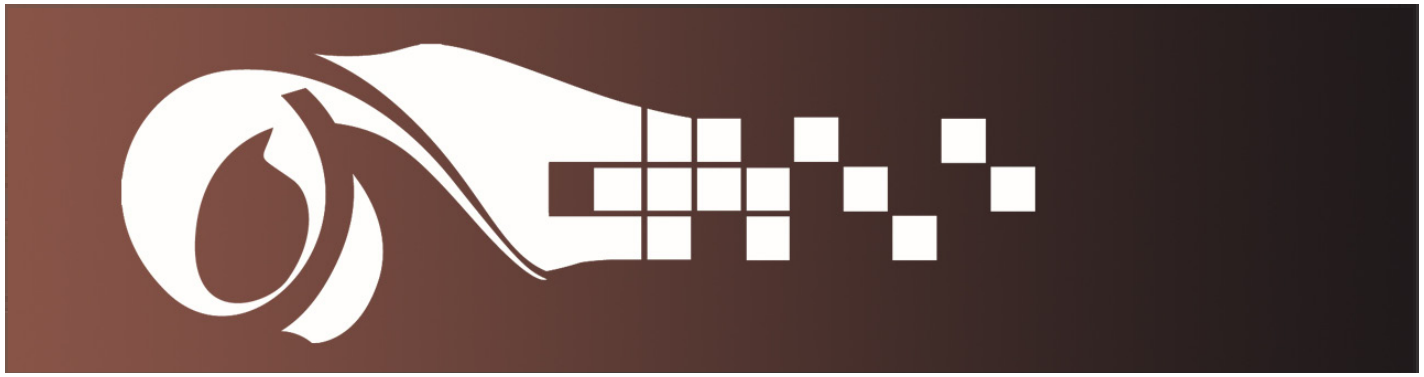
MEDIA ARTS

COLLABORATIVE CHARTER SCHOOL

5 Year Facilities Master Plan and Educational Specications 2013 - 2018



April 2013

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CONTENTS

NOTE: This document amends the original document, published in 2010, and contains references only to portions of the original that have changed.

List of Exhibits

LIST OF ABBREVIATIONS

ADA - Americans with Disabilities Act

AMO - Annual Measurable Objectives

AP - Advanced placement courses

APS – Albuquerque Public Schools

ARC - Architectural Research Consultants, Inc.

AYP - Adequate Yearly Progress

CIP - Capital Improvement Projects/Plan

EdSpec - Educational specifications

FAD - Facilities assessment 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 system

IEP – Individual education plan

LEED – Leadership in Energy and Environmental Design

MACCS - Media Arts Collaborative Charter School

IT - Information Technology

MACC - Maximum allowable construction cost, or a project construction budget; this cost is comparable to the contractor's bid

MDF - Main distribution frame (information technology)

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

NMCI - New Mexico Condition Index

OT/PT/SLP – Occupational therapy, physical therapy, speech language pathology

PE – Physical education

PED - New Mexico Public Education Department

PSCOC - Public School Capital Outlay Council

PSFA - Public School Facilities Authority

PTR - Pupil/teacher ratio

R–value – Degree of thermal transmittance of a wall and/or roof assembly

SPED – Spec. Ed. or Special Education

SY - School year

TPC - Total project cost, or the total cost of a project with fees, moveable equipment, special studies, administration, and contingencies

USGBC – United States Green Building Council

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INTRODUCTION

The Media Arts Collaborative Charter School (MACCS), originally a "high school" with grades 9 through 12, began enrolling middle school students in academic year 2012/13 and is currently a "secondary school."

This change prompted the need to revise some portions of the facilities master plan, since enrollment, programs, and facility needs will change during the planning of the original master plan.

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1 GOALS / PROCESS

1.1 GOALS

1.1.1 MACCS Mission

The Media Arts Collaborative Charter School (MACCS) offers secondary students[1] a comprehensive, project-based, cross-curricular education centered in the media arts. We prepare our graduates for positions in the media industries and for the rigor of post-secondary education.

1.1.2 Serving the Community

No change

1.1.3 Statewide Adequacy Standards

No change

1.2 PROCESS

1.2.1 Data Gathering

ARC worked with the administration of MACCS to revise the information in the original document to reflect the charter school's altered conditions.

1.2.2 Authority and Decision Making

No change

1.2.3 Community Involvement in Decision Making

No change

1 *Formerly "high school students"*

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2 EXISTING AND PROJECTED CONDITIONS

2.1 PROGRAMS

2.1.1 Current Programs and
2.1.2 Assumptions / Anticipated Changes in Programs

In addition to the school's current high school programs, instructional programs for middle school students consist of required middle school core courses, media skills introductory courses, and media arts electives.

The school delivered middle school courses during academic year 2012/13 for 6th grade students. The school will enroll 7th grade students in academic year 2013/14 and 8th grade students in academic year 2014/15.

See Educational Specifications Section 5.1 for descriptions of programs and delivery methods.

2.1.3 Alternative methods

No change

2.2 SITE AND FACILITIES

2.2.1 Location

No change

2.2.2 Site and Facility

The campus site is bounded to the north by Copper Avenue, to the west by Washington Street, to the east by Adams Street, and to the south by a parking lot shared with a bank building located to the south of the school site.

The school currently occupies an office building that was renovated in 2007 to meet MACCS requirements, with a total net square feet (nsf) of 8,425 including usable storage space in the basement, and a total gross square feet (gsf) of 14,595. The facility currently has 11 classrooms and laboratories. Two double portable classroom buildings to the west of the main building total 2,520

nsf. See an aerial of site and facilities in Exhibit 2-1. The school also has access to two additional classrooms of approximately 1,232 nsf in the adjacent bank building.

See Exhibits 2-2 and 2-3 for floor plans and an inventory of spaces.

2.2.3 Facility Evaluation

No change in facility condition assessment.

Facility statistics:

- Permanent building area: 14,595 gsf plus leased 1,232 nsf
- Grade Levels: 6, 9 through 12
- Modular building area: ~2,800 gsf
- Student enrollment (2012): 202 (40-day)
- Modular buildings are 20.78% of the facility area
- Site acres: 0.90
- Estimated total gsf owned and leased: 12,127
- Estimated gsf/student: 93.00

Exhibit 2-1
Aerial Showing MACCS Facilities

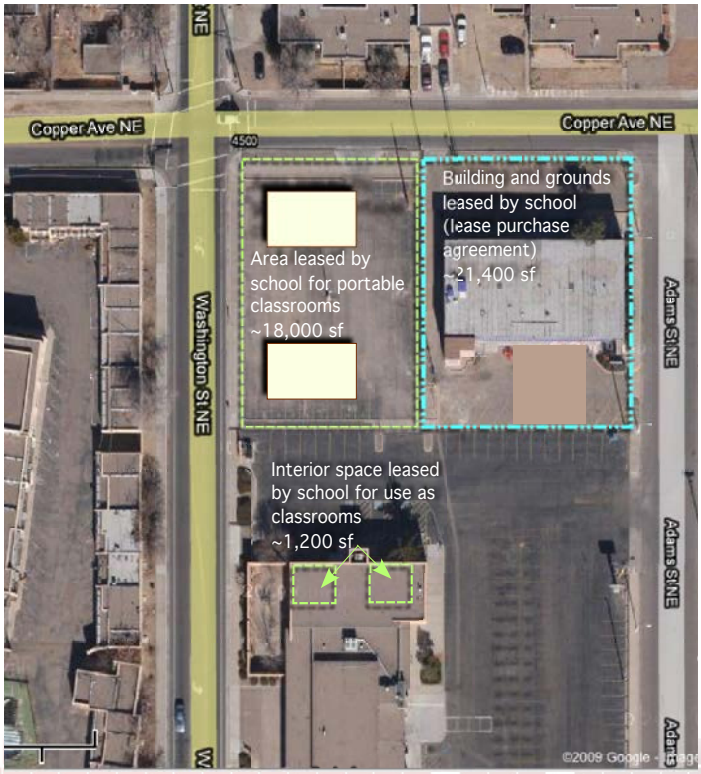
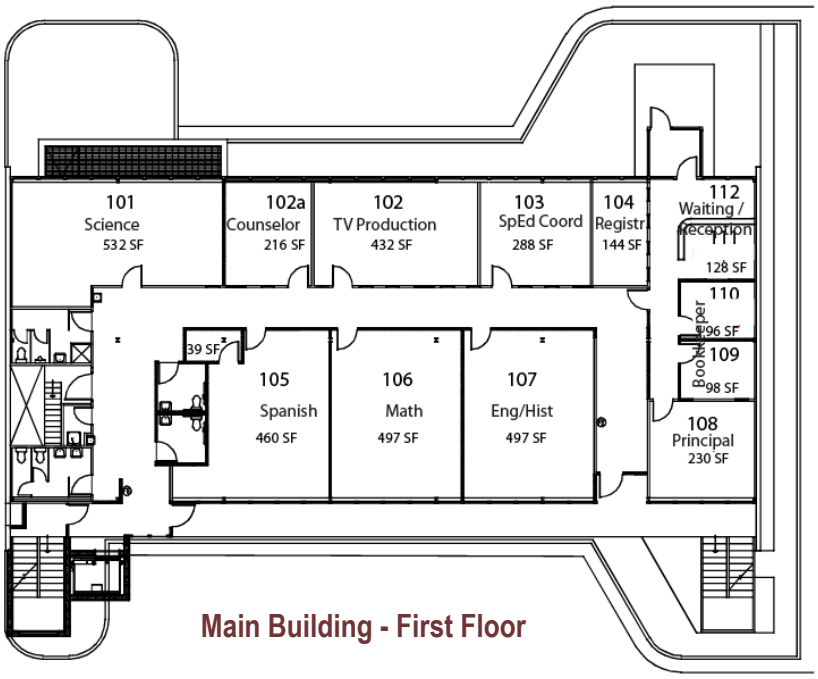
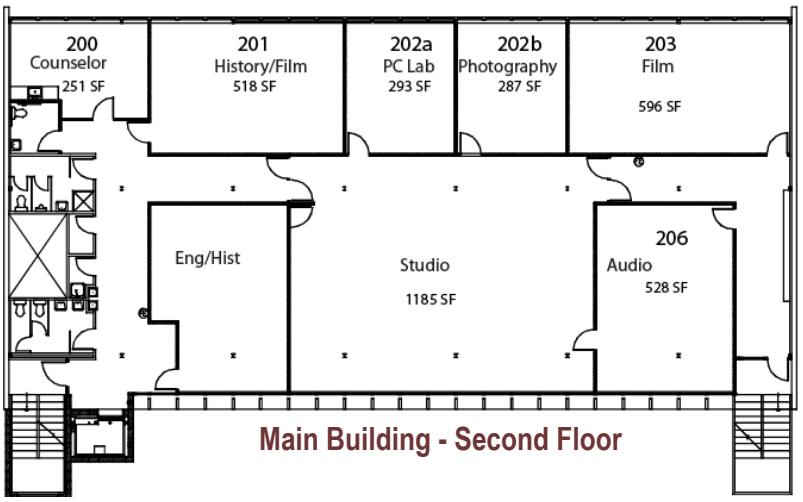


Exhibit 2-2
Floor Plans of MACCS Facilities





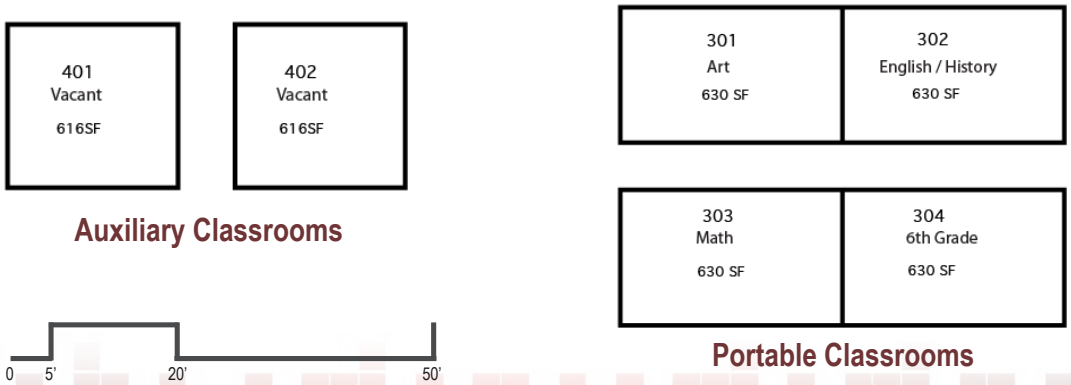


Exhibit 2-3
Inventory of Spaces

Building	Floor Level	Room #	Code	Classification	Description	NSF
Main Building	1	101	Core	Classroom	Science	532
Main Building	1	102	Elective	Classroom	TV production	432
Main Building	1	102a	Admin	Admin	Counselor	243
Main Building	1	103	Admin	Admin	SpEd Coordinator	288
Main Building	1	104	Admin	Admin	Registrar	144
Main Building	1	105	Elective	Classroom	Spanish	460
Main Building	1	105-B	Common	Common	Server room	39
Main Building	1	106	Core	Classroom	Math	497
Main Building	1	107	Core	Classroom	Humanities	497
Main Building	1	108	Admin	Admin	Principal	230
Main Building	1	109/110	Admin	Admin	Business Manager	194
Main Building	1	111	Admin	Admin	Reception	128
Main Building	1	112	Admin	Admin	Waiting	46
Main Building	2	200	Admin	Faculty	Lounge/Workroom	251
Main Building	2	201	Core/Elec	Classroom	History/Film	518
Main Building	2	202-A	Common	Classroom	PC Lab	293
Main Building	2	202-B	Elective	Classroom	Photography	287
Main Building	2	203	Elective	Classroom	Film / Video Production	596
Main Building	2	204	Core	Classroom	English History	487
Main Building	2	205	Common	Common	Studio	1185
Main Building	2	206	Elective	Classroom	Audio	528
Main Building	0	BSMNT	Common	Common	Storage	500
	Total Main Building					**8,375**
Portable 1	Port	301	Elective	Classroom	Art	630
Portable 1	Port	302	Core	Classroom	English History	630
Portable 2	Port	303	Core	Classroom	Math Physics	630
Portable 2	Port	304	Core	Classroom	6th Grade	630
	Total Portable Buildings					**2,520**
Auxiliary Building	Aux	B100	Vacant	Classroom	Vacant	616
Auxiliary Building	Aux	B101	Vacant	Classroom	Vacant	616
	Total Auxiliary Building					**1,232**
	Total NSF - All Spaces					**12,127**

2.2.4 Summary of Adequacy of Physical Plant

No change

2.2.5 Summary of Adequacy of Educational Environment

No change

2.3 NOT USED

2.4 ENROLLMENT

Enrollment at the charter school's initiation in 2008/09 was 125 students and has grown to 202 students in current academic year 2012/13. The current charter allows for a maximum enrollment of 360 students. See Educational Specifications Section 5.2 for historic and projected enrollment data.

2.5 UTILIZATION AND CAPACITY

2.5.1 Utilization and Classroom Needs Analysis

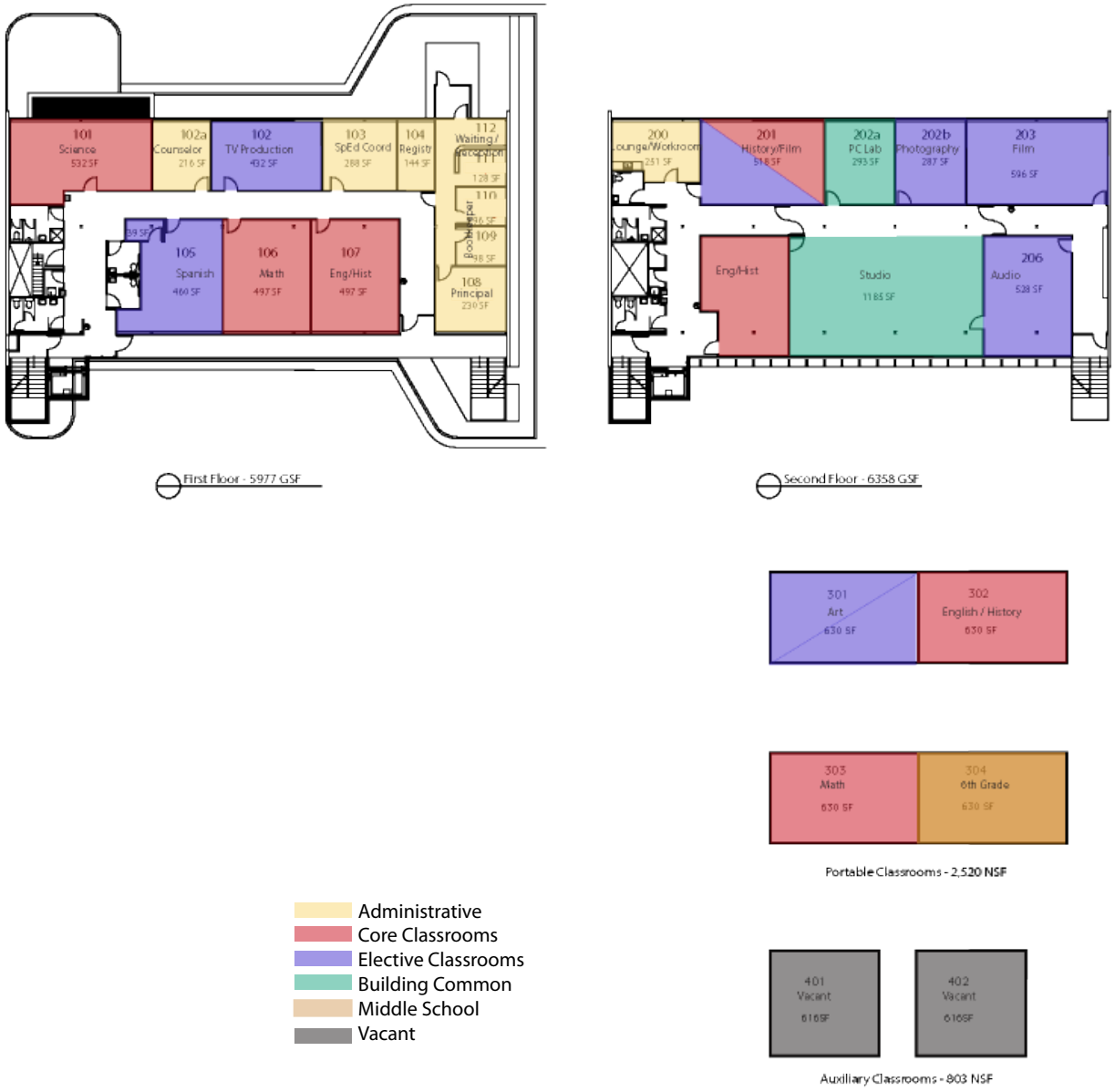
The MACCS charter sets the maximum pupil/teacher ratio (PTR) at 18.

When MACCS reaches its target enrollment, with anticipated additional programs, the school will require a total of 13 classrooms/labs for middle school students and 13 to 17 classrooms/labs for high school students.

The functional capacity of the existing facility, given the programs currently offered and the PTR of 18 established by the charter, is 292. The chart in Exhibit 5-5, Section 5.2.3 of the Educational Specifications describes this analysis.

Exhibit 2-4 is a color-coded floor plan of the existing facility as it is currently used in academic year 2012/13. It shows room location and use. See Educational Specifications Section 5.2.4 for a detailed discussion of utilization and capacity, and future classroom needs analyses at MACCS facilities.

Exhibit 2-4
MACCS Owned and Leased Facilities, by Current Use



2.5.2 Factors Affecting Space Needs

Space Constraints - Space needs analysis indicates that existing facility capacity is adequate for the current and near future projected enrollment. Section 5.4 Space Requirements describes future space needs in detail.

2.6 TECHNOLOGY

MACCS is a media arts school focused on technology. The program delivery method, as described in the Educational Specifications Section 5.1, requires computer access for each student in each classroom. Students use computers for research and project creation, activities that occur in all core and elective courses.

2.7 ENERGY MANAGEMENT

No change

2.8 CAPITAL FUNDING

2.8.1 Historic and Current Sources of Revenue

MACCS has received funding from the Public School Capital Outlay Council (PSCOC) for lease payments since it began in academic year 2008/09, and the state-funded portion of SB9 mill levy funds.

- Lease reimbursement payments received in 2011/12 = ~$128,000
- SB9 funds received in 2011/12 = ~11,000

2.8.2 MACCS Foundation

No change

2.8.3 Potential Sources of Revenue

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

- Annual lease payment from PSCOC is expected at ~$733/MEM
- Distribution per MEM of mill levies from HB33 expected at 546/MEM
- Distribution per MEM of mill levies from SB9 expected at ~$120/MEM
- PSCOC capital outlay
- Legislative appropriation
- Private fundraising (gifts and grants)

Exhibit 2-5 illustrates anticipated cash flow from the sources above.

Exhibit 2-5
Cash Flow Analysis: 2010/11 through 2031/32

		PSCOC	SB9	HB33	
	Per MEM	$733	$120	$546	
AY	40 day Students	PSCOC Lease Cash Flow	From APS Mil Levy	From APS Mil Levy	Total Anticipated Cash Flow
2010-11	175				
2011-12	177	$ 128,336			$ 128,336
2012-13	202	$ 129,803	$ 21,240		$ 151,043
2013-14	261	$ 148,137	$ 24,240		$ 172,377
2014-15	283	$ 191,404	$ 31,320		$ 222,724
2015-16	299	$ 207,538	$ 33,960		$ 241,498
2016-17	328	$ 219,272	$ 35,880		$ 255,152
2017-18	357	$ 240,539	$ 39,360	$ 179,088	$ 458,987
2018-19	357	$ 261,806	$ 42,840	$ 194,922	$ 499,568
2019-20	357	$ 261,806	$ 42,840	$ 194,922	$ 499,568
2020-21	357	$ 261,806	$ 42,840	$ 194,922	$ 499,568
2021-22	357	$ 261,806	$ 42,840	$ 194,922	$ 499,568
2022-23	357	$ 261,806	$ 42,840	$ 194,922	$ 499,568
2023-24	357	$ 261,806	$ 42,840	$ 194,922	$ 499,568
2024-25	357	$ 261,806	$ 42,840	$ 194,922	$ 499,568
2025-26	357	$ 261,806	$ 42,840	$ 194,922	$ 499,568
2026-27	357	$ 261,806	$ 42,840	$ 194,922	$ 499,568
2027-28	357	$ 261,806	$ 42,840	$ 194,922	$ 499,568
2028-29	357	$ 261,806	$ 42,840	$ 194,922	$ 499,568
2029-30	357	$ 261,806	$ 42,840	$ 194,922	$ 499,568
2030-31	357	$ 261,806	$ 42,840	$ 194,922	$ 499,568
2031-32	357	$ 261,806	$ 42,840	$ 194,922	$ 499,568

To finance new space needed by growing enrollment, as indicated in Section 5.4 Space Requirements, and based only on the school's ability to amortize a loan through anticipated cash flow, MACCS should limit construction cost to ~$4.5 million. See Exhibit 2-6 for capitalization analysis.

Exhibit 2-6
Capitalization Analysis

AY	40 day Students	Total Anticipated Cash Flow	Lease Payments	Net Cash Flow
2010-11	175		$ 166,500	
2011-12	177	$ 128,336	$ 166,500	$ (38,164)
2012-13	202	$ 151,043	$ 166,500	$ (15,457)
2013-14	261	$ 172,377	$ 166,500	$ 5,877
2014-15	283	$ 222,724	$ 166,500	$ 56,224
2015-16	299	$ 241,498	$ 166,500	$ 74,998
2016-17	328	$ 255,152	$ 166,500	$ 88,652
2017-18	357	$ 458,987	$ 166,500	$ 292,487
2018-19	357	$ 499,568	$ 111,000	$ 388,568
2019-20	357	$ 499,568	$ -	$ 499,568
2020-21	357	$ 499,568	$ -	$ 499,568
2021-22	357	$ 499,568	$ -	$ 499,568
2022-23	357	$ 499,568	$ -	$ 499,568
2023-24	357	$ 499,568	$ -	$ 499,568
2024-25	357	$ 499,568	$ -	$ 499,568
2025-26	357	$ 499,568	$ -	$ 499,568
2026-27	357	$ 499,568	$ -	$ 499,568
2027-28	357	$ 499,568	$ -	$ 499,568
2028-29	357	$ 499,568	$ -	$ 499,568
2029-30	357	$ 499,568	$ -	$ 499,568
2030-31	357	$ 499,568	$ -	$ 499,568
2031-32	357	$ 499,568	$ -	$ 499,568

15 year term
6.50% interest
$478,363 annual payment
($4.498) million Present value

Limit of construction cost based on cash flow

When MACCS renews its charter in 2013, it will be eligible for PSCOC capital outlay funds depending on its rank in the NMCI. The new NMCI system does not include unrenewed charter schools in the ranking. However, prior to the new system, MACCS ranked #26.

The school should use these funds to correct deficiencies described in the original document.

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3 CAPITAL IMPROVEMENT PLAN

3.1 TOTAL CAPITAL NEEDS

The total capital needs to bring the existing facility up to anticipated future physical and programmatic standards afor addressing deficiencies could range from $3 million to $6.4 million.

3.2 PRIORITIZATION PROCESS

3.2.1 Project Prioritization and Implementation

As MACCS continues to grow, the priority of capital projects needed to meet demand for space and bring facilities to adequacy are as follows:

- Priority 1 - Meet instructional space needs (number of classrooms per enrollment)
  - Middle school transition: Use existing main facility to house middle school space needs at maximum enrollment. Facility will require remodeling to accommodate middle school needs. Exhibits 3-1 through 3-3 illustrate the changing space needs as the middle school enrollment grows.
  - High school transition: Share existing spaces with the middle school until enrollment growth requires additional space. Exhibits 3-4 and 3-5 illustrate the implementation options to achieve this additional space for the high school.
- Priority 2 - Correct plant deficiencies that create operational inefficiencies
  - Deficiency correction includes:
    - » Correct health and safety issues, such as electrical system upgrades, restroom renovations, site security, and ADA upgrades — a total of $343,000 in capital projects
    - » Improve energy efficiency, such as replacing window walls, HVAC, and lighting fixtures — a total of $1,126,000 in capital projects

- Priority 3 - Provide instructional support needs currently met off campus
  - Media electives require the use of large spaces such as sound stage, recording studios, film studios, and equipment rooms. These needs can be meet through a partnership with ABQ Studios which is located adjacent to the school property.

Exhibit 3-1
2013/14 Middle School Space Use Strategy

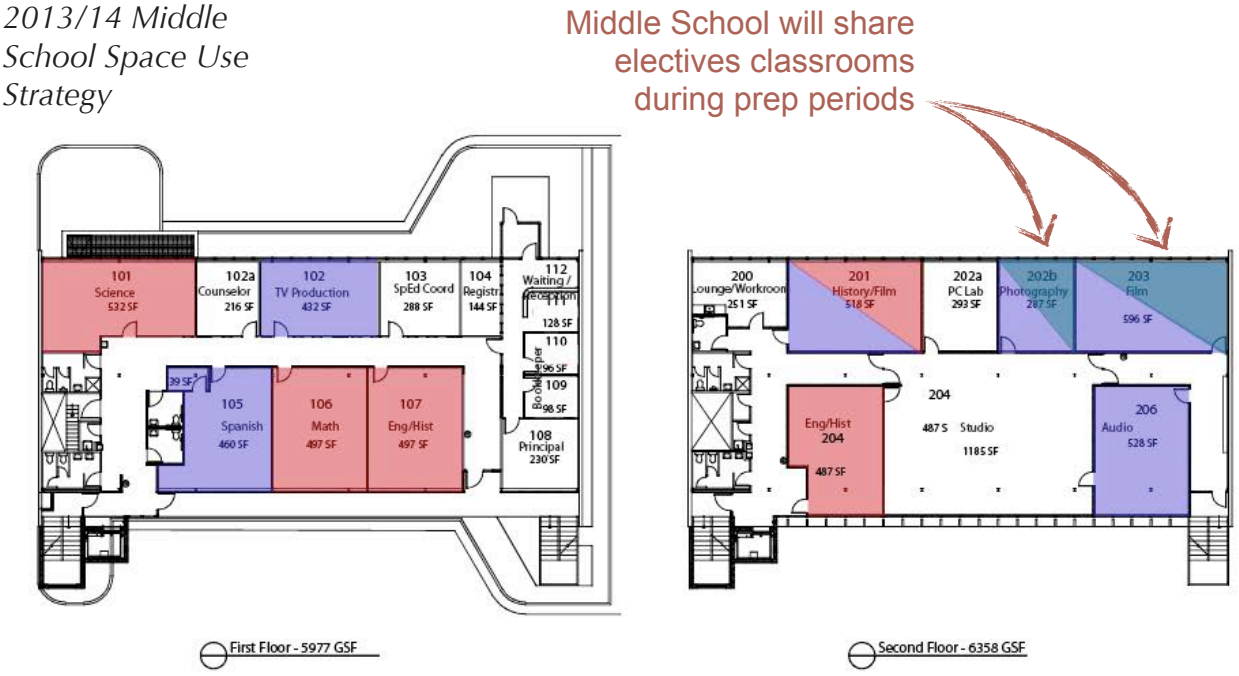


Exhibit 3-2
2014/15 Middle School Space Use Strategy

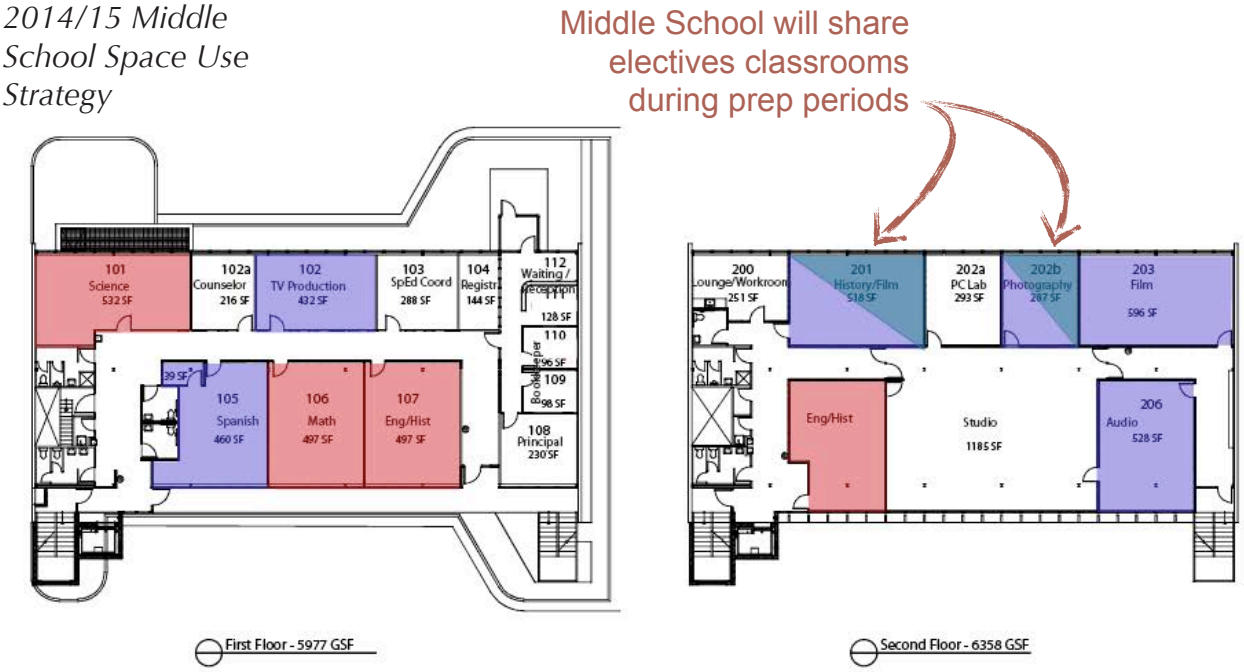
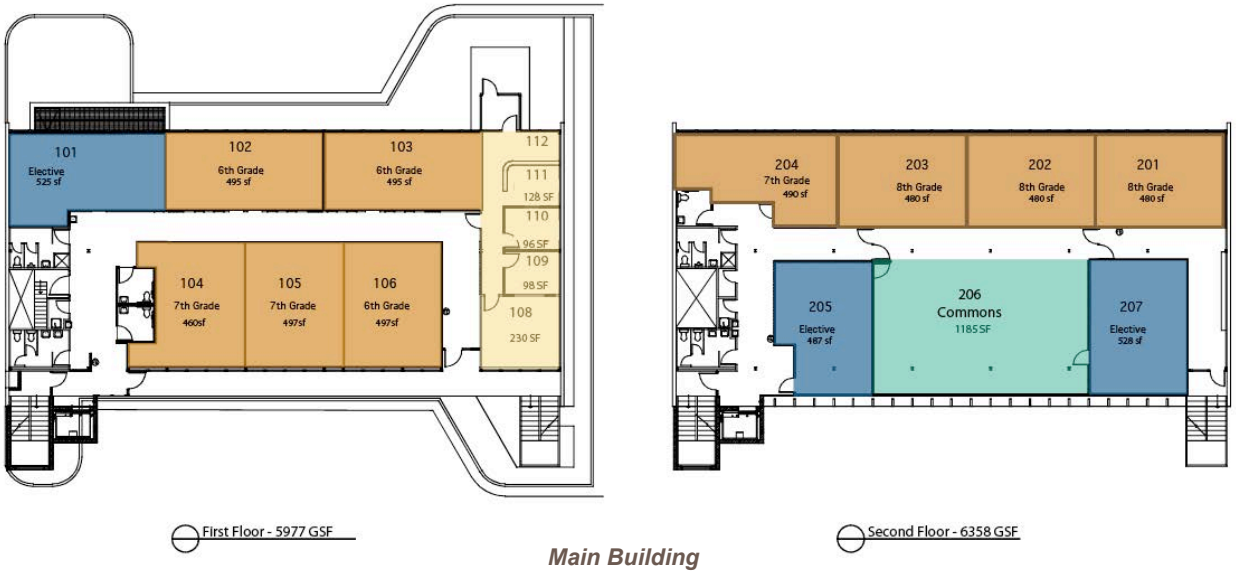


Exhibit 3-3
2014/15 Middle School Space Use Strategy

Middle School occupies entire main building

LEGEND
- Administrative
- Building Common
- Middle School Core Classroom
- Middle School Elective Classroom

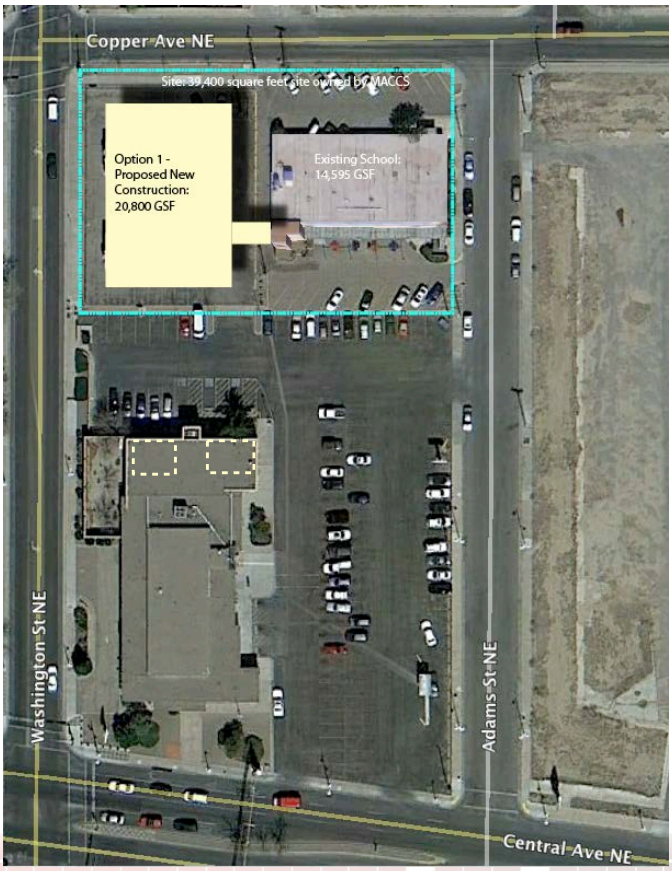


First Floor - 5977 GSF

Second Floor - 6358 GSF

Main Building

Exhibit 3-4
2014/15 High School Space Use Strategy: Option 1



- **Option 1: Build new facility on owned site**
  - ***Total space***
    - *Existing school = 8,425 nsf*
    - *Bank spaces = 1,232 nsf*
    - *New construction =~14,500 nsf*
    - *Total = 24,200 nsf*
  - ***Total cost = min $5M***
    - *Net space will be rendered at $206/nsf*

Exhibit 3-5
2014/15 High School
Space Use Strategy:
Option 2

- **Option 2: Renovate leased bank building**
  - ***Total space***
    - *Existing school = 8,425 nsf*
    - *Portables = 2,520 nsf*
    - *Bank building =~9,500 nsf*
      - Plus basement of unknown size and character
    - *Additional portable = 1,260 nsf*
    - *Total = 21,705 nsf*
  - ***Total cost = min $1.6M***
    - *Net space will be rendered at $74/nsf*

3.2.2 Strategies Considered to Meet Needs

3.2.2.1 Funding Strategy

- Priority 1 - Construct new or remodel the bank facility
  - Use lease reimbursement and mill levy funds, as indicated in cash flow analysis
  - Commence in 2017-18 when the school is eligible to access the mill levy funds (will require that enrollment remain at its 2014-15 level until a new facility is available)
- Priority 2 - Correct plant deficiencies that create operational inefficiencies
  - Use PSCOC capital funding to address health/safety and energy inefficiencies or use a Performance Contract service (see description below). MACCS is eligible for capital outlay funding in 2013 but must wait for the 2013 revised NMCI ranking decision to determine when funds will be available.
- Priority 3 - Provide instructional support needs currently met elsewhere
  - The school can build these spaces if it can raise funds through a major capital campaign run by the school foundation.

3.2.2.2 Performance Contracting

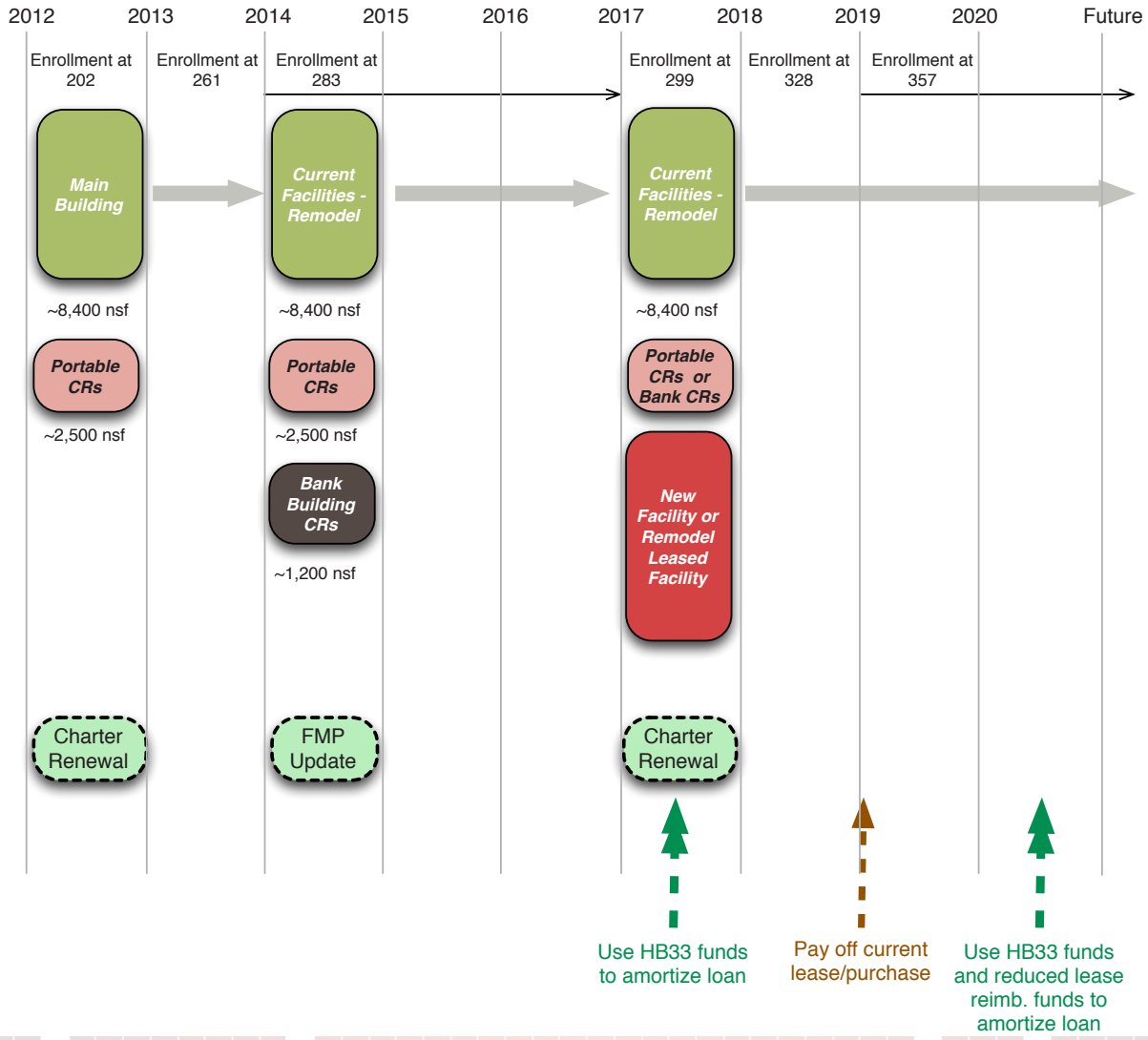
A performance contracting service is an option available to property owners to reduce costs associated with energy use. The property owner enters into an agreement with a private service company (ESCO) which identifies and evaluates energy-saving opportunities and then recommends a package of improvements to be paid for through the savings. The ESCO guarantees that savings meet or exceed annual payments to cover all project costs. Energy efficiency improvements identified in this plan can be funded using this method, including new lighting, boilers and chillers, energy management controls, and building envelope retrofits.

3.3 CAPITAL PLAN

3.3.1 Capital Projects Implementation Plan

MACCS will grow enrollment while using existing owned and leased facilities currently available until funding can be accessed through local mill levy (2017/18) or through a private capital campaign. In 2019, the school will have paid off the mortgage on the existing main facility, freeing up lease reimbursement funds to augment other funds that will be used to amortize the new construction. Enrollment will remain at 2013/14 levels until new space is acquired. Exhibit 3-6 illustrates how the school will undergo facility changes as it grows.

Exhibit 3-6
Potential Timeline for Facility Implementation



5 EDUCATIONAL SPECIFICATIONS

5.1 EDUCATIONAL PROGRAM AND DELIVERY SYSTEM

5.1.1 Educational Program

5.1.1.2 Instructional Program

The school's instructional programs for middle school grades (6th, 7th, and 8th) consist of required middle school core courses, media skills introductory courses, media arts electives (including Art, Audio/Film, and Photography), and collaborative, project-oriented studies including hands-on learning. All core subject areas are functionally integrated with media arts.

See original document for a detailed description of high school programs.

5.1.2 Strategies for Delivery

5.1.2.1 Instructional Overview

High school program delivery will remain unchanged. The school delivers middle school programs, including core courses and introductory courses in media skills, in classrooms. Middle school students remain in their home room classrooms with grade peers for all core and introductory media skills instruction. Classes transition as a whole class to media arts electives classes where they receive instruction in laboratories used by high school classes. However, middle school students and high school students will not receive instruction together.

5.1.2.2 Organization

No change

5.1.2.3 Schedule

No change

5.1.3 Classroom Types

Classroom types required to deliver high school courses will not change. Four groupings of classrooms support course-specific activities that bear on accommodation in classrooms. These four types are:

1. General classroom
2. Lab classroom
3. Computer classroom
4. Workshop classroom

Middle school courses will require general classrooms for delivery of core courses and introductory media skills courses. Students will need access to high school-type laboratories for media arts electives.

Because media arts course work relies heavily on technology-based instruction, middle and high school students will require a computer sign-up lab for auxiliary course work.

See original document for descriptions of classroom types.

5.2 STUDENT ENROLLMENT AND SPACE USE

5.2.1 Enrollment Data

5.2.1.1 Historic Enrollment

The state of New Mexico's Public Education Commission (NM-PEC) granted a charter to MACCS in September 2007. MACCS began operations in fall 2008. Beginning with 9th and 10th grades, the succeeding years added students in 11th and then 12th grades. In 2012/13, the school added 6th grade to begin middle school instruction.

5.2.1.2 Projected Enrollment

The middle school will add one 7th grade class in 2013/14 and then one 8th grade class in 2014/15. Enrollment will increase to include multiple classes in each grade as long as sufficient space can be acquired.

Exhibits 5-1 and 5-2 illustrate the historic and projected enrollment at MACCS.

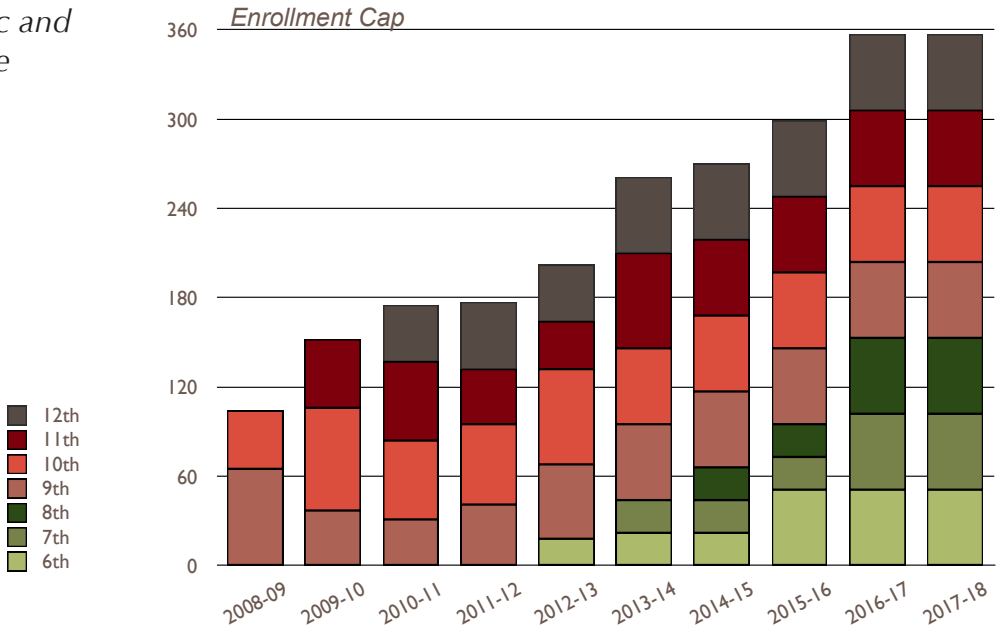
Exhibit 5-1
MACCS Enrollment: Historic and Projected for Five Years

	*Historic**					*Projected*				
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
6th Grade	0	0	0	0	18	22	22	51	51	51
7th Grade	0	0	0	0	0	22	22	22	51	51
8th Grade	0	0	0	0	0	0	22	22	22	51
9th Grade	65	37	31	41	50	51	51	51	51	51
10th Grade	39	69	53	54	64	51	51	51	51	51
11th Grade	0	46	53	37	32	64	51	51	51	51
12th Grade	0	0	38	45	38	51	64	51	51	51
Total Enrollment	*104*	*152*	*175*	*177*	*202*	*261*	*283*	*299*	*328*	*357*

*Based on reported 40 day enrollment

Source: MACCS

Exhibit 5-2
Graph of Historic and Projected for Five Years



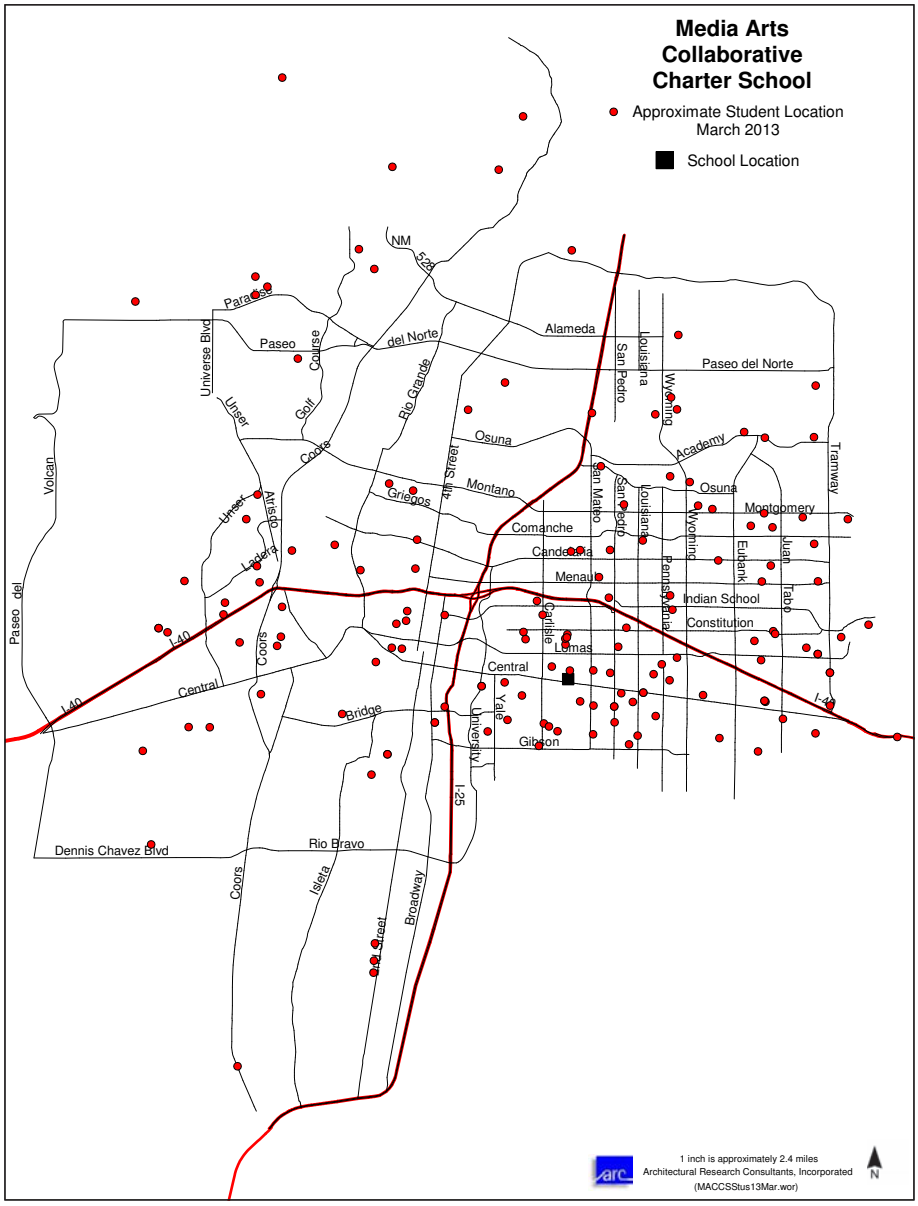
5.2.1.3 Student Origins

MACCS currently serves a student body from the greater Albuquerque Metro Area, including the far south valley and Rio Rancho. The map in Exhibit 5-3 shows student origins.

5.2.2 Class Loading Policies

The MACCS charter sets a maximum pupil/teacher ratio (PTR) at 18. The large number of special AP and elective courses give the school an even lower average effective class-loading value.

Exhibit 5-3
Map Showing Student Origins - Academic Year 2012/13



5.2.3 School Capacity

The school capacity of 360 students is established by the current MACCS charter.

The maximum capacity of the current facility (including owned and leased spaces), which includes a total of 17 classrooms and laboratories, can accommodate 292 students, according to the capacity analysis shown in Exhibit 5-4.

ARC determined capacity by comparing the class-loading maximum, as stated in the charter, with the required minimum square footage per student determined by the Adequacy Standards. The reported capacity uses the lower of the two as the room capacity. Refer to floor plan in Exhibit 2-2 to locate classrooms identified in Exhibit 5-4.

Exhibit 5-4
MACCS Capacity Analysis

Building	Floor Level	Room #	Code	Classification	Description	NSF	Capacity per Adequacy	Capacity per Loading	Reported Capacity
Main Building	1	101	Core	Classroom	Science	532	21.28	18	18
Main Building	1	102	Elective	Classroom	TV production	432	17.28	18	17
Main Building	1	105	Elective	Classroom	Spanish	460	18.4	18	18
Main Building	1	106	Core	Classroom	Math	497	19.88	18	18
Main Building	1	107	Core	Classroom	Humanities	497	19.88	18	18
Main Building	2	201	Core/Elec	Classroom	History/Film	518	20.72	18	18
Main Building	2	202-A	Common	Classroom	PC Lab	293	11.72	18	12
Main Building	2	202-B	Elective	Classroom	Photography	287	11.48	18	11
Main Building	2	203	Elective	Classroom	Film / Video Production	596	23.84	18	18
Main Building	2	204	Core	Classroom	English History	487	19.48	18	18
Main Building	2	206	Elective	Classroom	Audio	528	21.12	18	18
Portable 1	Port	301	Elective	Classroom	Art	630	25.2	18	18
Portable 1	Port	302	Core	Classroom	English History	630	25.2	18	18
Portable 2	Port	303	Core	Classroom	Math Physics	630	25.2	18	18
Portable 2	Port	304	Core	Classroom	6th Grade	630	22.5	18	18
Auxiliary Building	Aux	B100	Vacant	Classroom	Vacant	616	24.64	18	18
Auxiliary Building	Aux	B101	Vacant	Classroom	Vacant	616	24.64	18	18
						Totals	**352**	**306**	**292**

5.2.4 Distribution of Teaching Spaces

The analysis of school facilities determined existing classroom use and the number of classrooms needed to accommodate a current and projected student enrollment. The analysis considered the supply of and demand for classrooms.

- Identified use and a detailed inventory of all net instructional spaces available for general education, special education, and special programs were used to determine classroom supply.
- Calculation of the need for general and specialized classrooms was used to determine classroom demand. The calculation was based on the pupil/teacher ratio specified by the school's charter, the special programs mix, and existing and projected enrollments.
- The analysis then compared the number of classrooms needed to meet current and projected enrollments to the number of available classrooms.

At a maximum capacity of 153 students in the middle school, it will need a total of 13 classrooms: 9 general classrooms; 2 lab classrooms (for computer sign-up and art elective); and 2 workshop classrooms (for audio/film/video and photography electives). See Exhibit 5-5 for a table of total classroom needs for middle school.

Exhibit 5-5
Future Middle School Classroom Needs

	Existing			Full Enrollment		
	2012-13			2017-18		
Middle School	Permanent	Portable	Total	Projected	Classroom Need	Classroom Need
GENERAL CLASSROOM	Classrooms	Classrooms	Classrooms	Enrollment	Straight	Rounded
6TH GRADE CORE	0	1	1	51	3.00	3.0
7TH GRADE CORE	0	0	0	51	3.00	3.0
8TH GRADE CORE	0	0	0	51	3.00	3.0
TOTAL GENERAL CLASSROOMS	0	1	1	153	9.00	9
LAB CLASSROOM						
COMPUTER LAB (sign-up)						1.0
DESIGN (ART) LAB						1.0
TOTAL LAB CLASSROOMS	0	0	0	0	0.00	2.0
WORKSHOP CLASSROOMS						
AUDIO/FILM/VIDEO						1.0
PHOTOGRAPHY						1.0
TOTAL WORKSHOP CLASSROOMS	0	0	0	0	0.00	2.0
TOTAL ALL CLASSROOMS MS	0	0	0	0	9.0	13.0

At a maximum capacity of 204 students in the high school, it will need a total of 18 classrooms: 8 general classrooms; 3 lab classrooms (for science and art elective); 1 computer classroom; and 5 workshop classrooms (for audio, film/video, and photography electives). The school also needs a multipurpose space for collaborative projects. See Exhibit 5-6 for a table of total classroom needs for high school.

Exhibit 5-6
Future High School
Classroom Needs

		Existing			Full Enrollment		
		2012-13			2017-18		
High School	Distr. %	Permanent	Portable	Total	Projected	Classroom Need	Classroom Need
GENERAL CLASSROOM 9-12		Classrooms	Classrooms	Classrooms	Enrollment	Straight	Rounded
SOCIAL STUDIES	11.40%	2	1	3	23	1.37	2.0
FOREIGN LANGUAGE	9.70%	1	1	2	20	1.16	2.0
MATH	13.00%	1	1	2	27	1.56	2.0
ENGLISH/LANGUAGE ARTS	13.00%	0	0	0	27	1.77	2.0
TOTAL GENERAL CLASSROOMS		4	3	7	96	5.86	8
LAB CLASSROOMS							
SCIENCE	10.40%	1	0	1	21	1.29	2.0
DESIGN (ART) LAB	5.20%	0	1	1	11	0.64	1.0
TOTAL LAB CLASSROOMS		1	1	2	32	1.93	3.0
COMPUTER CLASSROOMS							
ANIMATION/GAMING	5.20%	1	0	1	11	0.64	1.0
TOTAL COMPUTER CLASSROOMS		1	0	1	11	0.64	1.0
WORKSHOP CLASSROOMS							
AUDIO	6.50%	1	0	1	13	0.81	1.0
VIDEO/FILM	16.90%	4	0	4	34	2.10	3.0
PHOTOGRAPHY	7.80%	1	0	1	16	0.97	1.0
TOTAL WORKSHOP CLASSROOMS		6	0	6	64	3.87	5.0
	99.10%						
TOTAL ALL CLASSROOMS HS		12	4	16	202	12.31	17
COLLABORATIVE STUDIOS							
MULTI-PURPOSE STUDIO		1	0	1	0	1.0	1.0
TOTAL COLLABORATIVE STUDIOS		1	0	1	0	1.0	1.0
TOTAL CLASSROOM NEEDS		13	4	17	202	13.31	18.0

5.3 FACILITY GOALS AND CONCEPTS

5.3.1 Goals and Concepts

- No change to goals and concepts

5.4 SPACE REQUIREMENTS

The following section describes square footage requirements. These abbreviations describe spaces:

NSF - total usable space measured inside walls
GSF - total building footprint to outside of exterior walls

5.4.1 Space Summary

Space needs at full enrollment of middle and high schools will total approximately 30,000 net square feet (10,330 for the middle school, 19,746 for the high school), as summarized in Exhibit 5-7. If the school were to relocate to all new construction, the gross square footage required would total approximately 43,000 square feet. However, the existing owned and leased facilities will figure into the implementation of space needs. These facilities have varying net-to-gross efficiencies, so the final analysis of space needs is expressed in terms of net square footage.

5.4.2 Site requirements

Site requirements for MACCS middle school programs include area for building footprint, parking, outdoor play and informal outdoor gathering, some of which can be shared with the high school. Exhibit 5-8 summarizes these site needs.

Site requirements for MACCS high school programs include areas for building footprint, parking, outdoor play and informal outdoor gathering. Exhibit 5-9 summarizes these site needs.

Exhibit 5-7
Summary of MACCS Space Needs at Full Enrollment

		# of Spaces	NASF	% of Total
Middle School				
1.0	**Instructional Program Spaces**	**25**	**9,520**	**92.2%**
	General Classrooms	9	7,028	
	Specialized Classrooms	4	2,492	
3.0	**Administration**	**6**	**670**	**6.5%**
	Administration	6	670	
4.0	**Facility Support**	**2**	**140**	**1.4%**
	Storage	2	140	
		33	**10,330**	**100%**
High School				
Priority 1 Spaces				
1.0	**Instructional Program Spaces**	**20**	**11,485**	**83.6%**
	General classrooms	8	4,320	
	Lab classrooms	3	1,890	
	Computer classrooms	1	450	
	Workshop classrooms	5	2,700	
	Other classrooms	3	2,125	
3.0	**Administration Areas**	**10**	**1,750**	**12.7%**
	Administration	6	1130	
	Student Health	3	420	
	Faculty Spaces	1	200	
4.0	**Facility Support**	**2**	**500**	**3.6%**
		43	**13,735**	**100%**
Priority 2 Spaces				
2.0	**Instructional Support**	**11**	**5,110**	**85.0%**
	Media Center	7	2,060	
	Common Spaces	4	3,050	
2.0	**Instructional Support**	**2**	**901**	**15.0%**
		13	**6,011**	**100%**
	Total Space Needs		***30,076***	

Exhibit 5-8
Site Needs for Middle School Programs

Site Requirements	#	GSF/per	GSF	Acres
Permanent Buildings allowing for build-out*	1	14,760	7,380	0.17
Visitor / Staff / Parking = 1.5 times staff #	30	400	18,000	0.41
Student parking = .25 times student #	153	400	15,300	0.35
Visitor parking	5	400	2,000	0.05
Parking reduction (on street and public transit) by 30%	15,300	0.3	(4,590)	-0.11
Cars at drop-off / pick-up area for students	5	400	2,000	0.05
Basketball court	1	6,600	6,600	0.15
Shaded eating/gathering area	1	5,000	5,000	0.11
			62,678	1.18
	TARE** at	25%	15,670	0.39
	Sub-total school area needed			**1.58**

* Assumes 2 story construction

** TARE = roads, landscaping, unuseable area

Exhibit 5-9
Site Needs for High School Programs

Site Requirements	#	GSF/per	GSF	Acres
Permanent Buildings allowing for build-out*	1	19,625	9,813	0.23
Visitor / Staff / Parking = 1.5 times staff #	30	400	18,000	0.41
Student parking = .25 times student #	204	400	20,400	0.47
Visitor parking	5	400	2,000	0.05
Reduction of total parking required (on street and public transit) by 30%	20,400	0.3	(6,120)	-0.14
Basketball court	1	3,000	3,000	0.07
Shaded eating/gathering area	1	3,000	3,000	0.07
			61,081	1.15
	TARE** at	15%	9,162	0.38
	Sub-total school area needed			**1.53**

* Assumes 2 story construction

** TARE = roads, landscaping, unuseable area

5.4.3 Descriptions of Space Needs

5.4.3.1 Category 1.0 - Instructional Program Spaces

Classroom types for middle school programs are the same as classroom types for high school students. See original document for description of classroom types.

5.4.3.2 Category 2.0 - Instructional Support

Not applicable

5.4.3.3 Category 3.0 - Administration

The administration area needs remain the same. See original document for description of Administration areas.

5.4.3.4 Category 4.0 - Building Support

Building support space needs remain the same. See original document for description of Building support areas.

5.4.4 Space Needs

5.4.4.1 Middle School Space Needs

Exhibit 5-10 shows an itemized table of total space needs for middle school programs.

Exhibit 5-10
Space Needs for Middle School Programs at Maximum Enrollment

	Room Description	# of Spaces	# of Persons	Area / Person	Space Criteria	Total Area	TOTAL ASSIGNABLE	Sub-total (NASF)
1.0	**Instructional Program Spaces**				Total Class/Labs= 13			9,520
1.1	**General Classrooms**							7,028
	6th Grade classrooms	3	18	28		504	1,512	
	7th Grade classrooms	3	18	28		504	1,512	
	8th Grade classrooms	3	18	28		504	1,512	
1.2	**Specialized Classrooms**							2,492
	Electives Workshop	3	18	28		504	1,512	
	Collaborative Studio	1	35	28		980	980	
3.0	**Administration Areas**							670
3.1	**Administration**							670
	Registrar	1	1		100	100	100	
	Business Manager	1	1		100	100	100	
	Waiting / Receptionist	1			150	150	150	
	Conference room	1	5	20		100	100	
	Work room / File Room / Storage	1			100	100	100	
	Social Worker/SpEd Office	1	2	60		120	120	
4.0	**Facility Support**							140
4.1	**Storage**							140
	Auxiliary storage	1			100	100	100	
	Server room	1			40	40	40	
						NET ASSIGNABLE		10,330
						Efficiency at 70%		4,430
						GROSS SQUARE FEET		14,760

5.4.4.2 High School Space Needs

Exhibit 5-11 shows an itemized table of total space needs for high school programs, priority 1 spaces (those spaces necessary to include on campus). Exhibit 5-12 shows a table of space needs for priority 2 (programs that currently use alternative methods for delivery).

Exhibit 5-11
Space Needs for High School Programs, Priority 1 Spaces

	Room Description	# of Spaces	# of Persons	Area / Person	Space Criteria	Total Area	TOTAL ASSIGNABLE	Sub-total (NASF)
1.0	**Instructional Program Spaces**				Total Class/Labs = 17			11,485
1.1	**Classrooms and Laboratories**							11,485
	General classrooms	8	18	30		540	4,320	
	Lab classrooms	3	18	35		630	1,890	
	Computer classrooms	1	18	25		450	450	
	Workshop classrooms (access to shared workshop)	5	18	30		540	2,700	
	Shared workshop spaces	2			450	450	900	
	Collaborative Studios	1	35	35		1,225	1,225	
3.0	**Administration Areas**							1,750
3.1	**Administration**							1,130
	Principal	1	1		230	230	230	
	Registrar	1	1		100	100	100	
	Business Manager	1	1		100	100	100	
	Waiting / Receptionist	1			200	200	200	
	Conference room	1	15	20	0	300	300	
	Work room / File Room / Storage	1			200	200	200	
3.2	**Student Health**							420
	Counselor / social work interns	1	3	60		180	180	
	Itinerant services office (OT/PT/SLP)	1	3	40		120	120	
	Nurse	1			120	120	120	
3.3	**Faculty Spaces**							200
	Teachers' Lounge / Kitchenette/Work room	1			200	200	200	
4.0	**Facility Support**							500
4.1	**Storage**							500
	Main storage / custodial office	1			400	400	400	
	Server room	1			100	100	100	
						NET ASSIGNABLE		13,735
						Efficiency at 70%		5,890
						GROSS SQUARE FEET		19,625

Exhibit 5-12
Space Needs for High School Programs, Priority 2 Spaces

Room Description		# of Spaces	# of Persons	Area / Person	Space Criteria	Total Area	TOTAL ASSIGNABLE	Sub-total (NASF)
2.0	**Instructional Support**							**5,110**
2.1	**Media Center**							**2,060**
2.1.1	Stacks for printed media	1			550	550	550	
2.1.2	Stacks for electronic media	1			400	400	400	
2.1.3	Online research computer clusters	1	28	25		700	700	
2.1.4	Group viewing rooms	2	4	25		100	200	
2.1.5	Librarian desk	1	1	50		50	50	
2.1.6	Reading area	1	4	40		160	160	
2.2	**Common Spaces**							**3,050**
2.2.1	Live room (recording studio)	1			1,000	1,000	1,000	
2.2.2	Sound stage / Production studio	1			1,500	1,500	1,500	
2.2.3	Control room	1			500	500	500	
2.2.4	Vocal booth	1			50	50	50	
4.0	**Facility Support**							**901**
4.1	**Storage**							**901**
4.1.2	Teaching Materials Storage Room	1			200	200	200	
4.1.3	Tech Equipment storage	1			400	400	400	
4.1.4	PE Equipment storage	1			100	100	100	
4.1.5	Furniture storage	1			200	200	200	
						NET ASSIGNABLE		**6,011**
						Efficiency at 70%		**2,580**
						GROSS SQUARE FEET		**8,591**

An alternative analysis of high school needs, which require a smaller total amount of space, assumes that the school can achieve a high degree of efficiency through scheduling. This action would reduce the number of general classrooms required. It may be necessary to consider this smaller requirement when assessing implementation if the school cannot achieve larger total of space needs. Exhibit 5-13 shows an itemized table of spaces in this alternative strategy.

Exhibit 5-13
Space Needs for High School Programs, Priority 1 - Alternative Analysis

	Room Description	# of Spaces	# of Persons	Area / Person	Space Criteria	Total Area	TOTAL ASSIGNABLE	Sub-total (NASF)
1.0	**Instructional Program Spaces**				Total Class/Labs =	13		9,235
1.1	**Classrooms and Laboratories**							9,235
	General classrooms	6	18	30		540	3,240	
	Lab classrooms	2	18	35		630	1,260	
	Computer classrooms	1	18	25		450	450	
	Workshop classrooms (access to shared workshop)	4	18	30		540	2,160	
	Shared workshop spaces	2			450	450	900	
	Collaborative Studios	1	35	35		1,225	1,225	
3.0	**Administration Areas**							1,750
3.1	**Administration**							1,130
	Principal	1	1		230	230	230	
	Registrar	1	1		100	100	100	
	Business Manager	1	1		100	100	100	
	Waiting / Receptionist	1			200	200	200	
	Conference room	1	15	20	0	300	300	
	Work room / File Room / Storage	1			200	200	200	
3.2	**Student Health**							420
	Counselor / social work interns	1	3	60		180	180	
	Itinerant services office (OT/PT/SLP)	1	3	40		120	120	
	Nurse	1			120	120	120	
3.3	**Faculty Spaces**							200
	Teachers' Lounge / Kitchenette/Work room	1			200	200	200	
4.0	**Facility Support**							500
4.1	**Storage**							500
	Main storage / custodial office	1			400	400	400	
	Server room	1			100	100	100	
						NET ASSIGNABLE		11,485
						Efficiency at 70%		4,930
						GROSS SQUARE FEET		16,415

5.4.5 Space Supply and Demand

Exhibit 5-14 lists the total space needs required (described above), versus the amount of space provided in existing facilities, and space that is potentially achievable with new or remodeled facilities.

5.5 DETAILED SPACE AND ROOM REQUIREMENTS

5.5.1. Design Criteria

The original master plan document describes the design criteria for all spaces.

Exhibit 5-14
Required Space Compared with. Existing Space

Demand

Space Demand	NSF Required
Middle School	10,330
High School Priority 1 min.	11,485
High School Priority 1 max.	13,735
High School Priority 2	6,011

Supply

Space Supply	NSF Available
Existing School	8,425
Portables	2,520
Current bank spaces	1,232
All bank spaces	~9,500
New construction	~14,500

MEDIA ARTS
COLLABORATIVE CHARTER SCHOOL

Amendment to 5 Year Facilities Master Plan and Educational Specifications 2010 - 2014

April, 2013 **ARC/21231**

Architectural Research Consultants, Incorporated

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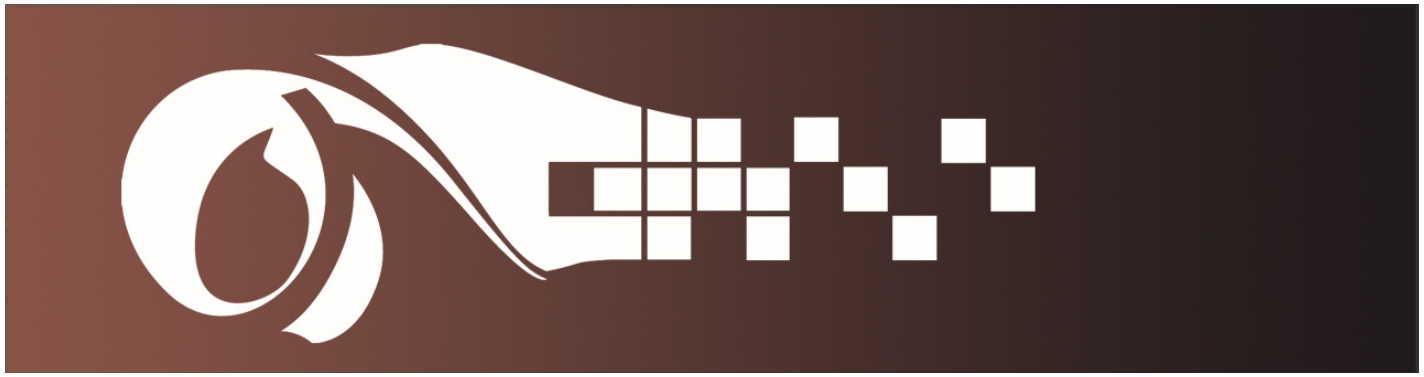
MEDIA ARTS

COLLABORATIVE CHARTER SCHOOL

5 Year Facilities Master Plan and Educational Specifications 2010 - 2014



June, 2010

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ACKNOWLEDGEMENTS

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Glenna Voigt, Principal
School faculty and staff

PSFA
Bill Sprick, Facilities Master Planning Manager

Planning Consultant
Architectural Research Consultants, Incorporated

CONTENTS

NOTE: The following sections, commonly found in a facilities master plan document, have been moved and renumbered or eliminated to accommodate this Charter School FMP/EdSpec document structure:

1.3 Acronyms/Definitions - moved to follow table of contents

2.2.2 Sites and Facilities Data Table - moved to 4.2

Educational Specifications requirements can be found in Section 5 - Educational Specifications

List of Exhibits

LIST OF ABBREVIATIONS

ADA - Americans with Disabilities Act

AMO - Annual Measurable Objectives

AP - Advanced placement courses

APS – Albuquerque Public Schools

ARC - Architectural Research Consultants, Inc.

AYP - Adequate Yearly Proress

CIP - Capital Improvement Projects/Plan

EdSpec - Educational specifications

FAD - Facilities assessment 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 system

IEP – Individual education plan

LEED – Leadership in Energy and Environmental Design

MACCS - Media Arts Collaborative Charter School

IT - Information Technology

MACC - Maximum allowable construction cost, or a project construction budget; this cost is comparable to the contractor's bid

MDF - Main distribution frame (information technology)

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

NMCI - New Mexico Condition Index

OT/PT/SLP – Occupational therapy, physical therapy, speech

language pathology

PE – Physical education

PED - New Mexico Public Education Department

PSCOC - Public School Capital Outlay Council

PSFA - Public School Facilities Authority

PTR - Pupil/teacher ratio

R–value – Degree of thermal transmittance of a wall and/or roof assembly

SPED – Spec. Ed. or Special Education

SY - School year

TPC - Total project cost, or the total cost of a project with fees, moveable equipment, special studies, administration, and contingencies

USGBC – United States Green Building Council

INTRODUCTION

This document is a Facilities Master Plan (FMP) and Educational Specifications (EdSpec) for the Media Arts Collaborative Charter School. The intent of the plan is to guide capital planning decisions that support the charter school's educational mission and that meet state adequacy standards for school facilities. The New Mexico 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 are in accordance with guidance issued by the PSCOC and PSFA.

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

- Life/health/safety
- Educational and programmatic needs, and curriculum needs
- Provision for growth (additions and new construction)
- Educational technology
- Energy management

The EdSpec is a detailed description of the facility needs that will accommodate full target enrollment, as outlined in the school's charter.

Five main sections 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 existing facilities used by the school, enrollment, technology, and capital resources
- **Section 3 - Capital Improvement Plan** provides information about capital needs, project priorities, and implementation strategies
- **Section 4** - Contains **Supporting Material**
- **Section 5** - Contains the **Educational Specifications** which

describe the physical and performance requirements for the facility or facilities necessary to accommodate all of the charter school's facility current and capacity enrollment needs.

Exhibit I-1
Views of the South and North Sides of MACCS Facility

1 GOALS / PROCESS

1.1 GOALS

1.1.1 MACCS Mission and Vision

The Media Arts Collaborative Charter School (MACCS) will provide a high school education through a holistic approach that blends media arts with responsibility and integrity in an inclusive and diverse academic environment....

MACCS will provide an integrated, inclusive curriculum through hands-on experiential learning that satisfies NM standards for graduation from secondary schools. We seek to prepare students for an education in the media arts at the university and community college level, as well as to prepare all students to understand the role of Media Arts in the world and how people's lives can be affected by them. Our mission stems from the need to provide an education that recognizes the extensive influence the media has on our children and society. Our vision is for MACCS to contribute sustainability to the growth the state of New Mexico is experiencing in the film and television industries through new generations of New Mexico residents, with marketable skills, playing important creative roles in these industries.[1]

Graphic: abovethelinetalent.com

MACCS strives to educate students in media arts careers that focus on "above-the-line" talent, such as screen writers, producers, cinematographers, directors, etc. (as opposed to "below-the-line" personnel who include support workers such as costumers, make-up artists, hair stylists, motion picture projectionists, and other technical workers). MACCS is the only public secondary institution in the country whose curriculum is focused this way. Instructed and supervised by professionals, students work to create digital films, study journalism, produce television and radio programs, design Web pages, and create short animated movies. They assist in creating a "Community Participatory Research Center" to produce a library of oral history and other projects on issues of interest to the local community; and engage

1 *MACCS Mission and Vision*

in mentorship and internship programs with media industry innovators. MACCS' students enjoy full access to professional media studios where they produce projects presented to the public as part of their class work. MACCS' goal is to give New Mexico youth the opportunity for careers as directors, cinematographers, professional animators and journalists in New Mexico.

1.1.2 Serving the Community

In striving to teach media arts with ethics and responsibility, MAACS seeks to teach students the importance of collaboration, citizenship, service leadership and community enhancement through programs of mentorship, internship, and more specifically, the MACCS Community Participatory Research Center (CPRC) projects.

1.1.3 Statewide Adequacy Standards

The 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 serving New Mexico public school students. Alternative and charter schools may seek a variance for facilities, since they do not necessarily conform to the programs, delivery methods, and facility needs and budgets on which these standards are based. In such cases, these schools meet the intent of the facility requirements through "alternative methods." However, alternative and charter schools are required to 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.

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

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 2-way communication system (B.4)

6.27.30.10 Site

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

6.27.30.12 Academic Classroom

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

Exhibit 1-1
Outdoor Eating and Study Area at MACCS

1.2 PROCESS

1.2.1 Data Gathering

ARC worked with the administration and staff of MACCS to understand and document the charter school's programs and delivery methods, and to conduct an assessment of the current facility and its ability to meet state facility standards and support the charter's educational needs. The process was managed by the school's principal and was conducted by ARC.

1.2.2 Authority and Decision Making

The MACCS governing board is comprised of eight members. Its advisory board is comprised of four officers and trustees, and its foundation is comprised of six officers and trustees, who are professionals in the media arts fields and provide the board, administration, and staff with expert advice and outreach.

The facilities decision-making process begins with the MACCS principal, who solicits and analyzes feedback from the instructional and operational staff, assesses ongoing facility needs based on students' academic needs, and makes recommendations to the governing board for facility improvements and funding actions. The governing board makes final decisions regarding planned capital projects. All student and community input flows through faculty and parents to the administration.

1.2.3 Community Involvement in Decision Making

Parents and community members can hold a direct leadership position and influence the management of the school by serving on the governing board. Parents who are not members of the board are actively encouraged to attend board and other school meetings. The board recognizes that active participation by community and industry members is necessary to promote the best program of education for the community.

2 EXISTING AND PROJECTED CONDITIONS

2.1 PROGRAMS

2.1.1 Current Programs

The MACCS instructional program is founded on the principal of media literacy:

> ... the ability to critically consume and create media. Media literacy education seeks to give kids and adults greater freedom by empowering them to access, analyze, evaluate and produce media to become active participants in our media culture.[1]

The school's instructional program consists of required high school core courses, media arts electives, and collaborative, project-oriented studies including hands-on learning through internships.

2.1.2 Assumptions / Anticipated Changes in Programs

MACCS currently provides programs for 9th through 11th grades and intends to expand to provide 12th grade programs as the 11th grade students move up in academic year 2010/2011. The approved enrollment capacity of 260 students in four grades is described in the school's charter.

See Educational Specifications Section 5.1 for descriptions of programs and delivery methods.

2.1.3 Alternative methods

MACCS programs are primarily delivered on campus. However, due to the need to integrate students into the media industry workplace, many programs are delivered by alternative methods. These methods include attending instructional sessions in the professional studios of community media partners, enrolling in dual-credit classes at area colleges, and participating in employment opportunities with media businesses for internship credit. Other programs delivered off-site include physical education (PE), media center, and meal preparation.

1 *New Mexico Media Literacy Project, http://www.nmmlp.org/media_literacy/index.html*

This section provides an overview of the charter school's sites and facilities.

2.2 SITE AND FACILITIES

2.2.1 Location

MACCS is located at 4401 Central Avenue, SE in Albuquerque, New Mexico. See Exhibit 2-1 for a location map.

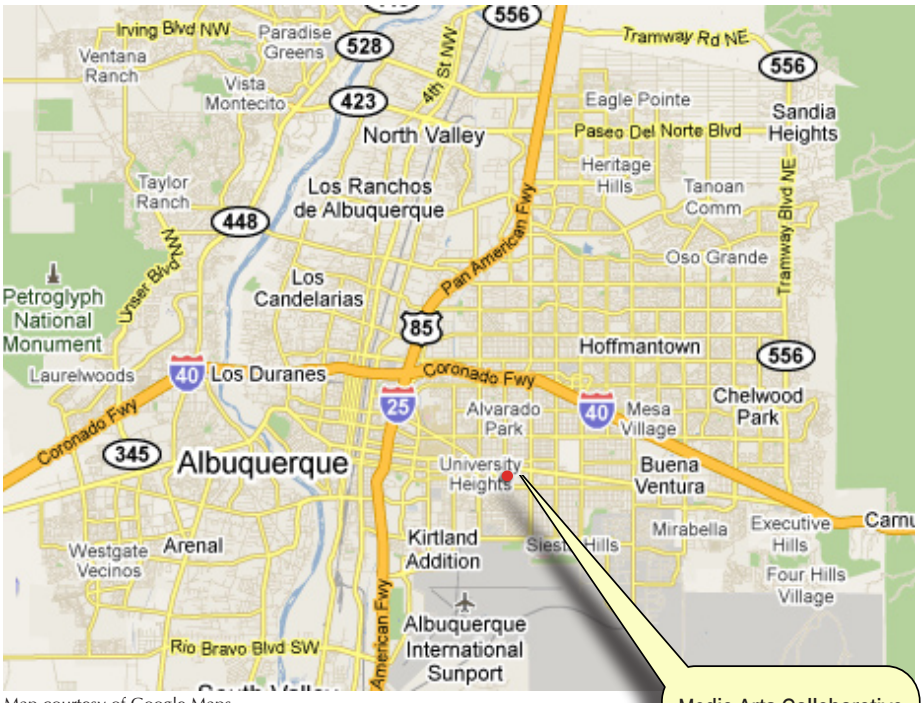
2.2.2 Site and Facility

The campus site is bounded to the north by Copper Avenue, to the west by a parking lot and then by Washington Street, to the east by Adams Street, and to the south by a parking lot that the school shares with a bank building located to the south of the school site.

MACCS has a lease/purchase agreement with the property owner for the building and the property upon which it sits, approximately 21,400 square feet (sf) of land. See Exhibit 2-2 for a site aerial photo.

Two small parking lots, north and south of the school building, provide parking for the handicapped and visitors, as well as for teachers, staff, and students. The area south of the school is also used for student drop off and pick up. Some students use public

Exhibit 2-1
Location Map of MACCS Campus



Map courtesy of Google Maps

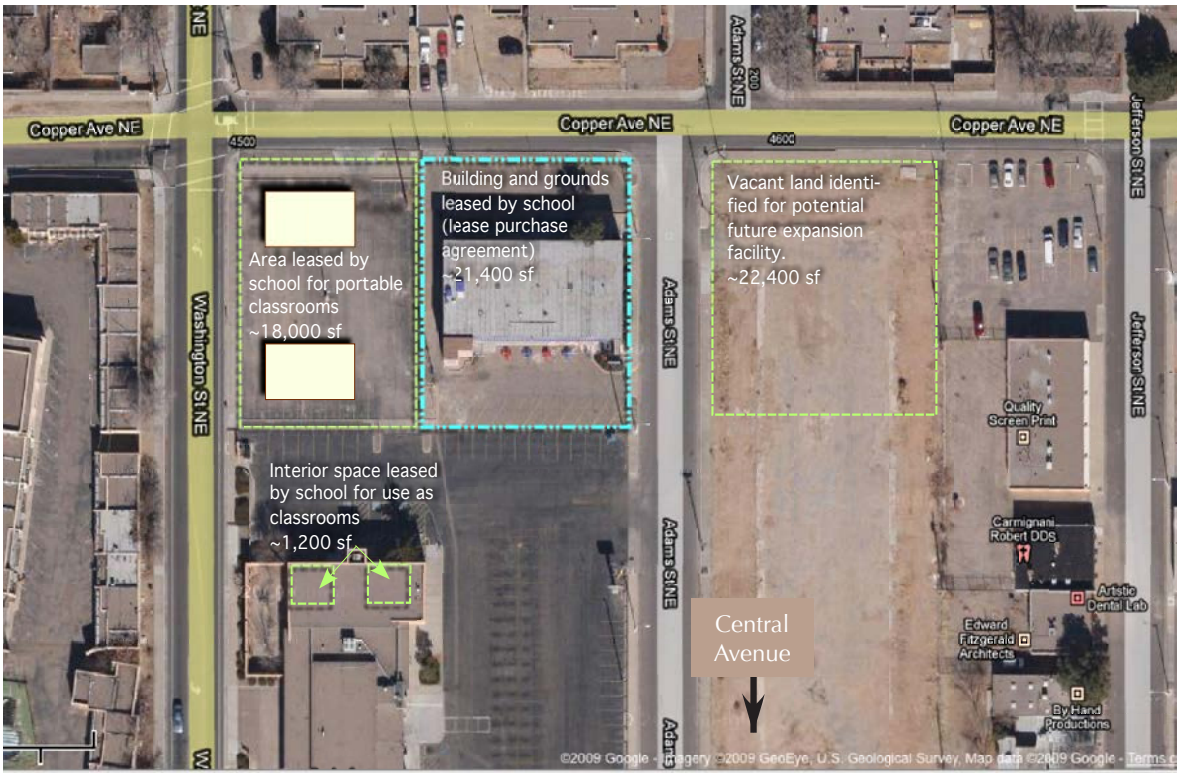


Exhibit 2-2
Aerial Showing MACCS Facilities

transportation, available a block away at Central Avenue. The site has little landscaping apart from a planter near the main entry and along the east face of the building at Adams Street. There are picnic tables and shade awnings at the south side of the school for student use.

The property owner has offered to sell to the school several parcels of vacant land across Adams Street from the campus as a location for a future building. The total available land is approximately 24,400 sf. If this area can be acquired and an expansion facility built, the two buildings will be separated by Adams Street. The school can discuss the possibility of vacating the northern portion of this public right-of-way to create a safer and more usable transition between the two buildings.

The school currently occupies an office building that was renovated in 2007 to meet MACCS requirements, with a total net square feet (nsf) of 7,719 and a total gross square feet (gsf) of 14,595. The building is three stories tall and includes an unoccupied basement which houses the buildings' mechanical equipment. The facility currently has 12 classrooms and laboratories.

The school leases an additional ~1,200 nsf in the adjacent bank

building to house two classrooms. These spaces will be vacated in academic year 2010/11 when the classes move into two double-wide portable classrooms, approximately 1,500 gsf each. The classrooms are on leased land formerly used by the school for outdoor activities directly to the west of the school facility. The portables are being site-adapted for educational occupancy and are anticipated to provide approximately 20% of the total square footage that will be used by the school in academic year 2010/11.

2.2.3 Facility Evaluation

Process and Scoring

The MACCS facility was evaluated and scored with respect to condition and New Mexico Public School Facility Adequacy Standards in the spring of 2009.

Facility statistics:

- Permanent building area: 14,595 gsf + 1,200 leased gsf = 16,200 gsf
- Grade Levels: 9-11
- Modular building area: 0 gsf
- Student Enrollment: 152 (global 40-day census)
- Modular buildings are 0.0% of the facility area
- Site acres: 0.50
- gsf/student: 104.00

The evaluation score is a composite that takes into account the physical condition and functional adequacy of the site and facility. Exhibit 2-3 shows an overview of the results of the evaluation scoring.

Exhibit 2-3
Facility Evaluation Scoring

Scoring Category	Possible Points	Total Earned	%
The Site	241	208.0	86.3
Physical Plant Assessment	354	278.0	78.5
Adequacy and Environment for Education	405	263.0	64.9
Total	1000	749.0	74.9

Excellent=90-100% Satisfactory=70-89% Borderline=50-69% Poor=30-49% Very Inadequate <= 29%

Source: ARC

2.2.4 Summary of Adequacy of Physical Plant

The facility is below adequacy in the following issues:

- Thermal insulation in the exterior envelope is not adequate. The existing facility was built in the 1950s and energy use is therefore not optimal.
- The cooling system does not adequately condition all spaces during warm months.
- The electrical system is not adequate. Insufficient supply of classroom outlets and peak demand trips circuit breakers, indicating insufficient electrical supply.
- Lighting is not adequate in terms of supply and controls.

2.2.5 Summary of Adequacy of Educational Environment

The following facility issues affect the educational environment and should be addressed with facility improvements:

- Instructional spaces
  - The majority of the classrooms and laboratories are inadequately sized for the programs they contain
  - Some programs requiring specialized laboratories (such as an audio recording studio and TV/Film stage) are currently delivered through alternative methods, using facilities off site and requiring travel time, which shortens instructional time available
- Administration
  - The reception desk does not meet accessibility guidelines
  - The office spaces are generally small
  - Administration lacks a conference room and a teacher's lounge/kitchenette
  - The staff workroom is shared by the Student Health Office and the Physical Education coach
- Building support spaces
  - Limited mobile storage
  - Small janitor closets
  - No storage for equipment, supplies, educational materials, or furniture
  - The main distribution frame (MDF) is too small and lacks adequate HVAC supply

2.3 NOT USED

2.4 ENROLLMENT

Enrollment at the charter school's initiation in 2008/09 was 125 students and has grown to 156 students in current academic year 2009/10. The approved charter allows for a target enrollment of 260 students. See Educational Specifications Section 5.2 for historic and projected enrollment data.

2.5 UTILIZATION AND CAPACITY

2.5.1 Utilization and Classroom Needs Analysis

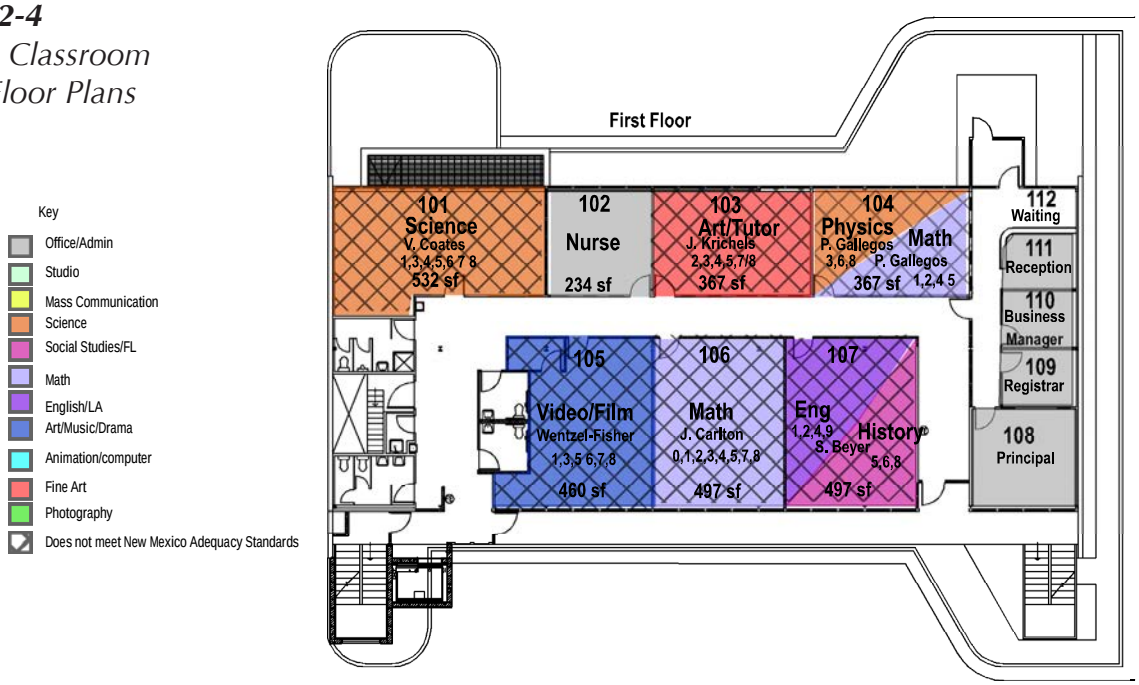
The MACCS charter sets a maximum pupil/teacher ratio (PTR) at 17. The large number of special advanced placement (AP) and elective courses give the school an even lower average class-loading value.

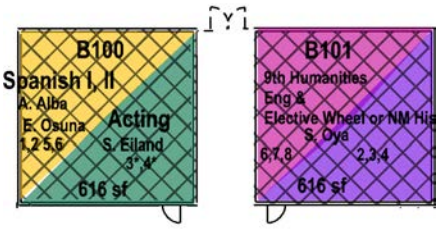
When MACCS reaches its target enrollment, with anticipated additional programs, the school with require a total of 20 classrooms.

The functional capacity of the existing facility, given the programs currently offered and the PTR of 17 established by the charter, is 196. This analysis is described in a chart in Exhibit 5-5 in Section 5.2.3 of the Educational Specifications.

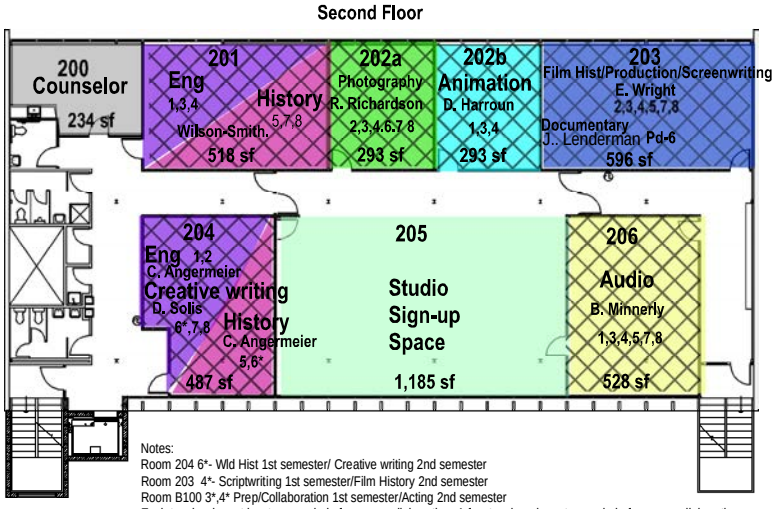
Exhibit 2-4 is a color-coded floor plan of the existing facility showing room location and use. See Educational Specifications Section 5.2.4 for a detailed discussion of utilization and capacity and future classroom needs analyses at MACCS facilities.

Exhibit 2-4
MACCS Classroom Usage Floor Plans





Bank Building



Notes:
Room 204 6*- Wld Hist 1st semester/ Creative writing 2nd semester
Room 203 4*- Scriptwriting 1st semester/Film History 2nd semester
Room B100 3*,4* Prep/Collaboration 1st semester/Acting 2nd semester
Each teacher has at least one period of prep or collaboration. A few teachers have two period of prep or collaboration.
One teacher sold his prep period.
Physical Education is not on campus and held outside regular school hours

2.5.2 Factors Affecting Space Needs

Space Constraints - Space needs analysis indicates that existing space does not fulfill total space needs. MACCS has met the space needs of its students to date by accommodating many activities off campus. However, even by delivering some programs through alternative methods, the spaces currently housing activities on campus (primarily instructional spaces) are too small to accommodate future enrollment.

Site Constraints - MACCS has a lease/purchase agreement for its location at an urban site. This agreement includes a purchase option on property across the street from the current facility where the school could construct the expansion facility (for unmet space needs). With this additional property, the total amount of site square footage is not sufficient to satisfy total outdoor program space needs. The urban site is constrained by surrounding existing and planned facilities, limiting future expansion potential. This study explored the option of moving to an alternative site that provides adequate space to eventually implement the total identified space needs.

Funding Constraints - The existing funding streams available to MACCS are not adequate to capitalize a one-time construction project of the scope identified in the space needs analysis. Space needs will be implemented in a phased scenario.

2.6 TECHNOLOGY

MACCS is a media arts school focused on technology. The program delivery method, as described in the Educational Specifications Section 5.1, requires computer access for each student in each classroom. Students use computers for research and project creation, activities that occur in all core and elective courses. Following are excerpts from the MACCS Technology Plan adopted by the governing board. The complete technology plan can be found in the Appendix.

Introduction

The Technology Plan for the Media Arts Collaborative Charter School (MACCS) presents hopes and strategies for continued and future achievements of its students' educational endeavors. MACCS has been innovative and visionary in creating and implementing a curriculum that utilizes exclusive media components. MACCS' technology Plan will meet all State and Federal requirements, will continue to be aligned with MACCS Mission and Vision for student achievement, and will provide teachers with the necessary training, support and guidance while staying current with all emerging new technologies. As MACCS approaches in-house capacity, it will continue development of online courses for distribution throughout rural areas to provide these programs to a greater number of students than it is able to house on site.

Mission Statement

The mission of Media Arts Collaborative Charter School is to provide a technologically rigorous learning environment that promotes all students' acquisition of 21st Century learning skills.

Vision Statement

Our students will be prepared to enter the 21st Century of technology as productive, socially engaged and responsible stewards with the ability to use a wide spectrum of Digital Arts and Commerce technologies. In addition, the MACCS graduate will be prepared to enter a four-year institution of higher education.

Technology Goals

- Address instruction and academic performance to meet

the Annual Measurable Objectives (AMOs) as designated by AYP targets in order to meet full proficiency by SY 2012-2013.

- Advance the knowledge of real world vocations in an effort to address economic and employability demands.
- Enhance the end user's technology experience through improved services such as increased bandwidth and the most current educational software.
- Broaden the technological hardware and software available for student and educator use to be the most up to date.
- Upgrade existing network and server to provide better security for technology and increased efficiency of day-to-day operations.

Funding Resources for Technology Acquisitions

- Operational budget and SB-9 Funds
- Federal programs support (Title I, Title II, Title VIII, IDEA, EETT, etc.)
- E-rate
- School Bond Issues
- Education for Technology Fund
- Community partnerships, local and other grants and foundations

Additional funding sources may include:

- Regional Educational Technology Assistance (professional development and networking)
- Free Blackboard Learning Management Systems and low-cost course content from Ideal-NM
- Departmental funding (such as Special Education)
- General School Budget (for specialty software, equipment and professional development)
- Potential support from higher education institutions for dual-credit courses

2.7 ENERGY MANAGEMENT[2]

Vision Statement

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

Policy

The governing board of the Media Arts Collaborative 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 through developing their own awareness of the need to conserve energy and by being an "energy saver" through their judicious use of energy.

Energy Targets

Exact energy reductions targets will be established upon completion of an energy audit which will determine where energy savings can be more effectively and affordably realized.

Some percentage of energy reduction over historic energy use levels can be exercised immediately upon the implementation of behavior modification strategies, but the percentage of energy reduction will not be understood until future utility data can be compared with historic data.

Goals

Reduce energy consumption and green house gas emissions by the MACCS facility through behavior modification and plant systems retrofits and replacements.
Establish an energy awareness program that provides training for personnel and educational opportunities for students.

2 *The MACCS governing board has not yet adopted the energy management plan*

Objectives

- Incorporate into the facilities capital plan building renewal projects that will reduce energy consumption.
  - Improve thermal performance of building envelope by sealing leaks, replacing exterior wall systems, preventing solar heat gain, and adding insulation where applicable
  - Improve efficiency of electricity-using equipment such as light fixtures and appliances
  - Replace HVAC equipment with new, energy efficient equipment
  - Plan for all new construction to follow LEED for Schools sustainability guidelines.
- Identify specific behavior modification energy conservation projects that can be implemented by students, faculty and staff, and maintenance/operations personnel
  - Acquire energy educational material and create a strategy for incorporating educational opportunities for all students regarding the fundamentals and goals of energy conservation
  - Establish a training schedule for all faculty and staff that use the facility regarding energy conservation behavior, and for operations and maintenance staff regarding energy efficiency operational measures

Energy Team

- Principal – Coordinates activities to insure adherence to policy, approves energy conservation and capital projects
- Business Manager – Establishes energy use baseline using online database tools, tracks progress towards goals, documents ongoing utility data
- Student governance – Creates and carries out energy conservation activities, education, and training plan

2.8 CAPITAL FUNDING

2.8.1 Historic and Current Sources of Revenue

MACCS has received funding from the Public School Capital Outlay Council (PSCOC) for lease payments for the two years of operation since it began in academic year 2008/09, and has received start-up money from legislative appropriations.

- Lease allowance payments received in 2008/09 = $87,500
- Lease allowance payments received in 2009/10 = $86,240

2.8.2 MACCS Foundation

The Media Arts Collaborative Charter School Foundation (MACCS Foundation) is the 501(c)3 not-for-profit private corporation created to aid in providing new opportunities and financial support for the school. The foundation's overall role is to secure funding resources from foundations, corporations, and individuals to fill the funding gap from available federal, state, and local public sources to distribute to MACCS. The foundation's multilevel fund raising events and capital programs are intended to ensure the school's continued growth and advancement.

The foundation's mission is to expand and enhance community and statewide support of the school through:

- Building partnerships and industry institutional alliances in support of students and academic programs
- Raising capital for special projects, general operating funds and technology advancements
- Advocating locally and nationally in support of media arts education and job training

2.8.3 Potential Sources of Revenue

The following are sources of funding for facilities capital projects that may be accessed by MACCS:

- Annual lease payment from PSCOC
  - 2010/11 projected amount, based on 09/10 amount and enrollment of 220 = $120,120
  - 2011/12 projected amount, based on 09/10 amount and enrollment of 260 (maximum enrollment) = $141,960
- Distribution per MEM of mill levies from HB33 (if and when available) expected at $662/MEM x 260 = $172,120
- PSCOC capital outlay - competitive process (see narrative below)

- Legislative appropriation
- Private fund raising (gifts and grants)
  - The MACCS Foundation has applied for grants from the Daniels Foundation, the Walton Family Foundation, and the McKuen Foundation

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 describing physical and programmatic deficiencies. The condition index value (NMCI) is a composite value derived from the cost to repair deficiencies compared to the replacement cost of the facilities.

The 2009-2010 Final Rank Report, issued on 8/10/09, shows MACCS ranked at #708. The 2010/11 status report published 12/16/2009 shows MACCS ranked at #26. The facility evaluation conducted in September 2009 which updated the previous data in the Facility Adequacy Database indicates a condition that is somewhat worse than previously assessed. This revised condition assessment will most likely change the status of this facility to move higher in the overall state ranking.

Deficiencies to be corrected are prioritized based on a statute that outlines the deficiencies correction prioritization criteria (6.27.41 of NMAC).[3] Charter schools are eligible for funding after operating successfully for six straight years. MACCS would be eligible in 2013/14.

Charter schools are eligible for funding after operating successfully for six straight years (first year - planning, second through fifth years: operations, sixth year - charter renewal process). MACCS would be eligible in 2013/14. 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. MACCS follows the APS matching formula (state share

2. *"Deficiencies" means a condition or 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;*

equals 54%, requiring a 46% local match).

Facility funding needs statewide are satisfied by PSCOC according to the following reasoning:

- To take care of greatest needs first, the PSCOC generally funds award applications for projects in the top 100 of the ranked list of public school facilities needs in each funding cycle.
- In 2009, PSCOC funded through the top 109 projects on the NMCI ranked list.

2.8.2 Current Capital Budget Details

- Lease/purchase annual payments = $166,500
  - Lease payments will continue to be due monthly until October, 2018
- MACCS currently covers the shortfall from lease payments toward its lease/purchase obligation through operations funding. This shortfall will decline as enrollment increases.

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3 CAPITAL IMPROVEMENT PLAN

3.1 TOTAL CAPITAL NEEDS

The total capital needs to bring the existing lease/purchase facility up to current physical and programmatic standards and for addressing deficiencies is approximately $8.8 million. Improvements are scheduled to be phased in over the next 10 years.

Capital needs include the following types of projects:

- Construct new facility
- Remodel existing facility to create adequately sized spaces
- Correct plant deficiencies

Exhibit 3-1 lists the capital projects by priority.

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

Exhibit 3-1
Summary of Total Capital Needs

100 Media Arts Collaborative Charter School

Number	Codes	Capital Improvement Project	MACC	Project Budget
100.1	2.02.F02.1.	Priority 1: Phase One Expansion Facility	$ 2,653,512	**$ 3,635,311**
100.2	4.04.C01.1.	Priority 2 - Building Renewal Projects	$ 258,012	**$ 343,279**
100.3	2.02.F02.3.	Priority 3: Phase Two Expansion Facility	$ 2,745,175	**$ 3,750,066**
100.4	4.08.A08.3.	Priority 4 - Building Renewal Projects	$ 883,344	**$ 1,126,264**
		Total of *Maximum Allowable Construction Cost:	$ 6,540,043	
			Total Project Budget:	**$ 8,854,920**

3.2 PRIORITIZATION PROCESS

3.2.1 Process and Criteria Used by the Charter School to Prioritize Capital Needs

Decision factors regarding space needs include, in order of priority:

- Priority 1 – Meet instructional space needs deficiencies (number and size of classrooms), keeping within the PTR specified by the MACCS charter
- Priority 2 – Correct plant deficiencies that create operational inefficiencies
- Priority 3 – Provide instructional support needs currently met off campus
- Priority 4 – Meet other non-instructional space needs, and remodel existing facility to adequately size existing spaces

The chart below shows how total space needs have been phased according to priorities listed above:

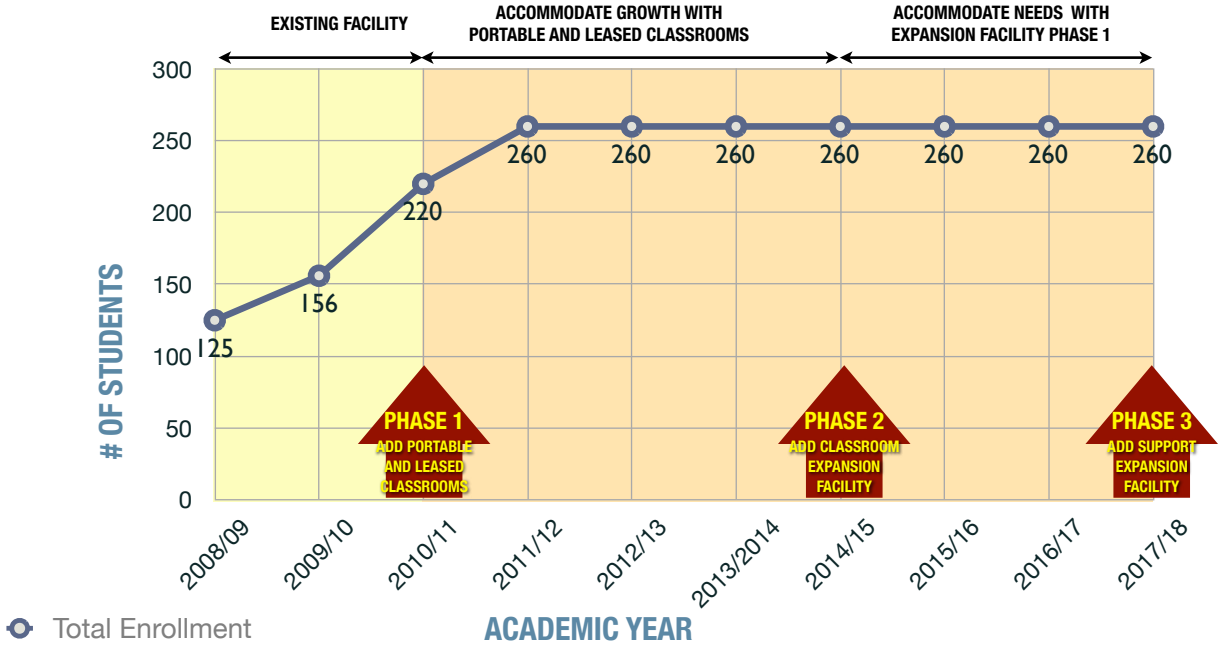
- Phase A - Construct classroom expansion facility
- Phase B - Construct support space expansion addition
- Phase C - Remodel existing facility to provide adequately sized spaces

Exhibit 3-3 illustrates a timeline for potential facility implementation. Detailed phasing of space needs is shown in Exhibit 3-4.

Exhibit 3-2
Space Needs Priority Table

		Phasing		
		A	B	C
1.0	Instructional Program Spaces	8,800	1,225	6,325
2.0	Instructional Support	0	5,110	0
3.0	Administration Areas	0	620	1,130
4.0	Facility Support	500	900	0
	NSF	9,300	7,855	7,455
	Tare	4,400	3,700	3,600
	GSF	13,700	11,600	11,100

Exhibit 3-3
Potential Timeline for
Facility Implementation



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Phasing			Room Description		# of Spaces	A	B	Existing Remodeled
A	B	C	1.0	Instructional Program Spaces		8,800	1,225	6,325
			1.1	Classrooms and Laboratories				
		X	1.1.1	General classrooms (existing)	7	0	0	4,550
X			1.1.1	General classrooms	3	1,950	0	0
X			1.1.2	Lab classrooms	3	2,700	0	0
		X	1.1.3	Computer classrooms (existing)	1	0	0	550
X			1.1.4	Workshop classrooms (access to shared wo	5	3,250	0	0
X			1.1.4.1	Shared workshop spaces	2	900	0	0
		X	1.2	Collaborative Studios (existing)	1	0	0	1,225
	X		1.2	Collaborative Studios	1	0	1,225	0
						0	0	0
				NET ASSIGNABLE		8,800	1,225	6,325
TARE = the % value divided into the Net Assignable (NASF/0.70 - NASF)				Efficiency at 68%		4,140	580	2,980
				GROSS SQUARE FEET		12,940	1,805	9,305
A	B	C	2.0	Instructional Support		0	5,110	0
			2.1	Media Center				
	X		2.1.1	Stacks for printed media	1	0	550	0
	X		2.1.2	Stacks for electronic media	1	0	400	0
	X		2.1.3	Online research computer clusters	1	0	700	0
	X		2.1.4	Group viewing rooms	2	0	200	0
	X		2.1.5	Librarian desk	1	0	50	0
	X		2.1.6	Reading area	1	0	160	0
						0	0	0
			2.2	Common Spaces				
	X		2.2.1	Live room (recording studio)	1	0	1,000	0
	X		2.2.2	Sound stage / Production studio	1	0	1,500	0
	X		2.2.3	Control room	1	0	500	0
	X		2.2.4	Vocal booth	1	0	50	0
					1	0	0	0
				NET ASSIGNABLE		0	5,110	0
TARE = the % value divided into the Net Assignable (NASF/0.70 - NASF)				Efficiency at 68%		0	2,400	0
				GROSS SQUARE FEET		0	7,510	0
A	B	C	3.0	Administration Areas		0	620	1,130
			3.1	Administration				
		X	3.1.1	Principal	1	0	0	230
		X	3.1.2	Registrar	1	0	0	100
		X	3.1.3	Business Manager	1	0	0	100
		X	3.1.4	Waiting / Receptionist	1	0	0	200
		X	3.1.5	Conference room	1	0	0	300
		X	3.1.6	Work room / File Room / Storage	1	0	0	200
			3.2	Student Health				
	X		3.2.1	Counselor / social work interns	1	0	180	0
	X		3.2.2	Itinerant services office (OT/PT/SLP)	1	0	120	0
	X		3.2.3	Nurse	1	0	120	0
			3.3	Faculty Spaces				
	X		3.3.1	Teachers' Lounge / Kitchenette/Work room	1	0	200	0
				Staff restroom in tare		0	0	0
						0	0	0
				NET ASSIGNABLE		0	620	1,130
TARE = the % value divided into the Net Assignable (NASF/0.70 - NASF)				Efficiency at 68%		0	290	530
				GROSS SQUARE FEET		0	910	1,660
A	B	C	4.0	Facility Support		500	900	0
			4.1	Storage				
X				Main storage / custodial office	1	400	0	0
	X			Teaching Materials Storage Room	1	0	200	0
	X			Tech Equipment storage	1	0	400	0
	X			PE Equipment storage	1	0	100	0
	X			Furniture storage	1	0	200	0
X				Server room	1	100	0	0
						0	0	0
				NET ASSIGNABLE		500	900	0
TARE = the % value divided into the Net Assignable (NASF/0.70 - NASF)				Efficiency at 68%		240	420	0
				GROSS SQUARE FEET		740	1,320	0

Exhibit 3-4
Phasing of Space Needs

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3.2.2 Strategies Considered to Meet Needs

Implementation Options

In order to satisfy the space needs identified in Educational Specifications Section 5.4, the following implementation strategies can be followed:

- **Scenario 1 - Construct New Facility on Alternative Site**. The scenario includes purchasing an alternative property (or acquiring a lease/purchase agreement) that will provide MACCS with enough space to expand and meet all site needs in a location that is accessible by public transportation and has some adjacency to the off-site facilities that are used to accommodate some program needs. After an alternative site is procured, a new facility will be constructed and the site developed to provide the facilities needed for adequate program accommodation.
- **Scenario 2 - Renovate Existing Facility and Building New on Alternative Site**. The scenario includes purchasing an alternative property with an existing facility. The existing facility will be renovated to meet space needs and a new facility constructed to satisfy additional specialized space needs.
- **Scenario 3 - Construct Expansion Facility on Existing Site, Renovate Existing Facility.** The scenario includes constructing 100% of unmet space needs (expansion facility) on the proposed expansion site across the street from the current facility, and renovating the current facility to provide adequate space for classrooms.
- **Scenario 4 - Renovate Existing Facility, Construct Expansion Facility in Phases on Existing Site**. The scenario includes constructing unmet space needs (expansion facility) in phases, according to prioritization, on the proposed expansion site across the street from the current facility, and renovating the current facility to provide adequate space for classrooms. Phasing of implementation of total capital needs is a strategy that provides new facilities on a periodic basis to match a funding stream that may extend over a period of several years.

3.3 CAPITAL PLAN

3.3.1 Recommended Capital Projects Schedule

Priority 1 - Phase 1 expansion facility = total project cost of $3,640,000, Construct 2014, Occupy 2015

- Projects (MACC)
  - Purchase land (22,000 sf at $13/sf) - $300,000
  - Construct facility to meet Priority A needs - $2,360,000
- Funding
  - Potential PSCOC capital outlay funding
  - Potential HB33 mill levy funds
  - Local match from foundation fund raising

Priority 2 - Building renewal projects = total project cost of $343,000, Construct 2016

- Projects (MACC)
  - Upgrade electrical system - $140,000
  - Renovate restrooms - $103,900
  - Site security improvements - $34,000
  - ADA upgrades - $13,000
- Funding
  - Potential PSCOC capital outlay funding for health, safety, and welfare deficiency corrections

Priority 3 - Phase 2 expansion facility = total project cost of $3,750,000, Construct 2018

- Projects (MACC)
  - Construct facility to meet Priority B needs - $2,400,000
  - Remodel existing facility to achieve adequacy for room sizes - $360,000
- Funding
  - Foundation fund raising

Priority 4 - Building renewal projects = total project cost of $1,126,000, Construct 2020

- Projects (MACC)
  - Energy efficiency improvements
    - » Replace window wall at existing facility - $380,000
    - » Replace HVAC - $444,000
    - » Replace lighting fixtures - $64,000
  - Site improvements - $13,000
- Funding
  - Potential PSCOC capital outlay funding

4 MASTER PLAN SUPPORT MATERIAL

4.1 MASTER PLAN SUPPORT MATERIAL

Facility Detail

This section provides details about the facility condition and other supporting documents. The reports contain the following information:

- Facilities data table
- NMCI Status report, dated 12/16/09
- Condition assessment information
- FAD report sheets
- Site plan and proposed plat for expansion site
- Floor plan at readable scale
- Itemized capital needs

4.2 FACILITIES DATA TABLE

- Name of facility – Media Arts Collaborative Charter School
- State identification number – Does not apply
- Physical address – 4401 Central Avenue, SE in Albuquerque, New Mexico, 87108
- Date of opening – August 2008
- Dates of major additions and renovations – Does not apply
- Facility Condition Index (FCI) / N.M. Facility Condition Index (NMCI) – 26
- Site owned or leased - Lease/Purchase
- Permanent building area: 14,595 gsf + 1,200 leased gsf = 16,200 gsf
- Site acreage - 0.5 acres
- Total number of permanent general classrooms – 12
- Total number of permanent specialty classrooms - 0
- Total number of portable classrooms - 0
- Total number of leased classrooms - 2
- Total number of classrooms - 14
- Percentage of portable classrooms compared to total number of permanent classrooms – 0%
- Total enrollment current year (40th day count) – 152
- Grade levels - 9 through 11 (currently)
- Number of gross sq/ft per student – 106.57

4.3 EXCERPT FROM NMCI STATUS REPORT, DATED DECEMBER 16, 2009

2010-2011 Weighted NMCI Status Report, Sorted by District then Rank

Rank	District	School Name	Gross Area (Sq. Ft.)	Weighted NMCI
632	Silver	La Plata MS	108,953	0.78%
656	Silver	Cliff Combined	71,135	0.55%
664	Silver	Silver HS	193,194	0.43%
109	Socorro	San Antonio ES	13,596	37.76%
127	Socorro	(A) Aim HS Torres Campus	20,000	36.33%
208	Socorro	Socorro HS	127,850	29.74%
412	Socorro	Zimmerly ES	52,627	16.05%
480	Socorro	(C) (R) Cottonwood Valley	9,376	11.62%
491	Socorro	Raymond Sarracino MS	90,484	11.13%
523	Socorro	Parkview ES	79,400	8.17%
700	Socorro	Midway ES	13,755	0.05%
293	Springer	Springer ES/MS Combined	45,569	24.27%
362	Springer	Springer HS	54,025	19.62%
26	State Charterd Schools	(C) Media Arts Collabrative	12,414	57.30%
174	State Charterd Schools	(C) (R) Gilbert L. Senna HS	16,016	32.17%
222	State Charterd Schools	(C) Cien Aguas Internat. Schoo	10,178	28.85%
305	State Charterd Schools	(C) Cottonwood Classical	13,836	23.39%
482	State Charterd Schools	(C) Alma d' Arte HS	32,025	11.51%
545	State Charterd Schools	(C) (R) Creative Ed Prep #1	13,330	5.60%
587	State Charterd Schools	(C) (R) Horizon Academy West	35,075	2.33%
588	State Charterd Schools	(C) (R) North Valley Academy	39,034	2.30%
631	State Charterd Schools	(C) Ceasar Chavez Community	12,466	0.78%
708	State Charterd Schools	(C) The New America School	4,473	0.00%
709	State Charterd Schools	(C) Taos Academy	6,664	0.00%
710	State Charterd Schools	(C) School of Dreams Academy	9,656	0.00%
711	State Charterd Schools	(C) NM School for the Arts		-
712	State Charterd Schools	(C) Internat. Schl at Mesa del	7,352	0.00%
186	T or C	Sierra ES	28,851	31.19%
260	T or C	Truth or Consequences MS	66,460	26.15%
287	T or C	Truth or Consequences ES	51,416	24.83%
601	T or C	Hot Springs HS	116,127	1.51%
610	T or C	Arrey ES	36,690	1.30%
1	Taos	(A) Taos Chrysalis School	7,440	98.20%
31	Taos	Ranchos de Taos ES	49,423	56.39%
203	Taos	Taos HS	212,569	30.04%
368	Taos	Taos MS	94,457	19.28%
375	Taos	Enos Garcia ES	75,939	18.69%
390	Taos	Taos ES	40,376	17.55%
452	Taos	Arroyo del Norte ES	36,920	13.41%
578	Taos	(C) (R) Taos Charter	19,300	2.90%
706	Taos	(C) (R) Anansi Charter	3,597	0.00%
707	Taos	(C) Vista Grande HS	6,200	0.00%
5	Tatum	Tatum ES	36,745	77.71%
60	Tatum	Tatum Jr./Sr. HS	114,253	44.25%

Schools with formatted "XX-XX-XX" rankings are previous awards for planning and design, an initial phase, or a deferred award* with out-of-cycle consideration pending meeting certain conditions of a standards-based capital outlay project and will be eligible to apply for additional funding in the upcoming allocation cycle. Funding will be limited and only those projects meeting all contingencies and showing the greatest degree of readiness will be considered.

(A) Alternative
(C) Charter
(C) (R) Charter Renewed
(M) Magnet
(Y) Year-round, Multi-track

Created by PSFA Staff: TDeLara
December 16, 2009

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4.4 CONDITION ASSESSMENT INFORMATION

Media Arts Collaborative Charter School

4401 Central Ave. NE, Bldg. 2
Albuquerque, New Mexico 87108

Permanent building area: 16,000 GSF
Modular buildings: 0 GSF
Modular buildings are 0.0 % of the facility area
Site acres: 0.50

Score:	Possible Points	Total Earned	%
The Site	241	208.0	86.3
Physical Plant Assessment	354	278.0	78.5
Adequacy and Environment for Education	405	263.0	64.9
Total	1,000	749.0	74.9

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

Participants:
Principal Glenna Voigt and evaluators Sharon Bloom and Susan Freed

Notes from Principal's Meeting and Questionnaire **Date: 09-17-2009**

- The school has a purchase order with landlord to buy the building and additional land across Adams Street.
- An additional building is needed for programs and for enrollment growth
- Want new construction to be green
- The existing building needs improvements

School Site:
Summary, Notes and Comments

MACCS serves 156 students in grades 9 through 11, and plans to expand to 260 students up to grade 12. The school is currently housed in a leased two-story building, with additional classrooms located in the Bank of America branch across the parking lot.

The school is purchasing the building and additional adjacent property, and leasing property for parking.

The site is bounded to the north by Copper Avenue, to the west by a parking lot and then by Washington Street, to the east by Adams Street, and to the south it shares a parking lot with the bank building.

The area to the north is multi-family residential, to the south is business, to the west is the vacant DeAnza Motel, and to the east is vacant land, a portion of which the school is purchasing for future expansion. The bank to the south faces Central Avenue, a very busy street in Albuquerque.

The main entrance faces north. It is easily identified by the vestibule that extends from the building and the awning that provides a sheltered entry. There is no automatic door opener.

A small parking lot includes signed handicapped and visitor parking spaces. This lot is used for teacher and staff parking. Students park in the lot south of the school. The area south of the school is also used for student drop-off and pick-up, although there is no clear lane, direction, or signage. There are no buses. Some students use public transportation, available a block away at Central Avenue.

The site has little landscaping. A tree and some shrubbery are near the main entry. Shrubs line the east face of the building along Adams Street. There are picnic tables and shade awnings behind the school for student use, and some shrubs near the outdoor staircase, but they do little to camouflage the fact that the building is surrounded by asphalt.

The site is fairly flat, but the area drains well, although the custodian reported some water infiltration on the north side of the building at grade level during the last heavy rain. It rained the entire day of the evaluation, and the site experienced no ponding.

A basketball goal is on the site in an unused asphalt parking area, but no there are no green playfields. The site is easily accessible for emergency vehicles, and fire hydrants are located along Copper Avenue.

School Plant:

The school occupies a two-story building, and leases classrooms in a nearby bank building. A new addition to the facility is being discussed, and land is being purchased for that building.

The two-story building is a steel-framed structure with brick veneer masonry end walls and glass and panel façades facing north and south. It dates to about the 1950s. There are exposed steel tube members along the north and south walls on the interior. A metal fin shade structure shades the south-facing windows. The building is approximately 16,000 GSF, including a 2,500-SF basement.

Exterior doors are glass and metal storefront, and doors have panic hardware. Windows are single-pane glazing in aluminum frames. Some windows are operable as tilt-in hopper units. The unglazed sections of the north and south walls appear to be uninsulated panels. The entire glazing system should probably be replaced to improve the exterior envelope?s energy efficiency.

Flooring throughout the first and second floors is concrete, covered with an epoxy paint finish. It is maintained with a wax system and is beginning to wear in the highest traffic areas. Doors typically open into classrooms and are solid wood with no windows. Door hardware is accessible, but there is no room signage. Most spaces in the building have 2x4 acoustical tile ceilings and fluorescent lighting.

Two staircases serve the second floor, one interior and one exterior. Both have adequate handrails, landings, and slip-resistant surfaces. There is also an elevator requiring a key for use. The elevator and its controls are handicapped accessible.

Group restrooms are located on both floors, but they are dated, have old fixtures, and are not handicapped-accessible. New single-person handicapped-accessible restrooms are available on each floor. Two rooms in the school have a sink in casework: the science lab and the staff lounge on the second floor. Neither is handicapped accessible. There is no kitchenette for coffee near the main office on the first floor. The two janitor?s closets have old sinks that are positioned high above the floor, making it very difficult to fill and empty mop buckets. One of the three drinking fountains in the school is handicapped accessible.

Food is not prepared at the school, but is brought in. A space used for dining on the second floor is an open area referred to as "The Studio." Several long tables are available for student seating at chairs. This room also contains several mobile wardrobe cabinets used for storage. Students also eat their meals outside or in classrooms.

Interior classroom walls are gypsum board partitions on metal studs. The gypsum board finish reaches only to the ceiling. Walls are painted and in good condition. New restrooms have fiber-reinforced plastic (FRP) wall panels and gypsum board ceilings.

The roof has a mineral-surface built-up roofing system and is flat. It does not leak. There is an interior hatch for access, but it was too difficult for the evaluator to open.

The basement houses the school's domestic water heater, a boiler for heat and an air wash system. Three condensing coils are located outside the school to supply the air washer with cooled air. Air is ducted to rooms by ceiling vents and grilles in the floors supply return air. While the heating system works sufficiently, staff did complain that the cooling was not

adequate. The principal noted the entire system needs to be balanced. The air wash system does not provide adequate cooling for computer lab spaces. Additional localized cooling should be added in those areas.

The school does not have a public address system, but uses the intercom mode on the telephones for broadcasts. Telephones are located in all classrooms.

The school does not have a LAN system for computer technology. They do have a wireless router and high-speed Internet service. While the Mac labs are networked, the entire school is not.

The electrical system needs to be upgraded. The classrooms do not have an adequate number of duplex outlets. Staff complain of breakers tripping, and the building has very few spares.

The building has a working fire alarm system with smoke detectors and strobes located in classrooms and corridors. Alarm pulls are at egress doors. The building is not sprinkled.

Lighting in the building is sparse, due to the large expanse of windows receiving daylight. In classrooms, the lighting is controlled by a single light switch, offering little flexibility. The classrooms have emergency light fixtures.

The school has a security alarm system connected to the police department and a surveillance system with stationary cameras and digital recording.

The school currently uses two rooms at the adjacent bank building. The school uses a separate entrance, but it has stairs and is therefore not accessible for wheelchair-bound students. Those students can use the bank?s front entrance, which is accessible (verify).

Both classrooms in the bank building are about 900 sf and are carpeted with acoustical tile ceilings and fluorescent lighting. They are windowless, and lighting is controlled with a single light switch. The rooms have numerous electrical outlets, and Internet connectivity is available in one classroom. Heating and cooling are adequate. Furniture and fixtures are adequate.

One room is used for ninth grade humanities and world literature. The other is a team-teaching room, shared by the teachers for drama and Spanish. The school plans to relocate all programs out of the bank building and into portable classrooms adjacent to the main classroom building as soon as possible. The portable classrooms would be a temporary measure until permanent classrooms could be constructed.

Adequacy and Environment for Education:

The administration area is located at the main entry to the school, providing good access control. Part of its welcome desk needs to be lowered to meet accessibility guidelines. The space is rather cramped, but does provide some seating and a work station for a receptionist.

The administration suite includes this welcome area and three offices for the principal, business manager and registrar. There is no conference room or kitchenette area. A small

room nearby is used as a copy room and is shared with the nurse, who visits the school weekly. A room upstairs is used as the staff lounge, and also houses the school counselor and interns. Administration lacks a parent room, which is a needed space since the parent group at the school is very active.

There is no media center at the school. Such a center would be an asset, offering a collection of videos, DVDs, books, and audio materials.

The school does not have physical education facilities, except for the basketball goal outside. The school has used fields at other schools and parks nearby, including at Highland High School and Zia Park.

The dining area is adequate. However, it is also used for collaborative teaching and project space, and can easily become overused, especially as enrollment increases.

The school does not have a performance space. While such a space would be nice to have, it is not an immediate need for program fulfillment.

The science room is generally inadequate. It is small, and the room lacks sufficient electrical outlets. The room has only one sink. Furniture is appropriate, and technology is integrated.

The physics room is also an inadequate space. It is too small for activities other than lectures, while the program requires demonstrations and lab work.

The audio lab is crowded and recording is often compromised due to the lack of sound isolation. This lab would be relocated to the new building.

The production classes travel off site to use facilities at television studios. An on-site production studio and sound stage would be designed into the new addition.

Classrooms are generally small, but so are PTRs. Enrollment is slated to increase, and this size will become a problem.

Some classrooms are too small to accommodate the upcoming growth in enrollment, notably the photography and animation computer labs on the second floor. The animation lab temperature is also too warm and its windows are not operable.

Storage is a problem. Classrooms have limited mobile storage and additional casework would further restrict the teaching area. Janitor closets are extremely small and have no room for equipment or supplies. The school lacks facility and book storage. A secure storage room is needed for small electronics and items such as digital cameras.

Many teachers mentioned the lack of collaborative teaching spaces. The only large space available, the Studio, is used as a dining hall. The school needs one or two large collaborative learning and project spaces with mobile project storage.

The Main Capital Investment Areas:

- Construct a new building to house audio lab, sound stage and production studio, and additional classrooms

- Replace windows
- Upgrade HVAC
- Renovate restrooms
- Replace janitor sinks
- Create storage area
- Create collaboration spaces
- ADA improvement
- Administration: conference with kitchenette, auxiliary staff areas, parent room
- Secure equipment storage room
- Outdoor recreation area

ISSUES
- Library
- Animation/digital photography labs too small
- Science labs too small

NM K12 PSFA 011907

COMET Cost Estimate Summary

Cost Estimate Summary Report

Report Date: 16 Feb 2010
Page 1

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CSI Uniformat	CSI Description	Cost Code	Description	Quantity	UoM	Crew	Material	Labor	Equipment	Total Amount

Facility: \State Charterd Schools**(C) Media Arts Collabrative**

Manual

1	100% Used -	$789,133.15
1	100% Used - 06/22/09 Assessment Notes: Classrooms in	$125,505.54
1	100% Used - 06/22/09 Assessment Notes: Boys and girls h	$55,366.44
1	100% Used - 06/22/09 Assessment Notes: Power panels ar	$9,161.53
1	100% Used - 06/22/09 Assessment Notes: Single pane alu	$113,091.54
1	100% Used - 06/22/09 Assessment Notes: Wi-fi (Im 06/22/	$28,676.34
1	Age 2.00% Used, Depreciated 0.04% - 06/22/09 Assessme	$0.00
1	Age 2.00% Used, Depreciated 0.06% - 06/22/09 Assessme	$0.00
1	Age 49.00% Used, Depreciated 24.01% -	$107,762.21
1	Age 81.67% Used, Depreciated 66.69% -	$148,595.58
1	Age 98.00% Used, Depreciated 96.04% -	$63,932.10
	Sub Total For Manual	**$1,441,224.43**

Grand Total	**$0.00**	**$0.00**	**0.00**	**$1,441,224.43**

NM K12 PSFA 011907

COMET Facility Report

Facility Attribute Worksheet Report

Report Date: 16 Feb 2010
Page 1

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Facility Name	Attribute	Current	Update	Attribute	Current	Update	Attribute	Current	Update
NM K12 PSFA State Charterd Schools (C) Media Arts Collabrative Building									
Main Builidng (1960)	Building Type	Permanent							

NM K12 PSFA 011907

COMET Facility Report

Facility Cost Work Sheet Report

Report Date: 16 Feb 2010
Page 1

-

\State Charterd Schools\(C) Media Arts Collabrative\Building \Main Builidng (1960)

Gross Area: 12,414 SF

						Current			Update		
System Group	System Description	Cost Sq. Ft.	Life years	Renewed Cost	Type	Last Reno	Next Reno	Adjustment Amount	Last Reno	Next Reno	Adjustment Amount
E/A (Facility)	Gym Equipment	$3.43	30	$42,580	4	1960	1990	$0.00			
	Technology	$3.52	10	$39,328	2	1960	1970	$0.00			
Electrical	Comm./Security	$4.03	15	$45,026	2	1960	1975	$0.00			
	Emergency Lights	$2.13	20	$23,798	9	2009	2029	$0.00			
	Fire Detection/Alarm	$1.21	15	$13,519	9	2009	2024	$0.00			
	Lighting/Branch Ckts	$15.39	30	$171,946	4	1960	1990	$0.00			
	Main Power/Emergency	$1.12	30	$12,513	2	1960	1990	$0.00			
Ext. Closure	Ext. Windows/Doors	$11.35	30	$154,989	6	1960	1990	$0.00			
	Exterior Walls	$7.47	100	$92,733	6	1960	2060	$0.00			
Foundation	Foundtion/Slab/Structure	$41.74	100	$518,160	9	1960	2060	$0.00			
Int Construct	Ceiling	$6.44	30	$87,941	4	1960	1990	$0.00			
	Floor Finishes	$16.26	12	$222,037	2	1960	1972	$0.00			
	Interior Doors	$10.26	50	$114,631	9	2008	2058	$0.00			
	Interior Walls	$16.07	60	$179,544	9	1960	2020	$0.00			
	Wall Finishes	$3.94	12	$48,911	2	1960	1972	$0.00			
Mech/Plumb	Air/Vent Equip	$17.31	20	$236,375	2	1960	1980	$0.00			
	Cooling/Heating Equip	$9.59	30	$119,050	4	1960	1990	$0.00			
	Fire Sprinkler	$4.19	50	$67,619	9	1960	2010	$0.00			
	Plumbing/Fixtures	$6.11	30	$75,850	4	1960	1990	$0.00			
Roofing	Roof	$9.24	20	$137,646	2	1960	1980	$0.00			
Special Const	Cbnts/Brds	$9.21	60	$125,766	9	1960	2020	$0.00			

Exhibit 4-1
Facilities Assessment Database, Cost Estimate Summary

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4.6 SITE PLAN AND PROPOSED PLAT FOR EXPANSION SITE

Exhibit 4-2
MACCS Expansion
Site Plan

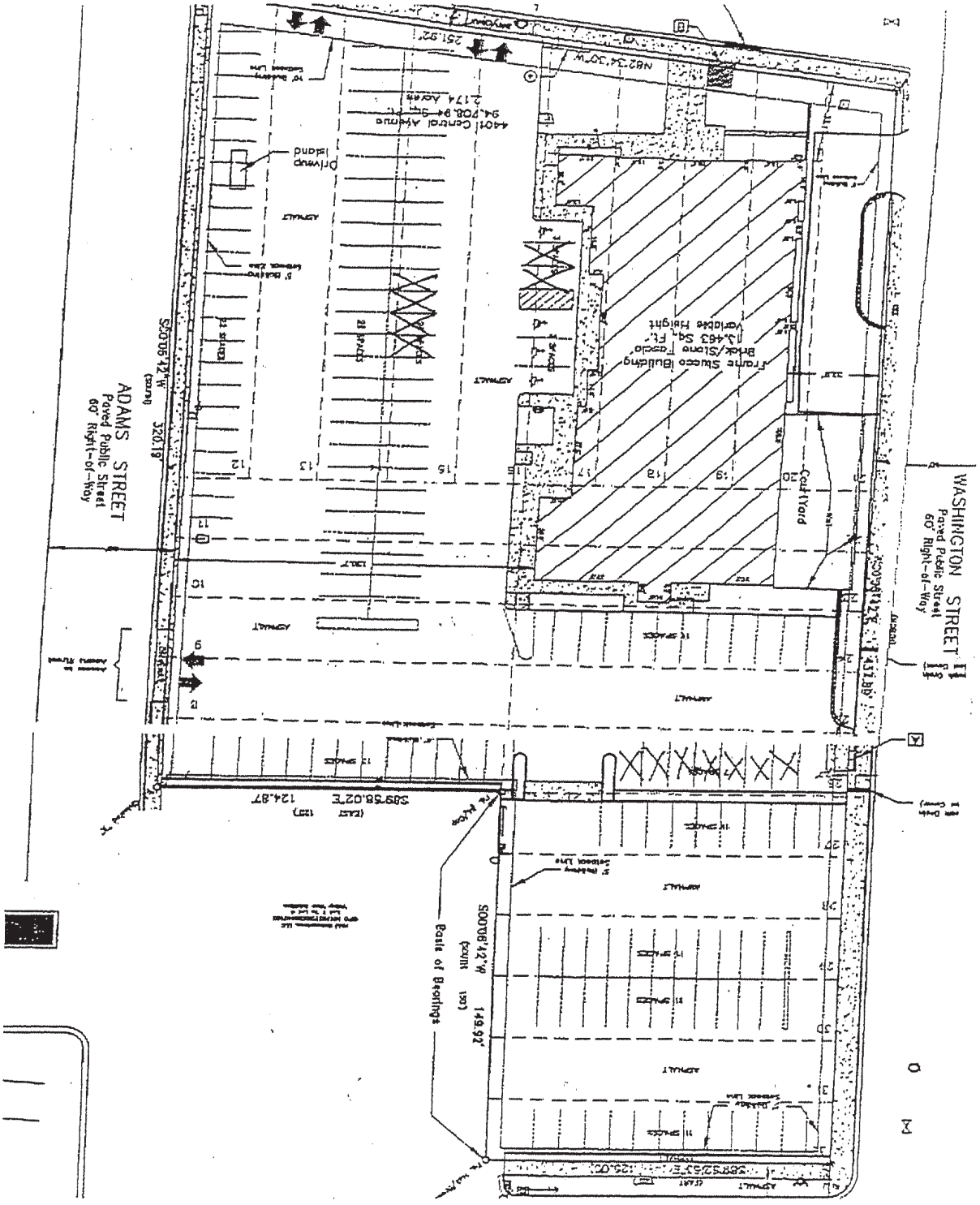


Exhibit 4-3 *Proposed Plat for Expansion Site*

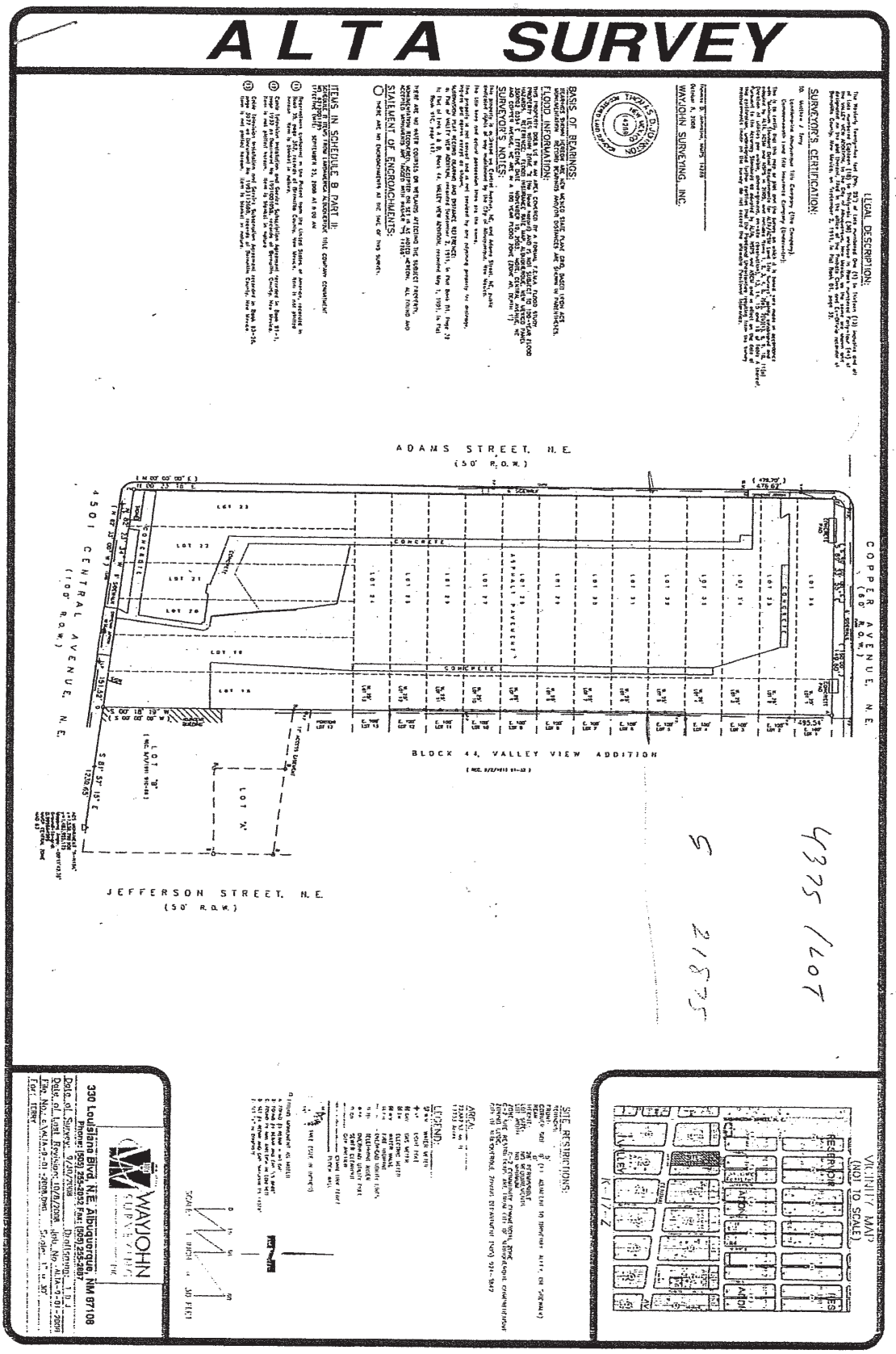
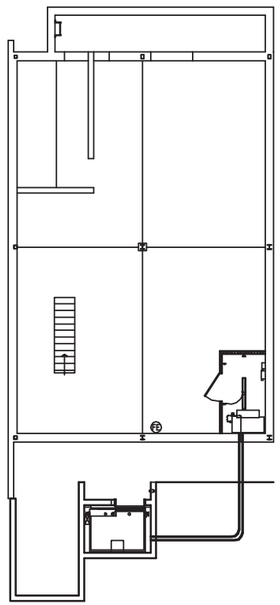
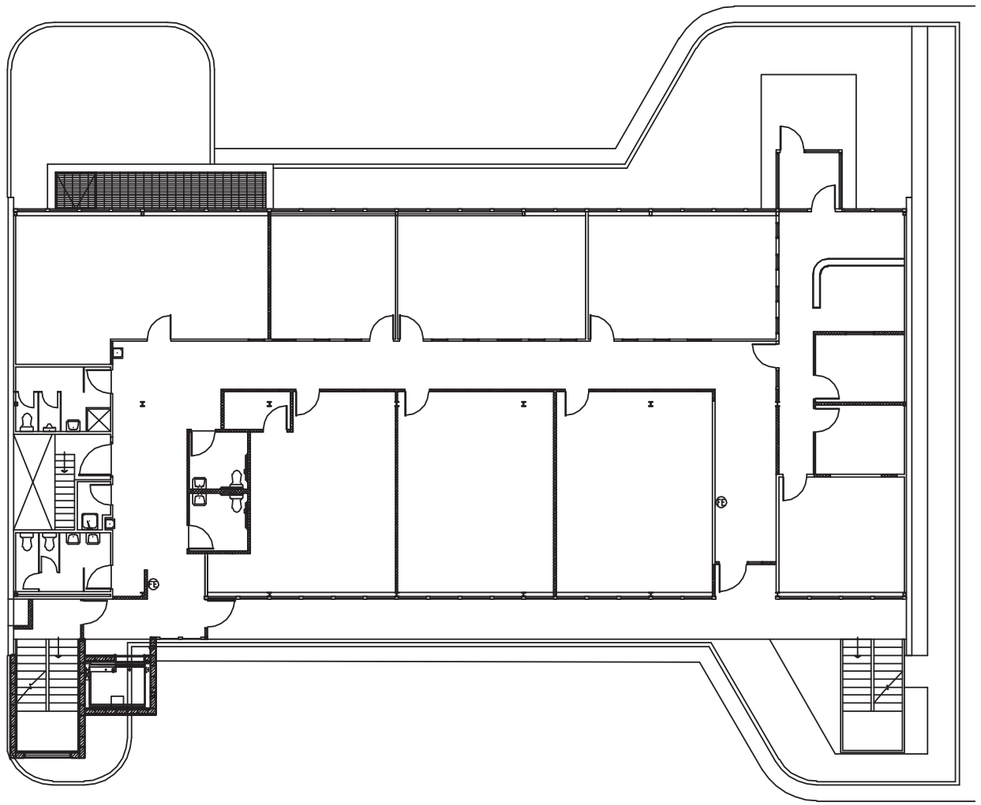


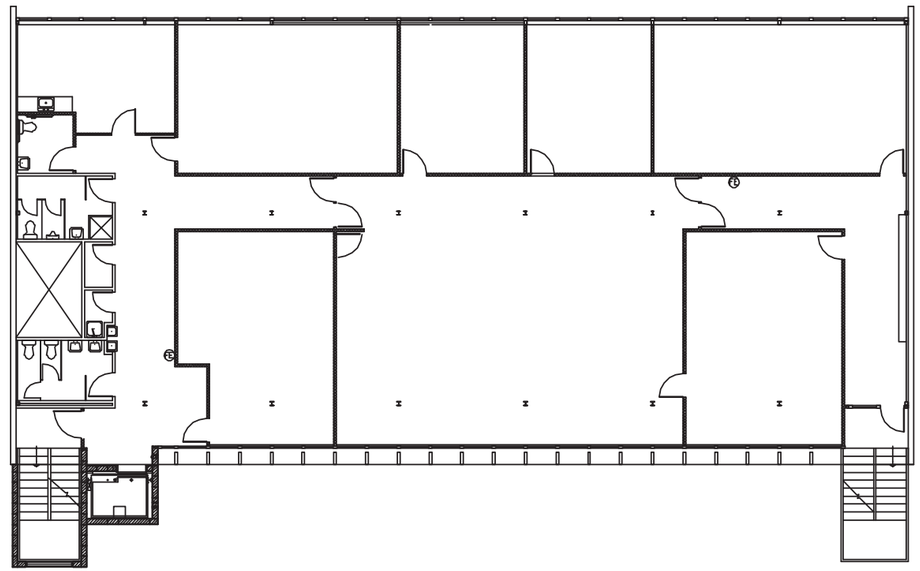
Exhibit 4-4
MACCS Floor Plans



Basement Floor - 2260 GSF



First Floor - 5977 GSF



Second Floor - 6358 GSF

N

Media Arts Collaborative Charter School
Total Building GSF - 14,595

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4.8 ITEMIZED CAPITAL NEEDS

Number	Codes	Capital Improvement Project	MACC*	Project Budget
Priority/Timing 1: Immediate (year 1)				
100.1	2.02.F02.1.	Priority 1: Phase One Expansion Facility	$ 2,653,512	$ 3,635,311
100.2	4.04.C01.1.	Priority 2 - Building Renewal Projects	$ 258,012	$ 343,279
		Subtotal for Priority/Timing 1	$ 2,911,524	$ 3,978,591
Priority/Timing 3: 4-5 years				
100.3	2.02.F02.3.	Priority 3: Phase Two Expansion Facility	$ 2,745,175	$ 3,750,066
100.4	4.08.A08.3.	Priority 4 - Building Renewal Projects	$ 883,344	$ 1,126,264
		Subtotal for Priority/Timing 3	$ 3,628,519	$ 4,876,329
		Total of *Maximum Allowable Construction Cost:	$ 6,540,043	
		Total Project Budget:		**$ 8,854,920**

Number	Codes	Capital Improvement Project	MACC*	Project Budget
Category 2: Educational/Programmatic				
100.1	2.02.F02.1.	Priority 1: Phase One Expansion Facility	$ 2,653,512	$ 3,635,311
100.3	2.02.F02.3.	Priority 3: Phase Two Expansion Facility	$ 2,745,175	$ 3,750,066
		Subtotal for Category 2	$ 5,398,687	$ 7,385,377
Category 4: Facility Renewal				
100.2	4.04.C01.1.	Priority 2 - Building Renewal Projects	$ 258,012	$ 343,279
100.4	4.08.A08.3.	Priority 4 - Building Renewal Projects	$ 883,344	$ 1,126,264
		Subtotal for Category 4	$ 1,141,356	$ 1,469,543
		Total of *Maximum Allowable Construction Cost:	$ 6,540,043	
		Total Project Budget:		**$ 8,854,920**

Facility Media Arts Collaborative Charter School **ID** 100 **Project Number** 100. 1

Category 2. **Type 1** 02. **Type 2** F02. **P/T** 1.

Project Name

Priority 1: Phase One Expansion Facility

Project Description

1- Phase One Expansion Facility
Construct program expansion facility on new land to be purchased across Adams Street. Allow for phase 2 expansion to be constructed directly adjacent when siting and configuring phase 1. Project includes purchase of approximately 22,000 sf of block 44 of Valley View Addition. Construct new building to include 11 classrooms and building support spaces, equaling 9,450 net square feet plus 4,500 tare (9,450 x .471 for 68% efficiency) for a total of ~14,000 gross square feet.

	Description	Cost Code	Qnty	Unit	Adjmt.	Cost	Subtotal Cost
1	Construct new building	3.230	14,000	SF	1.00	$ 163	$ 2,278,500
2	Purchase land	8.110	22,000	SF	1.20	$ 11	$ 290,664
3	Site development - paving, landscaping and walks	1.340	13,200	SF	0.75	$ 9	$ 84,348

Total of Maximum Allowable Construction Cost: $ 2,653,512

Total Project Budget: $ 3,635,311

Facility Media Arts Collaborative Charter School **ID** 100 **Project Number** 100. 2

Category 4. **Type 1** 04. **Type 2** C01. **P/T** 1.

Project Name

Priority 2 - Building Renewal Projects

Project Description

With the construction of the new classroom building the main building needs to be modernized: upgrade restrooms, electrical primary and distribution to accommodate more outlets, circuits and increased dependence on technology, site security and ADA upgrades. Install automatic door openers at main entrance. Lower portion of welcome counter. Overlay the north and south parking lots and west drive with 1" asphalt. Install parking lot directional signage. The urban site is not fenced, and the boundaries are not well defined. Install wrought iron fencing along south and east site boundaries to better define site and to deter walk-on traffic. Create an exterior plaza area at the south side of the school to serve as an outdoor student commons. Construct a dumpster enclosure.

	Description	Cost Code	Qnty	Unit	Adjmt.	Cost	Subtotal Cost
1	Restroom renovation	6.400	380	SF	1.25	$ 219	$ 103,897
2	Secondary service upgrade	5.640	1	School	0.75	$ 59,160	$ 44,370
3	Primary service upgrade	5.610	1	School	0.75	$ 78,873	$ 59,155
4	Resurface parking lot	1.230	1,215	SY	1.00	$ 6	$ 7,314
5	Install parking / directional signage	10.825	6	Each	1.00	$ 479	$ 2,872
6	Install automatic door opener	10.580	2	Each	1.10	$ 3,261	$ 7,173
7	Install wrought iron fencing	1.351	300	LF	1.00	$ 23	$ 6,819
8	Construct dumpster enclosure	1.360	1	Each	1.00	$ 7,674	$ 7,674
9	Create exterior plaza	1.340	1,400	SF	1.10	$ 9	$ 13,121
10	Lower 36" section of counter	10.942	1	Section	1.00	$ 591	$ 591
11	Install room ID signage w/ Braille	10.870	30	Each	1.00	$ 168	$ 5,026

Total of Maximum Allowable Construction Cost: $ 258,012

Total Project Budget: $ 343,279

Facility Media Arts Collaborative Charter School **ID** 100 **Project Number** 100. 3

Category 2. **Type 1** 02. **Type 2** F02. **P/T** 3.

Project Name

Priority 3: Phase Two Expansion Facility

Project Description

3- Phase Two Expansion Facility
Construct program expansion facility adjacent to phase 1 expansion facility on expansion site east of Adams Street. Project includes construction of film and audio production studios, a media center, student health and administration spaces, and supporting spaces such as storage, equaling 8,103 net square feet plus 3,900 tare (8,103 x .471 or 68% efficiency) for a total of ~12,100 gross square feet. The cost of studio equipment is not included in the facility cost estimate. In the existing building, demolish the interior classroom walls and reconfigure to accommodate curriculum and administrative needs. Create appropriately sized general and computer classrooms for activities as detailed in the educational specifications. Square footage to be remodeled includes approximately 7,300 square feet of the existing building.

	Description	Cost Code	Qnty	Unit	Adjmt.	Cost	Subtotal Cost
1	Renovate classroom and administrative spaces	4.200	7,365	SF	1.50	$ 33	$ 360,811
2	Construct phase 2 studio spaces (high bay possible)	3.220	12,000	SF	1.15	$ 173	$ 2,384,364

Total of Maximum Allowable Construction Cost: $ 2,745,175

Total Project Budget: $ 3,750,066

Facility Media Arts Collaborative Charter School **ID** 100 **Project Number** 100. 4

Category 4. **Type 1** 08. **Type 2** A08. **P/T** 3.

Project Name

Priority 4 - Building Renewal Projects

Project Description

The exterior window wall on the building's north and south sides is single-pane glazing and uninsulated panel, an inefficient building envelope system. Replace the wall system with a new, more energy efficient system. Include exterior door replacement in the project. Replace HVAC system throughout existing building Upgrade lighting fixture for energy efficiency.

Description	Cost Code	Qnty	Unit	Adjmt.	Cost	Subtotal Cost
1 Replace wall system	4.710	4,950	SF	1.10	$ 69	$ 376,304
2 HVAC replacement	6.100	16,000	SF	0.80	$ 35	$ 443,520
3 Replace lighting fixtures	5.320	16,000	SF	1.00	$ 4	$ 63,520
					Total of Maximum Allowable Construction Cost:	$ 883,344
					Total Project Budget:	**$ 1,126,264**

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5 EDUCATIONAL SPECIFICATIONS

5.1 EDUCATIONAL PROGRAM AND DELIVERY SYSTEM

5.1.1 Educational Program

5.1.1.2 Instructional Program

The school's instructional program consists of required high school core courses, media arts electives, and collaborative, project-oriented studies including hands-on learning through internship and dual credit courses taken at area colleges. All core subject areas are functionally integrated with media arts.

See Section 2.1 for a detailed description of programs.

5.1.2 Strategies for Delivery

5.1.2.1 Instructional Overview

In general, programs are delivered in classrooms and laboratories by instructors teaching specific subjects which meet New Mexico Public Education Department (PED) requirements for graduation from a public high school.

5.1.2.2 Organization

Grade Levels

General instructional organization is based on the standard high school organization of grades: 9th, 10th, 11th, and 12th.

Ninth grade students remain together as a discrete cohort to build community within first-year students. The majority of the curriculum of 9th grade students is comprised of required core courses with prescribed entry-level electives that support later instruction in the four instructional tracks.

Tracks

Students choose one of four instructional tracks at the beginning of the 10th grade. The tracks include: film history, audio, media communications, game development and animation.

Curricula for 10th, 11th, and 12th grades are based on required core courses. The student's chosen track defines specialized electives.

Graphic: abovethelinetalent.com

5.1.2.3 Schedule

A typical day at MACCS begins at 8:30 and ends at 3:30, with zero hour starting at 7:30 and after-school programs beginning after 3:30. The daily schedule consists of four 90-minute blocks separated by 5-minute passing periods and a 35-minute lunch period in the middle of the day.

A typical school week schedule is comprised of four days of instructional periods. The four 90-minute blocks on Monday and Thursday are periods 1 through 4, and the blocks on Tuesday and Friday are periods 5 through 8. Wednesday's schedule allows for advising, collaborative projects, and internships.

5.1.2.4 Advising

Advising is an important part of student support at MACCS. Students are responsible for selecting the electives complement of their chosen track, and the advisor plays an important role in guiding these decisions. An advisor stays with the student through all four years, tracks progress in chosen curriculum, conducts the individual learning program (ILP), supports the student with challenges in life, and helps develop relationships that will support the student's future education and career. Advising is conducted every Wednesday.

5.1.2.5 Collaboration

Collaborative projects are project-based learning and thematic units — opportunities for teamwork between students in different classes and between whole classes of different disciplines which work across curriculum on a subject of mutual interest. These collaborations are project-oriented, which means that a material product is the end result of the collaboration, such as a film, screenplay, exhibition, Web site, song, short story, or journalism piece. Many productions are community-based or serve non-profit partners in the media industry. Collaboration occurs every Wednesday.

5.1.2.6 Project-Oriented

Program delivery at MACCS emphasizes learning through hands-on activities and production. MACCS students are responsible for four hours per week of production and airtime. This project-oriented method of learning requires that students design, develop, and implement projects as a part of every course. Every classroom needs space to keep projects that are in process and

to display finished projects. Spaces dedicated to accommodating student projects can take the form of counter tops, shelving, or pin-up space.

5.1.2.7 Internships

Students in 11th and 12th grades participate in learning through internships. These internships allow the students to experience hands-on work in the industry. MACCS has partnerships with many professional companies and organizations in the media industry in the Albuquerque area, such as Channel 27, Quote Unquote (a nonprofit facilitating community access to media), Encantada TV, Clear Channel, ABQ Studios, KNME, and the city of Albuquerque. Internships take place every Wednesday. MACCS is also a co-owner of cable TV channel 26, Encantada! TV, which focuses on art, culture and education.

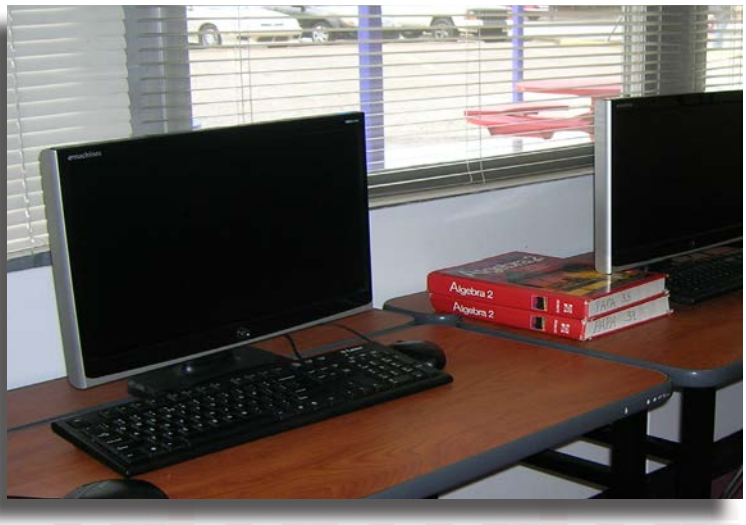
5.1.2.8 Technology in the Classroom

The method of program delivery in a technology-focused media arts school such as MACCS requires computer access for each student in each classroom. Computers are used for research and project creation, activities that occur in all core and elective courses.

5.1.3 Classroom Types

Four groupings of classrooms support course-specific activities that have a bearing on accommodation in classrooms. These four types are:

Exhibit 5-1
Access to Technology is Accommodated Within Each Classroom



1. General classroom
2. Lab classroom
3. Computer classroom
4. Workshop classroom

5.1.3.1 General Classroom Type

Activities that take place in a general classroom course involve the following discrete activities:

- Desk work, for which each student needs a clear and adequately sized work surface. Desk surfaces are grouped at times for team activities.
- Computer work, which requires a computer station for each student in the classroom. Computers are used at times by groups of students working in teams.
- Instruction delivery, which requires lecture space to accommodate equipment and furniture needed by the instructor

5.1.3.2 Lab Classroom Type

Lab classrooms accommodate courses such as science and art, which support the same activities as in general classroom courses, with requirements as follows:

- Desk work (lecturing and note-taking) as well as lab projects take place at a specialty lab or art table, which are larger than a desk
- Computer work, similar to that in general classrooms
- Instructor lecture space, similar to that in general classrooms
- Specialized equipment and supplies require additional storage and manipulation space
- Specialized utilities are required for project work, such as water and gas

5.1.3.3 Computer Classroom Type

Some required and elective courses involve independent student work, or group student work conducted exclusively through local area networking. No desk work takes place in these classrooms and there is no need for space to accommodate project development, layout, or storage. Requirements for this type of classroom are as follows:

- Fixed computer stations (stations do not move throughout the semester)
- Instructor lecture space, similar to that in general classrooms

5.1.3.4 Workshop Classroom Type

Other required and elective courses, those that train students to use graphic, photographic, audio, and video equipment, require additional space for specialized equipment set-up and manipulation. Workshop classrooms are general classrooms that open onto shared workshop space. The space requirements for these courses are as follows:

- Desk work, similar to that in general classrooms
- Computer work, similar to that in general classrooms
- Instructor lecture space, similar to that in general classrooms
- Equipment set-up and manipulation work that requires open and flexible workshop space. Workshop space is not required at all times and can be shared.

5.1.4 Special Curricular and Extracurricular Activities - Alternative Methods

5.1.4.1 Physical Education

Physical Education is delivered by an alternative method. Classes are held on Saturdays to allow students a full week of core and media instruction, and students participate in field sports using the play fields at APS Highland High School and the outdoor recreation facilities at APS Zia Elementary School. Students also participate in swim activities at area pools, yoga at a private studio in the Highland neighborhood, and other group recreational activities such as bowling. Due to the large amount of facility space required for PE instruction, these activities will continue to be delivered on Saturdays and off site.

5.1.4.2 Media Center

Because MACCS does not currently have a media center at the school facility, students use Zimmerman Library on the UNM campus, as well as branches of the Albuquerque/Bernalillo County Library System for access to printed media. Online research is conducted in the classrooms, all of which have computers and Internet access available to all students. MACCS would like to include a media center in a future facility expansion in order to eliminate the time invested in traveling to area libraries off campus.

5.1.4.3 Meals

MACCS' facility does not have a kitchen, warming kitchen, or cafeteria. Meals are catered and delivered ready-to-eat to campus. Students eat lunch in the collaborative studio or in classrooms.

5.1.4.4 Professional Studios

The training of above-the-line professionals for careers in the media arts industries requires time in production studios. This requirement is currently being met at the following industry partners' facilities: Quote Unquote, Channel 27, Encantada TV, Clear Channel, ABQ Studios, City of ABQ, and KNME.

Exhibit 5-2
Skateboard Parking Area in MACCS Reception Area

This section identifies the charter school's class loading policy and the historic, current year, and five-year enrollment projections for the school.

5.2 STUDENT ENROLLMENT AND SPACE USE

5.2.1 Enrollment Data

5.2.1.1 Historic Enrollment

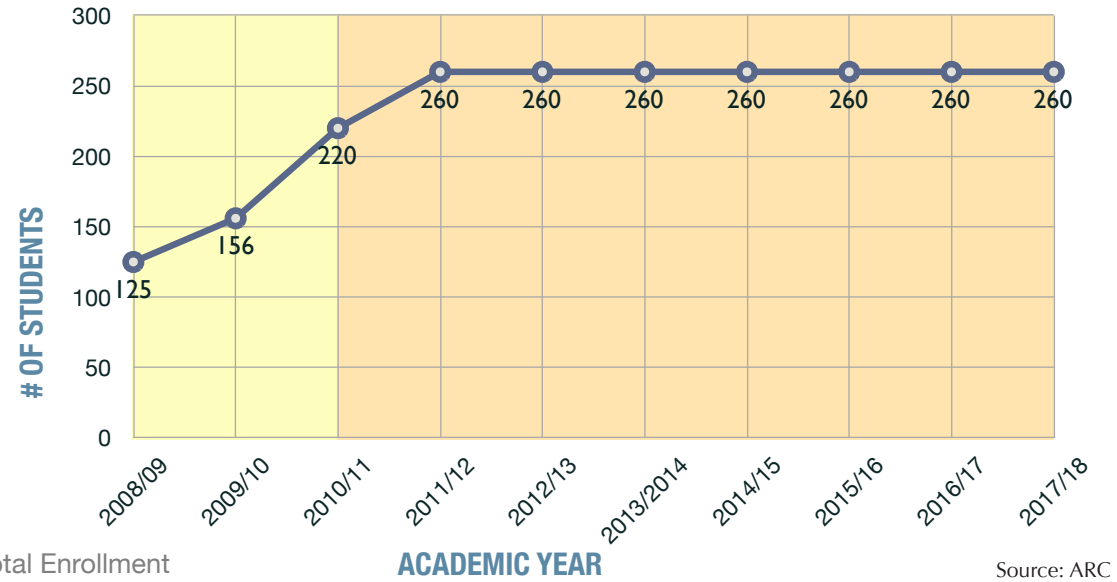
The state of New Mexico's Public Education Commission (NM-PEC) granted a charter to MACCS in September 2007. MACCS began operations in fall 2008.

- In the 2008/09 academic year, MACCS served 125 9th and 10th graders in its current facility
- In the 2009/10 academic year, enrollment increased to 156 9th through 11th graders
- MACCS enrollment has increased by 19.9% from its inception year (2008/09) to the present academic year (2009/10)

5.2.1.2 Projected Enrollment

- The 2010/11 academic year will serve all four grades with a total enrollment of 220 students
- The school expects to grow to the approved capacity of 260 students (as outlined in the charter) the following academic year, 2011/12. Due to lack of space to accommodate this growth, the school will lease classroom space outside of the existing facility, and will continue to do so until it is able to expand its current facility.

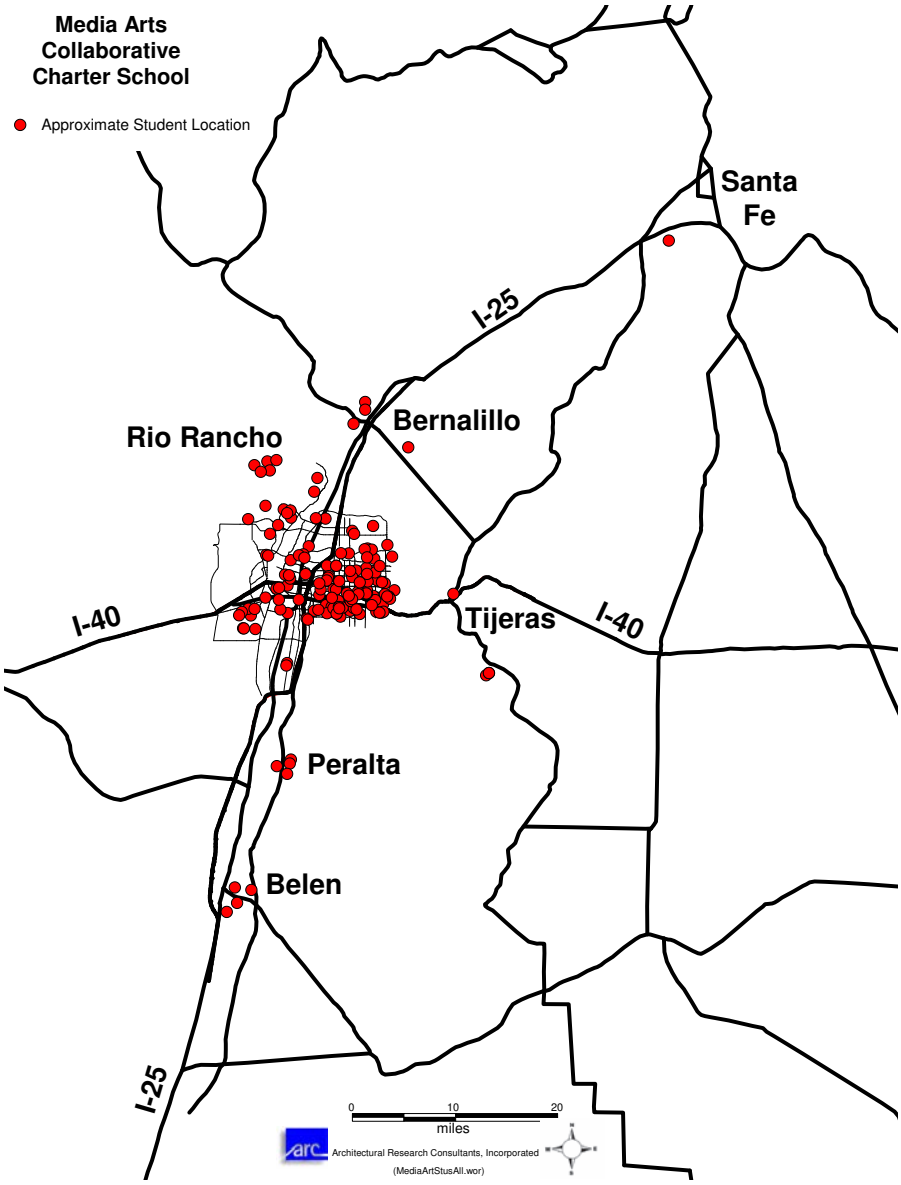
Exhibit 5-3
MACCS Enrollment: Historic and Projected for Five Years



Source: ARC

MACCS currently serves a student body from the greater Albuquerque Metro Area and a handful of students from as far away as Belen and Santa Fe. See Exhibit 5-4 for a map showing student originations.

Exhibit 5-4
Map Showing Student Origins - Academic Year 2009/10



5.2.2 Class Loading Policies

The MACCS charter sets a maximum pupil/teacher ratio (PTR) at 17. The large number of special AP and elective courses give the school an even lower average effective class-loading value.

5.2.3 School Capacity

The school capacity of 260 students is established by the MACCS charter, and the governing board and administration do not intend for enrollment to grow beyond that number.

The maximum capacity of the current facility (not including rented spaces), which includes a total of 12 classrooms and laboratories, can accommodate 196 students, according to the capacity analysis shown in Exhibit 5-5. Capacity was determined according to the delivery method of programs that use these spaces. Programs at MACCS use four different types of classrooms, as described in Section 5.1.3. The analysis indicates capacity according to minimum square footage requirements identified in the Adequacy Standards and according to maximum students per teacher (PTR by charter). The reported capacity uses the lower of those two samples as the room capacity. Refer to floor plan in Exhibit 2-4 to locate classrooms identified in the table below.

Exhibit 5-5
MACCS Capacity Analysis

Room #	Capacity by Adequacy Standards	PTR by Charter	Reported Capacity
101	21	17	17
103	15	17	15
104	18	17	17
105	20	17	17
106	20	17	17
107	19	17	17
201	47	17	17
202a	21	17	17
202b	21	17	17
203	21	17	17
204	12	17	12
206	24	17	17
	Total Capacity		***196***

5.2.4 Utilization and Distribution of Teaching Spaces

The analysis of school facilities determined existing classroom use and the number of classrooms needed to accommodate a current and projected student enrollment. The analysis considered the supply of and demand for classrooms.

- The supply of classrooms was based on identified use and a detailed inventory of all net instructional spaces available for general education, special education, and special programs.
- The demand for classrooms was determined by calculating the need for general and specialized classrooms. The calculation was based on the pupil/teacher ratio specified by the school's charter, the special programs mix, and existing and projected enrollments.
- The analysis then compared the number of classrooms needed to meet current and projected enrollments to the number of available classrooms.

The school is currently serving students in grades 9 through 11. A typical student takes eight sections per semester, acquiring a total of 24 sections for graduation. About 42% of the sections in any of the four tracks are electives. Furthermore, during a typical semester, the number of advanced placement (AP) or elective sections offered in the master schedule for fall 2009 is about 50% of the instructional sections.

The master schedule for fall 2009 indicates that classrooms used for core courses and those electives that do not require specialized equipment are mostly used efficiently. Classroom loading for AP and elective courses, which cannot be predicted, tends to be lower than for core courses, which are required and predictable. Therefore, actual classroom loading during any given semester will not reach maximum efficiency.

Including teacher's prep and personal development periods, five of the 14 classrooms are used 100% of the time and three are used between 75% to 90% of the time, an average of 93.75% efficiency. Eight instructors do not use classrooms during their prep periods, and therefore these classrooms are available to accommodate instructional courses needing classroom space.

Utilization of classrooms for elective courses that require specialized equipment is slightly less efficient, due to

unpredictable demand: four have 100% utilization, one has 87.5% utilization, and one classroom is used less than 50% of the time, for an average of 87.5% efficiency for these electives spaces.

At a maximum capacity of 260 students, a total of 19 permanent classrooms will be needed (seven more than are currently available). See Exhibit 5-6 for a table of total classroom needs according to utilization analysis at maximum enrollment.

Exhibit 5-6
MACCS Classroom Utilization and Future Classroom Needs

	Class Room	Sections	Total Perm Classrooms	Total Portable Classrooms	Total Perm/Port Classrooms	Classroom Need @ Max enroll 260
1.3.1 General Classrooms						
Math	14.15%	15	1.5	0.0	1.5	2.4
Foreign Language	7.55%	8	0.0	0.5	0.5	1.5
English/Creative Writing/Yearbook	15.09%	16.0	1.5	0.5	2.0	3.0
Social Studies	11.32%	12	1.5	0.5	2.0	2.2
Humanities	5.66%	6	0.0	0.0	0.0	1.0
Subtotal 1.3.1 General Classrooms			4.5	1.5	6.0	10.0
1.3.2 Lab Classrooms						
Science Lab	9.43%	10.0	1.5	0.0	1.5	2.0
Design Lab	4.72%	5.0	1.0	0.0	1.0	1.0
Subtotal 1.3.2 Lab Classrooms			2.5	0.0	2.5	3.0
1.3.3 Computer Classrooms						
Animation/Gaming Lab	3.77%	4	1.0	0.0	1.0	1.0
Subtotal 1.3.3 Computer Classrooms			1.0	0.0	1.0	1.0
1.3.4 Workshop Classrooms						
Audio	5.66%	6	1.0	0.0	1.0	1.0
Acting/Theater	2.83%	3	0.0	0.5	0.5	0.5
Video/Film	14.15%	15	2.0	0.0	2.0	2.0
Photography	5.66%	6	1.0	0.0	1.0	1.0
Subtotal 1.3.4 Workshop Classrooms			4.0	0.5	4.5	5.0
	100%	106				
Total Classrooms			**12.0**	**2.0**	**14.0**	**19.0**
Multi-purpose room			1.0	0.0	1.0	1.0
Total Classroom/Studio			**13.0**	**2.0**	**10.5**	**20.0**

Source: ARC

5.2.5 Facility Space Constraints

5.2.5.1 Classroom Size

MACCS functions well within the current facility (there is a sufficient number of classrooms to accommodate all sections), but many classrooms are cramped. The building does not house some programmatically necessary functions, which are currently being accommodated through alternative methods off-campus.

Although the efficiency of net square feet to gross square feet is high in the MACCS facility (72.6%), the classrooms are small. The largest classroom is about 615 sf and the smallest is about 290 sf, for an average of about 475 sf. In most cases, despite the low PTR, these classrooms are too small for the types of activities they accommodate (see the description of room layouts in Section 5.1.3). Consequently, many activities that should occur within the classroom take place elsewhere or do not occur at all, remaining an ideal to be implemented in the future when sufficient space is available.

Exhibit 5-7
Typical Classroom Layout - Desk Stations Surrounded by Computer Stations

5.2.5.2 Program Spaces Not Provided

Some instructional and administrative spaces are either missing from the MACCS facility or are off campus and used by programs through alternative methods. Staff input indicates that some of these spaces would be desirable and improve instructional efficiency. They include the following:

- Media center
- Conference room
- Storage for educational materials, equipment, and furniture
- Ancillary services offices and treatment space
- Teacher's workroom
- Teacher's lounge
- Collaboration studios
- Sound stage
- Audio recording/TV studio

Currently, all outdoor spaces are paved with concrete or asphalt — there are no landscaped areas or soft surfaces for students to study, gather, or play upon.

All of the above-mentioned spaces are included in the Educational Specifications space needs analysis and are desirable for inclusion on campus in the future.

5.3 FACILITY GOALS AND CONCEPTS

5.3.1 Project Goals

Due to the inadequacy of MACCS existing facility size and the lack of many necessary and required spaces, the school is planning to construct an expansion facility on the property to the east of the existing campus, across Adams Street. See the property plat in Section 4. Goals which will govern the design and construction of this expansion facility include the following:

- New facilities will allow for efficient, high quality instruction to be provided on a safe, attractive, and comfortable campus.
- New facilities will be state-of-the-art in media technology and will enhance MACCS' already laudable reputation for industry-ready career education in media arts.
- The project report will provide documentation to assist the MACCS Foundation board in targeted private fund raising and will provide PSFA and PSCOC with sufficient data to consider allocating state capital outlay funding toward design and/or construction of the expansion facility.
- The project will facilitate an expedient fund-raising effort to provide additional space within five years, since the current facility cannot accommodate a full capacity enrollment. Functional capacity of existing facility is 196 students.

5.3.2 Concepts

5.3.2.1 Site Concepts

To serve the project goals of providing MACCS students with a safe and comfortable campus:

- The project will create a cohesive campus, mitigating the effect of the road bisecting the two properties where the current and future buildings will be located.
- MACCS should investigate the possibility of vacating this portion of Adams Street with the city of Albuquerque.
- The project will satisfy the project goals of safety and comfort by creating attractive and usable outdoor spaces for student use.
- Outdoor spaces should include some grass areas and landscaping for color and shade.
- Outdoor spaces should take into account the need for visual monitoring from administrative areas in both buildings.
- Outdoor areas could accommodate outdoor learning activities, such as photography and filming.

5.3.2.2 Form Concepts

The new building will satisfy the following form goals:

- The exterior will reflect the state-of-the-art technology that it contains.
- The floor plate will minimize site impact to maximize available outdoor space on a limited site.

5.3.2.3 Function Concepts

- Classroom spaces will provide maximum flexibility for multiple uses, while providing necessary space and efficiency of function for highly specialized courses, by including utilities at all walls, durable surfaces, movable partitions where appropriate, and flexible HVAC.
- The new building design will accommodate a renovation design of the existing facility to achieve the most logical and effective adjacency and distribution of spaces between the two buildings.

5.3.2.4 Technology Concepts

- The construction project will tap into LambdaRail data network infrastructure nearby to provide students with access to cutting-edge educational and research networks [1]
- A sufficient number of computer stations will be available in every classroom to provide each student with computer and Internet access at all times

5.3.2.5 Green Building Concepts

- New construction and remodel construction will follow USGBC LEED for Schools principles for green school construction.[2]
- Daylight is proven to enhance learning and is critical to many forms of media instruction. Daylighting, as well as the ability to black out a classroom for video viewing, will be available in

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1 *National LambdaRail (NLR) is the ultra-high performance, 12,000-mile network infrastructure that makes possible many of the world's most demanding research projects. Owned by the U.S. research and education community, NLR is the innovation platform for a wide range of academic disciplines and public-private partnerships. NLR offers unrestricted usage and bandwidth, a choice of cutting-edge network services and applications, and customized service for individual researchers and projects. http://www.nlr.net/*

2 *LEED is an internationally recognized green building certification system, providing third-party verification that a building or community was designed and built using strategies aimed at improving performance across all the metrics that matter most: energy savings, water efficiency, CO_2 emissions reduction, improved indoor environmental quality, and stewardship of resources and sensitivity to their impacts. http://www.usgbc.org/DisplayPage.aspx?CMSPageID=1586*

all occupied spaces.

- Reduction of electricity usage is the most critical measure to be taken in curbing climate change. Media arts technologies are electricity-intensive, so mitigation of electricity use through building design will be a major "green" feature of this project.

Exhibit 5-8
Daylighting Strategy at High School Classroom, Mt. Orange, OR

Photo ArchitecturalRecord.com

This section describes each space required to accommodate instructional programs, itemizes the quantity and sizes of spaces, and provides graphic diagrams which illustrate relationships between program areas.

5.4 SPACE REQUIREMENTS

5.4.1 Space summary

5.4.1.1 Overall Space Summary

The following section describes square footage requirements. These acronyms describe spaces:

NSF - total usable space measured inside walls
GSF - total building footprint to outside of exterior walls

The space needs analysis shows the total amount of space required by MACCS to serve a capacity enrollment of 260 (Exhibit 5-9). The total nsf needed is 24,610. The total gsf (assuming 68% efficiency) is 36,180.

The existing MACCS facility does not meet this square footage requirement. If the school remains at this site, additional space will need to be acquired (for implementation options, see Section 3.2.2).

Exhibit 5-9
Overall Space Requirements for MACCS at Capacity Enrollment

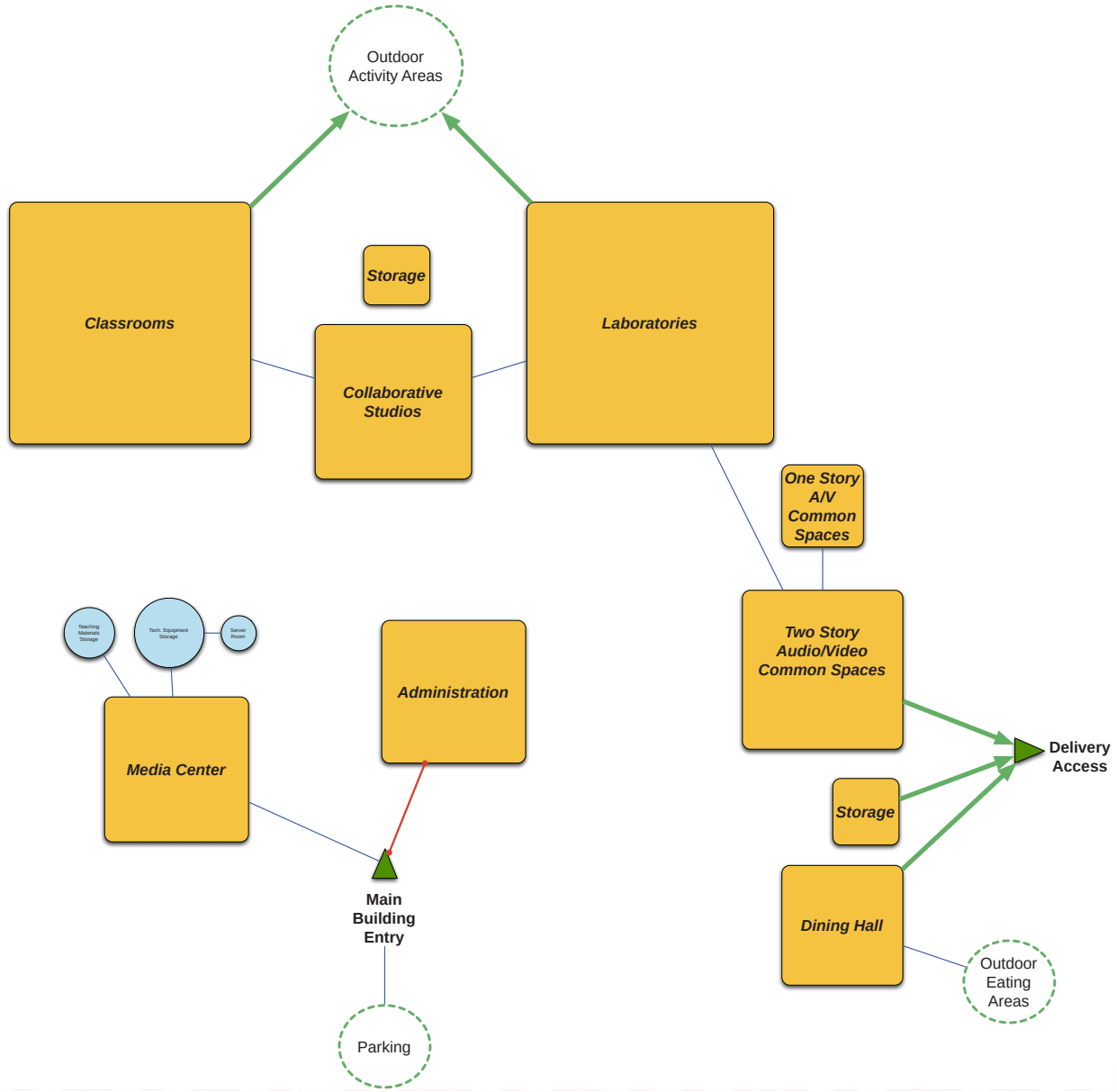
	NASF	GSF*	% of Total
1.0 Instructional Program Spaces	16,350	24,040	66.4%
General classrooms (existing)	4,550		
Lab classrooms	2,700		
Computer classrooms (existing)	550		
Workshop classrooms (access to shared	3,250		
2.0 Instructional Support	5,110	2,570	7.1%
Media Center	2,060		
Common Spaces	3,050		
3.0 Administration Areas	1,750	7,510	20.8%
Administration	1,130		
Student Health	420		
Faculty Spaces	200		
4.0 Facility Support	1,400	2,060	5.7%
*Assumes 68% efficiency	24,610	36,180	100%

Furthermore, the use of spaces in the existing facility will need to be reconfigured to appropriately split the operations of the school between two separate facilities, and to re-size existing classrooms to provide sufficient space to accommodate program activities.

5.4.1.2 Overall Relationship Diagram

The overall relationship diagram (Exhibit 5-10) indicates how the basic site functions, buildings, access, parking, and outdoor spaces will be organized.

Exhibit 5-10
Overall Relationship Diagram



5.4.2 Site requirements

5.4.2.1 Site Needs

Building Footprint

MACCS currently inhabits a two-story building and the methods of program delivery do not require ground floor use only. Some spaces will require access from grade, and some spaces will require a volume that will exceed the ceiling height of single story spaces. Stacking floors and reducing building footprint is a strategy that maximizes the limited site area.

Transportation Accommodation

The transportation modes of the majority (estimated at 75%) of MACCS students and staff are bicycle and bus, as encouraged by the school administration. Parking requirements are therefore minimal. Currently, access to primary bus lines or transportation hubs is important to provide school users with access to the facility by these alternative methods.

Recreation Facilities

Physical education instruction is currently accommodated by alternative methods off site. This delivery method is effective and there are no plans to provide for this instruction on campus. Some physical activities can be accommodated on site, such as a basketball court for use during breaks and lunch. Other recreational facilities needed on site include outdoor dining space and outdoor study space.

5.4.2.2 Existing Site Constraints

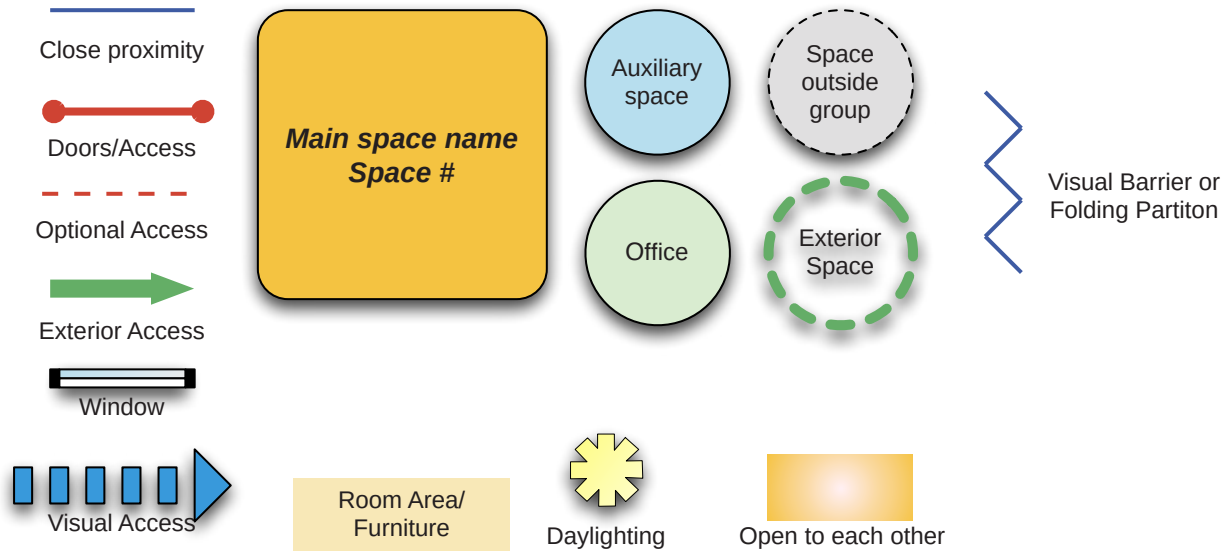
The limited site that MACCS currently occupies (and for which it currently holds a lease/purchase agreement) is small, urban, and constrained. The total amount of site square footage that MACCS has for its use is 63,000 sf (21,400 sf at the existing campus, 18,000 sf of leased land, and 22,400 sf of potential future building site).

The size of the site selected for locating this school was limited by the lease payments allotted to the school by the state of New Mexico, and because it is an urban site, the property rent is high and, therefore, the property is small. Also, because it is an urban site, there is scant landscaping — the building is surrounded by asphalt parking.

5.4.3 Descriptions and Diagrams of Required Spaces

This section presents narrative descriptions and functional diagrams of the needs for each program area. Relationship diagrams describe the relationships between spaces, such as adjacency, visibility, and access. Exhibit 5-11 shows a legend of symbols used in the space relationship diagrams.

Exhibit 5-11
Relationship Diagram
Legend of Symbols

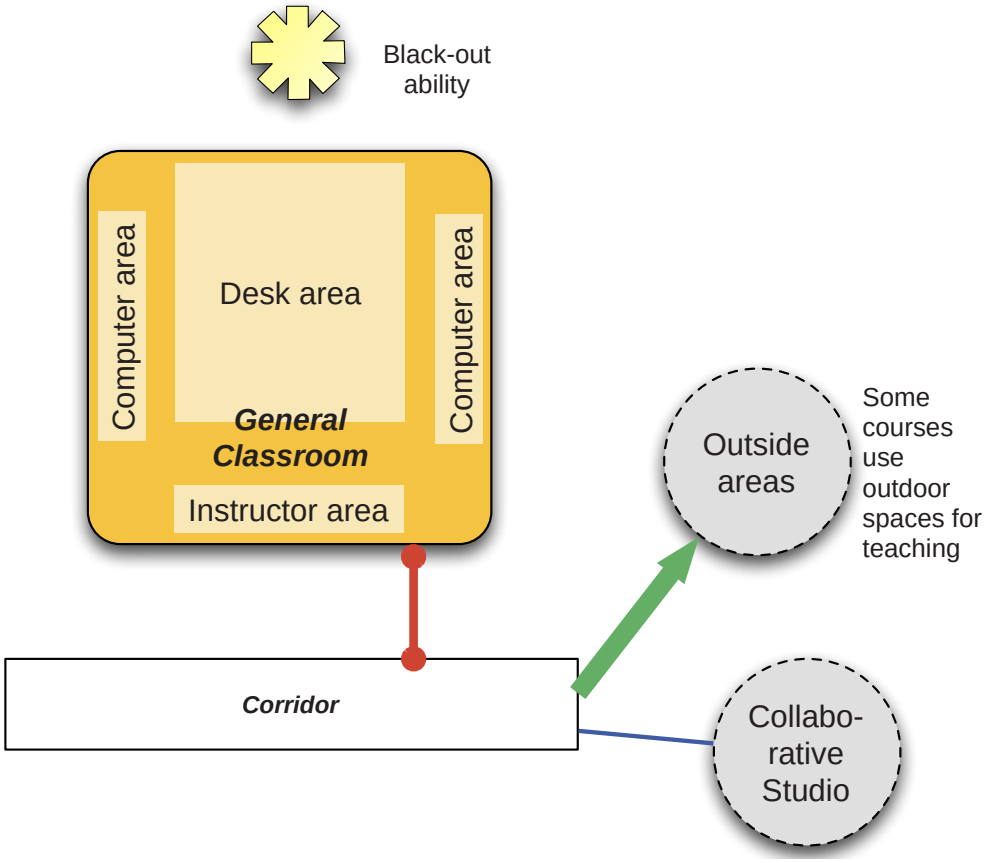


5.4.3.1 Category 1.0 - Instructional Program Spaces

General Classrooms

General classrooms are those rooms where each student has a desk station as well as a computer station. They also contain an instructor area and material storage / project display area(s). All furniture shown is moveable to maximize flexibility of space. The desk area requires 360 nsf, the computer stations require 160 nsf, the instructor station requires 70 nsf, and the storage requires 60 nsf. All core courses and some electives use this basic configuration. See Exhibit 5-12.

Exhibit 5-12
General Classroom Relationship Diagram



Laboratory Classrooms

Laboratory classrooms are those rooms in which each student has a desk station at a specialized lab table and a computer station. They also contain an instructor space, material storage / project display space, and space for experiments and equipment set up and manipulation. The space required for these functions is as follows: 500 nsf for desks, 160 nsf for computer stations, 70 nsf for instructor station, 80 nsf for storage and layout, and 90 nsf for lab equipment and utilities. See Exhibits 5-13 and 5-14.

Exhibit 5-13
Design Laboratory
Relationship Diagram

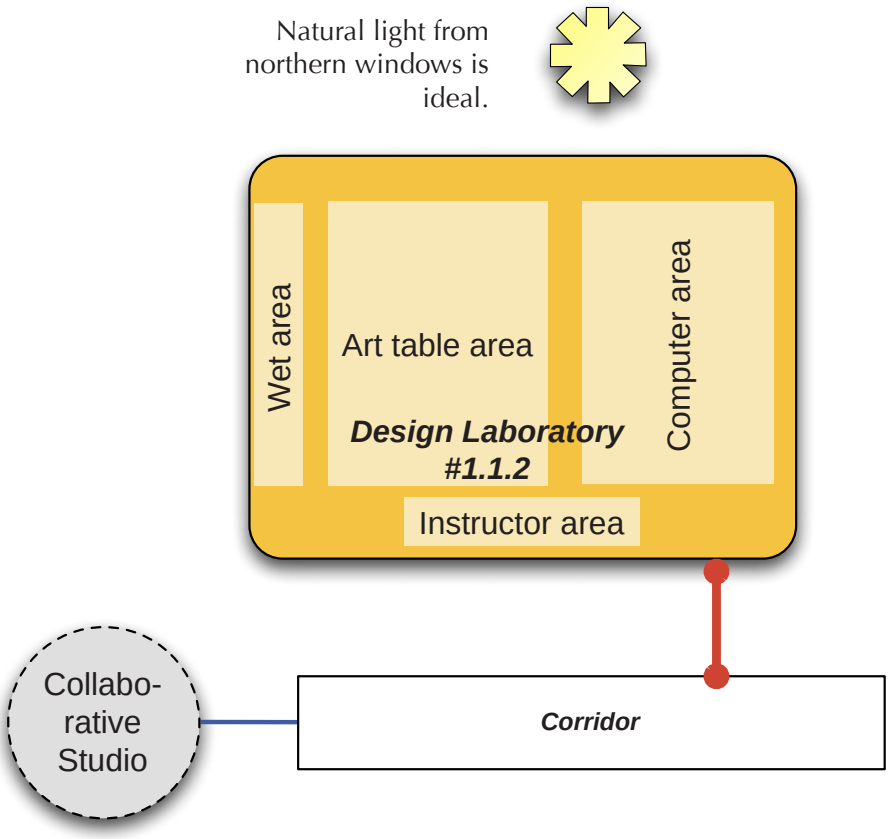
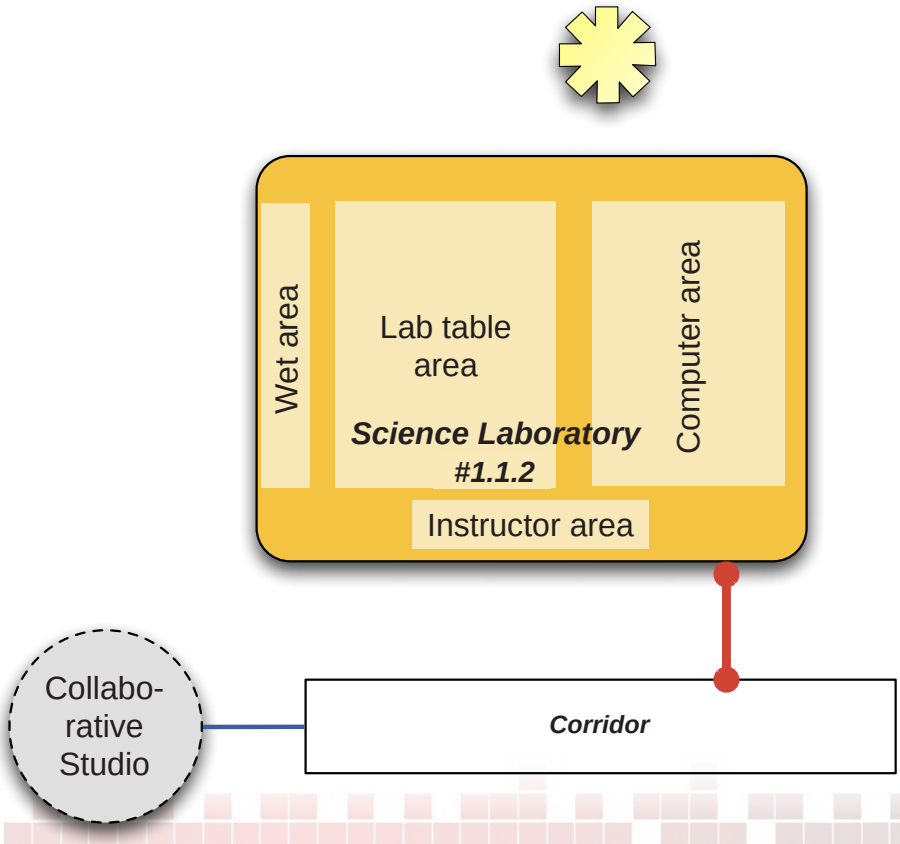


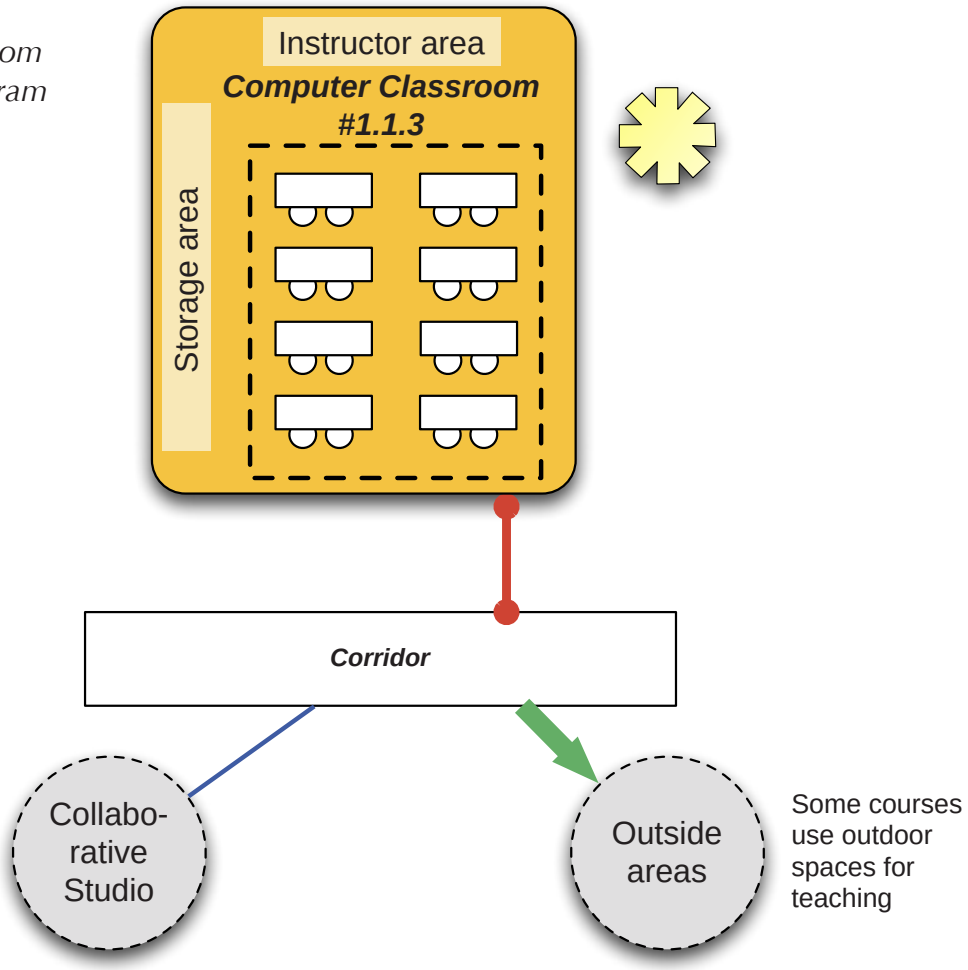
Exhibit 5-14
Science Laboratory
Relationship Diagram



Computer Classrooms

Computer classrooms are those rooms in which each student has a computer station. They also contain an instructor space and storage. Student computer stations are set up in rows for maximum use of classroom space. Activities of courses accommodated in these labs are conducted electronically and do not require physical project display space or flexibility for group activities. The space required for these functions is as follows: 420 nsf for computer stations, 70 nsf for an instructor station, and 60 nsf for storage. See diagram in Exhibit 5-15.

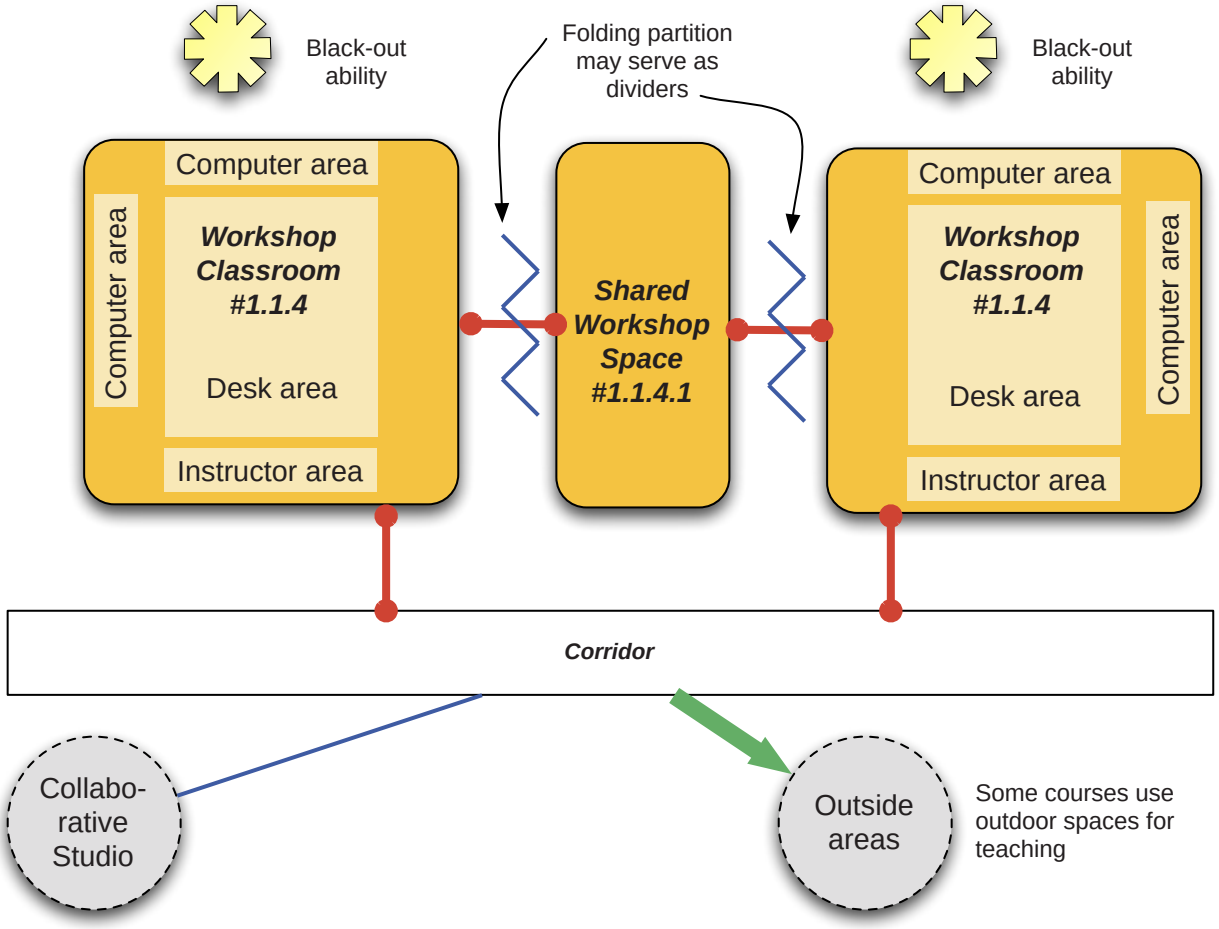
Exhibit 5-15
Computer Classroom Relationship Diagram



Workshop Classrooms

Workshop classrooms are those rooms in which each student has a desk station as well as a computer station. They also contain an instructor area and material storage / project display area(s). These basic attributes of the workshop classroom are the same as for the general classroom. The courses accommodated in these rooms require periodic implementation (workshop) space, and need an adjacent workshop space in addition to the basic classroom space. This workshop space is shared between two flanking classrooms which have equal access to it. It is possible that the walls between each classroom and the workshop space may be folding partitions to create a more open classroom space. The additional shared workshop space can also function as a classroom, if needed. The workshop space is 450 nsf. See Exhibit 5-16.

Exhibit 5-16
Workshop Classroom Relationship Diagram



Special Education

Special Education students are fully integrated into regular programs and do not require separate instructional spaces.

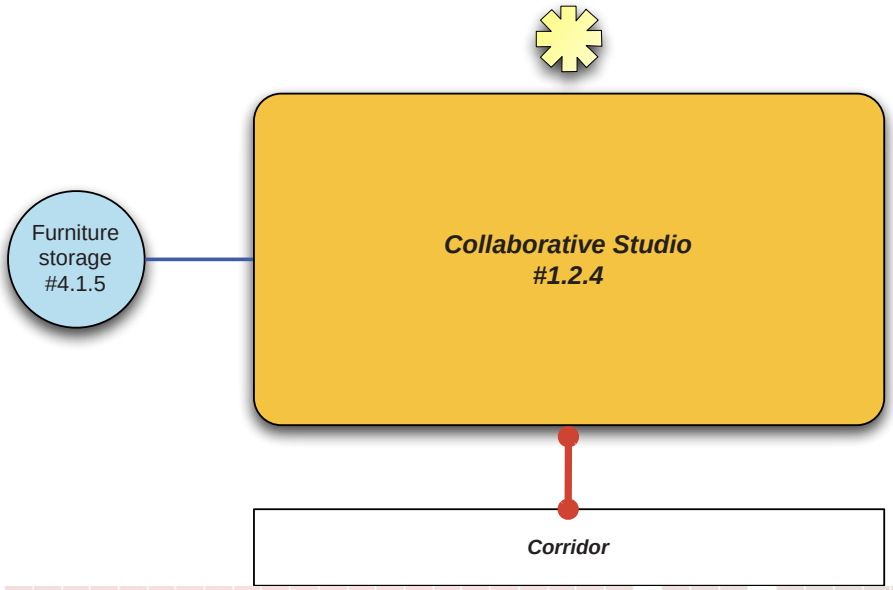
Collaboration Studios

All courses participate in across-curriculum collaboration involving multiple classes working together in "collaboration studio" spaces. These spaces need to be large enough to accommodate as many as 35 seated people. They need to be flexible in arrangement to accommodate a variety of activities, such as Socratic seminars (seated, round-table-type discussions), team project creation (grouped tables), and guest lectures. This space is also used as a dining facility. (See Exhibits 5-17, 5-18 and 5-19.)

Exhibit 5-17
Socratic Seminar Format (below)

Exhibit 5-18
Collaboration Studio / Dining Hall / Furniture and Materials Storage at Existing Building (below right)

Exhibit 5-19
Collaborative Studio Relationship Diagram



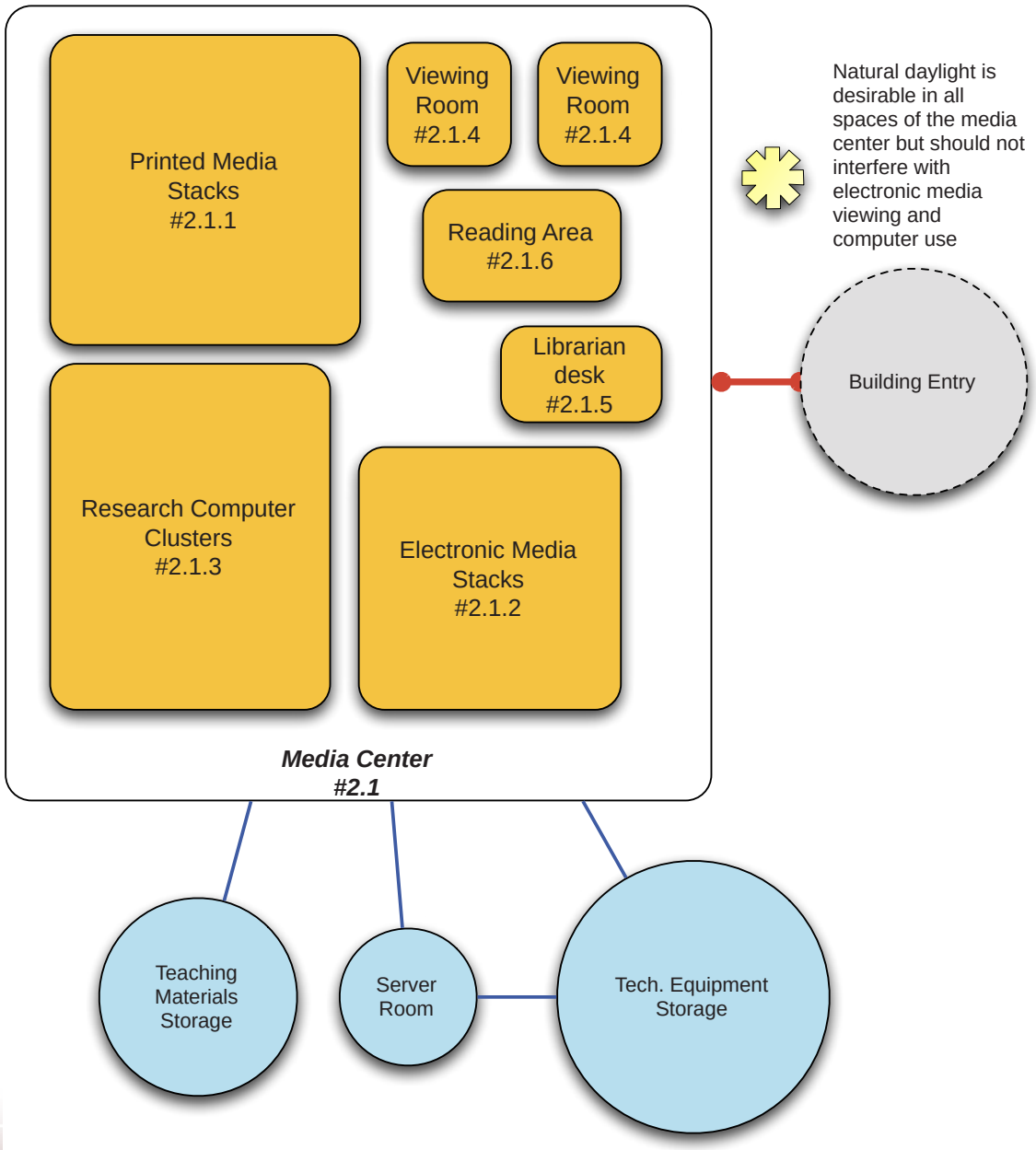
5.4.3.2 Category 2.0 - Instructional Support

Media Center

A media center at MACCS would include:

- A librarian desk for traffic control and information dispensing
- A stacks area for printed media
- A stacks area for electronic media
- A cluster of computers for online research
- A reading area
- Two group video-viewing and study rooms (to accommodate four people each)

Exhibit 5-20
Media Center Relationship Diagram



Common Spaces

Professional Studios (Live Room and Sound Stage)

All elective courses require the use of the sound stage and live room common spaces. Currently, the programs that use these spaces are accommodated by alternative means, and classes must leave campus to access facilities owned and operated by other organizations. See Subsection 5.1.4.4 for a listing of these facilities.

The sound stage is a mock stage that simulates a professional setting with audio, lighting, and video capability and doubles as a TV production studio. It will include a "green screen." It can accommodate TV and film production, theater set construction, and lighting of large objects for photography.

The live room is an acoustically constructed and treated room, including delinked and angled walls and ceilings and acoustic baffles, for excellent quality audio recording. This space will require acoustical engineering during the design phase.

Exhibit 5-21
View of Sound Stage at University of Central Florida at Orlando

Exhibit 5-22
View of Live Room at Shirk Music and Sound Studios

Exhibit 5-23
View from Live Room into Control Room at DBW Productions Studios

Control Room

A separate room adjacent to the sound stage and the live room will function as a control room for both professional studio spaces. The control room will have physical and visual access to both rooms and will house control equipment for lighting, sound, recording, and editing. This room will accommodate up to 17 students at one time for instruction.

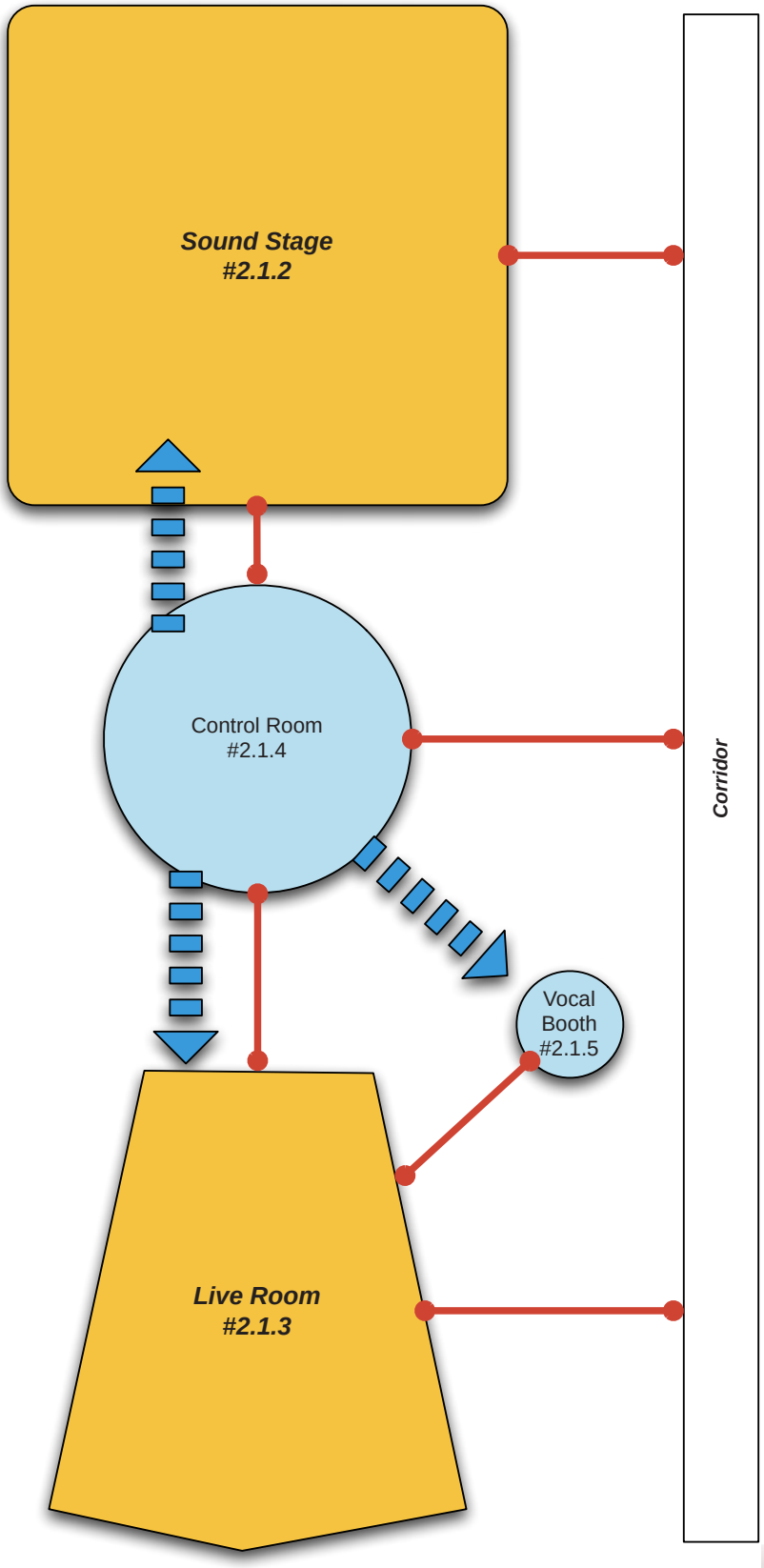
Exhibit 5-24
View of Vocal Booth at Miami Beach Recording Studios

Vocal Booth

A small vocal booth will be adjacent to the live room for recording voice-overs for audio and animation, and will be controlled by equipment in the control room.

See Exhibit 5-25 for diagram of instructional support spaces, and Exhibit 5-29 for space requirements.

Exhibit 5-25
Common Space - Professional Studios Relationship Diagram



5.4.3.3 Category 3.0 - Administration

The administration areas currently consist of:

- The reception / waiting area
- The full-time administration staff area which includes the business manager's office, the registrar's office, and the principal's office
- The counselor / social worker's office
- The shared space which houses the nurse's office / work room / coach's office

Functions that do not currently have space will be accommodated in the proposed facility expansion, including:

- A conference room
- An ancillary services treatment area and office
- A teacher's lounge and kitchenette

Currently, the reception / waiting area is the first space encountered at the front door of the building. Three administrative staff offices are behind this space, in an access-restricted area. The receptionist greets and screens all visitors and provides the necessary security accommodations, information, and directions to the public. This function will be required in both buildings and may be provided by the librarian in the media center if it is located at the entrance to the new building.

The principal, registrar, and business manager interface frequently with students and the public and have space within each office to meet with individual visitors. These spaces will be directly adjacent to the receptionist desk and the building's main entrance.

The conference room will accommodate all staff meetings, training meetings, and other group meetings that cannot be held in the smaller administration office spaces. Adjacency within or directly to the administration suite is optimal to provide access control of visitors.

The workroom/file room/supplies storage room will be provided separately from the nurse and coach office. This space will be accessed only by administration staff and should be housed within the administration suite. This area will also include a small safe, a secure, fireproof place for permanent records, and mail distribution facility.

The ancillary treatment and office space will house the contract ancillary specialists and provide a small space for delivery of treatment activities and other health and testing programs.

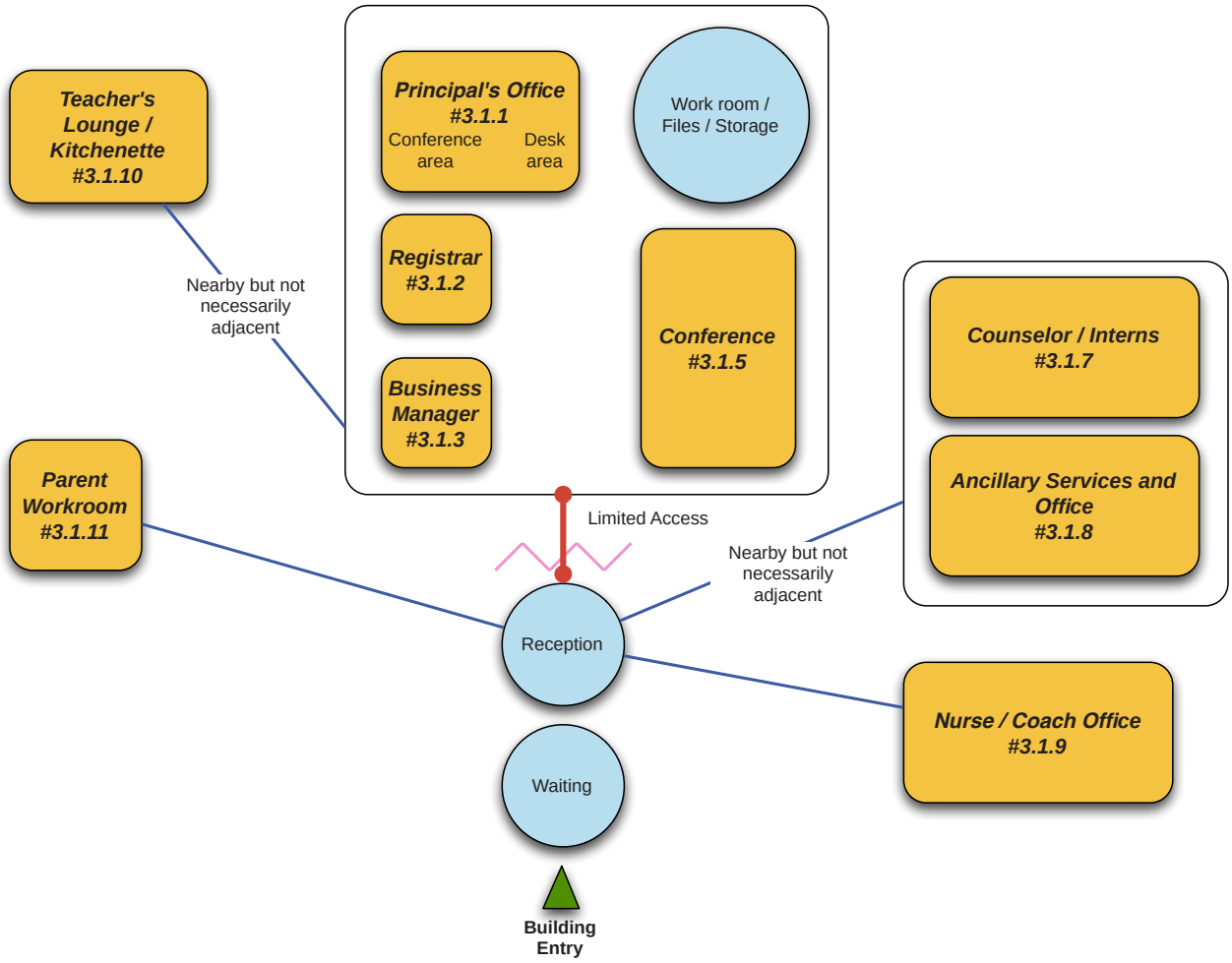
The nurse's office is currently shared by the work room and the coach's office, and is located elsewhere on the first level. This room is usually vacant because the nurse and coach are part-time staff. The proposed nurse's office will continue to be colocated with the coach's office and used part time by those staff, but will also serve to isolate a sick student from the other students while waiting for transportation to home or a medical clinic, as necessary. This space will need to be adjacent to the main school entrance, visible from the reception area, and accessible to a restroom.

The counselor / social worker office is currently located on the second floor. The social worker oversees social work student interns from University of New Mexico — this space requires two work stations to accommodate these interns. Adjacency to the proposed ancillary treatment and office space is logical, since these functions usually share the same student population. Parent conferences, which take place as part of a special education student's individualized education program (IEP) process, can be held in the administration area's conference room.

The teacher's lounge and kitchenette will accommodate teaching staff during lunch and during prep and collaboration periods, as necessary. It will function as the faculty workroom with copy machines, a break lounge with comfortable furniture, and will also accommodate storage cabinets. A small kitchenette with a counter, sink, and small appliances will allow staff to prepare beverages and warm their lunches. This area has no necessary or beneficial adjacency to other spaces.

When all of these functions are provided with adequate space and in efficient locations, the relationships will resemble the diagram of administration functions in Exhibit 5-26. A table of space requirements is shown in Exhibit 5-30.

Exhibit 5-26
Administration Areas - Relationship Diagram



5.4.3.4 Category 4.0 - Building Support

Building support spaces include the following. Only the server room is currently accommodated with a separate space, although it does not adequately contain and condition all the servers used on campus.

- Main storage (combined with custodial office)
  - A main storage area should have access to an exterior exit for delivery, but has no other adjacency requirements.
- Teaching materials storage
  - Teaching materials storage should be adjacent to the media center.
- Tech equipment storage and server room
  - The tech equipment storage area and the server room are two separate spaces, but should be adjacent to each other. Since there is a large amount of computer equipment as well as data access and wiring in most rooms in the proposed facility, there is not necessarily a single ideal adjacency, but proximity to the media center would be useful.
- Physical education equipment storage
  - Physical education equipment storage should be near an outside exit and adjacent to the coach's office
- Furniture storage
  - Excess furniture and cycling furniture storage will be accessed most often from the studio spaces. Providing a storage area for each building may be the most efficient way to locate storage space(s)

5.4.4 Space Needs

Space needs for each type of space are itemized in Exhibits 5-28 through 5-31. Also noted are comparisons to the New Mexico Statewide Adequacy Standards.

Exhibit 5-27
Building Support Areas
- Relationship Diagram

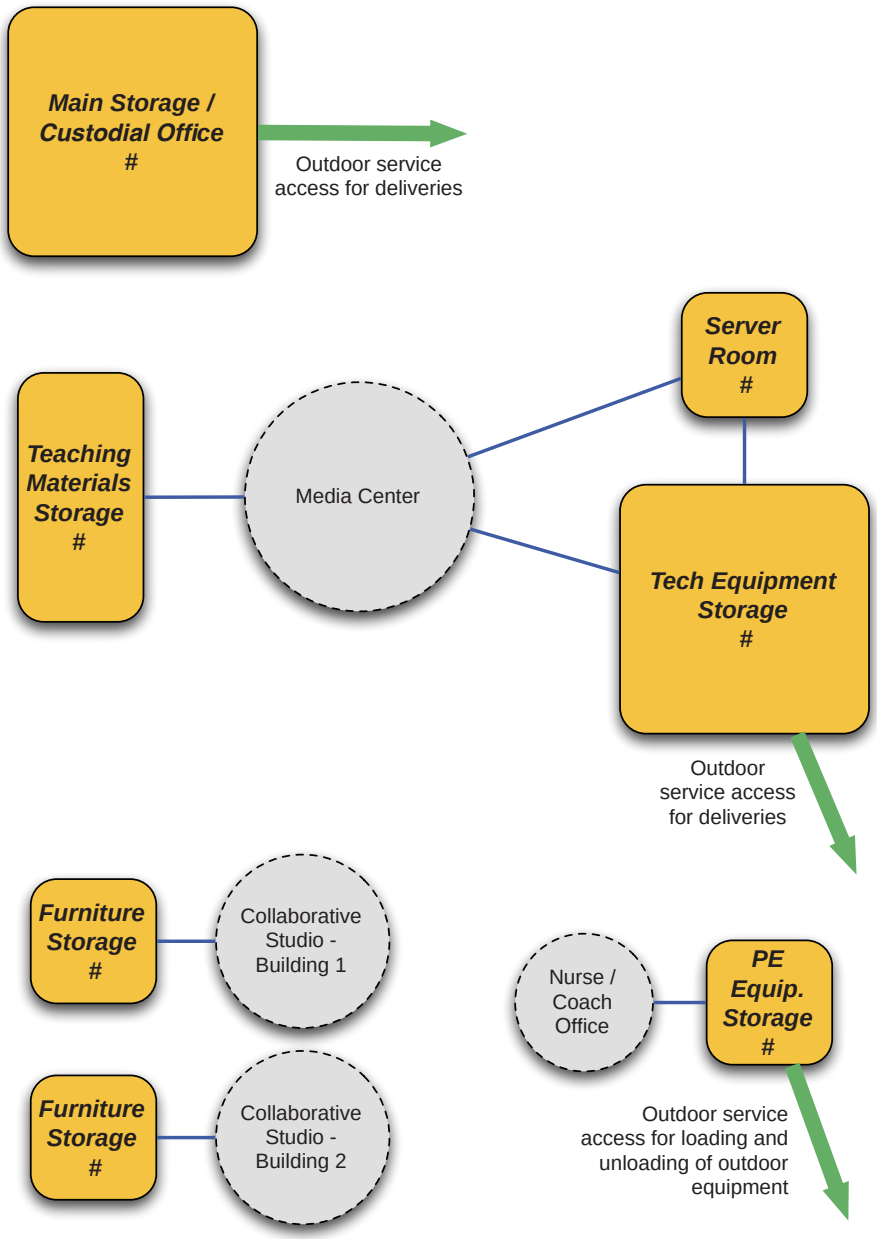


Exhibit 5-28
Space Needs - 1.0
Instructional Program Spaces

	Room Description	# of Spaces	# of Persons	Area / Person	Space Criteria	Total Area	*TOTAL ASSIGNABLE*	*Sub-total (NASF)*	Total per PSFA standards	Difference	NMAC Reference
1.0	Instructional Program Spaces				Total Class/Labs= 19			16,350			
1.1	Classrooms and Laboratories							16,350	8,320	8,030	6.27.30.13-A,B
1.1.1	General classrooms	10	18	36		650	6,500				
1.1.2	Lab classrooms	3	18	50		900	2,700				
1.1.3	Computer classrooms	1	18	30.55		550	550				
1.1.4	Workshop classrooms (access to shared workshop)	5	18	36.11		650	3,250				
1.1.4.1	Shared workshop spaces	2			450	450	900				
1.2	Collaborative Studios	2	35	35		1,225	2,450				
					NET ASSIGNABLE		16,350	NASF	8,320	8,030	
	TARE = the % value divided into the Net Assignable (NASF/0.70 - NASF)				Efficiency at 68%		7,690	TARE	3,920	3,780	
					GROSS SQUARE FEET		24,040		12,240	11,810	

	Room Description	# of Spaces	# of Persons	Area / Person	Space Criteria	Total Area	*TOTAL ASSIGNABLE*	*Sub-total (NASF)*	Total per PSFA standards	Difference	NMAC Reference
2.0	Instructional Support							5,110	2,000	60	
2.1	Media Center							2,060	2,000	60	6.27.30.16-A
2.1.1	Stacks for printed media	1			550	550	550				
2.1.2	Stacks for electronic media	1			400	400	400				
2.1.3	Online research computer clusters	1	28	25		700	700				
2.1.4	Group viewing rooms	2	4	25		100	200				
2.1.5	Librarian desk	1	1	50		50	50				
2.1.6	Reading area	1	4	40		160	160				
2.2	Common Spaces							3,050	0	3,050	
2.2.1	Live room (recording studio)	1			1,000	1,000	1,000		0	1,000	
2.2.2	Sound stage / Production studio	1			1,500	1,500	1,500		0	1,500	
2.2.3	Control room	1			500	500	500		0	500	
2.2.4	Vocal booth	1			50	50	50		0	50	
					NET ASSIGNABLE		5,110	NASF	2,000	3,110	
									0	0	
	TARE = the % value divided into the Net Assignable (NASF/0.70 - NASF)				Efficiency at 68%		2,400	TARE	940	1,460	
					GROSS SQUARE FEET		7,510		2,940	4,570	

Exhibit 5-30
Space Needs - 3.0
Administration Spaces

	Room Description	# of Spaces	# of Persons	Area / Person	Space Criteria	Total Area	*TOTAL ASSIGNABLE*	*Sub-total (NASF)*	Total per PSFA standards	Difference	NMAC Reference
3.0	Administration Areas							1,750	1,060	690	
3.1	Administration							1,130	540	590	6.27.30.18-B
3.1.1	Principal	1	1		230	230	230				
3.1.2	Registrar	1	1		100	100	100				
3.1.3	Business Manager	1	1		100	100	100				
3.1.4	Waiting / Receptionist	1			200	200	200				
3.1.5	Conference room	1	15	20	0	300	300				
3.1.6	Work room / File Room / Storage	1			200	200	200				
3.2	Student Health							420	260	160	6.27.30.18-C
3.2.1	Counselor / social work interns	1	3	60		180	180				
3.2.2	Itinerant services office (OT/PT/SLP)	1	3	40		120	120				
3.2.3	Nurse	1			120	120	120				
3.3	Faculty Spaces							200	260	-60	6.27.30.18-D
3.3.1	Teachers' Lounge / Kitchenette/Work room	1			200	200	200				
	Staff restroom in tare										
					NET ASSIGNABLE		1,750	NASF	1,060	690	

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

Efficiency at 68%	820	TARE	500	320
GROSS SQUARE FEET	2,570		1,560	1,010

Exhibit 5-31
Space Needs - 4.0
Building Support Spaces

	Room Description	# of Spaces	# of Persons	Area / Person	Space Criteria	Total Area	*TOTAL ASSIGNABLE*	*Sub-total (NASF)*	Total per PSFA standards	Difference	NMAC Reference
4.0	Facility Support							1,400	260	1,140	
4.1	Storage							1,400	260	1,140	6.27.30.20
4.1.1	Main storage / custodial office	1			400	400	400				
4.1.2	Teaching Materials Storage Room	1			200	200	200				
4.1.3	Tech Equipment storage	1			400	400	400				
4.1.4	PE Equipment storage	1			100	100	100				
4.1.5	Furniture storage	1			200	200	200				
4.1.6	Server room	1			100	100	100				
					NET ASSIGNABLE		1,400		260	1,140	
					Contingency 0%		0		0	0	
					Efficiency at 68%		660		120	540	
					GROSS SQUARE FEET		2,060		380	1,680	

This section identifies the specific spatial and environmental characteristics, and furnishings, finishes and equipment requirements for each category of space.

5.5 DETAILED SPACE AND ROOM REQUIREMENTS

5.5.1. Design Criteria

Detailed information about specific room requirements for each category of space are contained in design criteria sheets in Section 5.5.2. General facility-wide requirements are listed in the paragraphs below. Spaces not covered by standards are described specifically in the criteria sheets.

5.5.1.1 Technology and Communications Criteria

Network

Classrooms and Laboratories

- 6 CAT 5e hard wired drops. 2 drops on each of 3 walls (4th wall being front of the classroom presentation area)
- CAT 5e 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 25 machines at 100 Mbps
- Coaxial wiring to support cable broadcasts and video security cameras

Library

- 2 CAT 5e drops and one 110 VAC/power duplex outlet at each of the circulation check-out stations
- 4 CAT 5e drops and power outlets in the media center workroom
- 1 CAT 5e drop port available for wireless access point (WAP) [IDEAL: located 18 inches from the ceiling or a maximum of 12 feet above the floor with one 110 VAC/power outlet]
- Computer laboratories in the library should meet the same requirements as 2.6 general-purpose computer laboratories

Offices

- 2 CAT 5e drops and a minimum of 2 110 VAC/power duplex outlet at each worker occupied desk/workstation
- Conference rooms wireless network capacity to support 15 machines at 100 Mbps

Computers and Network Devices

Classrooms

- Students - 17 student-use computers in each classroom and laboratory
- Teachers - one computer in each classroom and laboratory

Staff

- One device per adult/staff

Compatibility

- Only include computers that are capable of accessing MACCS resources and programs.

Peripheral Devices

Offices and workspaces

- Up to 1:20. Up to one each shared devices such as printers, copiers, scanners, etc. Up to 20 workstations in proximate areas or network zones.

Classrooms

- One each shared devices such as a printers, copiers, scanners, etc. per classroom

Media Center

- One of each shared devices such as printer, copier, scanner, etc.

Electronic Whiteboards

Classrooms

- One electronic whiteboard with student voting tools per classroom or laboratory
- Electronic whiteboards will have a board-mounted, short throw projector

Projection capability

- Each classroom or laboratory will include a center ceiling-mounted projector and A/V screen

Communications

Voice

- Each classroom or laboratory will have one voice jack
- Each office space will have one voice jack
- Each common space will have up to three voice jacks

Intercom

- Each classroom or laboratory will have an intercom connection

5.5.1.2 Power Criteria

Classrooms

Provide the following power specifications:

- Minimum of 2 duplex outlets on every wall

- Outlet for wall clock
- Center ceiling outlet for projector
- Surge suppression

5.5.1.3 Lighting and Daylighting Criteria

Daylighting of occupied spaces

- Provide exterior apertures to achieve a minimum glazing factor of at least 2%[1] in all classrooms and a daylight illumination level of 25 footcandles, and in other occupied spaces as feasible

Classroom lighting

- A light level of at least 50 foot candles is required at each general and specialty classroom, measured at a work surface located in the approximate center of the classroom, between clean light fixtures
- All fixtures will have 2-level switching
- Light fixtures in spaces with daylighting will have dimmable lamps controlled by occupancy sensors and photocells

5.5.1.4 Environmental Conditioning Criteria

Classroom temperature

- Each general and specialty classroom 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 general and specialty classroom 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

5.5.1.5 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

1 *Glazing Factor = (Window Area [SF] / Floor Area [SF]) x Window Geometry Fac tor x (Actual Tvis / Minimum Tvis) x Window Height Factor*

- 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

5.5.1.6 Furnishing and Equipment Criteria

Classroom Furniture

Each classroom shall have the following furniture:

- 17 student chairs with 3 in reserve
- Student work surfaces to accommodate 18 students (with 2 in reserve) as noted in criteria sheets. Student table types are shown below.

Table Types

Type A

- Rectangular 24″W x 48″L (height adjustable to 30″)
- Plastic laminate top
- Seats 2 for desk or computer station

Type B

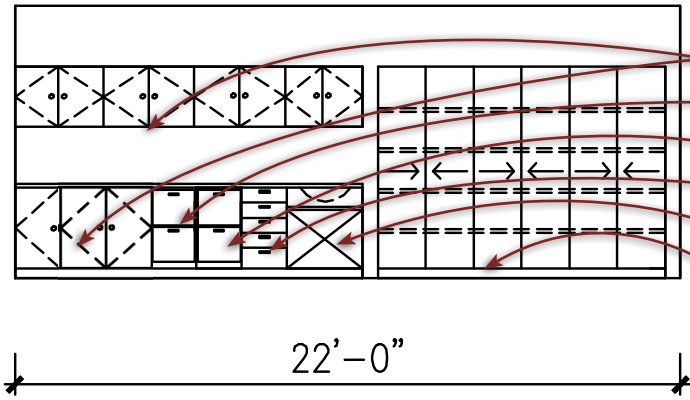
- Trapezoid 24″W x 48″L (height adjustable to 30″)
- Plastic laminate top
- Seats 2 for desk or grouped

Type C

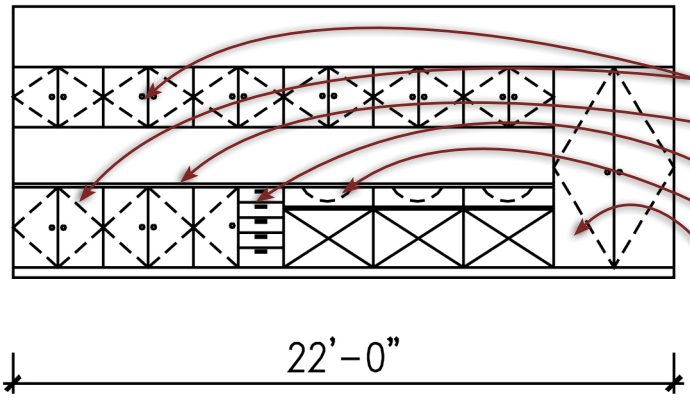
- 36″W x 48″L x 26″H
- Chemguard top
- No drawers
- Seats 4 for desk and lab activities

Type D
- 42W x 60L x 26″H
- Plastic laminate top
- Seats 4 for desk and art activities

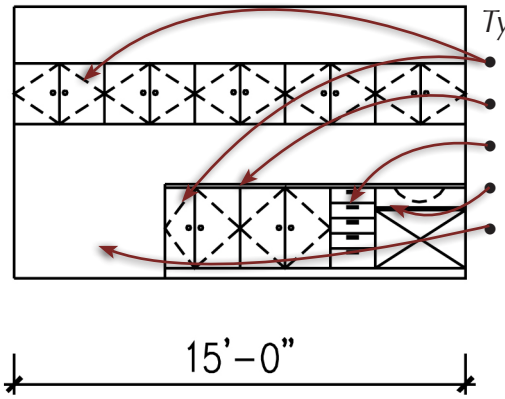
Classroom Storage Types



Type 1
- Upper and lower storage cabinets
- Project layout counter
- File drawers
- Drawer stack
- Sink
- Shelving recess behind sliding doors



Type 2
- Upper and lower storage cabinets
- Project layout counter
- Drawer stack
- Sinks
- Full height storage



Type 3

- Upper and lower storage cabinets
- Counter
- Drawer stack
- Sink
- Space for refrigerator

5.5.1.7 Tare Standards

Janitor Closet

- Each building shall have at least one space dedicated to housing janitorial supplies and equipment
- Janitor closet shall include one floor-mounted mop sink, space for a custodial cart, and shelving to store supplies
- Provide a roof-top access hatch accessible by a fixed steel ladder placed within a lockable storage or custodial space

5.5.2 Design Criteria Sheets

Detailed information about specific room requirements for each category of space are contained in design criteria sheets beginning on the following page.

1.0 Instructional Program Spaces

1.1 Classrooms and Laboratories

		Est. # Users	Function/Activities:	# of Spaces
1.1.1	General classrooms	18	Instruction at desk and computer stations	10
1.1.2	Lab classrooms	18	Instruction at lab tables and computer stations	3
1.1.3	Computer classrooms	18	Instruction at computer stations	1
1.1.4	Workshop classrooms (access to shared workshop)	18	Instruction at desks and computer stations	5
1.1.4.1	Shared workshop spaces		Equipment set up and manipulation instruction	3
1.2	Collaborative Studios	35	Large group collaboration activities	2

Daily Occupancy Use	Yes/No	Notes
Before / After Hours Use is Normal	No	
Public Access Required Often	No	
Area to have Lock-off capability from rest of School	No	

Adjacency / Access:

General Notes:

Specific Notes:

1- All classrooms shall have static resistant vinyl tile flooring.
2- Laboratory classrooms shall have acid resistant tile flooring.

Space ID #	General classrooms	Lab classrooms	Computer classrooms	Workshop classrooms	Shared workshop	Collaborative Studios					Notes
Electrical											**Notes**
Black-out capability	✓	✓	✓	✓	✓	✓					
Master Shut Off for Outlets Needed (Keyed or Secure Location)	✓	✓	✓	✓							
Plug mold (multi-track)	✓	✓	✓	✓	✓	✓					
Isolated Ground		✓									
Specialty Equipment in Space:			✓								
Lighting											**Notes**
Special Illumination Level											
Impact- Resistant (IR)/ Moisture-Resistant (MR) Fixtures											
Specialty Lighting:											
Specialty Systems											**Notes**
Emergency: Panic Button											Alerts Admin
Security: Camera Stub-out	✓	✓	✓	✓		✓					
Special Furnishings / Equipment											**Notes**
Instructor Desk and chair	✓	✓	✓	✓		✓					
Student table Type A	10	10	10	10		40					
Student table Type B	10	10	10	10							
Student table Type C		5									in science labs
Student table Type D		5									in art lab
Pencil Sharpener w/ Block by Door	1	1	1	1	1	1					
Tack board 4' by 4'	1	1	1	1	1	1					
Whiteboard 12' by 4'	2	2	2	2		2					
Built-in Cabinets (see cabinet types for description)											
Type A	✓		✓	✓							
Type B		✓				✓					
Type C											
Mobile Shelving Units (3'x4'x1')					2						
Acoustical Conditions											**Notes**
Speech Privacy between neighboring spaces											
Interior Finishes											**Notes**
Walls: Impact Resistant					✓	✓					
Ceilings: Wet Area Gyp. Bd.											
Combination Lay-in and Gyp Board											
Doors: Solid Door											
Special Size:											
Floors:											
Specialty flooring:		✓									See specific notes
Plumbing											**Notes**
Water (H/C)		✓				✓					
Lavatory		✓				✓					
Compartment Sink											
Additional Plumbing in space											
Natural Gas		✓									In science labs

2.0 Instructional Support

2.1 Media Center

	Est. # Users	Function/Activities:	# of Spaces
2.1.1 Stacks for printed media		Storage and display of printed media	1
2.1.2 Stacks for electronic media		Storage and display of electronic media	1
2.1.3 Online research computer clusters	28	Individual and small group computer research	1
2.1.4 Group viewing rooms	4	Study room for viewing media	2
2.1.5 Librarian desk	1	Counter for monitoring and information dispensing	1
2.1.6 Reading area	4	Reading at tables and arm chairs	1

Daily Occupancy Use	Yes/No	Notes
Before / After Hours Use is Normal	Yes	
Public Access Required Often	No	
Area to have Lock-off capability from rest of School	Yes	

Adjacency / Access:

1. Directly adjacent to front door
2. Direct or adjacent delivery access

General Notes:

1. Visual control of all areas from librarian's desk.
2. Avoid direct exposure to sunlight at stacks.
3. No daylight in viewing rooms.

Specific Notes:

2.0 Instructional Support
2.1 Media Center

Space ID #

		Stacks for printed	Stacks for electronic	Online research	Group viewing	Librarian desk	Reading area					Notes
Electrical												
Black-out capability												
Master Shut Off for Outlets Needed (Keyed or Secure Location)												
Plug mold (multi-track)					✓							
Isolated Ground												
Specialty Equipment in Space:												
Lighting												Notes
Special Illumination Level												
Impact- Resistant (IR)/ Moisture-Resistant (MR) Fixtures												
Specialty Lighting:												
Specialty Systems												Notes
Emergency:	Panic Button					✓						Alerts Admin
Security:	Camera Stub-out	✓	✓	✓	✓							
Special Furnishings / Equipment												Notes
Instructor Desk and chair												
Student table type (see table types for description):												
Pencil Sharpener w/ Block by Door												
Tack board 4' by 4'												
Chalkboard 12' by 4'												
Whiteboard 12' by 4'					✓							
Built-in Cabinets (see cabinet types for description)												
Type A												
Type B												
Type C												
Mobile Shelving Units (3'x4'x1')												
File Cabinet - Metal 4 Drawer Vertical												
Specialty Casework, Furniture, Equip.												See Specific Notes
Appliances												See Specific Notes
Acoustical Conditions												Notes
Speech Privacy between neighboring spaces					✓							
Interior Finishes												Notes
Walls:	Impact Resistant											
Ceilings:	Wet Area Gyp. Bd.											
	Combination Lay-in and Gyp Board											
Doors:	Solid Door											
Special Size:												
Floors:												
Specialty flooring:												
Plumbing												Notes
Water (H/C)												
Lavatory												
Compartment Sink												
Additional Plumbing in space												
Natural Gas												

2.0 Instructional Support

2.2 Common Spaces

	Est. # Users	Function/Activities:	# of Spaces
2.2.1 Live room (recording studio)	25	Audio recording	1
2.2.2 Sound stage / Production studio	25	Video and photography production	1
2.2.3 Control room	18	Operating recording controls and teaching	1
2.2.4 Vocal booth	1	Vocal recording	1

Daily Occupancy Use	Yes/No	Notes
Before / After Hours Use is Normal	Yes	2.2.1, 2.2.2, 2.2.3, 2.2.4
Public Access Required Often	No	
Area to have Lock-off capability from rest of School	No	

Adjacency / Access:

1. Live room (2.2.2) and Sound stage (2.2.3) need delivery access from outside.

General Notes:

1. No daylighting in 2.2.1, 2.2.2, 2.2.3, 2.2.4
2. Acoustical ceiling in 2.2.3
3. Exposed structure in 2.2.1 and 2.2.2
4. Carpeting in Live Room and Sound Stage

Specific Notes:

1. Specialty lighting at sound stage: LED lighting
2. Specialty equipment at sound stage: microphones, amplifiers, portable stage
3. Specialty lighting at live room: LED, low voltage, and halogen tracks
4. Specialty equipment at control room: sound board, mixer, monitors, headphones, switcher, mircrophones, computer stations
5. Specialty equipment at live room: portable stage, mircrophones, amplifiers, roll and tip seating bleachers, theater seating, portable ramp to stage, podium
6. Special acoustical treatment at live room: Keep reverberation time within a range of 0.6 – 1.1 seconds.
7. Special acoustical treatment att sound stage and vocal booth.

2.0 Instructional Support
2.2 Common Spaces

Space ID #

	Live room (recording	Sound stage /	Control room	Vocal booth							
Electrical											Notes
Black-out capability											
Master Shut Off for Outlets Needed (Keyed or Secure Location)	✓	✓	✓								
Plug mold (multi-track)			✓								
Isolated Ground											
Specialty Equipment in Space	✓	✓	✓	✓							See Specific Notes
Lighting											Notes
Special Illumination Level											
Impact- Resistant (IR)/ Moisture-Resistant (MR) Fixtures	IR	IR	IR	IR							
Specialty Lighting:		✓									See Specific Notes
Specialty Systems											Notes
Emergency: Panic Button	✓	✓	✓								Alerts Admin
Security: Camera Stub-out		✓	✓								
Special Furnishings / Equipment											Notes
Instructor Desk and chair											
Student table type (see table types for description):											
Pencil Sharpener w/ Block by Door											
Tack board 4' by 4'	1	1	1								
Chalkboard 12' by 4'											
Whiteboard 12' by 4'		1	1								
Built-in Cabinets (see cabinet types for description)											
Type A											
Type B											
Type C											
Mobile Shelving Units (3'x4'x1')											
File Cabinet - Metal 4 Drawer Vertical											
Specialty Casework, Furniture, Equip.											See Specific Notes
Appliances											See Specific Notes
Acoustical Conditions											Notes
Speech Privacy between neighboring spaces											
Special acoustical treatment	✓	✓		✓							See Specific Notes
Interior Finishes											Notes
Walls: Impact Resistant	✓	✓	✓	✓							
Ceilings: Wet Area Gyp. Bd.											
Combination Lay-in and Gyp Board											
Doors: Solid Door											
Special Size:											
Floors:											
Specialty flooring:											
Plumbing											Notes
Water (H/C)											
Lavatory											
Compartment Sink											
Additional Plumbing in space											
Natural Gas											

3.0 Administration Areas

3.1 Administration

	Est. # Users	Function/Activities:	# of Spaces
3.1.1 Principal	1	Office, small conference	1
3.1.2 Registrar	1	Office	1
3.1.3 Business Manager	1	Office	1
3.1.4 Waiting / Receptionist		Reception	1
3.1.5 Conference room	15	Conference	1
3.1.6 Work room / File Room / Storage		Occasional equipment use, filing, supplies	1
3.2.1 Counselor / social work interns	3	Office, conference	1
3.2.2 Itinerant services office (OT/PT/SLP)	3	Office, treatment	1
3.2.3 Nurse		Office, health testing	1
3.3.1 Teachers' Lounge / Kitchenette/Work room		Break area, minor kitchenette activities	1

Daily Occupancy Use	Yes/No	Notes
Before / After Hours Use is Normal	Yes	
Public Access Required Often	No	
Area to have Lock-off capability from rest of School	No	

Adjacency / Access:

1. Reception should be immediately visible from building entry.

General Notes:

Specific Notes:

1. Appliances in teachers lounge: refrigerator, microwave
2. Plug mold along wall at cabinets in teachers' lounge

Space ID #

	Principal	Registrar	Business Manager	Waiting / Receptionist	Conference room	Work room / File Room /	Counselor / social work	Itinerant services office	Nurse	Teachers' Lounge /		Notes
Electrical												Notes
Black-out capability												
Master Shut Off for Outlets Needed (Keyed or Secure Location)												
Plug mold (multi-track)										✓		See Specific Notes
Isolated Ground												
Specialty Equipment in Space:												
Lighting												Notes
Special Illumination Level												
Impact- Resistant (IR)/ Moisture-Resistant (MR) Fixtures												
Specialty Lighting:												
Specialty Systems												Notes
Emergency: Panic Button				✓			✓	✓	✓			Alerts Admin
Security: Camera Stub-out				✓								
Special Furnishings / Equipment												Notes
Instructor Desk and chair												
Student table type (see table types for description):												
Pencil Sharpener w/ Block by Door												
Tack board 4' by 4'												
Chalkboard 12' by 4'												
Whiteboard 12' by 4'												
Built-in Cabinets (see cabinet types for description)												
Type A												
Type B												
Type C						✓				✓		
Mobile Shelving Units (3'x4'x1')												
File Cabinet - Metal 4 Drawer Vertical												
Specialty Casework, Furniture, Equip.												See Specific Notes
Appliances										✓		See Specific Notes
Acoustical Conditions												Notes
Speech Privacy between neighboring spaces	✓	✓	✓		✓		✓	✓	✓			
Interior Finishes												Notes
Walls: Impact Resistant				✓				✓				
Ceilings: Wet Area Gyp. Bd.												
Combination Lay-in and Gyp Board												
Doors: Solid Door												
Special Size:												
Floors:												
Specialty flooring:												
Plumbing												Notes
Water (H/C)								H/C	H/C	H/C		
Lavatory								✓	✓			
Compartment Sink										✓		
Additional Plumbing in space												
Natural Gas												

4.0 Facility Support

4.1 Storage

	Est. # Users	Function/Activities:	# of Spaces
4.1.1 Main storage / custodial office	0	Storage of bulk items	1
4.1.2 Teaching Materials Storage Room	0	Storage of teaching materials	1
4.1.3 Tech Equipment storage	0	Storage of computer and associated equipment	1
4.1.4 PE Equipment storage	0	Storage of PE equipment	1
4.1.5 Furniture storage	0	Storage of excess furniture for overflow enrollment	1
4.1.6 Server room	0	Computer servers	1

Daily Occupancy Use	Yes/No	Notes
Before / After Hours Use is Normal	No	
Public Access Required Often	No	
Area to have Lock-off capability from rest of School	No	

Adjacency / Access:

1. Main storage needs immediate access to outside for delivery.

General Notes:

1. No daylight required in storage areas

Specific Notes:

1. Server room shall have dedicated HVAC controls and dust filtration
2. All storage areas should have secure locking feature.
3. Tech eqiupment storage and server room should have security camera stubouts.

4.0 Facility Support
4.1 Storage

Space ID #

	Main storage /	Teaching Materials	Tech Equipment	PE Equipment	Furniture storage	Server room					
Electrical											**Notes**
Black-out capability											
Master Shut Off for Outlets Needed (Keyed or Secure Location)											
Plug mold (multi-track)						✓					
Isolated Ground											
Specialty Equipment in Space:											
Lighting											**Notes**
Special Illumination Level											
Impact- Resistant (IR)/ Moisture-Resistant (MR) Fixtures	IR		IR	IR	IR	IR					
Specialty Lighting:											
Specialty Systems											**Notes**
Emergency: Panic Button											Alerts Admin
Security: Camera Stub-out			✓			✓					
Special Furnishings / Equipment											**Notes**
Instructor Desk and chair											
Student table type (see table types for description):											
Pencil Sharpener w/ Block by Door											
Tack board 4' by 4'											
Chalkboard 12' by 4'											
Whiteboard 12' by 4'											
Built-in Cabinets (see cabinet types for description)											
Type A											
Type B											
Type C											
Mobile Shelving Units (3'x4'x1')											
File Cabinet - Metal 4 Drawer Vertical											
Specialty Casework, Furniture, Equip.											See Specific N
Appliances											See Specific N
Acoustical Conditions											**Notes**
Speech Privacy between neighboring spaces											
Special acoustical treatment						✓					See Specific N
Interior Finishes											**Notes**
Walls: Impact Resistant	✓		✓		✓	✓					
Ceilings: Wet Area Gyp. Bd.											
Combination Lay-in and Gyp Board											
Doors: Solid Door											
Special Size:											
Floors:											
Specialty flooring:											
Plumbing											**Notes**
Water (H/C)											
Lavatory											
Compartment Sink											

MEDIA ARTS
COLLABORATIVE CHARTER SCHOOL

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5 Year Facilities Master Plan and Educational Specifications 2010 - 2014

Architectural Research Consultants, Incorporated

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