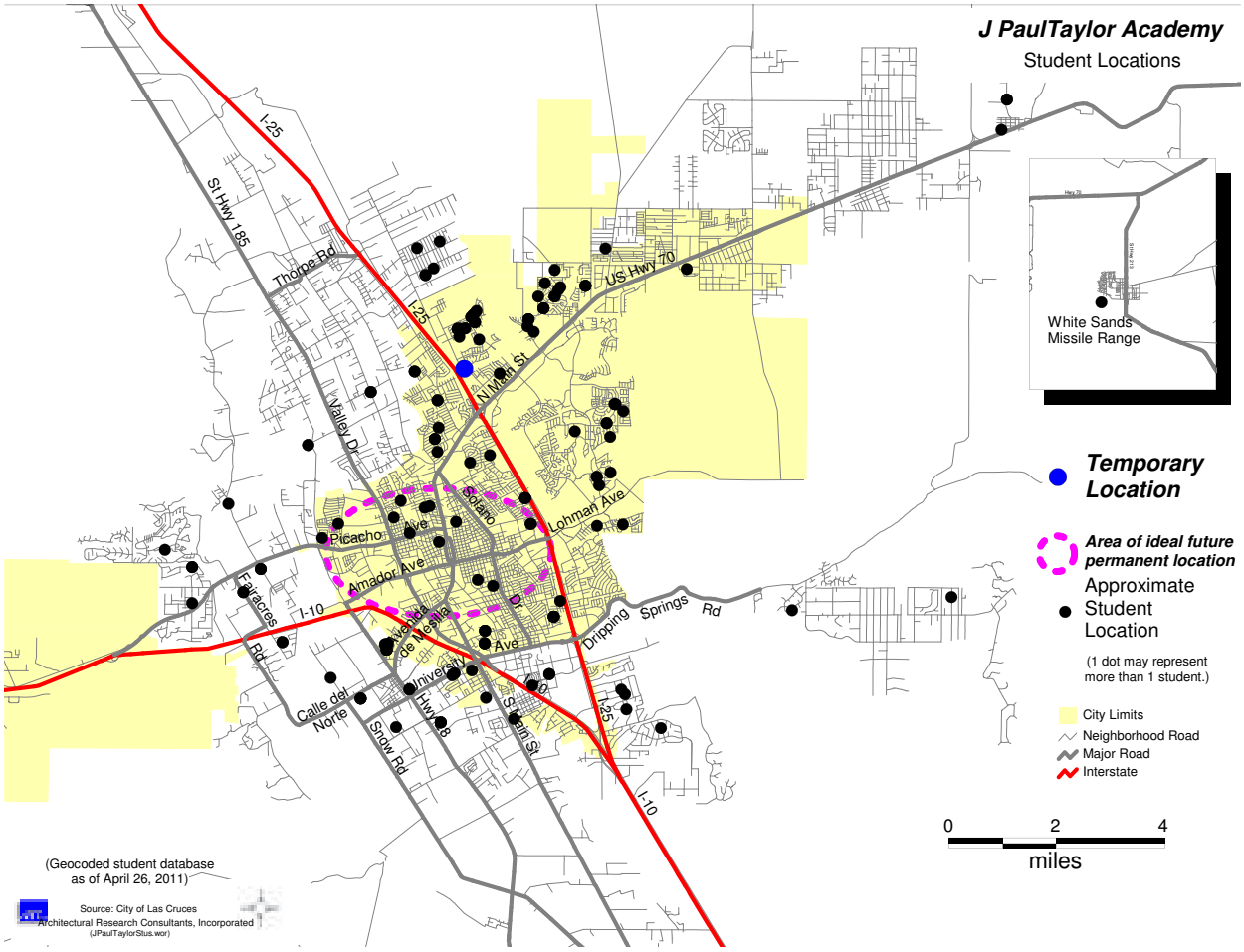


Exhibit 2-3

Chart of Current and Projected Classroom Demand: 2011/12 Through 2015/16

	2011-12 Enrollment 156	2012-13 Enrollment 176	2014-2016 Enrollment 198	2016 + Enrollment 198
General Classrooms				
Skill Level/Project classrooms K - 1st	2.0	2.0	2.0	2.0
Skill Level/Project classrooms 2nd-5th	4.0	4.0	4.0	4.0
Skill Level/Project classrooms 6th-8th	1.0	2.0	3.0	3.0
Total General Classrooms	7.0	8.0	9.0	9.0
Special Program Spaces				
Special Education classroom	1.0	1.0	1.0	1.0
Ancillary Svcs	1.0	1.0	1.0	1.0
	2.0	2.0	2.0	2.0
Shared Program Spaces				
Multi-Purpose Room (Cafeteria/Music/PE)	1.0	1.0	1.0	1.0
Total Classroom/Spaces	10.0	11.0	12.0	12.0

2.3 SITE AND FACILITIES

2.3.1 Temporary Location

The J. Paul Taylor Academy began operations in a temporary facility in July 2011. Although the facility is not in the ideal location according to the facility goals of the steering committee, the property was immediately available and meets the requirements for House Bill 283 for new charter school facilities, as determined by an assessment conducted by PSFA personnel in June 2011.[1]

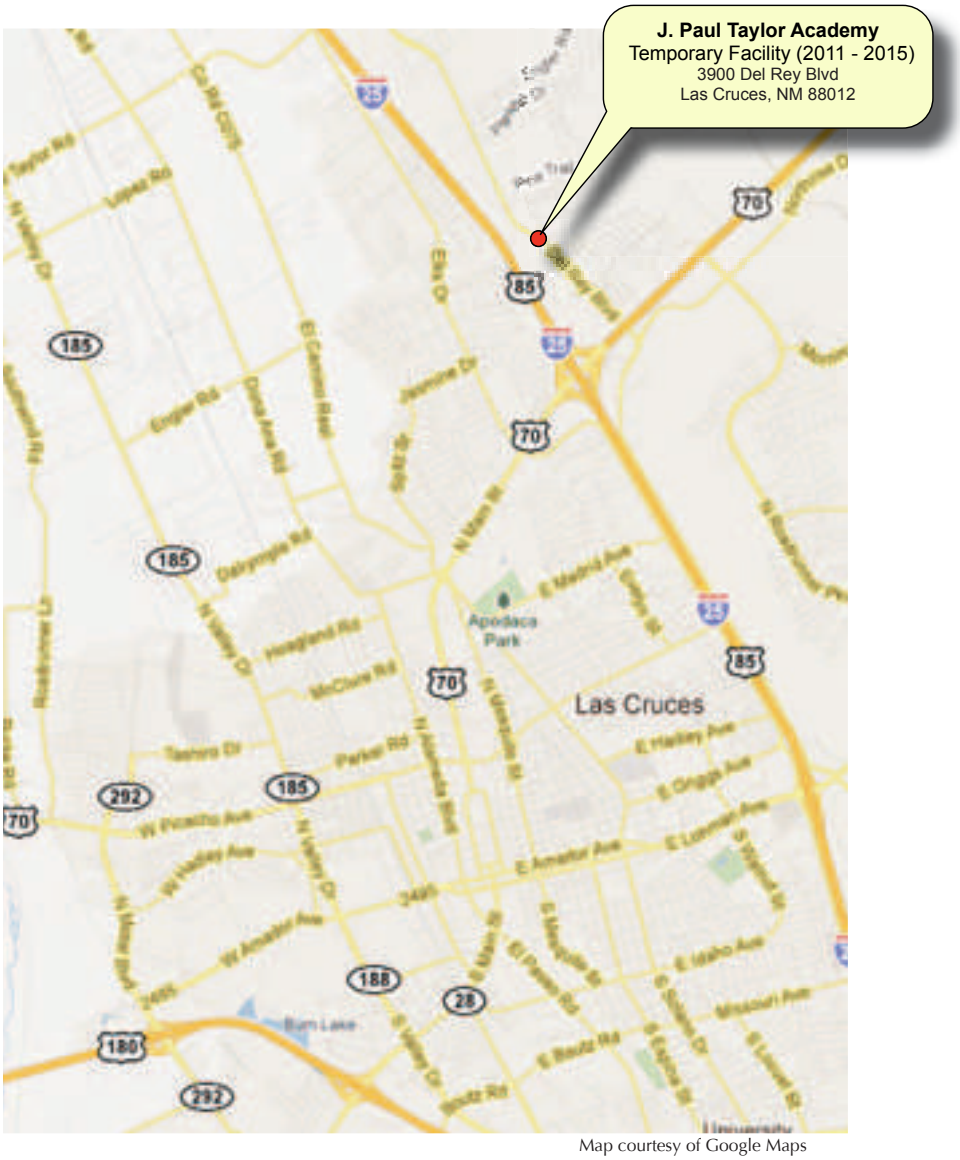
The property has the capacity to accommodate current and proposed enrollment (with proposed modifications) for the next two to five years, at which time JPTA will be due to renew its charter. At this time, further requirements of House Bill 283 will take effect and the charter school will have taken the necessary steps to locate in a permanent facility.[2]

The location of the current temporary facility is 3900 Del Rey Boulevard, Las Cruces, NM 88012 and is shown in Exhibit 2-4.

1 *House Bill 283, Section 2.C. - On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year.*

2 *House Bill 283, Section 2.D. - On or after July 1, 2015, a new charter school shall not open and an existing charter shall not be renewed unless the charter school: (1) is housed in a building that is: (a) owned by the charter school, the school district, the state, an institution of the state, another political subdivision of the state, the federal government or one of its agencies or a tribal government; or (b) subject to a lease-purchase arrangement that has been entered into and approved pursuant to the Public School Lease Purchase Act; or (2) if it is not housed in a building described in Paragraph (1) of this subsection, demonstrates that: (a) the facility in which the charter school is housed meets the statewide adequacy standards developed pursuant to the Public School Capital Outlay Act and the owner of the facility is contractually obligated to maintain those standards at no additional cost to the charter school or the state; and (b) either: 1) public buildings are not available or adequate for the educational program of the charter school; or 2) the owner of the facility is a nonprofit entity specifically organized for the purpose of providing the facility for the charter school.*

Exhibit 2-4
Location Map - Temporary Facility, J. Paul Taylor Academy



Map courtesy of Google Maps

2.3.2 Temporary Site[3]

The boundaries of the temporary campus are to the south by Settlers Bend Road, to the west by Del Rey Boulevard, to the north by vacant land owned by the same property owner, and to the east by residential properties. The site includes a building of approximately 7,100 gsf, three single classroom portable buildings totaling approximately 2,530 gsf on loan from the Las Cruces Public Schools (LCPS), a play area with play equipment, approximately 15,700 gsf of parking and maneuvering area, and drop-off drive. See Exhibit 2-5 for an aerial view of the site. The property line is the "effective" property boundary which the property owner allows the school to use. The school can expand it to include additional land when it needs more portables.

3 *Ibid.*

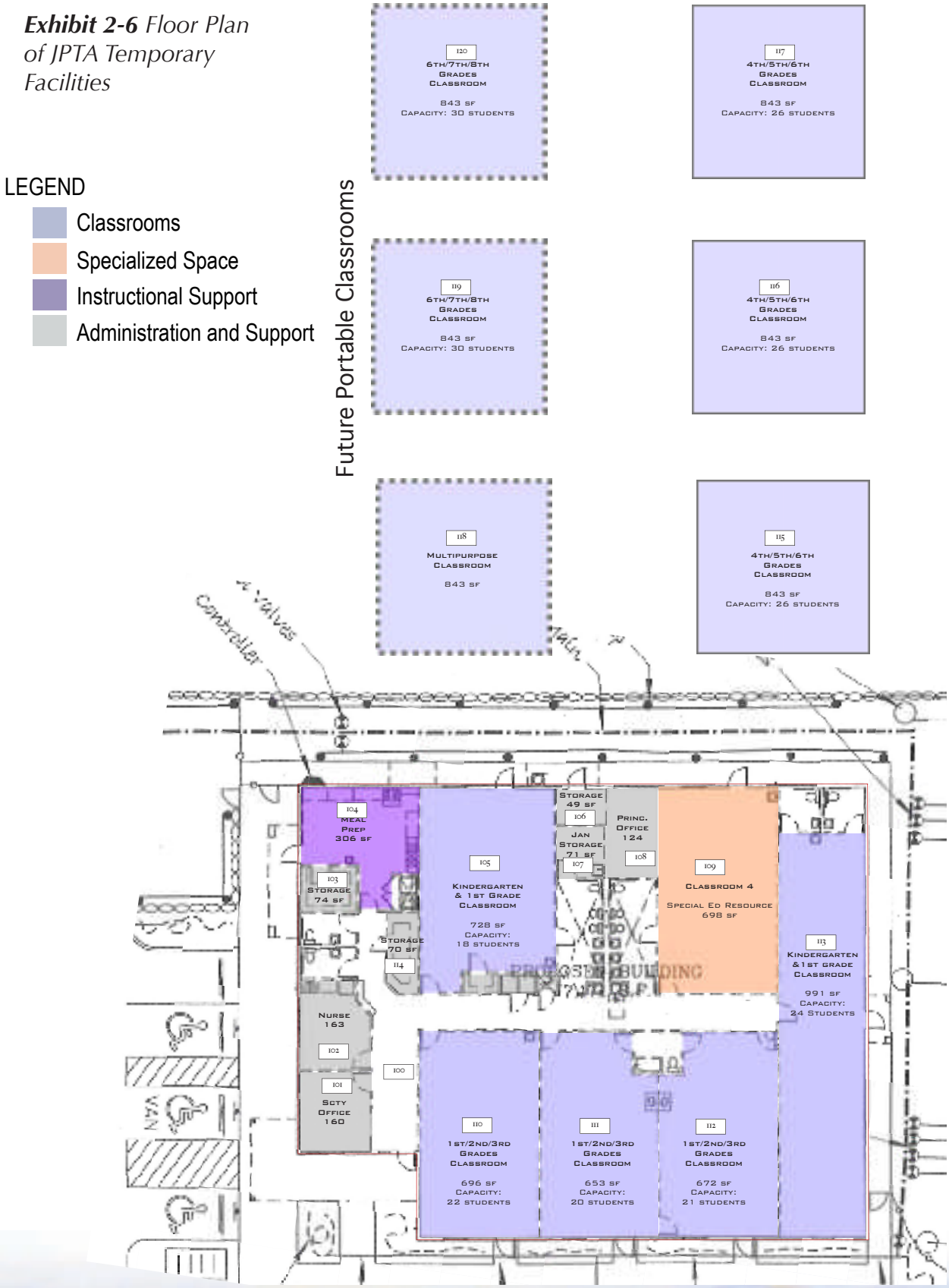
Exhibit 2-5
Aerial Site Plan of JPTA Temporary Facilities

Aerial view courtesy of Google Maps

2.3.3 Temporary Facility

The facility is a one-story building, constructed and formerly used as a day care center. The usable space in this facility is augmented by three portable classroom buildings of approximately 843 sf each which are leased from LCPS and adapted to the site by the property owner for this immediate purpose. JPTA plans to install three additional portable classrooms before the end of calendar year 2011 to provide space for delivering programs such as music, media center, and indoor multipurpose activities. Exhibit 2-6 illustrates the use and size of spaces.

Exhibit 2-6 *Floor Plan of JPTA Temporary Facilities*



2.3.4 Facility Evaluation

2.3.4.1 Inspection by PSFA

On June 2, 2011, PSFA staff visited the facility at 3900 Del Rey Boulevard, Las Cruces to conduct an adequacy analysis, facility condition assessment, and change of occupancy analysis. The following are excerpts quoted from the findings of this visit.

Adequacy Analysis

Facility

- Based on visual inspection, only, the building appears to be structurally sound.
- The exterior envelope appears to be weather tight.
- Because this facility was recently constructed, it is highly unlikely that lead, asbestos or other harmful materials are present.
- The electrical and plumbing systems appear to be functioning normally, as did the fire detection and HVAC systems. The fire suppression system is a wet system. The suppression system was not tested, but, given that this facility was recently constructed, it is assumed to be in good condition.
- A two-way communication system is a feature of this building.

Site

- There is the ability to provide a student drop-off and pedestrian pathway on site.
- Site drainage appears to be adequate to protect the structural integrity of the building.
- No evidence of past flooding, ponding or erosion on the site was observed.

Change of Occupancy Analysis

- Building is fully sprinkled. No additional fire protection requirements are applicable.
- No required changes to the exiting system are anticipated
- The facility complies with allowable heights and areas for an E occupancy for Type V-A construction, and is eligible for allowable area increases due to frontage fire sprinkling.
- The facility is handicapped accessible, with the exception of signage.

Concerns

- The primary concern with regard to this facility is that a change of occupancy is required prior to JPTA occupying the building.

Assessment documents completed by PSFA staff are in Section 5 Master Plan Support Material.

2.4 UTILIZATION AND CAPACITY

2.4.1 Utilization

Utilization analysis identifies existing classroom use and the number of classrooms that accommodate current student enrollment. Section 5 Master Plan Supporting Material includes a PSFA's utilization analysis form, completed with current data.

2.4.2 Capacity

A school's stated delivery methods, usually expressed in terms of classroom loading and PTR, determine the capacity of a charter school facility. The New Mexico Public School Facility Adequacy Standards require a minimum of 50 square feet per student for kindergarten, 32 square feet per student for elementary school classrooms, and 28 square feet per student for middle school classrooms (when the school reaches maximum enrollment, it will educate students from kindergarten through 8th grades). JPTA's delivery model is skill-level based and students spend their day in various rooms with mixed grades. Therefore, PSFA has allowed compliance with adequacy standards with regard to square feet per student for kindergarten classrooms to be an average of the kindergarten standard (50 square feet) and primary standards (32 square feet). The resulting average is 41square feet per student. This averaged standard applies to two classrooms shared by kindergarten, 1st and 2nd grades. The capacity analysis, illustrated in Exhibit 2-7, reflects the current capacity of 170 students, as well as the near future condition with additional portables, for which the capacity will be 214 students.

Exhibit 2-7
Capacity of JPTA Temporary Facilities

CATEGORY	DESCRIPTION	ID	NSF	SF per Student	Capacity per Statute	Capacity per PTR	Reported Capacity
Classroom	Kindergarten/1st grade	105	728	41	18	22	18
Classroom	1st/2nd/3rd grade	110	696	32	22	22	22
Classroom	1st/2nd/3rd grade	111	653	32	20	22	20
Classroom	1st/2nd/3rd grade	112	662	32	21	22	21
Classroom	Kindergarten/1st grade	113	991	41	24	23	23
Classroom	4th/5th/6th grade	115	843	32	26	22	22
Classroom	4th/5th/6th grade	116	843	32	26	22	22
Classroom	4th/5th/6th grade	117	843	32	26	22	22
Classroom	6th/7th/8th grade (future)	119	843	28	30	22	22
Classroom	6th/7th/8th grade (future)	120	843	28	30	22	22
Total NSF Current			**8,111**				
Total GSF Current			**9,908**				
Total NSF Future			**10,640**				
Total GSF Future			**12,608**				
	Current Capacities				184	177	170
	Total Capacity with Proposed Program (Current)						***170***
	Future Capacities				244	221	214
	Total Capacity with Proposed Program (Future)						***214***

2.5 TECHNOLOGY

2.5.1 Technology Use

In the educational setting, technology allows students to practice computer skills, do research, work on projects, and make presentations. Technology will be one of the individualized instructional tools for those students who need extra practice or enrichment.

2.5.2 Technology Implementation

Furnishing an entire school with a new computer network can be unaffordable for a start-up school. However, JPTA has found ways to bring technology into the classroom at a lower cost.

Operating System

The first step in reducing the cost for technology is to use a free operating system (OS) instead of paying for a Microsoft or Macintosh OS. JPTA chose as its network Ubuntu's Edubuntu OS, which runs in conjunction with the Linux Terminal Server Project (LTSP).

"Edubuntu's objective is to create an integrated and usable experience for educational users by enhancing Ubuntu with educational applications, tools, content, and themes." (Edubuntu, para. 1,2007) Ubuntu is the most popular version of Linux currently offered.[4] The OS typically has two major releases a year and supports each version for a full 18 months. Users can download free upgrades from the Internet and easily install them.

The benefit of LTSP is that applications reside and run on the LTSP server, rather than on individual workstations. LTSP allows schools to use smaller, less expensive "thin" client computers, which depend heavily on the server to fulfill their functions. These computers display the output of applications and control keyboard, mouse, sound and display functions. They "boot" off the network rather than an internal hard drive. It is easy to replace a malfunctioning thin client since they have no software to install. As well, any computer that can boot from the network could be used with LTSP, which would also allow JPTA to use older personal computers.

4 *Distro Watch. com, January, 2011*

Software

JPTA can also save on software costs with Edubuntu and LTSP by using of Sun Microsystems' free Open Office Software instead of software such as Microsoft Office 2007. The school also has access to many educational programs contained in Edubuntu. These educational programs serve students from pre-K to the 12th grade. Edubuntu also includes the program iTalc, which allows teachers to monitor student screens from their own workstations, unlock programs, power off workstations, and run programs on their workstations and student workstations simultaneously.

Equipment

Thin clients will save JPTA money because they are less expensive than regular computers. As well, netbooks are another option for workstations and have small keyboards that are highly suited for elementary students. They would connect to the LTSP server either via a network boot-up or with an Ubuntu USB key. The size of the netbook allows it to fit easily on the smaller desks and tables in elementary schools. By its third year, JPTA plans to create two to four laptop "carts" to store 20 netbooks and accessories, which will allow classrooms to easily share computers. Netbooks would run on batteries charged while on the carts, and would not require power cables.

Security

Security will include individual sign-on / login names and passwords. Additional group security will allow access for students to only their own individual information, for teachers to grade books and student information, and for administration to administrative data. Ubuntu's firewall prevents access from outside the school, although it may allow remote access via a secure virtual private network for teachers, administrators and information technology volunteers approved by the JPTA head administrator.

Technology Type and Costs

The following table shows JPTA's technology inventory.

Exhibit 2-8
Table of JPTA
Technology Inventory

Hardware	Usage	Cost per Unit	Units	Total Cost	Misc Notes
Netbook Computers	Portable Computer Labs (2)	$450.00	46	$20,700.00	dell.com Dell Inspiron Mini 10 Netbook or Dell Latitude 2110 (N-Series)
Netbook Storage Cart	Portable Computer Lab (2)	$1,600.00	2	$3,200.00	SchoolOutfitters.com Datum Filing Systems Netbook Storage Cart w/ Storage Shelf - Holds 20 Netbooks
Surge Suppressors	Portable Computer Lab (2)	$30.00	4	$120.00	dell.com Belkin 12-Outlet Surge Suppressor
USB DVD Drive	For use with Netbooks	$90.00	1	$90.00	dell.com External Optical Multi-Format CD/DVD USB Drive for Dell Inspirion 13R (N3010)/ Mini 10 (1012) / Latitude 2110 / Vostro 13 Laptop
8 GB USB Drives	Students & Teachers	$20.00	200	$4,000.00	CDW.com Kingston DataTraveler 101 G2 - USB flash drive - 8 GB
Laptops	Teachers/SPED Lead	$1,500.00	10	$15,000.00	dell.com Dell Vostro 3500
Workstations	5 per classroom/3 library	$400.00	48	$19,200.00	dell.com Dell Inspiron Zino HD, keyboard, mouse, monitor
Headsets	5 per classroom/3 library + 4 spares	$20.00	52	$1,040.00	
Wireless N Poll Router	One per classroom / Library / Office / Lounge	$175.00	12	$2,100.00	Cisco WAP4410N Wireless-N Access Point - PoE/Advanced Security
Projectors	One per classroom/Library/Office	$1,000.00	11	$11,000.00	
Digital Smartboard	One per classroom	$2,000.00	9	$18,000.00	
Elmo	One per classroom/Library/Office	$800.00	11	$8,800.00	wynit.com ELMO CO-10
Inkjet Printer Wireless Network	One per classroom/Library	$125.00	10	$1,250.00	
Surge Suppressors	Four per classroom / 4 Library / 4 Office + spares	$25.00	32	$800.00	dell.com Belkin Office Series - 8-Outlet Surge Suppresser
Label printer	Library	$350.00	2	$700.00	dymo.com DYMO LabelWriter SE450 Label Printer
Print server	Library	$150.00	2	$300.00	dymo.com LabelWriter Print Server
Laptop w/ Docking Station	Head Administrator	$2,000.00	1	$2,000.00	
Desktop	Secretary	$1,500.00	1	$1,500.00	
All in One Printer	Office/Teachers Lounge	$350.00	2	$700.00	
Servers	Two for school network	$5,000.00	2	$10,000.00	dell.com Dell PowerEdge R310
KVM Switch	For two servers	$20.00	1	$20.00	
Server Rack	One for server room	$500.00	1	$500.00	dell.com PowerEdge 2420 24U rack enclosure
48 Port Network Switch	Networking all computers/printers	$2,200.00	1	$2,200.00	Buy.com HP ProCurve 2810-48G Managed Ethernet Switch - J9022A#ABA Lifetime Replacement Warranty
24 Port Network Switch	Networking all computers/printers	$1,300.00	1	$1,300.00	Buy.com HP ProCurve 2810-24G Managed Ethernet Switch - J9021A#ABA Lifetime Replacement Warranty
Cat 6 Patch Cable	7' length (50/unit)	$175.00	1	$175.00	CDW.com Cables to Go 7ft CAT 6 550Mhz Snagless Patch Cable Blue - 50 Pack MFG #: 29008 | CDW #: 1254673
Cat 6 Patch Cable	10' length (25/unit)	$110.00	2	$220.00	CDW.com Cables to Go patch cable - 10 ft MFG #: 29012 | CDW #: 1791244
Cat 6 Patch Cable	14' length (25/unit)	$140.00	1	$140.00	CDW.com Cables to Go 14ft CAT 6 550Mhz Snagless Patch Cable Blue - 25 Pack MFG #: 29017 | CDW #: 1267085
Cat 6 Punch Down Tool	Network	$40.00	1	$40.00	
Network Testing Kit	Network	$150.00	1	$150.00	
48 Port Patch Panel	Network	$150.00	2	$300.00	CablesOnline.com 48-Port CAT6 Shielded Rackmount Patch Panel, Intellinet 513616
6 Port Patch Panel	One per classroom/Library/ 2 Office	$30.00	12	$360.00	
			TOTAL:	$128,955.00	

Source: JPTA

2.6 ENERGY MANAGEMENT

2.6.1 Energy Management Plan[5]

Vision Statement

Recognizing that building system energy usage impacts the school's ability to meet educational missions and be fiscally responsible, JPTA will minimize our energy consumption at our current leased and future owned facilities, while maintaining a comfortable and effective learning environment. By employing common-sense conservation guidelines and implementing behavioral solutions in both classrooms and operations while in leased facilities, and additionally through facility capital investments in energy efficiency when in an owned facility, we will measurably demonstrate continuous improvement in energy-use reduction and energy conservation awareness.

Proposed Policy Statement

The governing board of the J. Paul Taylor Academy Charter School is committed to the efficient use of energy resources, the protection of the environment, and the responsible employment of those financial resources which are devoted to our energy-related budget. Every employee, student, and facility user is expected to contribute to energy efficiency by developing their own awareness of the need to conserve energy and by being an "energy saver" through their judicious use of energy. The school will address the following:

Further policy measures

In leased and owned facilities: This policy will be implemented in both leased and owned facilities.

In owned facility: the charter school will draft an energy conservation policy that will govern capital improvements to the owned facility to improve energy use and greenhouse gas reduction.

Goals and Tasks

Goal 1 - Reduce energy consumption and green house gas emissions at any facility occupied by JPTA through implementation of behavior modification programs.

Task 1a - Draft an energy-use behavior policy to include in JPTA's operating policies, including standards such as

5 *The energy management plan has not yet been adopted by the Board of Directors*

turning off lights in unoccupied rooms, shutting down all electronic devices at the end of every day, keeping thermostats at an agreed-upon level during the school day, and lowering temperature settings during unoccupied hours.

Task 1b - Create an action plan to implement identified behavior modification strategies.

Goal 2 - Raise awareness among staff and students regarding the need to use energy responsibly.

Task 2a - Establish an energy-awareness program that provides training for personnel and educational opportunities for students.

Goal 3 - Realize energy savings through facility retrofits (owned facility only).

Task 3a - Determine where energy savings can be most effectively and affordably realized through completion of an energy audit upon occupancy of the owned facility.

Task 3b - Create implementation strategy for energy savings and establish exact energy reduction targets based on energy audit.

Task 3c - Establish a capital plan to affordably implement identified capital projects that will achieve the energy reduction targets.

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3 FACILITY REQUIREMENTS

3.1 FACILITY GOALS AND CONCEPTS

The steering committee established the following goals and concepts for architectural design for the JPTA facility:

Goal 1

Provide a facility that is easily accessible to low-income families and English language learners

Concept 1a
Choose a neighborhood centrally located in the city of Las Cruces, near public transportation, and walkable to public amenities

Concept 1b
Choose a culturally neutral neighborhood with a broad representation of demographic strata to be culturally welcoming

Goal 2

Provide a safe, stable, and healthy learning environment for students

Concept 2a
Locate in a fully developed neighborhood to ensure a minimum of disruptive changes to the school environment

Concept 2b
Secure the property perimeter and simplify the entrance to indoor spaces to limit public access during school hours

Concept 2c
Limit visibility into the building to secure classrooms during lockdown

Concept 2d
Provide daylight and views from classrooms out to secure areas of school site

Concept 2e
Ensure that classrooms receive adequate ventilation to promote healthy learning environments

Concept 2f
Eliminate or minimize hazardous crossing from parking to classroom, and from classroom to play areas

Concept 2g
Stimulate learning with a warm, clean, and colorful indoor environment

Goal 3

Create a community asset by accommodating programs for community members

Concept 3a
Provide facilities that enhance communication with the surrounding community

Concept 3b
Create a street presence that will invite community members to use the facility after school hours

Goal 4

Create an environment that will support opportunities for students' academic excellence

Concept 4a
Design classrooms with sufficient space and facilities to accommodate project-based learning

Concept 4b
Provide state-of-the-art technology infrastructure to furnish students and teachers with access to computers and the Internet throughout the facility

Concept 4c
Provide sufficient outdoor space to accommodate activities that support health and learning, such as physical fitness, gardening, farming, and group project implementation

Goal 5

Ensure that building operations are environmentally sustainable

Concept 5a

Install equipment and fixtures that minimize energy and water use inside and outside the facility

Concept 5b

Include recycling and composting practices as part of the instructional program

Concept 5c

Ensure that materials used in renovation construction do not create an unhealthy indoor environment

3.2 SPACE REQUIREMENTS

The space requirements described and quantified in the following section explain the space needs for JPTA when it reaches full enrollment and acquires permanent facilities. ARC determined the space requirements to accommodate the programs offered at JPTA based on the needs of a stand-alone school. If JPTA can colocate with another charter school, some facilities can be shared if safety for young children is accommodated.

3.2.1 Space Summary

Overall Space Summary

The space needs analysis shows the total amount of space required by JPTA to serve a projected enrollment of 198 students in kindergarten through 8th grades with all necessary functions included in the facility. See Exhibit 3-1 below for a summary of the space needs. The total nsf needed is 11,551. The total gsf (assuming 70% efficiency) is 16,501.

Overall Relationship Diagram

The overall relationship diagram (Exhibit 3-2) indicates how the basic site functions, building, access, and outdoor spaces should be organized.

Exhibit 3-1
Overall Space Requirements for JPTA at Projected Enrollment

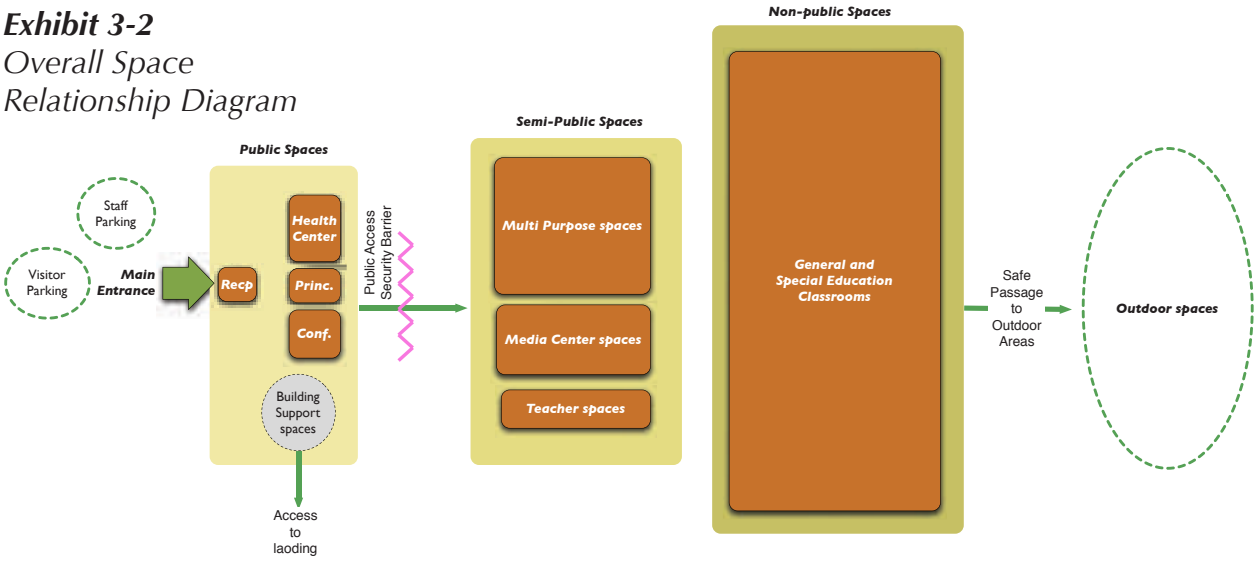
		NASF	GSF	% of Total
1.0	Instructional Program Spaces	7,214	10,304	62.44%
2.0	Instructional Support	2,740	3,910	23.70%
3.0	Administration and Support Areas	1,597	2,287	13.86%
		11,551	16,501	

3.2.2 Site requirements

Transportation Accommodation

Students or parents of students are responsible for their transportation to and from school, which includes personal vehicles, parent-organized car pooling, and public transportation. When the school occupies an owned or public facility in the future, pick-up and drop-off functions as well as parking for staff, visitors, and students should be available on site. Ideally, staff parking would be separate from public parking, but it is not necessary.

Exhibit 3-2
Overall Space Relationship Diagram



Recreation Facilities

Outdoor physical education, recess, and outdoor instructional programs should take place in outdoor play areas, outdoor classrooms, fields, and gardens. It is desirable to provide separate play equipment areas for primary elementary children, and for intermediate elementary / middle school children. Adjacency to public green space and/or recreational facilities could reduce the site area needed for outdoor programs. Exhibit 3-3 lists site requirements and total site space needs.

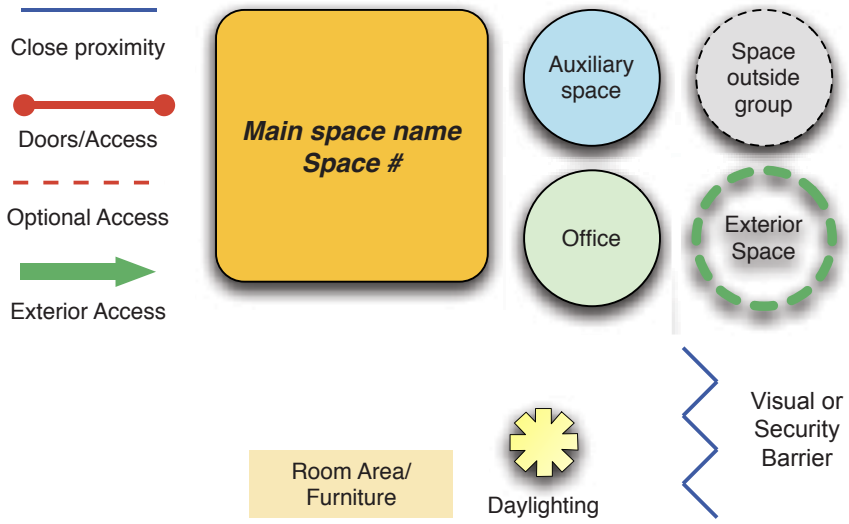
Exhibit 3-3
Site Requirements for JPTA Permanent Facility

Site Requirements	#	Unit Size	Total GSF	Acres
Permanent Buildings allowing for build-out*	1	16,491	16,491	0.38
Parking	30	400	12,000	0.28
Outdoor classroom	1	800	800	0.02
Cars at drop-off / pick-up area for students	10	400	4,000	0.09
Gardens and Farm	1	1,000	1,000	0.02
Field	1	3,000	3,000	0.07
Play equipment area	2	500	1,000	0.02
Recycling collection and composting area	1	400	400	0.01
* Assumes single story construction		Net	38,691	0.89
** TARE = roads, landscaping, unuseable area	TARE** at	25%	12,897	0.30
	Sub-total school area needed		51,588	1.18

3.2.3 Descriptions and Diagrams of Required Spaces

Following are narrative descriptions and functional diagrams that indicate the needs of each program area. Relationship diagrams illustrate the relationships between spaces, such as adjacency, visibility, and access. Exhibit 3-4 shows the legend of symbols used in the space relationship diagrams.

Exhibit 3-4
Relationship Diagram Legend of Symbols



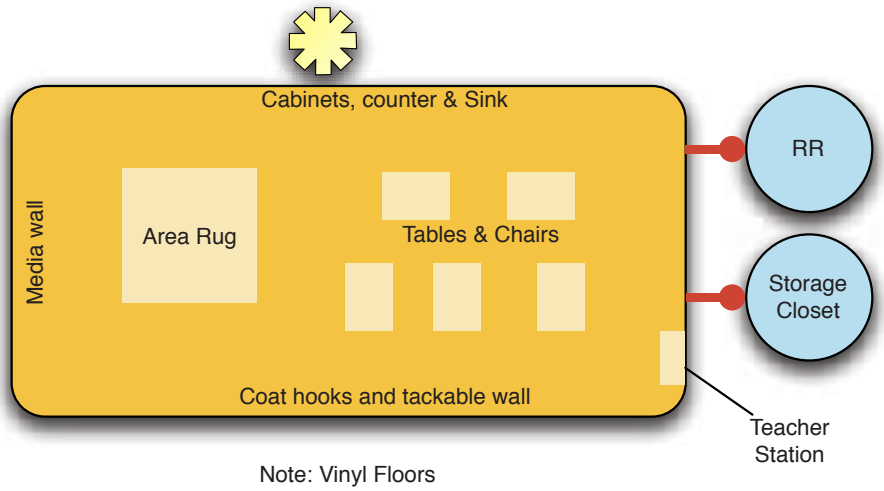
3.2.3.1 Category 1.0 - Instructional Program Spaces

General classrooms at JPTA will accommodate two kinds of class structures:

- Home room classes by grade that will engage in the following activities:
  - Breakfast and practicing conversation
  - End-of-the-day wrap-up
- Skill-level classes by competency that will engage in the following activities in small group clusters at tables:
  - Language arts block
  - Mathematics block
  - Project implementation activities

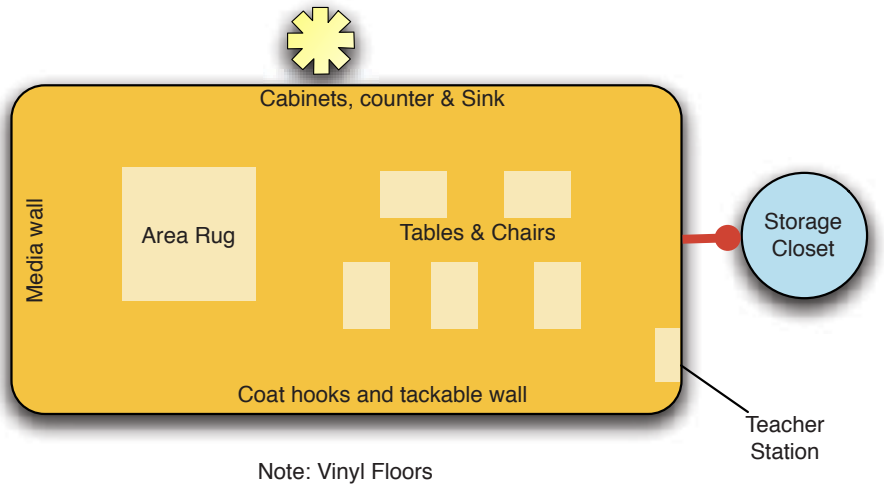
Exhibits 3-5 and 3-6 are relationship diagrams.

Exhibit 3-5
Kindergarten and 1st Grade Classroom Diagram



Note: Vinyl Floors

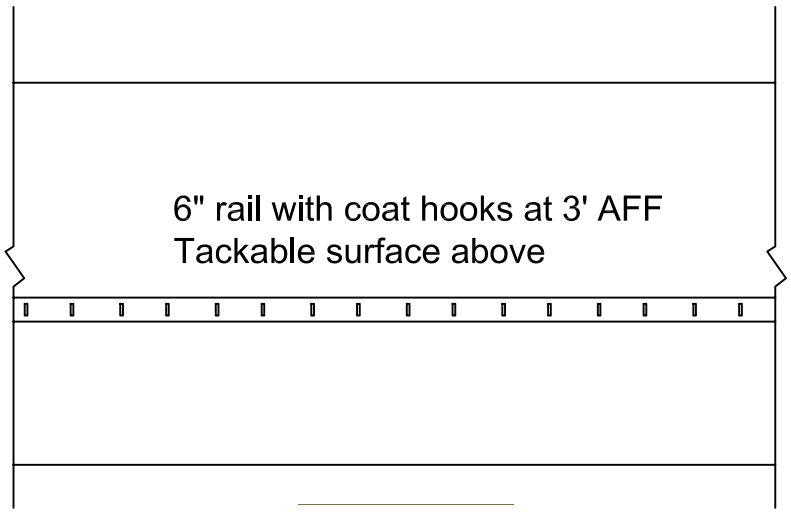
Exhibit 3-6
2nd Grade Through 6th Grade Classroom Diagram



Note: Vinyl Floors

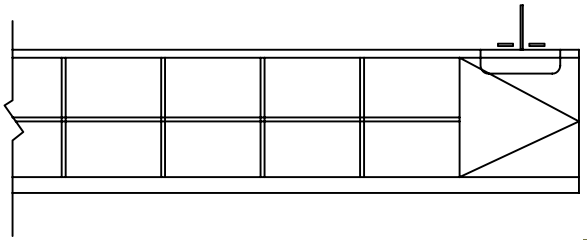
Exhibits 3-7 through 3-9 illustrate the built-in fixtures that are featured in the general classrooms.

Exhibit 3-7
Tackable Wall Elevation



Tackable Wall

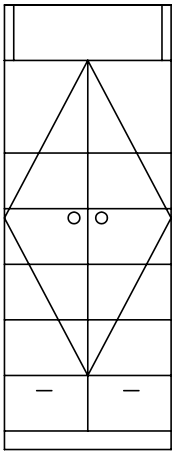
Exhibit 3-8
Cabinet Wall Elevation



3' high counter
Open shelving for project and book storage
Lavatory with gooseneck faucet, in storage cabinet

Cabinets, Counter, and Sink

Exhibit 3-9
Teacher Station Elevation



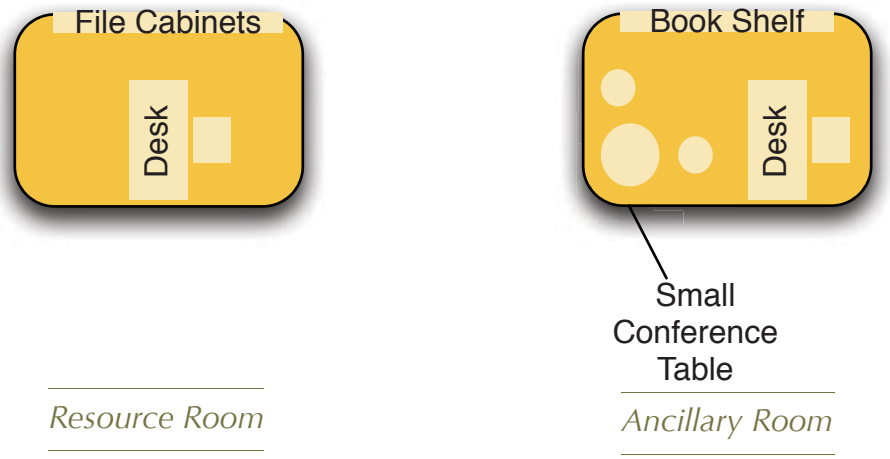
Teacher station
6' tall wardrobe cabinet with adjustable shelving and garment rod, two lockable doors, 30" wide
Two lockable file drawers below
Open space above for storage

Teacher Station

Special Education

Special education students are fully integrated in the classrooms, but there are two pull-out spaces for those students who need occasional individual attention in a resource room and ancillary services in a treatment room.

Exhibit 3-10
Special Education Spaces Diagrams

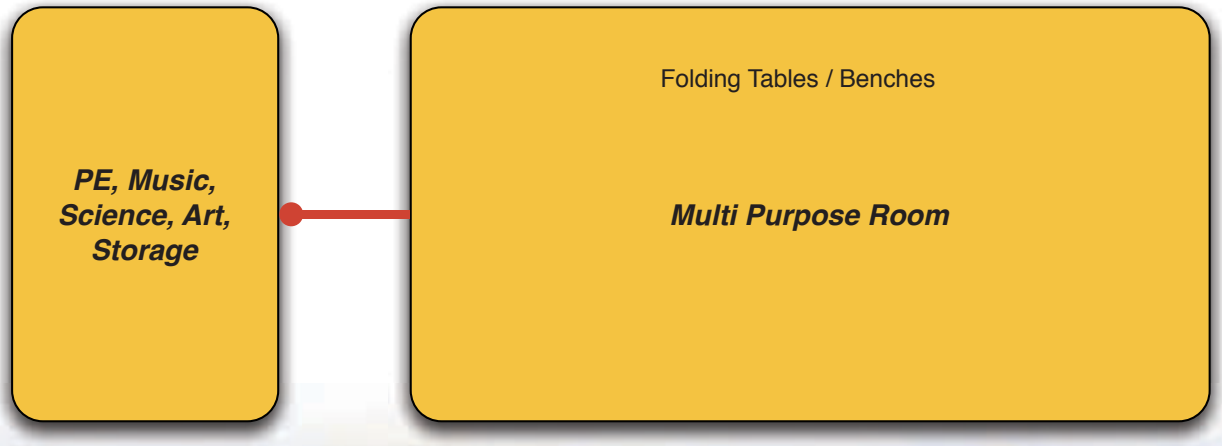


3.2.3.2 Category 2.0 - Instructional Support Spaces

Multipurpose Room

The school uses the multipurpose room for large group gatherings, eating lunch, large group project team work, music instruction and indoor physical education. It will also make the multipurpose room available for after-school community use, such as meetings and instruction.

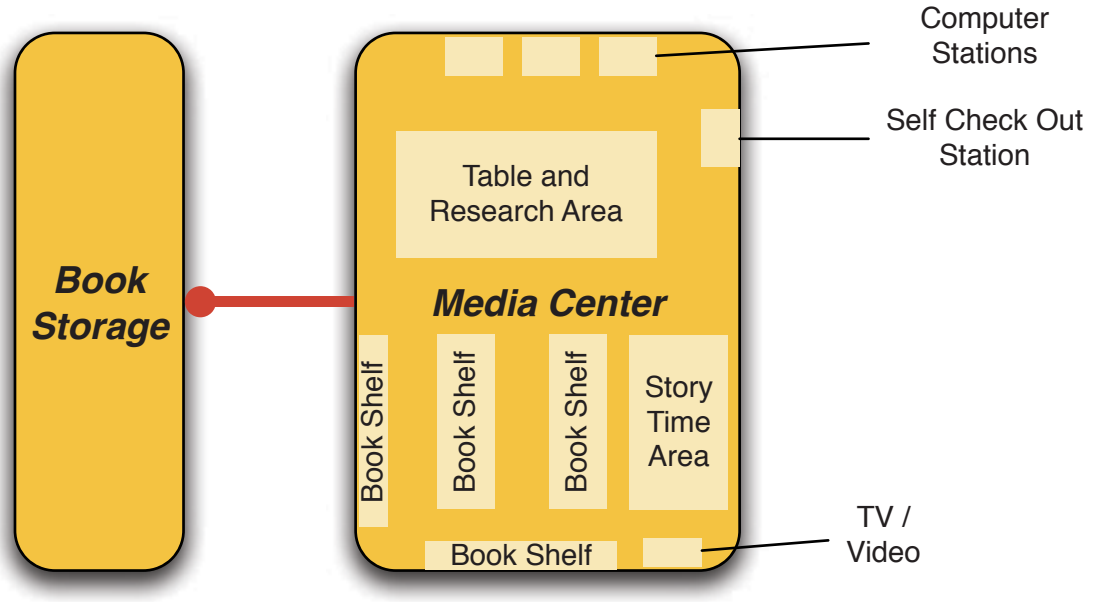
Exhibit 3-11
Multipurpose Room Diagram



Media Center

The media center will support the goal of literacy for English Language Learners as well as provide research sources for project-based activities. The media center will include a story time area for small groups and computers for online research.

Exhibit 3-12
Media Center Diagram



3.2.3.3 Category 3.0 - Administration Spaces

Administration

Administration areas include the following spaces:

- A waiting area for visitors
- A reception area with an administrative assistant's work station
- Shared work stations for part-time staff
- Office for the Head Administrator (principal)
- A conference room
- A work room / lounge
- A student health center

The waiting area for visitors is also the main entry/lobby. The reception area is the first point of contact for visitors. From there, visitors are escorted to their destination. The room includes spaces for the administrative assistant and part-time staff.

The head administrator's office is adjacent to the reception area and has a separate entrance.

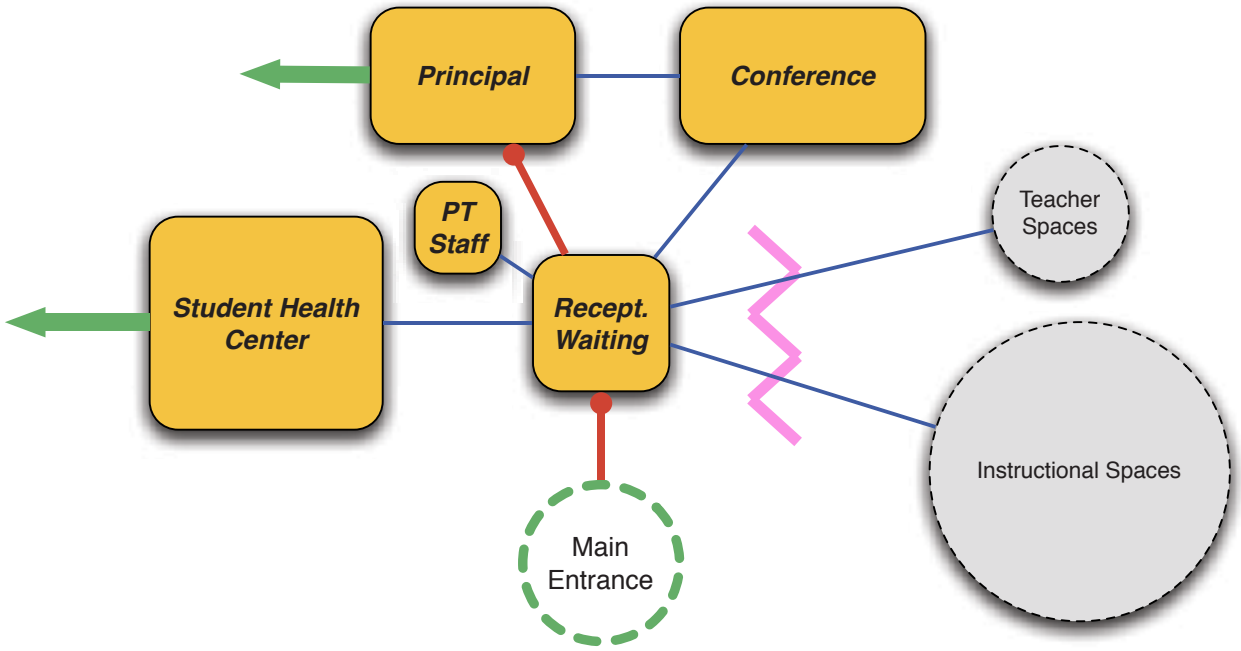
The conference room should be near the main entrance and convenient to the head administrator's office.

Teacher spaces include a workroom and a lounge. These spaces are location-neutral.

The student health center includes space for the nurse to conduct business, store equipment and supplies, and do required testing, as well as a cot area for sick students. The student health center must be adjacent to a restroom or include a dedicated restroom. Convenient access to a building exit is necessary for emergency transportation.

Exhibit 3-13
Administrative Spaces Diagram

Exhibit 3-13 illustrates the relationships between the administrative spaces.



3.2.3.4 Facility Support

Facility support areas include the following spaces: main facility storage, custodial storage, PE equipment storage, music storage, art and science storage, book storage, and a server room. Storage associated with instructional space will be adjacent to the instructional rooms. Other storage areas and the server room are location-neutral, but should be convenient to a shipping entrance.

3.2.4 Alternative Methods

JPTA intends to provide all spaces necessary for program delivery on campus at the permanent facility. In temporary facilities, the school will need alternate methods to deliver media programs

and some programs that would otherwise be delivered within the multipurpose room.

3.2.5 Space Needs

Needs for each type of space are itemized in Exhibits 3-14 and 3-15, which also note comparisons to the New Mexico Public School Adequacy Standards.

Total projected enrollment = 198

	Room Description	# of Spaces	# of Persons	Area / Person	Other Space Criteria	Total Area	TOTAL ASSIGN-ABLE	Sub-total (NASF)	Total per Adequacy Standards	Difference	Adequacy Standards (NMAC) Reference
1.0	**Instructional Program Spaces**		**Total General Classrooms =**		**9**			**7,214**	Minimum for school		
1.1	**General Classrooms**							**6,864**	**6,864**	**0**	**6.27.30.13**
1.1.1	**Home Room classrooms**										
1.1.1.1	Kindergarten Classrooms	1	22	50	44	1,144	1,144				
1.1.1.2	1st - 5th Grade Classrooms	5	22	32	44	748	3,740				
1.1.1.3	6th - 8th Grade Classrooms	3	22	28	44	660	1,980				
1.2	**Specialized Classrooms**							**350**			
1.2.1	**Special Education**										
1.2.1.1	Resource room	1	4	30	80	200	200				
1.2.1.2	Ancillary therapy room	1	4	30	30	150	150				
2.0	**Instructional Support**							**2,740**			
2.1	**Multipurpose**							**2,000**	**2,400**	**-400**	**6.27.30.15**
2.1.1	Multipurpose room (Cafeteria, PE, Music, Community)	1	100	15		1,500	1,500				
2.1.1.1	PE storage	1			150	150	150				
2.1.1.2	Music storage	1			150	150	150				
2.1.1.3	Science cart / Art storage	1			200	200	200				
2.2	**Media Center**							**740**	**1,000**	**-260**	**6.27.30.16**
2.2.1	Media center	1	180	3		540	540				
3.0	**Administration and Support Areas**							**1,597**			
3.1	**Administration**							**510**	**447**	**63**	**6.27.30.18-B**
3.1.1	Principal	1	1	150		150	150				
3.1.2	Reception / Secretary / Waiting	1	1	100		100	100				
3.1.3	Hot seat for part time staff	2	1	40		40	80				
3.1.8	Conference room	1	9	20		180	180				
3.2	**Faculty Spaces**							**390**	**198**	**192**	**6.27.30.18-D**
3.2.1	Work Room / Copy Room	1			150	150	150				
3.2.2	Staff Lounge / Teaching Kitchenette	1			200	200	200				
3.2.3	Staff restroom	1			40	40	40				
3.3	**Student Health Spaces**							**282**	**198**	**84**	**6.27.30.18-C**
3.3.1	Nurse	1			246	246	246				
3.3.1	Restroom	1			36	36	36				
3.4	**Storage**							**415**	**99**	**316**	6.27.30.20
4.1.1	Building storage	1			300	300	300				
4.1.2	Server room	1			75	75	75				
4.1.3	Janitor closet	1			40	40	40				
	NET ASSIGNABLE							11,551			
	Efficiency at 70%							4,950			
	GROSS SQUARE FEET							**16,501**			

TARE = the % value divided into the Net Assignable (NASF/0.70 - NASF)

Exhibit 3-14
Space Needs - Instructional, Administration and Support Spaces

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3.2.6 Detailed Space and Room Recommendations for New Construction

3.2.6.1 Technology and Communications Criteria

Network

- Network - Classrooms
  - 7 CAT 6 hard-wired drops
  - CAT 6 drop or port available for wireless access point (WAP) [IDEAL: 18 inches from the ceiling on the far corner from the doorway with one 110 VAC/power outlet]
  - Wireless network capacity to support 22 computers at 1 Gbps in each room
  - Coaxial wiring to support cable broadcasts
- Network - Administration spaces
  - 2 CAT 6 drops and one 110 VAC/power duplex outlets at each worker-occupied desk/workstation
  - Conference room wireless network capacity to support 15 machines at 1 Gbps

Devices

- Computers and network devices - classrooms
  - Students - 5 workstations per classroom, shared portable laptops, minimum of 1 per student, will be available periodically in classrooms, 1 printer per classroom
- Computers and network devices - Teachers and staff
  - One device per teacher/instructional staff
- Peripheral devices
  - Workroom - each of shared devices such as printers, copiers, scanners, etc.
- Projection capability - classrooms
  - Each classroom will have access to a portable LCD projector
  - Each classroom will be equipped with one A/V screen

Communications -Voice

- Each instructional space, office, and support space will have 1 voice jack with connection for multiple phone lines

Intercom

- Each instructional space will have an intercom connection

3.2.6.2 Power Criteria

Classrooms

- Minimum of 3 duplex outlets on every wall
- Outlet for wall clock
- Center ceiling outlet for future ceiling-mounted devices
- 1 outlet 6′ from FF for wall mounted TVs
- Surge suppression

Offices and support spaces

- Meet code for outlet distribution

3.2.6.3 Lighting Criteria

Classroom lighting

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

3.2.6.4 Environmental Conditioning Criteria

Classroom temperature

- Each instructional space shall have a heating, ventilation, and air conditioning (HVAC) system capable of maintaining a temperature between 68 and 75 degrees Fahrenheit with full occupancy
- The temperature shall be measured at a work surface in the approximate center of the classroom

Classroom air quality

- Each instructional space shall have an HVAC system that continually moves air and is capable of maintaining a CO_2 level of not more than 1,200 parts per million
- The air quality shall be measured at a work surface in the approximate center of the classroom

3.2.6.5 Classroom Acoustics Criteria

- The sound level in each general and specialty 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 a range of 0.4 - 0.6 seconds

- All other occupied spaces shall maintain a background sound level of less than 55 decibels

3.2.6.6 Plumbing Criteria

Classrooms

- Kindergarten and multipurpose classrooms shall have one lavatory with goose-neck faucet, built-in drinking fountain, and hot and cold water

3.2.6.7 Furnishing / Finishes / Fixtures / Equipment Criteria

Built-in Furniture

Classrooms

Each general and special education classroom shall have the following:

- Two 12′ long magnetic white boards
- One 4′ x 4′ tack board
- Cabinets as described on page 3-8

Movable Furniture

General Classrooms

- Accommodate up to 22 students with chairs and work surfaces (some work surfaces may accommodate more than one student)
- Primary elementary classrooms shall have one kidney table or round table, and one conference table. Intermediate elementary and middle school classrooms shall have student desks and one conference table. All classrooms should have one 4-drawer file cabinet.

Special Education

- Resource room shall be equipped similarly to general classrooms (with appropriate number of desks for class size)
- Ancillary service rooms shall have one work surface, one small conference table, file cabinets, and bookshelves

Offices

Each office shall have the following modular office furniture:

- Desk and credenza work surfaces
- Drawer stack, four file drawers, overhead storage

Media Center

To be determined

Multipurpose Room

To be determined

3.3 IMPLEMENTATION OF SPACE NEEDS

3.3.1 Scenarios for Implementation

JPTA has three options for occupying future facilities within the current master plan's time frame (current school year through 2015/16 school year):

1. Remain at the current location with a main facility and portable classrooms, or with an additional permanent facility added to the existing main facility
2. Seek an adequate facility to lease from a public entity
3. Seek an adequate facility to lease/purchase from a private entity

JPTA will remain at its temporary facilities and grow enrollment through 8th grade. During this time, it can research options for a permanent facility and, if desirable, find a permanent facility that:

- Satisfies the program needs described in the EdSpec portion of this document
- Meets the goals outlined by the steering committee
- Complies with House Bill 283 regarding ownership of facilities occupied by state-chartered charter schools.

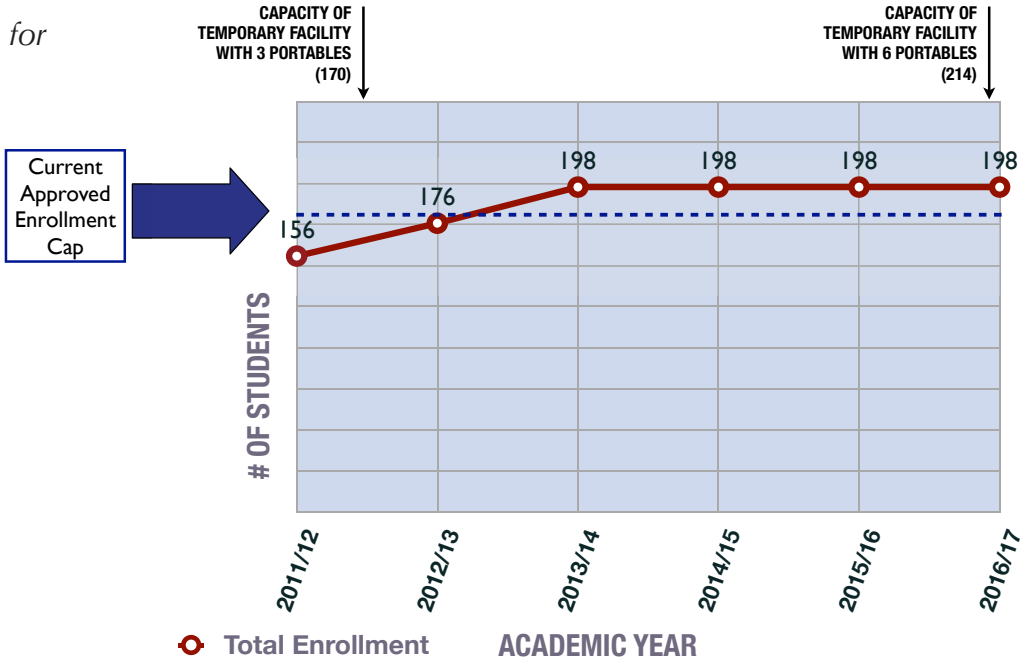
House Bill 283 states that in order for the school to renew its charter (scheduled for academic year 2016/17), it must either be:

1. Housed in a publicly-owned building that is owned by any of the following:
   - the school
   - the school district
   - the state, institution or political subdivision of the state
   - the federal government or one of its agencies
   - a tribal government
2. Subject to a lease-purchase arrangement
3. Housed in a leased facility, because public buildings are not available or adequate, that either:
   - is privately owned, meets statewide adequacy standards, and is contractually obligated to maintain those standards at no additional cost
   - is owned by a nonprofit entity organized to provide a facility for the school

3.3.1.1 Remain at Current Facility

JPTA's current temporary facility can accommodate current enrollment and can be modified by installing additional portable classrooms to accommodate projected enrollment increases beyond the approved cap, as shown in the chart in Exhibit 3-16.

Exhibit 3-15
Location Map of Potential Future Permanent Sites for JPTA

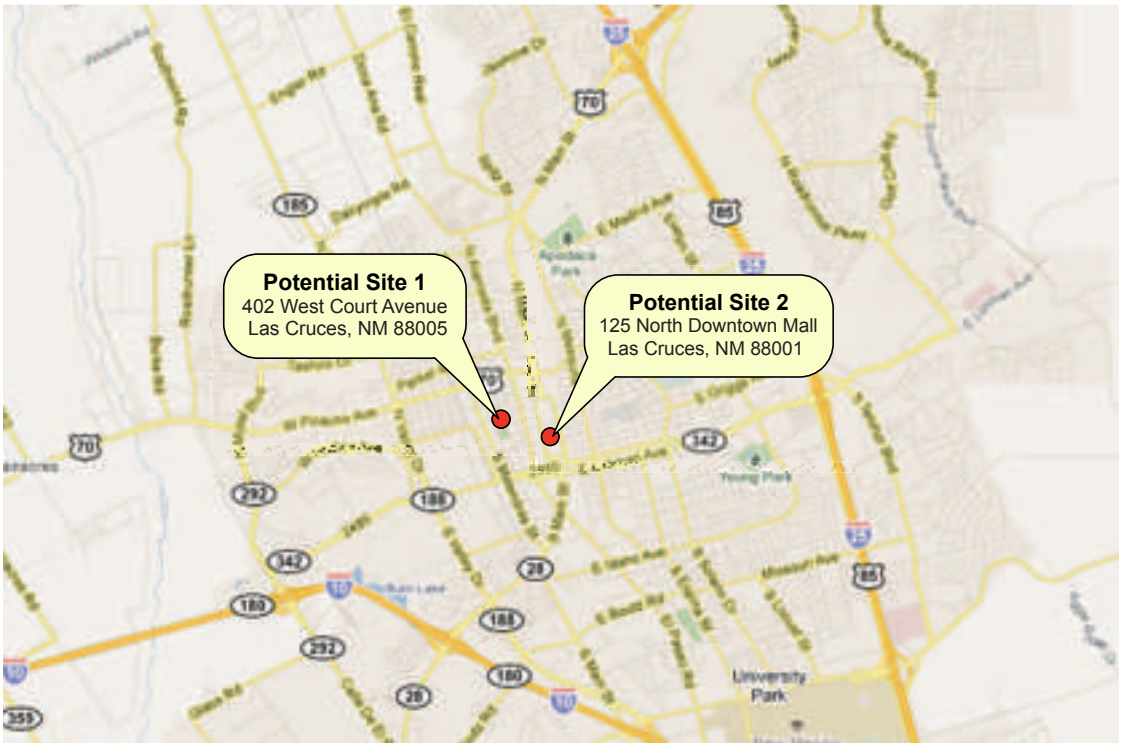


However, the facility does not meet all of the facility goals established by the steering committee and may not comply with HB283. Therefore, JPTA is researching potential permanent quarters and hopes to secure, renovate and occupy a new facility before the end of the initial charter period.

3.3.1.2 Seek Alternative Permanent Facility

JPTA board members are currently pursuing two potential permanent sites, described below. Exhibit 3-17 maps the locations of potential permanent sites.

Exhibit 3-16
Location Map of Potential Future Permanent Sites for JPTA



Potential Site 1 - Court Youth Complex

During the planning process for this document, the school founders negotiated the use of a vacant building at the Court Youth Complex, located at 402 Court Avenue, Las Cruces, NM 88005, a site that houses programs run by the nonprofit organization Court Youth Center. The campus is home to several programs: the Court Youth Center, which provides programs in the arts to the community; Alma d'Arte charter school; and Crossroads alternative school which is a program of the Las Cruces Public Schools. Partnerships with Court Youth Center programs and use of the facilities is a desirable match for JPTA. However, LCPS owns the property and would be necessary to transfer the property to the city of Las Cruces in partnership with the Court Youth Center before renovating it to accommodate JPTA's space needs. JPTA would then lease the facility.

The campus is bounded to the south by Court Avenue, to the west by Raymond Street, to the east by Armijo Street, and to the north by Mountain Avenue. It is located within a state registered historic district. The site includes several buildings constructed at various times beginning in 1941 with the main building, which was originally the Court Junior High School. A building constructed later (probably in the 1960s), the Educational Services

Center (ESC), is available to JPTA. The main building is considered to be "contributing" to the historic district, although the ESC building is not. The courtyard between the ESC building and the historic building would contain play equipment for all grades and the shared playing fields north of the buildings, which is approximately 1.02 acres, would accommodate outdoor activities. A small parking lot north of the ESC building, approximately 4,000 sf, can accommodate visitor parking. See Exhibit 3-18 for an aerial view of the site.

Exhibit 3-17
Aerial Site Plan of The Court Youth Center Campus

Court Youth Complex Facility

The facility at the Court Youth Complex that is available to JPTA is a two-story brick building that most recently served as administrative space by LCPS. It is the only facility at the campus that JPTA will be allowed to occupy, although space for placing portables is potentially available to accommodate space needs that do not fit within the proposed facility.

Exhibits 3-19 and 3-20 show the proposed adaptation of the facility to meet the space needs outlined in the program of requirements.

Exhibit 3-18
Lower Floor Plan of The ESC Facility

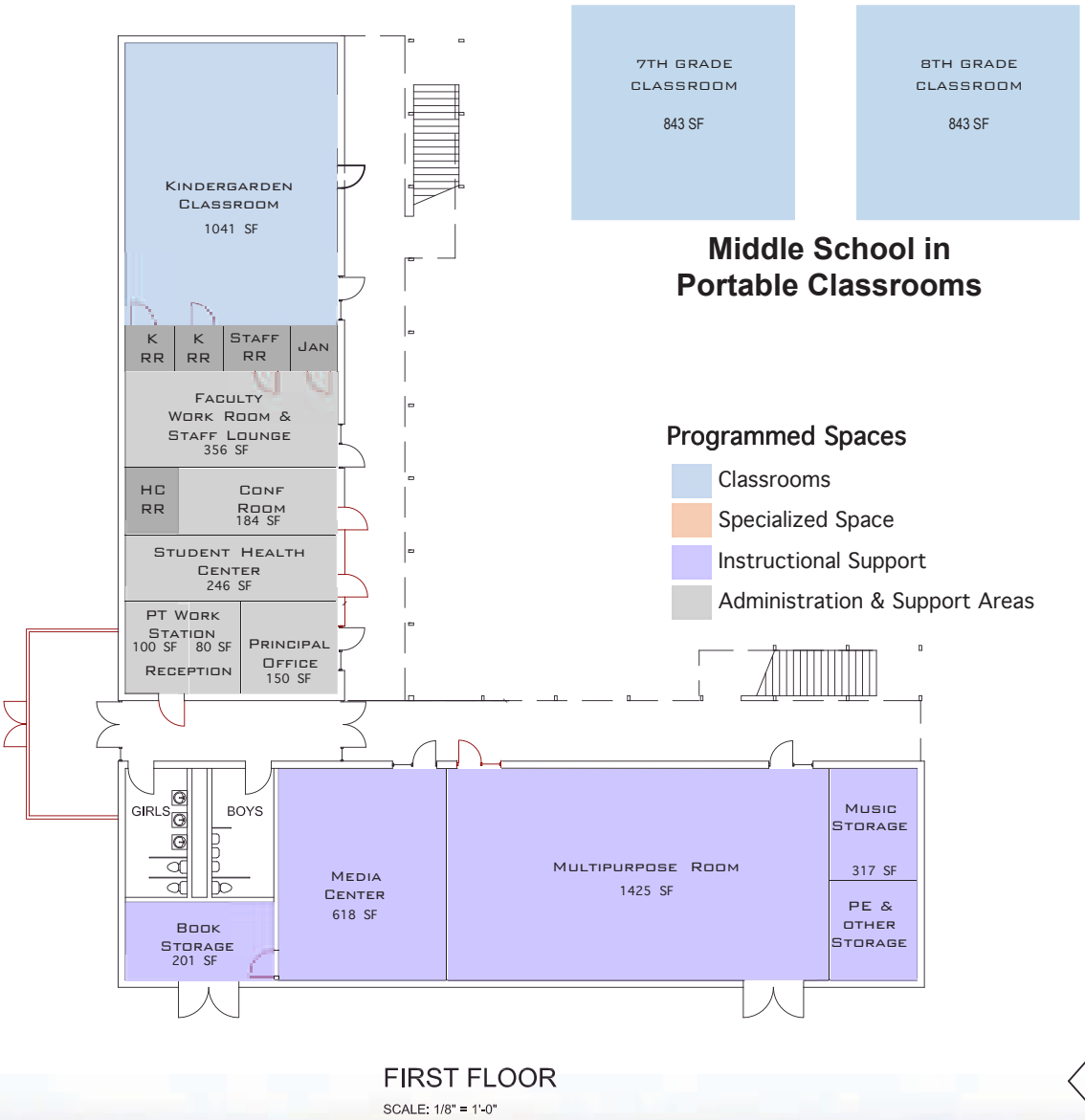
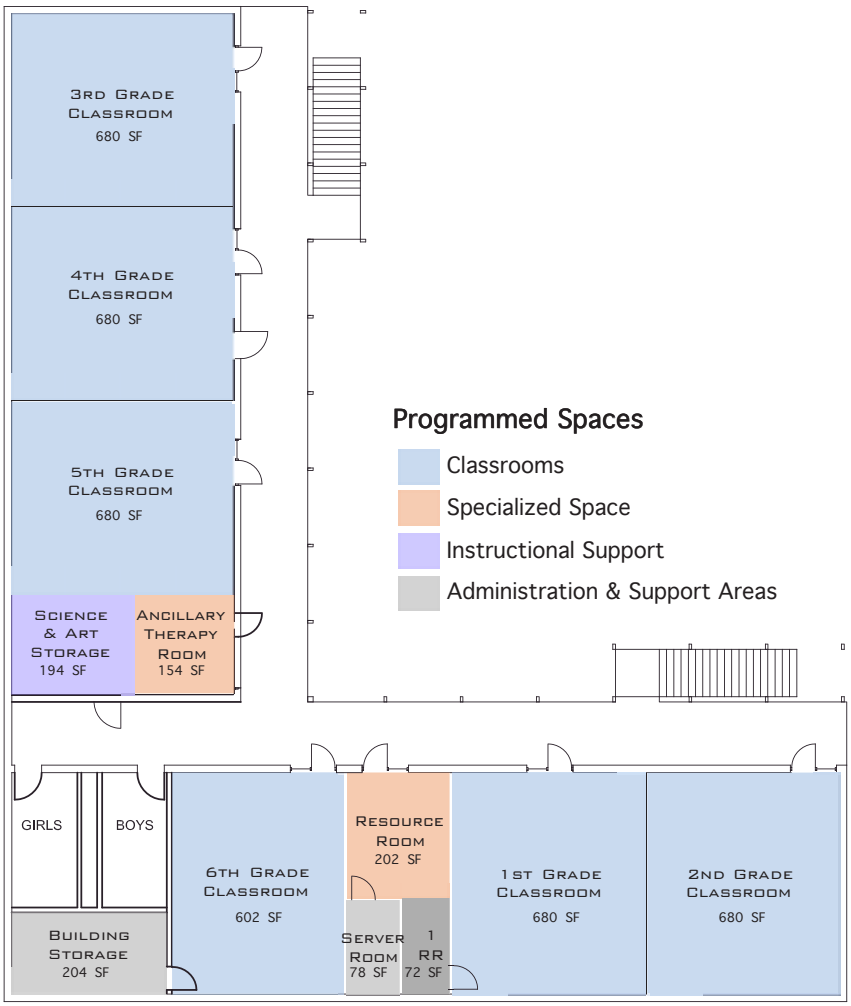


Exhibit 3-19
Upper Floor Plan of
The ESC Facility



Potential Site 2 - 125 Downtown Mall

JPTA has recently worked with a realtor to find available vacant facilities for sale of an adequate size in the target area defined by the facility goals. Potential Site 2 is available for renovation and lease-purchase at 125 North Downtown Mall. Negotiations have not yet been conducted with the property owner, but it appears that the facility could be adapted to JPTA's space needs. The facility faces North Downtown Mall, a pedestrian walkway, and is surrounded to the east and west by commercial properties. See Exhibit 3-21 for an aerial view of the facility.

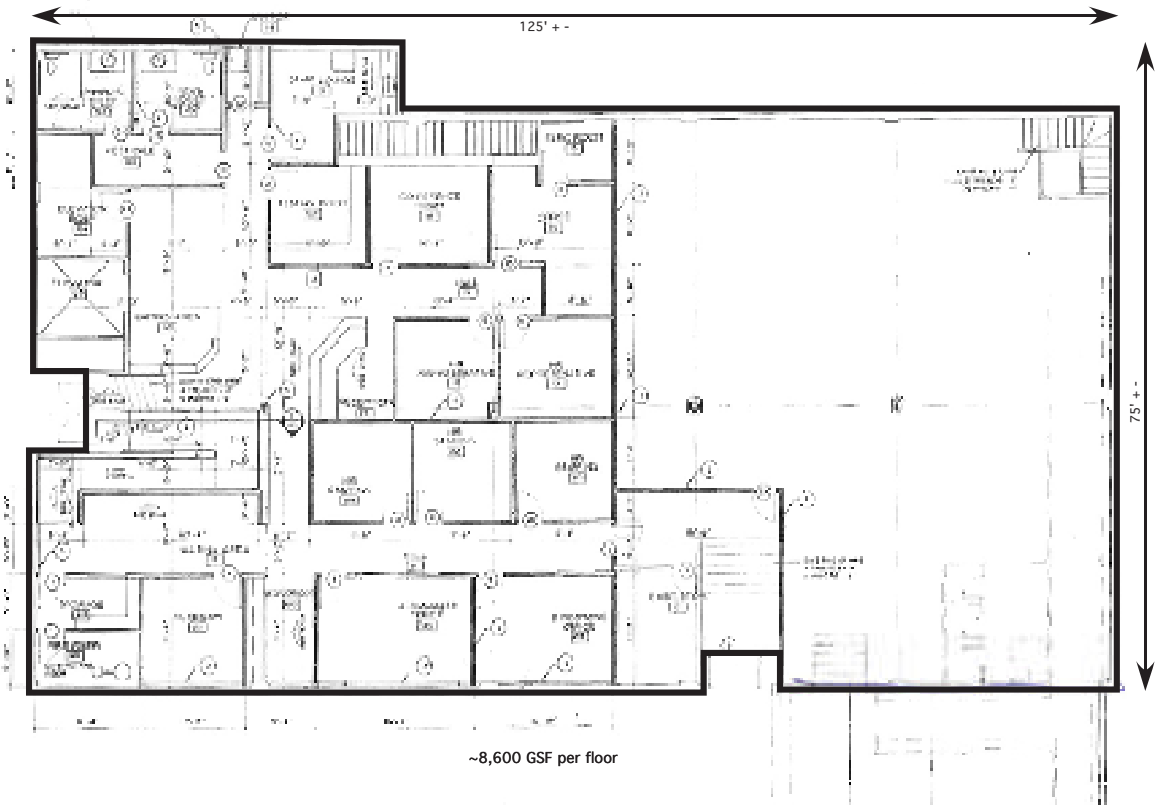
Exhibit 3-20
Aerial Site Plan of the Property at 125 North Downtown Mall

Aerial view courtesy of Google Maps

125 North Downtown Mall Facility

The property at 125 North Downtown Mall is a vacant two-story masonry structure, most recently occupied by a call center. The existing interior walls are non-load bearing and the space can be adapted to accommodate the school's program requirements. There are approximately 8,600 gsf per floor, a total of about 17,200 gsf in the facility, which exceeds the total programmed space needs. Maneuvering the varying floor heights for handicapped access will increase tare square footage, but the post and beam construction allows for ample flexibility of the floor area. Exhibit 3-22 illustrates the first floor plan of the property in existing condition.

Exhibit 3-21
Lower Floor Plan of 125 North Downtown Mall



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4 CAPITAL IMPROVEMENT PLAN

4.1 CAPITAL FUNDING

4.1.1 Historic and Current Funding

In its first year of operation, 2011-12, JPTA will receive facility funding from only one source, lease reimbursement funds from PSCOC at approximately $700 per MEM per year.

4.1.2 Current Capital Expenses

JPTA has entered a lease agreement for a one-year period with a guaranteed one-year extension and a promise to install additional portables to accommodate enrollment growth. The property owner is willing to continue this arrangement until the school is able to acquire a permanent facility. Lease payments are covered exclusively through facility funds.

4.1.3 Potential Future Sources of Revenue

JPTA may access the following sources of funding for facilities capital projects:

- Future annual lease payment from PSCOC
  - For planning purposes, the funding amount expected from the PSCOC will continue annually at roughly $700 per MEM. When enrollment increases to the projected level of 198, the lease reimbursement payments will increase to a total of approximately $138,600 annually. Exhibit 4-1 shows how this funding stream will increase as the enrollment grows.
- The voters of Las Cruces have currently elected to tax themselves in accordance with HB33 and SB9. JPTA is not eligible for a portion of that funding until the next election. If those future elections pass (SB9 in 2014, HB33 in 2015), a portion of mill levies from those source will be available to JPTA.
- If the school is able to negotiate an agreement with the Las Cruces Public Schools, it could potentially receive funding from the general obligation bond which is scheduled for an election in 2014, but this master plan does not anticipate the potential for funds from this source.

- PSCOC capital outlay, a competitive process (see Section 4.14 below)
- Legislative appropriation
- Federal grants
- Private fundraising (gifts and grants)

Exhibit 4-1 illustrates the expected cash flow based on projected enrollment growth until the school reaches the planned enrollment level of 198 students (which exceeds the current approved cap).

Exhibit 4-1
Facility Funding Available from Current and Anticipated Funds

Lease allowance / MEM $ 700.00

AY	Students	PSCOC Lease Cash Flow	From LCPS Mil Levy	Total Anticipated Cash Flow
2011-12	156	$ 109,200		$ 109,200
2012-13	176	$ 123,200		$ 123,200
2013-14	198	$ 138,600		$ 138,600
2014-15	198	$ 138,600	$ 44,411	$ 183,011
2015-16	198	$ 138,600	$ 112,533	$ 251,133
2016-17	198	$ 138,600	$ 113,814	$ 252,414
2017-18	198	$ 138,600	$ 115,660	$ 254,260
2018-19	198	$ 138,600	$ 117,432	$ 256,032
2019-20	198	$ 138,600	$ 119,153	$ 257,753
2020-21	198	$ 138,600	$ 121,536	$ 260,136

Annual cash flow available to pay rent

Source: LCPS FMP

4.1.4 PSCOC Capital Outlay Funding

The New Mexico legislature provides capital funding for public schools, through either direct allocation or capital outlay from the PSCOC, for renewal or new construction projects. Each school facility in the state is ranked with respect to all other facilities in the state, and assigned a condition index value which describes physical and programmatic deficiencies. The New Mexico condition index (NMCI) value is a composite derived from the cost to repair deficiencies compared to the replacement cost of the facilities.

Charter schools are eligible for funding after operating successfully for six consecutive years (first year for planning in

advance of opening, second through fifth years for operations, and sixth year for charter renewal process). J. Paul Taylor Academy will be eligible when it has undergone the charter renewal process (AY 2014-15) and occupies a permanent facility.

Funding from the PSCOC follows a matching formula that varies by district. State-chartered schools follow the formula of the district where they are located. JPTA would follow the Las Cruces matching formula (currently, the state share equals 65%, requiring a 35% local match).

PSCOC satisfies facility funding needs statewide by meeting the greatest needs first. The PSCOC generally funds award applications for projects in the top 100 on the ranked list of public school facilities needs in each funding cycle.

PSCOC funding is primarily for correcting deficiencies in a facility, based on a statute that outlines the prioritization criteria for deficiencies correction (6.27.41 of NMAC).[1] The temporary JPTA facility is not currently listed on the NMCI.

1 *"Deficiencies" means conditions in public school buildings and grounds that may adversely affect the health or safety of students and school personnel, including:(1) health and safety/building code compliance such as fire code compliance, fire resistance and fire control capability, emergency lighting, and compliance with the Americans with Disabilities Act; (2) building structural stability such as foundation/ structure, exterior walls, roof, exterior, windows/doors, interior floors, walls and ceilings, and fixed equipment; (3) mechanical/electrical systems defects such as plumbing, HVAC-combination heat/cool, insulation, and electrical/lighting.*

4.2 CAPITAL NEEDS AND CAPITALIZATION ANALYSIS

Since JPTA currently occupies a temporary leased facility with no definite plan for future facilities, eventual capital needs are unknown. Anticipated financial resources can realistically fund the three options identified for meeting future facility needs.

4.2.1 Capitalization Options for Permanent Facilities

Due to construction cost volatility in past years, projected costs noted in this master plan are based on 2010 dollars and are not escalated.

When JPTA nears the end of the initial charter period, in 2016/17, it will realize a total annual cash flow from all anticipated sources, as described in 4.1.3 Potential Future Sources of Revenue, of approximately $260,000. These funds can satisfy a lease or capitalize a lease-purchase.

The amount of cash flow available to satisfy a lease in a permanent facility of a size adequate to accommodate programs and delivery methods, as identified in Section 3.2 Space Requirements (approximately 11,500 sf), would support a rent of approximately $22/square foot.

The alternative to leasing a facility that complies with HB 283 is for the school to own a facility, either by purchasing land and building new or by purchasing an existing structure and renovating to suit program needs. The capitalization analysis to lease-purchase a facility is based on the following assumptions about potential financing terms:

- 20-year payback term
- 6.5% interest

The capitalization potential of cash flow from these sources allows for a present value investment (new construction or purchase and renovation of existing structure) of $2.84 million.

Purchase of land and construction of an adequately sized facility using 2011 construction data would greatly exceed that figure, making this option impractical without additional gap funding. See Exhibit 4-2 for the cost breakdown of new construction option.

Exhibit 4-2
Programmatic Estimate of Probable Cost of New Construction

PROGRAMMATIC ESTIMATE OF PROBABLE COST OF CONSTRUCTION

A. Estimated Construction Cost 1. New		$180.00 /SF X	16,491	$3,000,000
B. Fixed Equipment (included in A)				$0
C. Site Development Cost		5.00% of A		$150,000
D. TOTAL CONSTRUCTION COST (MACC) (A+B+C)		**Cost / SF=**	**$191.01**	**$3,150,000**
E. Site Acquisition Cost		51,588 sf		$671,000
F. Integral Moveable Equipment		8.00% of D		$252,000
G. Professional Fees		6.50% of D		$205,000
H. Administration		2.50% of D		$79,000
I. Contingency		5.00% of D		$158,000
	NMGRT	8.6875% of D,F,G,H, I		$257,088
J. TOTAL PROJECT COST (SUM OF D to J)			**$289.25**	**$4.77 Million**

Capitalization capability= $2.8 million

Funding gap of $1.83 million

If JPTA can identify an existing property for lease-purchase, $2.84 million can fund a purchase and renovation cost of approximately $172 per square foot based on the gross square footage total identified as space needs.

- $1.3 million for renovation (($80/sf)
- $1.5 million purchase price (~$91/sf)

4.3 IMPLEMENTATION STRATEGY

4.3.1 Project Prioritization

Immediate needs

The priority project for the school is to ensure that the current facility can accommodate enrollment growth while the administration researches and secures a permanent facility solution. Cash flow analysis indicates that there will be sufficient funding to satisfy an extended lease with the current landlord.

Short term needs

JPTA will take the necessary steps to secure a leased or lease-purchased facility before the end of the current charter period and comply with HB283 regarding charter school facility occupancy. Potential cash flow analysis indicates that there will be sufficient funds to lease a facility that meets all requirements, and most funds will be sufficient to lease-purchase and renovate an acquired facility.

Exhibit 4-3 shows the time line for future facility activities and accommodations.

Exhibit 4-3
Implementation Phasing Timeline

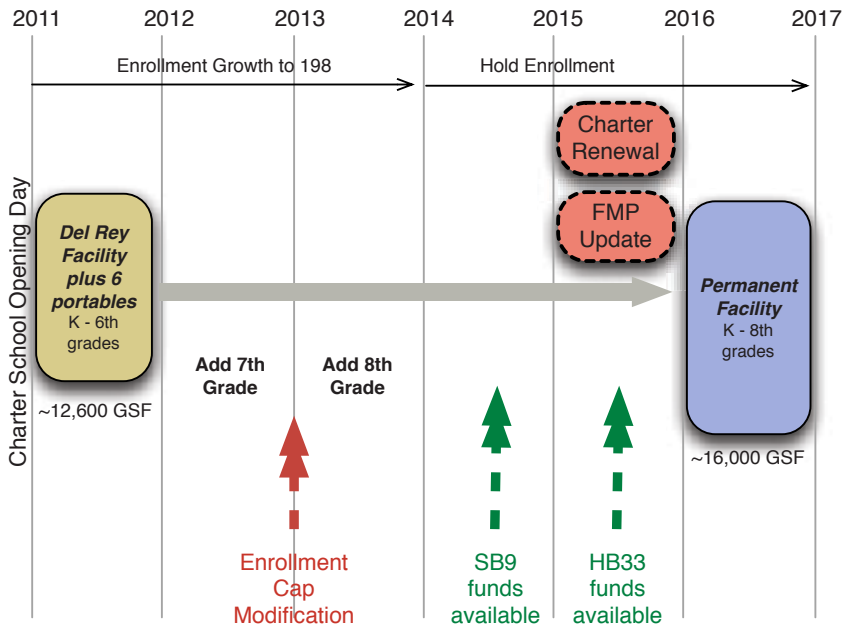

Exhibit 4-4 illustrates a potential capital improvement plan based on the prioritized options described. Since many of the factors that will affect the realization of this plan are unknown at this time, this plan should be considered preliminary and should be updated annually as factors change and more reliable information is available.

Exhibit 4-4
Capital Plan

	Academic Year	Capital Project	Source	Available
Immediate needs	2011-12	Remain at current temporary facility, adding portables to accommodate 7th and 8th grades	PSCOC lease reimb.	$ 109,200
	2012-13			$ 123,200
	2013-14			$ 138,600
	2014-15			$ 183,011
	2015-16			$ 251,133
Short term needs	2016-17	Occupy permanent leased or lease purchased facility	PSCOC lease reimb. Plus mill levies	$ 252,414
	2017-18			$ 254,260
	2018-19			$ 256,032
	2018-20			$ 257,753
	2018-21			$ 260,136

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5 MASTER PLAN SUPPORT MATERIAL

Facility Detail

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

- Sites and facilities data table
- Photographs of the school's temporary facility
- Facility space inventory
- Floor plan
- Facility evaluation
- FAD update

5.1 SITES AND FACILITIES DATA TABLE

- Name of facility – leased property, J. Paul Taylor Academy Charter School
- State identification number – none
- Physical address – 3900 Del Rey Boulevard, Las Cruces, NM 88012
- Date of opening – July 2011
- Dates of additions of portables – summer 2011, fall 2011
- Facility Condition Index (FCI) and N.M. Facility Condition Index (NMCI) – NA
- Site owned or leased – leased
- Total building area gross sq/ft – ~12,600
- Site size – ~2.5 acres
- Total number of permanent general classrooms – 5
- Total number of permanent specialty classrooms – 1
- Total number of portable classrooms – 3 plus 3 in the future
- Total number of classrooms – 9, 12 total in the future
- Percentage of portable classrooms compared to total number of permanent classrooms – 33%, 50% in the future
- Total enrollment current year (40th day count) – 156
- Number of gross sq. ft. per student per school facility – current 63.5, future 80.8

5.2 PHOTOGRAPHS

Entry to Main Building

Play Equipment

Hallway in Main Building

Play Yard

Typical Classroom in Main Building

5.3 FACILITY INVENTORY

CATEGORY	DESCRIPTION	ID	NSF
Tare	Foyer	100	153
Admin	Secretary	101	160
Admin	Nurse	102	163
Tare	Storage	103	74
Support	Meal Prep	104	306
Classroom	Kindergarten/1st grade	105	728
Support	Storage	106	49
Support	Janitor	107	71
Admin	Principal	108	108
SpEd	Special Education	109	698
Classroom	1st/2nd/3rd grade	110	696
Classroom	1st/2nd/3rd grade	111	653
Classroom	1st/2nd/3rd grade	112	662
Classroom	Kindergarten/1st grade	113	991
Support	Storage	114	70
Classroom	4th/5th/6th grade	115	843
Classroom	4th/5th/6th grade	116	843
Classroom	4th/5th/6th grade	117	843
Support	Multipurpose (future)	118	843
Classroom	6th/7th/8th grade (future)	119	843
Classroom	6th/7th/8th grade (future)	120	843
Total NSF Current			**8,111**
Total GSF Current			**9,908**
Total NSF Future			**10,640**
Total GSF Future			**12,608**

Current Capacities

Total Capacity with Proposed Program (Current)

Future Capacities

Total Capacity with Proposed Program (Future)

5.4 FLOOR PLAN

Exhibit 5-1
Temporary Facility Floor Plan

Exhibit 5-2
PSFA Utilization Worksheet

ELEMENTARY UTILIZATION WORKSHEET

GRADE LEVEL	TOTAL CURRENT STUDENT 40th DAY COUNT	NUMBER OF DD / SPECIAL NEEDS STUDENTS PER GRADE	CURRENT NUMBER OF TEACHERS	NUMBER OF CLASSROOMS
Pre-K Student				
Kindergarten	22	4	1	1
1st Grade	23	3	1	1
2nd Grade	22	4	1	1
3rd Grade	23	3	1	1
4th Grade	22	4	7	1
5th Grade	22	2	1	1
6th Grade	22	3	1	1
TOTALS	156	23	7	7

Note: Grade Level Chart is a simplified version of enrollment by grade. Students spend their school day in mixed grades and with a variety of teachers, through skill level grouping.

SCHOOL HOURS	
School Start Time	8:00
School End Time	3:15
Total Hours in School Day	7.25

Number of Lunch Turns Per Day	2

District	State Chartered (located in Las Cruces Public Schools area)
School	J. Paul Taylor Academy Charter School
Date	10/31/11

SF/Student Standards Used	K/1	1/2/3	4/5/6
	41	32	28

3

ALL CLASSROOMS (General, Art, PE, Computer Lab SPED, Title1, PT/OT, Etc.)									DAYS AND HOURS SPACE IS USED					UTILIZATION		
TEACHERS NAME	CLASSROOM USE/ GRADE LEVEL	ROOM NUMBER	CLASSROOM SQUARE FOOTAGE	CURRENT STUDENT 40TH DAY COUNT	Max. Number of Students per Adequacy Standards Sq. Ft.	PED Max. PTR per Classroom	% Classroom Occupancy	DOES CLASSROOM MEET ADEQUACY	MONDAY HOURS USED PER DAY	TUESDAY HOURS USED PER DAY	WEDNESDAY HOURS USED PER DAY	THURSDAY HOURS USED PER DAY	FRIDAY HOURS USED PER DAY	TOTAL HOURS CLASSROOM IS USED DURING SCHOOL WEEK	TOTAL HOURS CLASSROOM IS AVAILABLE DURING SCHOOL WEEK	UTILIZATION RATE PERCENT (%)
Ms. Prickett	K/1	105	728	NA	18	22	NA	Yes	6.5	6.5	6.5	6.5	6.5	32.5	36.25	90%
Ms. Adams	Special Education	109	698	NA	-	-	NA	Yes						NA	36.25	
Ms. Risner-Schiller	1/2/3	110	696	NA	22	22	NA	Yes	6.5	6.5	6.5	6.5	6.5	32.5	36.25	90%
Ms. Reeves	1/2/3	111	653	NA	20	22	NA	Yes	6.5	6.5	6.5	6.5	6.5	32.5	36.25	90%
Ms. Dozier	1/2/3	112	672	NA	21	22	NA	Yes	6.5	6.5	6.5	6.5	6.5	32.5	36.25	90%
Ms. Batres	K/1	113	991	NA	24	22	NA	Yes	6.5	6.5	6.5	6.5	6.5	32.5	36.25	90%
Ms. Brewington	4/5/6	115	843	NA	26	24	NA	Yes	6.5	6.5	6.5	6.5	6.5	32.5	36.25	90%
Ms. Conway	4/5/6	116	843	NA	26	24	NA	Yes	6.5	6.5	6.5	6.5	6.5	32.5	36.25	90%
Ms. Jenkins	4/5/6	117	843	NA	26	24	NA	Yes	6.5	6.5	6.5	6.5	6.5	32.5	36.25	90%
			Totals	156	184	182	85.71%						Totals	260	326.25	90%

NOTES:

Count general classrooms as being used while students are attending recess, lunch, library time, and PE activities.

Attach floor plan

1-Max. Number of Students per Adequacy Standards Sq. Ft.: The maximum number of students allowed per the Statewide Adequacy Standards square feet.

2-PED Max. PTR per Classroom: PED's maximum pupil/teacher ratio per classroom

3-Utilization Rate Calculation: Total number of hours classroom is actually used per week / (divided by) the maximum possible classroom hours per week = (equals) total classroom utilization.

5.6 FACILITY EVALUATION

State of New Mexico
Public School Facilities Authority

Robert A. Gorrell, Director
Tim Berry, Deputy Director

Santa Fe Office
2019 Galisteo, Suite B-1
Santa Fe, NM 87505
(505) 983-5989
(505) 988-5933 (Fax)

Albuquerque Field Office
1312 Basehart Drive, SE
Suite 200
Albuquerque, NM 87106
(505) 843-6272
(505) 843-6681 (Fax)

Website: www.nmpsfa.org

MEMORANDUM

To:	Mr. Douglas R. Brown, J. Paul Taylor Academy
Through:	Martica Casias, PSFA Planning & Design Manager
CC:	Sam Obenshain, PED Charter School Division
From:	Richard A. Romero, Facilities Specialist
Date:	June 8, 2011
RE:	Potential Charter School Facility Assessment: 3900 Del Rey Boulevard, Las Cruces, New Mexico 88012

At your request, Martica Casias and I visited the referenced address on June 2, 2011. The purpose of my visit was to conduct an adequacy analysis, facility condition assessment and change of occupancy analysis of a proposed facility to house J. Paul Taylor Charter School (JPT).

The following assessment is based on a visual inspection of the premises and no testing of any kind was conducted and no invasive or destructive inspection methods were employed.

BACKGROUND

The JPT is a state-chartered school that proposes to begin operation for the 2011-12 school year. JPT will serve 140 students in kindergarten through the 6th grade. By the third year of operation, JPT proposes expand the enrollment to 180 kindergarten through 8th grade students. The JPT proposes to provide a small learning environment with instruction based on project based learning and dual language instruction, and it is anticipated that many of its students will be English language learners.

FACILITY DESCRIPTION

The facility was constructed in 2008 and originally housed a day care facility. As such the Facility is currently classified as an "I" occupancy and a change to an "E" occupancy will be necessary. This change of occupancy should not prove to be a challenge since, in general, building code requirements are less stringent for an "E" occupancy than an "I" since an occupancy generally serves a population whose ability to respond to an emergency is limited due to age, infirmity or because the occupants are incarcerated.

This single story building appears to consist of a spread footing foundation and stem wall system with concrete slab-on-grade floors. The foundation and floor slab appears to be in good condition and does not exhibit evidence of differential settlement or other problems. Exterior bearing walls are most likely of metal frame construction. The facility exterior is finished with stucco that is in good condition.

The roof covering appears to be Thermoplastic Olefin (TPO) over most of the facility, with decorative clay tile covering the sloped areas of the roof covering the three building entrances. Both the TPO and tile portions of the roof are in good condition.

The building is heated and cooled by several combination rooftop units that are in good condition. Temperature is controlled by thermostats which are present in most of the rooms in the facility.

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

The exterior doors are metal in metal frames and are in good condition.

The exterior windows in this facility are double pane windows and are in good condition.

The interior floors are finished with vinyl composite tile (VCT) throughout. Floor finishes are in good condition.

The interior walls are assumed to be of metal frame construction and are finished with drywall and paint. The wall finishes are in good condition.

The ceiling consists of a suspended grid and acoustical tiles and fluorescent light fixtures. The ceiling grid, tiles and lighting are all in good condition.

The facility will be augmented with three single-classroom portable buildings that will be provided to JPT by the Las Cruces Public School District. All three portable classroom buildings are reported to have been built in 1985.

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 there 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

Based on visual inspection, only, the building appears to be structurally sound.

The exterior envelope appears to be weather-tight.

Because this facility was recently constructed, it is highly unlikely that lead, asbestos or other harmful materials are present.

The electrical and plumbing systems appear to be functioning normally, as did the fire detection and HVAC systems. The fire suppression system is a wet system. The suppression system was not tested, but, given that this facility was recently constructed, it is assumed to be in good condition.

A two-way communication system is a feature of this building.

SITE

There is the ability to provide a student drop-off and pedestrian pathway on site.

Site drainage appears to be adequate to protect the structural integrity of the building.

No evidence of past flooding, ponding or erosion on the site was observed.

ACADEMIC CLASSROOMS

The following student indicates the minimum net square footage per student 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

This next table provides the required general classroom square footage per grade required for your school, based on 20 students per grade level.

GRADE	NET SF Required – Design Capacity 140	NET SF Required – Design Capacity 180	NET SF Provided	Adequate?
Kindergarten	1,000	1,000		
1st	640	640		
2nd	640	640		
3rd	640	640		
4th	640	640		
5th	640	640		
6th	560	560		
7th		560		
8th		560		
9th				
10th				
11th				
12th				
TOTAL	4,760	5,880		

Lighting must be provided at 50 foot-candles of well-distributed lighting. This is to be measured at a work surface at the center point of the classroom between clean light fixtures. The facility lighting was not tested, but appeared adequate. Although not tested, lighting appears adequate.

Classroom temperatures must fall between 68 and 75 degrees Fahrenheit at full occupancy. The temperature shall be measured at the approximate center of the classroom. It is assumed that, due to the relative newness of the facility, the HVAC system is capable of functioning as required. As previously mentioned, each room has an individual thermostat, which should ensure that all occupants will be comfortable.

Classroom acoustics shall not exceed a one-hour A-weighted level of 55 decibels measured at a work surface at the approximate center of the classroom. Given that the facility was completely empty at the time of the visit, no assumption can be made with regard to this item.

The HVAC system must provide continual air movement and shall maintain a CO_2 level of not more than 1,200 parts per million. This was not tested, but my observation was that air quality was adequate.

CHANGE OF OCCUPANCY ANALYSIS

Because this facility was most recently used as a daycare facility and was classified as an 'I' institutional occupancy in accordance with the current building codes, a change of occupancy to an 'E' educational occupancy will be required. While every effort has been made to provide you with a detailed analysis of the requirements to affect this change, you are strongly advised to contact the City of Las Cruces Community Development Department (CDD) as soon as possible. This is the authority having jurisdiction over the change of occupancy and they may have additional requirements beyond the minimum building code requirements.

The following information is based on the 2006 International Existing Building Code (IEBC)

General Requirement

Please provide a copy of the required certificate of occupancy to PSFA once the change of occupancy has been approved and the new certificate issued by the City of Albuquerque Building Safety Division.

Electrical

The change of occupancy will require that any unsafe conditions, as determined by the CDD, be remedied. However this requirement does not entail complete upgrade of the system. Given the relative newness of the facility, no such repairs are anticipated.

The electrical service may be required to be upgraded to comply with current electrical code requirements for the new occupancy, as determined by the CDD. This scenario is unlikely in this case, but is dependent on the CDD's analysis and requirements. Given the relative newness of the facility, no such repairs are anticipated.

The number of electrical outlets may be required to be increased, if required for the new occupancy. This scenario is unlikely in this case, but is dependent on the CDD's analysis and requirements.

Mechanical

If the new occupancy is subject to increased mechanical ventilation requirements in accordance with the currently adopted mechanical codes for the new occupancy, these increased requirements must be met, as determined by the CDD. The same is true of kitchen exhaust requirements. This is not anticipated for this facility.

Plumbing

There are currently six female water closets and six male water closets/urinals in this facility. It is not possible to perform an accurate plumbing fixture analysis until all spaces are assigned specific uses. However, the number of fixtures present can accommodate 300 females and 300 males. This is more than sufficient to accommodate 180 students as well as staff and visitors.

A detailed analysis can be performed once the uses of the individual spaces in this facility are determined.

Change of Occupancy Classification

This is a change of occupancy classification without a separation. The subject facility will be required to comply with Chapter 8 of the International Existing Building Code as well all applicable provisions of Chapter 9.

This building is fully sprinkled. No additional fire protection requirements are applicable.

Any new interior finishes that are installed in the facility must comply with Table 803.5 of the International Building Code (IBC). No renovations are anticipated as part of this change of occupancy.

Since this facility is undergoing a change from an I to an E occupancy, a higher Means of Egress Hazard Category to a lower (less hazardous) Means of Egress Hazard Category, no required changes to the exiting system are anticipated based on applicable provisions of the IEBC. Because you have not assigned specific uses to the spaces in the facility, a final occupant load cannot be calculated and specific egress requirements determined. PSFA will review these items and make a final determination as to compliance when you planned uses for the individual spaces in the facility are finalized.

The facility complies with allowable heights and areas for an E occupancy for Type V-A construction in accordance with the IBC. In addition, the building is eligible for allowable area increases due to frontage fire sprinkling.

No change to the fire rating and opening protective requirements of the IBC is necessary for this facility because there is no increase in the Exposure of Exterior Walls Hazard Category in Table 912.6 of the IEBC.

The facility is handicapped accessible, with the exception of signage, which must comply with Section 1110 of the IBC.

CONCERNS

The primary concern with regard to this facility is that a change of occupancy is required prior to JPT occupying the building. I have telephoned the City of Las Cruces Community Development Department to inquire about the requirements, but have not yet received a return call. I will relay any information that I receive to JPT, immediately. JPT should also communicate with the CDD regarding their requirements for the change of occupancy.

WEIGHTED NEW MEXICO CONDITION INDEX (wNMCI)

The current average wNMCI for all Public Schools, including charter schools, in New Mexico is: **29.84%**

The wNMCI for your school facility is: **XX.XX%**.

Your school facility condition **is/is not** better than the average condition of school facilities in New Mexico.

CONCLUSION

In general, the condition of the facility is good and is adequate to meet the needs of TGA. If attention is paid to the areas of concern noted above, the facility should serve CIS well for the foreseeable future.

District: **State Chartered Schools** School: **J. Paul Taylor Academy Charter School** School ID: **500JPT**

High Level Overview

General Information

Location:	Las Cruces, NM 88004	**Ed. Adequacy Model:**	Charter School Educational Adequacy
School Type:	Charter	**Ed. Adequacy CCI:**	85.00%
School Category:	Charter/Alternative	**School CCI City:**	LAS CRUCES, NM

NMCI Statistics

Number of Students:	140	**Number of Buildings:**	1
Growth Factor:	1.00	**Number of Portables:**	1
Total Gross Square Feet:	9,629	**Site Size (Acres):**	0.00

NMCI School Metrics

Replacement Cost:	$1,211,473		
Weighted Repair Cost:	$30,402	**Unweighted Repair Cost:**	$121,607
Weighted Educational Adequacy Cost:	$0	**Unweighted Educational Adequacy Cost:**	$0
Total Weighted Cost:	$30,402	**Total Unweighted Cost:**	$121,607
Weighted NMCI Score:	2.51	**Unweighted NMCI Score:**	10.04

NMCI Facility History

Last Assessment Date:	06-02-2011	**Previous Award, Yes or No, Year if Yes:**	No
Closed:	No		

District: **State Chartered Schools** School: **J. Paul Taylor Academy Charter School** School ID: **500JPT**

Facility Description

J Paul Taylor Academy Charter School is currently located at 3900 Del Rey Boulevard in Las Cruces, New Mexico. The school is chartered through the State of New Mexico. The one story campus contains permanent buildings and portables. Occupancy is currently K thru 6th grade. Originally constructed in 2008 as a day care center the building has been well maintained.

Site: The usable portion of the site is approximately 2.6 acres. There are 20 parking spaces (2 are handicap spaces). Concrete sidewalks are in good condition. There is landscaping in the parking lot and minimal landscaping on site.

Structural/Exterior Closure: The building appears to consist of a spread footing foundation and stem wall system with concrete slab on grade floors, which are in good condition and do not exhibit evidence of differential settlement or other problems. Exterior bearing walls are most likely of metal frame construction. The facility exterior is finished with stucco and is in good condition. the roof covering appears to be TPO (thermoplastic olefin) over most of the facility with decorative clay tile covering the sloped areas of the roof at the three building entrances. All roofing is in good condition.

Heating/Cooling: The building is heated and cooled by several combination rooftop units that are in good condition. Temperature is controlled by thermostats which are present in most of the rooms in the facility.

Building shell and interior finishes: The exterior doors are metal in metal frames and are in good condition. The exterior windows in this facility are double pane windows and are in good condition. The interior floors are finished with vinyl composite tile (VCT) throughout. Floor finishes are in good condition. The interior walls are assumed to be of metal frame construction and are finished with drywall and paint. The wall finishes are in good condition. The ceiling consists of a suspended grid and acoustical tiles and fluorescent light lighting are all in good condition.

Electrical and special systems: The electrical and plumbing systems appear to be functioning normally, as did the fire detection and HVAC systems. The fire suppression system is a wet system. The suppression system was not tested but given that this facility was recently constructed it is assumed to be in good condition. A two way communication system is a feature of this building.

District: **State Chartered Schools** School: **J. Paul Taylor Academy Charter School** School ID: **500JPT**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size	Type	Use
Main Building (2008)	Elementary School Building	$13,867	$3,467	2008	7,100	Building	Educational
Portables (1985) 3	Elementary School Portable	$105,894	$26,473	1985	2,529	Building	Educational
Site	Elementary School Site	$1,847	$462	2008	9,629	Building	Site
Building Totals		**$121,607**	**$30,402**				
Educational Adequacy Need	Charter School Educational Adequacy	$0	$0				
School Totals		**$121,607**	**$30,402**				

District: **State Chartered Schools** School: **J. Paul Taylor Academy Charter School** School ID: **500JPT**

Asset Detail

Building Name: Main Building (2008) **Cost Model:** Elementary School Building **Size:** 7,100

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	$3.25	20	110%	2008	2028	2%	33.25%	$571	9	.25	$143	
Ceiling Finishes	$5.78	30	110%	2008	2038	1%	33.25%	$452	9	.25	$113	
Communications and Security	$1.86	15	90%	2008	2023	4%	33.25%	$476	9	.25	$119	
Emergency Light and Power	$0.40	20	90%	2008	2028	2%	33.25%	$57	9	.25	$14	
Exterior Doors and Windows	$5.25	30	110%	2008	2038	1%	33.25%	$410	9	.25	$102	
Exterior Walls	$10.12	100	100%	2008	2108	0%	33.25%	$65	9	.25	$16	
Fire Detection/Alarm	$1.79	15	90%	2008	2023	4%	33.25%	$458	9	.25	$114	
Floor Finishes	$6.98	12	110%	2008	2020	6%	33.25%	$3,409	9	.25	$852	
Foundtion/Slab/Structure	$13.88	100	100%	2008	2108	0%	33.25%	$89	9	.25	$22	
HVAC	$23.11	30	100%	2008	2038	1%	33.25%	$1,641	9	.25	$410	
Interior Doors and Partitions	$7.74	50	90%	2008	2058	0%	33.25%	$178	9	.25	$45	
Interior Walls	$7.15	60	90%	2008	2068	0%	33.25%	$114	9	.25	$29	
Lighting/Branch Circuits	$9.79	30	90%	2008	2038	1%	33.25%	$626	9	.25	$156	
Main Power/Emergency	$1.65	30	90%	2008	2038	1%	33.25%	$106	9	.25	$26	
Other Equipment	$6.38	60	110%	2008	2068	0%	33.25%	$125	9	.25	$31	
Plumbing	$14.72	30	100%	2008	2038	1%	33.25%	$1,045	9	.25	$261	
Roof	$11.83	20	120%	2008	2028	2%	33.25%	$2,267	9	.25	$567	
Sprinklers and Standpipes	$3.57	50	130%	2008	2058	0%	33.25%	$119	9	.25	$30	
Wall Finishes	$3.74	12	100%	2008	2020	6%	33.25%	$1,661	9	.25	$415	
Total:								**$13,867**			**$3,467**	

District: **State Chartered Schools** School: **J. Paul Taylor Academy Charter School** School ID: **500JPT**

Asset Detail

Building Name: Portables (1985) 3 **Cost Model:** Elementary School Portable **Size:** 2,529

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
Portable Building	$41.87	15	100%	1985	2000	100%	33.25%	$105,894	4	.25	$26,473	
Total:								**$105,894**			**$26,473**	

District: **State Chartered Schools** School: **J. Paul Taylor Academy Charter School** School ID: **500JPT**

Asset Detail

Building Name: Site **Cost Model:** Elementary School Site **Size:** 9,629

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
Fencing	$0.46	100	90%	2008	2108	0%	33.25%	$4	9	.25	$1	
Parking Lots	$3.82	20	110%	2008	2028	2%	33.25%	$910	9	.25	$227	
Playground Equipment	$1.63	15	80%	2008	2023	4%	33.25%	$501	9	.25	$125	
Site Lighting	$2.43	40	100%	2008	2048	1%	33.25%	$132	9	.25	$33	
Site Specialties	$0.42	40	100%	2008	2048	1%	33.25%	$23	9	.25	$6	
Site Utilities	$1.54	50	120%	2008	2058	0%	33.25%	$64	9	.25	$16	
Walkways	$2.03	30	110%	2008	2038	1%	33.25%	$215	9	.25	$54	
Total:								**$1,847**			**$462**	

District: **State Chartered Schools** School: **J. Paul Taylor Academy Charter School** School ID: **500JPT**

Educational Adequacy Detail

Population

Growth Factor:	1	**Number of Kindergarten Students:**	20
Number of Staff:	14	**Number of 1-5 Students:**	100
Number of Students:	140	**Number of 6-8 Students:**	20
Number of Special Education Students:	0	**Number of 9-12 Students:**	0

Square Footage

Permanent GSF:	7,100	**General Storage NSF:**	264
Portable GSF:	2,529	**Maintenance or Janitorial Space NSF:**	71
Admin NSF:	284	**Media Center NSF:**	0
Art/Music NSF:	0	**Parent Work Space NSF:**	0
Assembly NSF:	0	**Physical Ed NSF:**	0
Career Ed NSF:	0	**Science Classroom NSF:**	0
Computer Lab NSF:	0	**Science Storage NSF:**	0
Faculty Work Area NSF:	0	**Special Education Classroom NSF:**	0
Food Service NSF:	306	**Student Health NSF:**	163
General Classroom NSF:	6,957		

Classrooms

Number of Classrooms:	8	**Number of Special Education Classrooms:**	0

Parking

Number of Paved Parking Spaces:	20	**Number of Bus Drop Offs:**	0
Number of Handicap Parking Spaces:	2	**Number of Student Drop Offs:**	1
Number of Gravel Parking Spaces:	0		

Miscellaneous

Number of Chemical Storage Rooms:	0	**Number of Multi-Use Playgrounds:**	1
Playground Equipment:	-		

District: **State Chartered Schools** School: **J. Paul Taylor Academy Charter School** School ID: **500JPT**

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	1	0	$11,436	$9,720.85	$0	8	.5	$0
Insufficient Total Parking	20	0	$1,322	$1,123.41	$0	6	1	$0
Insufficient Student Health Square Footage	163	0	$80	$68.00	$0	7	3	$0
Insufficient Student Drop Off	1	0	$21,000	$17,850.00	$0	6	1	$0
Insufficient Special Education Square Footage	0	0	$80	$68.00	$0	7	3	$0
Insufficient Science Storage Square Footage	0	0	$80	$68.00	$0	7	3	$0
Insufficient Science Square Footage	0	0	$80	$68.00	$0	7	3	$0
Insufficient Physical Education Square Footage	0	0	$80	$68.00	$0	7	3	$0
Insufficient Parent Work Space	0	0	$80	$68.00	$0	7	3	$0
Insufficient Media Center Square Footage	0	0	$80	$68.00	$0	7	3	$0
Insufficient Janitorial Square Footage	71	0	$80	$68.00	$0	7	3	$0
Insufficient General Storage	264	0	$80	$68.00	$0	7	3	$0
Insufficient General Classroom Square Footage	6,957	4,760	$80	$68.00	$0	7	3	$0
Insufficient Food Service Square Footage	306	0	$80	$68.00	$0	7	3	$0
Insufficient Faculty Workspace	0	0	$80	$68.00	$0	7	3	$0
Insufficient Computer Lab Square Footage	0	0	$80	$68.00	$0	7	3	$0
Insufficient Career Ed Square Footage	0	0	$80	$68.00	$0	7	3	$0
Insufficient Bus Drop Off	0	0	$20,800	$17,679.74	$0	6	1	$0
Insufficient Administrative Square Footage	284	0	$80	$68.00	$0	7	3	$0
Insufficient Art and Music Square Footage	0	0	$80	$68.00	$0	7	3	$0
Inadequate Number of Handicap Spaces	2	0	$144	$121.99	$0	6	1	$0
Inadequate Number of Chemical Storage Units	0	0	$1,464	$1,244.66	$0	8	.5	$0
Total					**$0**			**$0**

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J. Paul Taylor Academy Charter School

5-Year Facilities Master Plan and Educational Specifications 2011 - 2016

October, 2011

ARC 21022

Architectural Research Consultants, Incorporated

220 Gold SW • Albuquerque, New Mexico • 505-842-1254 • Fax 505-766-9269 • Internet: www.ARCplanning.com