



FIVE-YEAR FACILITIES MASTER PLAN/EDUCATION SPECIFICATION

2015-2020

PREPARED BY:



PROGRESSIVE CONSTRUCTION MANAGEMENT

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School of Dreams Academy

Physical Address:
1800 Main St., Bldg 200
Los Lunas, NM 87031

Phone:
(505) 866-7632

Website:
www.SODAcharter.net

*Original Charter Date:*2008

First Charter Renewal: 2013

Current Enrollment Cap: 525

School of Dream Academy Governing Board

Kenneth Griego
President

Teresa Ogas
*Founder**

Gene Carbajal
*Vice-President**

Dr. David Schnieder
Member

Juanita Sena
Member

Michael Ogas
*Founder**

Kathy Chavez
Co-Founder

*** Facility Planning Committee Members**

School of Dream Academy Administration

Michael Ogas
Principal

Gerri Bennet
Business Manager

Eric Brown
Vice-Principal

Patricia Holm
Program Administrator

Frances Conroy
Counselor

Mary Ann Silva
Security

Carol Shadron
Nurse

Kara Howe
IT Manager

Participants

Ronald Armijo, Kimberly Berlat, Bradley Bratcher, Eric Brown, Soni Buda, Jennifer Chavez, Bonnie Dodge, Adrienne Duran, JoAnn Fernandez, Amelia Garcia, Doreena Garcia, Susan Garcia, Rita Garcia, Sofie Granger, Kathy Hajner, Lorena Herrera, Patricia Herrera, Janelle Homan, Kerra Howe, Sky Jackson, Jeff Jolly, Christine Kittrell, Kristine Lucero, Rosanne McNiel, Marsha Moyers, Michelle Nelson, Mike Ogas, Talysa Ogas, Tomasita Oshiro, Terry Platt, Patricia Resendiz, Lanika Rodrigues, Mariam Ryan, Amanda Saiz, MaryAnn Silva & Margaret VanderHeyden.

Public School Facilities Authority (PSFA)

Bill Sprick
Facilities Master Planning Manager

Consultant



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SCHOOL OF DREAMS ACADEMY
GOVERNING COUNCIL
MINUTES – JANUARY 13, 2015 - REGULAR MEETING

I. CALL TO ORDER

President Kenny Griego called the meeting to order at 6:00 pm.

Council Members in Attendance: Kathy Chavez
Juanita Sena
Kenny Griego, President
Dr. David Schneider
Gene Carabajal

Members Excused: Theresa Ogas

Others Present: Mike Ogas
Deborah Fox
Bill Davis

II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Mr. Gene Carabajal

III. ANNOUNCEMENT OF MEETING

Mr. Ogas stated the meeting had been announced in accordance with the Open Meetings Act {Pursuant to 10-15-1 H NMSA 1978 Annotated} and was a legal constituted meeting of The School of Dreams Academy Governing Council.

IV. APPROVAL OF AGENDA

There will be no Closed Executive Session

Ms. Kathy Chavez moved to approve the agenda seconded by Dr. David Schneider. There being no discussion, Mr. Griego called for a vote. Motion passed unanimously.

V. APPROVAL OF MINUTES –**A. Regular Meeting – December 02, 2014**

Ms. Sena moved to approve the minutes for December 02, 2014, seconded by Dr. David Schneider. There being no discussion, Mr. Griego called for a vote. Motion passed unanimously.

VI DISCUSSION ITEMS:**A. Founders Report**

- Kathy Chavez was so impressed with the Holiday Dance Recital. She said the students were amazing. It flowed well. She was so proud of staff and students. It was their first time on stage and they were experts. Belen School was gracious and impressed everything was left in order and clean.

B. Principal's Report

- We held a band concert as well as a guitar concert during the holidays. We definitely need more space to hold all our activities.
- There were 22 winners for the Scholastic Art. There was an 8th and 10th grader who were GOLD Key Winners.
- We began the meetings for the Early College High School in conjunction with UNM-VC.
- Our students are starting to apply for scholarships.
- Paige Torres was selected to attend the NC Women In Technology Conference. She was selected from 1 of 35 young ladies who will attend the conference.
- Ms. Oshiro will be the instructor for the first College Art Class. She currently has 18 students enrolled.
- We are anticipating 20 students graduating from night school.
- It was suggested by Mr. Gene Carabajal to track the graduated students and map their success.
- There was a discussion on changing graduation from Thursday, May 16 to Friday, May 15th. There is a conflict with Los Lunas HS and Valencia HS having their ceremony on the same day. Mr. Ogas suggested we change the time to 9:00am and keep the date due to the fact that it is entered into the calendar.

VII. ACTION ITEMS**a. Approval of the December 2014 Budget Reports/Expenditures \$275,870.35**

All expenditures and revenue have been reviewed by the audit committee prior to the board meeting. Ms. Bennett presented the board with the budget reports/expenditures for the month of December. All expenditures went towards fixed costs of rent, salaries/benefits, utilities communication, and supplies/materials. All expenditures has been reviewed and approved by Principal Ogas with all supporting documentation attached.

Mr. Ogas recommended for approval of the budget reports, expenditures with the journal entries for the months of December 2014.

Mr. Griego requested a motion to approve the December 2014 budget with the recommendation of Mr. Ogas; Motion by Ms. Juanita Sena seconded by Ms. Chavez. There being no discussion, Mr. Griego called for a vote. There being no discussion, Mr. Griego called for a vote with the following: (Dr. Schneider – Yes) (Juanita Sena – Yes) (Kathy Chavez – Yes) (Kenny Griego – Yes) (Mr. Carabajal excused on an emergency) Motion passed unanimously

b. Approval of December 2014 Revenue Report \$330,039.50

Mr. Griego requested a motion to approve the December 2014 Revenue reports. Ms. Kathy Chavez moved with the recommendation of Mr. Ogas to Approve the Revenue Report for the month of December; seconded by Dr. Schneider. There being no discussion, Mr. Griego called for a vote with the following: (Dr. Schneider – Yes) (Juanita Sena – Yes) (Kathy Chavez – Yes) (Kenny Griego – Yes) (Mr. Carabajal excused on an emergency) Motion passed unanimously.

c. Approval of Riverfront Plaza Lease Addendum #4

All four leases are combined and it does not change any of the terms. It was looked over very carefully by the School lawyer Susan Fox. SODA will request an audit. There is no increase in the lease.

Mr. Griego requested a motion to approve the Riverfront Plaza Lease Addendum #4. Ms. Juanita Sena moved with the recommendation of Mr. Ogas; seconded by Ms. Kathy Chavez. There being no discussion, Mr. Griego called for a vote with the following: (Dr. Schneider – Yes) (Juanita Sena – Yes) (Kathy Chavez – Yes) (Kenny Griego – Yes) (Mr. Carabajal excused on an emergency) Motion passed unanimously.

d. Approval of Facility Master Plan

The governing council with the recommendation of Mr. Ogas adopted plan with any technical changes needed to meet PSFA requirements.

Mr. Griego requested a motion to approve the Facility Master Plan. Ms. Kathy Chavez moved with the recommendation of Mr. Ogas seconded by Ms. Sena. There being no discussion, Mr. Griego called for a vote with the following: (Dr. Schneider – Yes) (Juanita Sena – Yes) (Kathy Chavez – Yes) (Kenny Griego – Yes) (Mr. Carabajal excused on an emergency) Motion passed unanimously.

VIII Closed Executive Session – Discussion of Acquisition of Property For School of Dreams Academy {Pursuant to 10-15-1(H) (8)} NMSA 1978 Annotated}

Introduction

The intent of the Facilities Master Plan is to identify existing facility conditions, past and future enrollment, review of the district's educational program, the identification of new or replacement facilities to meet the needs of the district.

This Facilities Master Plan is designed to be a flexible planning tool to identify facility issues and programmatic needs to the community, parents, staff and the School Board of Education. It is designed to offer periodic input and revision as conditions change and new needs are identified within the district. The plan identifies capital needs and allocates resources to address the following facility issues:

- **Life/health/safety**
- **Educational, programmatic & curriculum needs**
- **Provision for growth (additions & new construction)**
- **Facility Renewal Needs (renovations/ refurbishment)**
- **Educational technology**
- **Energy management**

The Education Specifications are a detailed description of the School of Dreams facility needs in order to meet the educational program in the school's charter.

Facilities Master Plan Sections

The Facilities Master Plan is comprised of five main sections:

1 Goals / Process provides information about the charter school's goals and the planning process.

2 Existing and Projected Conditions provides information about facilities used by the school, enrollment, technology, and capital resources.

3 Educational Specifications to describe the physical environment in order to deliver the school's educational program and accommodate the charter school's current and future enrollment.

4 Capital Improvement Plan provides information about capital needs, project priorities, and implementation strategies.

5 Master Plan Supporting Material contains detailed information about school facilities, evaluations, plans, and other information.

1.1 Goals

1.1.1 Educational Goals

The mission of the School of Dreams Academy is to graduate students of the Rio Grande Valley who embrace an education which emphasizes science, technology, engineering, arts and mathematics (STEM), while focusing on developing well-rounded individuals with good character, who are ready for post-secondary success.

Education is subject to constant changes according to the needs of today's learners. The world is ever changing, therefore children must be able to meet the challenges of the society in which they will function. The approach to this challenge is assuring that each child is offered a sound program regardless of race, religion, or socio-economic status. Educators in the School of Dreams Academy believe that all children should receive a well-rounded education. The quality of education at the School of Dreams Academy is dependent upon a competent and professional staff. This philosophy demands the expertise of highly qualified teachers and educational facilities that can support the challenging learning environment.

The mission of School of Dreams Academy is to prepare students of Valencia County to become competent, self-sustaining individuals with a passion for learning and life. Students will be afforded the opportunity to excel in the core subject areas through a rigorous curriculum with emphasis on the arts, technology, character education and service learning in order that they have the skills necessary for success in post secondary education and career choices. Students will come to school each day knowing that they are cared for and that the school supports them and their families in the pursuit of their goals.

The vision of the School of Dreams Academy is to be recognized as a beacon of educational successes, student achievement, and character; shining across New Mexico from the heart of the Rio Grande Valley.

EDUCATIONAL GOALS		
All students will increase their comprehension and application of informational reading material across the curriculum	All students will improve their writing skills across the curriculum.	All students will improve their comprehension and application of math skills across the curriculum.

Governing Council Goals

- We will ensure discipline and student safety.
- We will improve academic achievement.
- We will continue to implement technology to raise academic achievement, improve learning efficiency, increase student motivation, focus on inquiring, collaborating, problem solving, student centered learning, and interdisciplinary instruction.
- We will encourage and facilitate parent/guardian community involvement in our schools.

1.1 Goals

1.1.2 Facility Goals

- Create an environment that supports student achievement in technology and the arts.
- Provide a safe, sound, and healthy learning environment.
- Provide a resource of cultural education for the community
- Create an educational setting which fosters development of positive self-identity, character, and behavior

1.1.3 Facility Concepts

Site Concepts

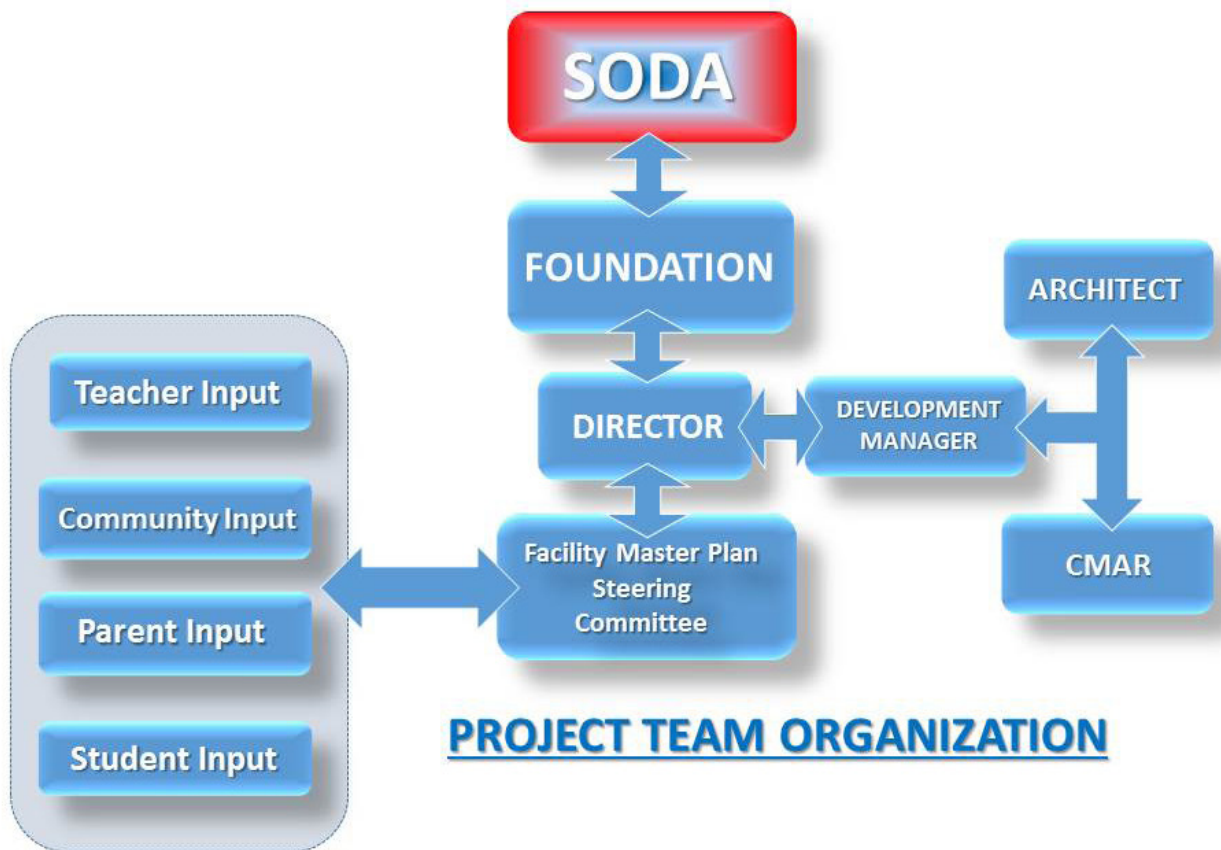
- Locate the campus to be convenient to partner facilities, providing students with instructional and extracurricular opportunities
- Locate near public facilities that offer services that complement the instructional facilities at SODA, such as libraries, parks, and higher education facilities.
- Provide adequate site space to accommodate necessary support functions, such as staff and visitor parking, loading/ unloading for student transportation, and usable and safe recreation areas, and outdoor instruction.

Function Concepts

- Provide adequate space during facility transitions to allow for enrollment growth
- Provide appropriate classroom spaces to accommodate the trilateral delivery method
- Create shared instructor office spaces to facilitate collaboration among teaching staff

1.2 Process

PCM worked with the School of Dreams administration and staff to gain an understanding of and to document the school's goals, programs and delivery methods and identify existing and future facility needs. The school is currently located in leased facilities that does meet state facility standards and support the charter's educational needs, however with a expansion of the schools' student cap to 525 students, the existing facility will be too small in the future to meet the needs of the students. The planning process was managed by the school's principal and was facilitated by PCM.



Authority and Decision Making Process

All major operational decisions of the school will be made, or delegated to administrative personnel by the Governing Council, including but not limited to fiscal management; compliance with the New Mexico Charter Schools Act and other applicable state and federal education laws and regulations; and oversight of the selection, recruitment, discipline, and promotion of all major school leaders (collectively, the "School Leaders") including but not limited to the principal (chief executive officer), the special education director, and the business manager.

Eric Brown
Mike Osas
Keny Griego
Care Khone

1.2 Process

Facility Assessments

Facility Assessments were conducted by PCM for the facility leased and operated by the School District. The assessments included:

- Site visits
- Meeting with Principal
- Facility Walk-throughs with Principal and Head Custodian
- Review of State's Facilities Assessment Database
- Capacity and Utilization Study for the facility

Facility Master Plan Committee Meetings:

Once the facility assessment was completed and the data gathered, meetings with the Facility Master Plan Committee commenced. The first committee meeting was used to explain the purpose of a facilities master plan and identify the tasks and responsibilities of the Facilities Committee. Several subsequent meetings were held where the facility data was then presented to the Facilities Committee for review.

1.3 Acronyms/Definitions

ADA: Americans with Disabilities Act	PED: Public Education Department
CAP: Capacity	Port: Portables
CAT: Categorical	PMP: Preventive Maintenance Plan
CD: Computer Disk	PSCOC: Public School capital Outlay Council
COWS: Computer on Wheels System	PSFA: Public Schools Facilities Authority
CMU: Concrete Masonry Unit	PTR: Pupil/Teacher Ratio
DCU: Deficiencies Correction Unit	RETA: Regional Educational Technology Assistance
ED: Education	REG: Regular
EETT: Enhancing Education Through Technology	SB-9: Senate Bill - 9
EPSS: Educational Program for Student Success	SPED: Special Education
FAD: Facility Assessment Database	SF: Square Feet
FED: Federal	Sq.Ft.: Square Feet
FMP: Facilities Master Plan	SODA: School of Dreams Academy
GIS: Geographic Information System	TPC: Total Project Cost, or the total cost of the project including fees, moveable equipment, land acquisition (if any), administration and contingencies
GO Bonds: General Obligation Bonds	VOAG: Vocational/Agricultural
GSA: General Services Administration	
GSF: Gross Square Feet	
HB33: House Bill 33	
HS: High School	
IEP: Individualized Educational Plan	
Lab: Laboratory	
Maint: Maintenance	
MACC: Maximum Allowable Construction Cost, or a project construction budget (comparable to contractor's bid)	
NASF: Net Assignable Square Feet, or the total of all assignable areas in square feet	
No.: Number	
Perm: Permanent	
P.E.: Physical Education	

2.1 Programs

2.1.1 Organization

The School of Dreams Academy (SODA) enrolls students in the middle and high school grades 7th through 12th grades. The school assigns students to grade-level courses according to course completion in a monitored self-paced environment. All students, including English Language Learners (ELL) and those requiring special education and related services, will have the benefit of an individualized learning plan designed to address their specific needs and to meet their individual goals within the learning spectrum.

SODA offers quality, research-based core academic program enhanced by several virtual learning programs. As such, SODA has evolved from the concept of online learning programs (E2020 now Edgenuity and ALEKS) to one in which we use the repository of information (videos, primary sources, quizzes, tests, lectures, journals etc.) with support programs and teacher created projects to create a blended module that fits our student's diverse needs.

Programs & Delivery Methods

School of Dreams Academy utilizes Education 2020 as the core academic curriculum for subjects taught in grades seventh through twelfth. Education 2020 is encompassing students at all skill levels to realize academic success. The instructional programs are aligned to state and national standards, and have been successfully implemented in school districts across the country since 1998. The Education 2020 online courseware is led by highly qualified master teachers with a unique approach of combining best-practice pedagogy with next-generation technology that enables students to learn at their own pace and to produce meaningful gains. The academic curriculum complies with the premise of "highly qualified" under the No child Left Behind Act.

The Education 2020 (E2020) courseware supports a "failure is not an option" approach by ensuring that students master the content of each lesson in the core subjects before progressing onto additional lessons. It engages students in the learning process through animations, simulations, video-based presentations, online content, vocabulary development and exploration activities that support each lesson presented by the virtual classroom teacher. Online embedded homework, evaluations, and other multimedia activities reinforce student understanding with content mastery that is measured and ensured through formative and summative assessments given at each segment.

In addition to the content richness and consistent delivery, the use of E2020 ensures that the total program is delivered in a secured environment which limits students to chats and e-mail only with teachers and prevents the misuse of the virtual school environment and content. The School of Dreams Academy commitment to small class sizes and individualized instruction is supported by the instructional framework offered through E2020. The virtual classroom solution operates as a one-to-one educational experience.

2.1 Programs

2.1.1 Programs & Delivery Methods

Individualized Learning Plan

Each student is guided under an Individualized Learning Plan (ILP) designed around their individual situation and determined through discussion with parents and staff to provide a reasonable road map to follow. The ILP is developed to include short and long term goals which are reviewed quarterly by school staff, students, and parents. Students coordinate with their teachers and parents to identify specific areas to target for improvement and develop strategies for achieving goals based on measurable indicators of accomplishment.

For Special Education students, the ILP complements and supports their Individualized Education Plan (IEP) which is required under the Individuals with Disabilities Education Act. The ILP also includes a language acquisition plan for English Language Learners within a dual language philosophy in a manner that does not compromise or hinder their chances for academic success.

Arts Education

Arts Education at the School of Dreams Academy includes four separate and distinct disciplines: Dance, Music, Theatre Arts, and Visual Arts - each with its own body of knowledge and skills. The intent for Arts Education is to allow a comprehensive understanding of one or more of the arts to be accomplished by each student. Involving the “whole child” in arts education gradually teaches students to perceive and think in new ways. The arts help provide extended meaning to academics by developing intuition, sensitivity, reasoning, imagination and dexterity. It benefits both student and society by allowing active engagement, disciplined and sustained attention, persistence, and risk taking. It also increases school attendance and educational aspirations. (Critical Links, 2002; NCSCS, 2000) Community Service Learning

According to the Learn and Serve Clearinghouse, the definition for Service-Learning “is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities”. School of Dreams Academy also intends to partner with Youth Development Inc. (YDI) in efforts to establish a true “wrap around” community that will support students and families according to the parameters of the YDI mission: “To work with our community to create and effectively implement a results-based continuum of services assuring that children, youth, and families achieve their full potential.”

2.1.2 Anticipated Program Changes

The School of Dreams Academy has adopted a maximum classroom loading policy of a maximum of 25 students per class.

During the Facility Master Plan and Educational Specifications development process, SODA discovered a potential demand for Pre-K and First grade. Therefore, the SODA is currently researching the financial, educational, and facility impacts of this potential change. It is envisioned that SODA may begin accepting Pre-K and First Grade classes via portables, however more research and discovery needs to be performed.

2.1 Programs

2.1.3 Shared/Joint-Use Facilities

Work Study

A work-study program provides an important step in the educational process by assisting students to make smoother transitions from high school to adult life. This allows them a better chance of becoming employed and in meeting personal long-range goals.

Valencia Campus

The School of Dreams Academy offers a wide array of concurrent courses, in which students can earn high school and college credit simultaneously. Students may take the UNM COMPASS assessment in the Fall or Spring to determine their eligibility for English 101 or Math 120. Students who are eligible may enroll in the English 101 (Composition) course or the Math 120 course, both of which are taught online by UNM professors with support, reinforcement and additional teaching provided by School of Dreams Academy instructional staff.

Night School

The School of Dreams Academy offers the Credit Recovery Program to any student (all ages) that has dropped out, is in need of credits, and/or wants to graduate with a High School Diploma. The School of Dreams is working with the dropout rates, improving graduation rates, closing the graduation and achievement gaps and building a community to support student success. The Credit Recovery Program creates opportunities for student success by giving students' confidence to pursue their goals, providing flexible pacing and schedules of instruction, adapting styles, providing extra practice and communicating feedback to students. Students can work closely with teachers either individually or in small groups to complete coursework or credits required to graduate. While the environment and classroom has a set routine, the connection between the teachers and the students are strong. Students are motivated by their success as individuals and as a group. Modifications are also made on an individual student level. Students with Individual Educational Plans, (IEP's) or students who are classified as Special Education need very specific accommodations and modifications in order to successfully address their learning needs. Parent participation is absolutely encouraged. The teachers have an open door policy with parents, and they are welcome at anytime into the classroom. Phone calls and e-mails are also very common communication tools in addition to providing detailed reports such as student progress or grade reports.

2.2 Enrollment

2.2.1 Historical Enrollment

The enrollment at School of Dreams is flexible based upon the Education 2020 program that is used by the school that allows for self paced learning. This educational program allows for additional students in the classroom without a significant increase in teaching staff.

Enrollment initially served grades seventh through ninth during the first year of operation (2010-2011). Subsequent grades are being added each year until 2012-2013 when grades seventh through twelfth will be offered at the school. The school recently received a cap increase by the Public Education Department to 525 students. By incrementally adding approximately 70 students per year, the cap will not be reached until the 2015/16 school year. This increase in students will require relocation to another facility to accommodate the enrollment.

The following chart shows the project school enrollment by grade level with the 2010-11 school year as the official 40 day count.

SCHOOL OF DREAMS ACADEMY HISTORICAL ENROLLMENT				
	2010-2011	2011-2012	2012-2013	2013-2014
Grade 7	38	33	41	48
Grade 8	61	56	51	63
Grade 9	41	73	57	58
Grade 10	41	55	73	63
Grade 11	0	38	44	69
Grade 12	0	0	60	72
Total	181	255	326	373

SCHOOL OF DREAMS ACADEMY ENROLLMENT PROJECTIONS						
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Grade 7	52	67	73	77	83	91
Grade 8	63	71	77	81	89	89
Grade 9	75	77	88	85	92	94
Grade 10	67	88	93	96	94	97
Grade 11	53	75	89	99	101	100
Grade 12	71	67	83	99	108	109
Total	381	445	503	536	567	580

2.2.4 Classroom Loading Policy

SODA's charter renewal application states that a desirable pupil/teacher ratio (PTR) will be 20:1. With one teacher in each classroom for most courses, the classroom loading maximum would be 20 students. An exception is the team-taught group projects which will allow up to 40 students. Due to the difficulties of retaining this student population, calculations of classroom need used a classroom loading factor of 25.

2.2 Enrollment

2.2.5 Classroom Needs

The following chart is a room summary analysis depicting classroom needs based on a growing enrollment and the projected enrollment cap of 525 students envisioned for the new facility.

SP. NO.	SCIENCE	SQ. FT.	REQ'D.	NO.
1	Science and Math - High School Patricia Resendiz	1,136	Y	1
2	Storage Patricia Resendiz	64	Y	1
3	Science - High School Kathy Hajner	1,136	Y	1
4	Storage Kathy Hajner	64	Y	1
5	Science/English Talysa Ogas	1,136	Y	1
6	Storage	64	Y	1
7	Science	0	Y	1
8	Locable Record Storage for school's records.	0	Y	1
	Subtotal Net Square Footage	3,600		8
	Tare @ 10%	360		
	SCIENCE CLASSROOMS TOTAL GROSS SQUARE FOOTAGE	3,960	←	8

SP. NO.	ART	SQ. FT.	REQ'D.	NO.
1	Arts Multi-Use - High School	1,200	Y	1
2	Arts Multi-Use - High School	1,200	Y	1
3	Kiln Room	64	Y	1
4	Digital Arts Lab and Film Area	1,000	Y	1
	Subtotal	3,464		4
	Tare @ 10%	346		
	ART CLASSROOMS TOTAL GROSS SQUARE FOOTAGE	3,810	←	4

SP. NO.	SPED	SQ. FT.	REQ'D.	NO.
1	Community Based Instruction M. Moyer	400	Y	1
2	Male Toilet	80	Y	1
3	Female Toilet	80	Y	1
4	Therapy 1	400	Y	1
5	Kitchen (shared)	150	Y	1
6	Therapy 2	400	Y	1
7	Special Ed. Coordinator	110	Y	1
8	Social Worker Office - 1	110	Y	1
9	Social Worker Office - 2	110	Y	1
10	Conference 1	200	Y	1
11	Conference 2	200	Y	1
	Subtotal Net Square Footage	2,240		11
	Tare @ 10%	224		
	SPED TOTAL SQUARE FOOTAGE	2,464	←	11

SP. NO.	DANCE AND PERFORMING ARTS	SQ. FT.	REQ'D.	NO.
1	Drama Public Speaking - High School - Margaret Vander Hayden	900	Y	1
2	Dance - McNeal	2,000		1
3	Boy's Changing and Toilet Room - McNeal	200		1
4	Girl's Changing and Toilet Room - McNeal	200	Y	1
5	Dance Costume and Prop Storage - McNeal	200		1
	Subtotal	3,500		5
	Tare @ 10%	350		
	DANCE AND PERFORMING ARTS TOTAL SQUARE FOOTAGE	3,850	←	5

2.2 Enrollment

2.2.5 Classroom Needs (continued)

SP. NO.	MUSIC		SQ. FT.	REQ'D.	NO.
1	Band Rehearsal Room	Mr. Jolly	1,200	Y	1
4	Office	Mr. Jolly	120	Y	1
5	Recording Room	Mr. Jolly	120	Y	1
6	Control Room	Mr. Jolly	120	Y	1
7	Intrument Storage	Mr. Jolly	1,000	Y	1
	Subtotal		2,560		5
		Tare @ 10%	256		
	MUSIC TOTAL SQUARE FOOTAGE		2,816	←	5

SP. NO.	ROBOTICS		SQ. FT.	REQ'D.	NO.
1	Lab	Eric Brown	2,000	Y	1
2	Classroom	Eric Brown	650	Y	1
3	Storage	Eric Brown	500	Y	1
	Subtotal Net Square Footage		3,150		3
	Tare @ 10%		315		
	ROBOTICS TOTAL GROSS SQUARE FOOTAGE		3,465	←	3

SP. NO.	STUDENT ACTIVITIY CENTER		SQ. FT.	REQ'D.	NO.
1	Flex Space	Mr. Ogas	9,000	Y	1
2	Table and Chair Storage	Mr. Ogas	600	Y	1
3	Gym Equipment Storage	Mr. Ogas	400	Y	1
4	Boys Locker Room	Mr. Ogas	400	Y	1
5	Girls Locker Room	Mr. Ogas	400	Y	1
6	Men's Toilet	Mr. Ogas	400	Y	1
7	Women's Toilet	Mr. Ogas	400	Y	1
8	Office/Ticket office	Mr. Ogas	120	Y	1
9	Stage & Green Room (200 Sq. Ft.)	Mr. Ogas	1,000	Y	1
	Subtotal		12,720		9
		Tare @ 25%	3,180		
	MULTI-PURPOSE TOTAL GROSS SQUARE FOOTAGE		15,900	←	9

SP. NO.	FOOD SERVICE		SQ. FT.	REQ'D.	NO.
1	Preparation		1,000	Y	1
2	Dish Wash		150	Y	1
3	Storage		300	Y	1
4	Refrigerated Storage		120	Y	1
5	Freezer		120	Y	1
6	Garbage		0	Y	1
	Subtotal		1,690		6
		Tare @ 10%	169		
	FOOD SERVICE TOTAL GROSS SQUARE FOOTAGE		1,859		6

2.2 Enrollment

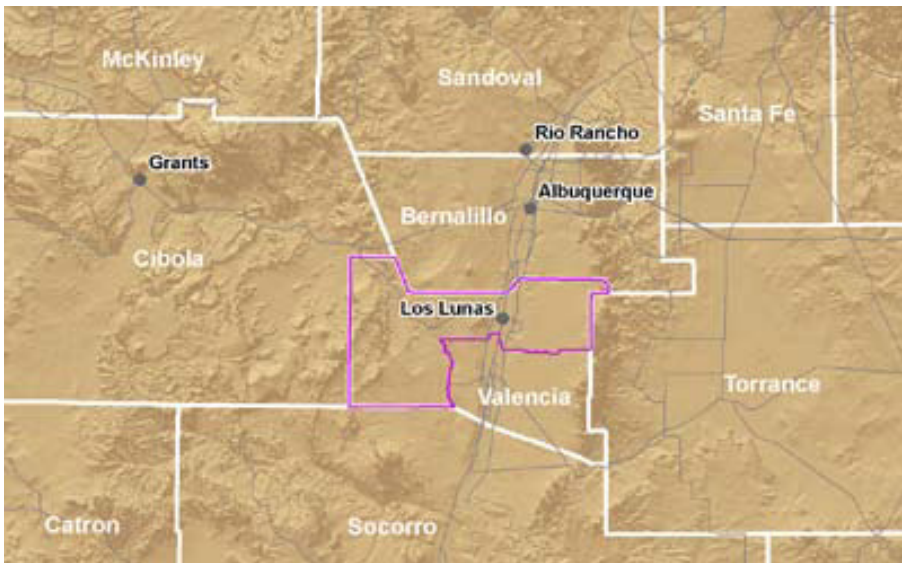
2.2.5 Classroom Needs (continued)

SP. NO.	STORAGE	SQ. FT.	REQ'D.	NO.
1	General Storage	0	N	1
2	Yard Maintenance	400	N	1
	Subtotal Net Square Footage	400		2
		<i>Tare @ 0%</i>	0	
	STORAGE TOTAL NET SQUARE FOOTAGE	400		2
	ALL SPACES	45,263		91
		<i>Tare Space Actual =</i>	6,883	13.20%
	TOTAL GROSS SQUARE FOOTAGE	52,146		91

2.3 Sites/Facilities

2.3.1 District Boundary Map

The School of Dreams Academy is located within the geographic area currently served by the Los Lunas Public School District (LLS) in Los Lunas, New Mexico. The area is situated twenty miles south of Albuquerque within Valencia county.



2.3 Sites/Facilities

2.3.2 Site & Facility Inventory

Facility Description

School of Dreams Academy is centrally located in the village of Los Lunas at 1800 Main Street, adjacent to the east bank of the Rio Grande River. The one-story campus contains approximately 13,548 square feet of leased retail space in Riverfront Plaza.

Structural/Exterior Closure:

The building is a new single story steel framed structure with stucco exterior. The building is accessible directly from the parking lot and meets all ADA requirements for accessibility. The parking lot is used for parking by staff and students as well as used for pick-up and drop off of students. As this facility is leased from a private landowner, all facility improvements and repairs are covered as part of the lease agreement by the lessor.

Interiors:

All interior walls are constructed with steel studs and gypsum board. There is a combination of carpeting and polished concrete flooring throughout all leased spaces. The school has a smoke detection and fire alarm system and the building is fully sprinkled. Classrooms and corridors have audio/visual fire alarm annunciators and there are emergency alarm pulls located at egress doors. The school does have a security system as well as a camera monitoring system. The telephone system has an integral public address system and phones are installed in each classroom.



2.3 Sites/Facilities

2.3.5 Statewide Adequacy Standards

New Mexico's statewide adequacy standards for primary and secondary educational facilities (NMAC 6.27.30) are the guidelines for public school districts to "... provide and sustain the environment to meet the needs of public schools." The guidelines are a minimum facility standard to establish equity among all educational facilities that serve New Mexico public school students. Alternative and charter schools may seek a variance for facilities, since they do not necessarily conform to the standard's programs, delivery methods, and facility needs and budgets. In such cases, schools meet the intent of the facility requirements through "alternative methods." However, alternative and charter schools must provide the minimum square footage allowances for general classroom spaces identified in the adequacy standards. Section 3.2.5 Space Needs indicates conformance with adequacy standards for minimum square footage per student.

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

6.27.30.8 General Requirements

- Building structural soundness (A.1)
- Weather-tight exterior envelope (A.2)
- Interior surface condition (A.3)
- Interior finish harmful elements (A.4)
- Building system integrity (B.1)
- Plumbing type / accessibility (B.2)
- Adequate fire alarm system (B.3)
- Adequate two-way communication system (B.4)

6.27.30.10 Site

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

6.27.30.12 Academic Classroom

- Appropriate size (A)
- Lighting (C)
- Temperature range (D)
- Acoustics (E)
- Air quality (CO₂ PPM) (F)

2.4 Utilization & Capacity

2.4.1 Utilization

Utilization analysis identifies existing classroom use and the number of classrooms that accommodate current student enrollment. An analysis based on the master schedule of academic year 2014-15 is in Section 5. The average utilization rate of all instructional spaces at the school is 71%.

2.4 Utilization & Capacity

MIDDLE/HIGH SCHOOL UTILIZATION WORKSHEET

Rm #	Clim NSF	Max # of St./Sq Ft	PED MAX PTR/Clim	A.S. Y/N	PERIODS																				Tot. St.	PED Max. PTR /Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day																			
					PERIOD 1					PERIOD 2					PERIOD 3					PERIOD 4									PERIOD 5					PERIOD 6					PERIOD 7								
					# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject					# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject									
A3	351	14	27	n	0%					0%					0%					17	121%	Chavez	NM Health	27	192%	Chavez	NM History		0%				44	45%	6												
A5	234	9	27	n	4	43%	8	Homan	English / Algebra	3	32%	7th-8th	Homan	English/Pre-Algebra	9	96%	7th	Homan	English / Geometry	9	96%	8th	Homan	Pre-Algebra / English	8	85%	7th	Homan	Algebra	8	85%	8th	Homan	Pre-Algebra / English		0%			41	63%	6						
D1	1,020	41	27	y	32	119%	7th-8th	Oshiro	Art	14	52%	7th-8th	Oshiro	Art	9	33%		Oshiro	Art	29	107%	9th-12th	Oshiro	Art	20	74%		Oshiro	Art	24	89%		Oshiro	Art	14	52%	7th-12th	Oshiro	Advisory	142	75%	7					
D2A	726	29	27	y	27	100%		Duran	US Hist	22	81%		Duran	US Hist	22	81%		Duran	World Hist	18	67%	9th-12th	Duran	World Hist	21	78%	9th-12th	Duran	World Hist / NM Hist.	31	115%	9th	Duran	NM Hist	22	81%	9th-12th	Duran	Advisory	163	86%	7					
D2B	526	21	27	n	11	52%	10th	Rodriguez	Test Prep / English II	0	0%				0%					17	81%	10th-12th	Herrera	Spanish II	28	133%	10th-12th	Herrera	Spanish I	33	157%	10th-12th	Herrera	Spanish I / II	25	119%	9th-12th	Herrera	Advisory	114	77%	5					
D3	1,401	56	27	n	20	74%	7th-8th	McNiel	PE / Dance	34	126%	7th-12th	McNiel	PE / Dance	18	67%	7th-12th	McNiel	PE / Dance	19	70%	7th-12th	McNiel	PE / Dance	11	41%	7th-12th	McNiel	PE / Dance	16	59%	7th-12th	McNiel	PE / Team Sports	24	89%	7th-12th	McNiel	Advisory	142	75%	7					
D4	1,121	45	27	n	2	7%		Brown	Office / Teachers Aid	47	174%		Brown	Robotics	26	96%		Brown	Robotics	3	11%		Brown	Work Study	26	96%		Brown	Robotics	6	22%		Brown	Work Study		0%			110	58%	6						
L1A	646	26	27	n	25	97%		Berlat	English II	26	101%		Berlat	English I	27	104%		Berlat	English I	16	62%		Berlat	English II	20	77%		Berlat	English I	19	74%		Berlat	English II	23	89%		Berlat	Advisory	156	86%	7					
L1B	720	29	27	n	23	85%		Buda	Economics	18	67%		Buda	Study Skills	20	74%	12th	Buda	English III	31	115%	12th	Buda	English III	21	78%		Buda	English IV	9	33%		P. Herrera	Yearbook	22	81%		P. Herrera	Yearbook	144	76%	7					
L2A	496	20	27	n	26	131%		Jackson	Government	21	106%		Jackson	Digital Arts	8	40%		Jackson	Drafting	14	71%		Jackson	Digital Arts	19	96%		Jackson	Film	6	30%		Jackson	Digital Arts	19	96%		Jackson	Advisory	113	81%	7					
L2B	708	28	27	n	8	30%		Platt	Physical Science	22	81%		Platt	Earth Science	26	96%		Platt	Earth Science	26	96%		Platt	Life Science	15	56%		Platt	Earth Science	15	56%		Platt	Life Science	23	85%		Platt	Advisory	135	71%	7					
L3	1,048	42	27	n	26	96%		Hajner	Biology	18	67%		Hajner	Biology	22	81%		Hajner	Horticulture	9	33%		Hajner	Biology	18	67%		Hajner	Biology	12	44%		Hajner	Horticulture	22	81%		Hajner	Advisory	127	67%	7					
L4A	520	21	27	n	15	72%		Dodge	Algebra II	31	149%	10	Dodge	Geometry	18	87%	10	Dodge	Geometry	18	87%		Dodge	Pre-Calc	28	135%		Dodge	Algebra II	9	43%		Dodge	BEMP	22	106%		Dodge	Advisory	141	97%	7					
L4B	846	34	27	n	29	107%		Olgas	Physical Science	28	104%		Olgas	Chemistry	17	63%		Olgas	Physical Science	2	7%		Olgas	Physics	22	81%		Olgas	Physical Science	8	30%		Olgas	Super Computing	16	59%		Olgas	Advisory	122	65%	7					
MP	2,261	90	27	n	28	104%		Jolly	Guitar	27	100%		Jolly	Guitar	18	67%		Jolly	Guitar II, III, IV	35	130%		Jolly	Chorus		0%										20	74%		Jolly	Advisory	128	68%	5				
P1A	600	24	27	n	13	54%	8	Kittrell	English		0%				25	104%	7	Kittrell	English	22	92%	8	Kittrell	English	23	96%	7	Kittrell	English	23	96%	8	Kittrell	English	26	108%	8th - 7th	Kittrell	Advisory	132	79%	6					
P1B	600	24	27	n		0%			5	21%	7	Armijo	Pre-Algebra	23	96%	8	Armijo	Math	18	75%	7	Armijo	Pre-Algebra	20	83%	8	Armijo	Math	20	83%	8	Armijo	Pre-Algebra	20	83%	8	Armijo	Advisory	106	63%	7						
P2A	600	24	27	n	13	54%	7th - 8th	Bratcher	Beginning Band	15	63%	7th - 8th	Bratcher	Beginning Band	11	46%	7th - 8th	Bratcher	Intermediate Band	15	63%		Bratcher	Jazz Band		0%										0%				54	32%	4					
P2B	600	24	27	n	28	117%		Resendiz	Algebra I	16	67%		Resendiz	Algebra I	34	142%		Resendiz	Fin. Literacy	29	121%		Resendiz	Algebra I		0%									15	63%		Resendiz	Algebra I	26	108%		Resendiz	Advisory	148	88%	6
						71%					73%					72%					73%											67%					2,262	71%									

- 1) Max # of St./Sq. Ft.= The maximum number of students allowed per the Statewide Adequacy Standards square feet.
- 2) PED Max PTR/Clim = PED's maximum pupil / teacher ratio per class period.
- 3) % Rm Occ. = The number of students column divided by either the PED Max./PTR/Clim column or the Max #of St./Sq ft column, which ever column is the smaller maximum allowed by A.S. or PED.
- 4) Tot. St. = The total number of students in the specific instructional space throughout the day.
- 5) PED Max. PTR/Day = The maximum pupil teacher ratio allowed by PED for specific teacher per day allowed.
- 6) Tot. % Rm Occ. / Day = Total average percentage room is occupied throughout the day. (count all periods in average)
- 7) Occ. # of Pd.'s / Day = Occupied number of periods occupied per day. (Prep period may be counted as utilized if teacher does not have a separate office from classroom)
- 8) % Pd. / Day = The average percent of occupied periods (occupied number of periods divided by the number of periods available per day).

GRADE LEVEL	CURRENT STUDENT 40TH DAY COUNT	NUMBER OF / SPECIAL NEEDS STUDENTS PER GRADE	CURRENT NUMBER OF TEACHERS
7th Grade	52		3
8th Grade	63	15	3
9th Grade	75	8	5
10th Grade	67	11	4
11th Grade	53	4	5
12th Grade	71	14	4
TOTALS	381	52	24

Number of Lunch Turns Per Day	1
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Number of Lunch Turns Per Day	1
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2.4 Utilization & Capacity

2.4.2 Capacity

A school's stated delivery methods, usually expressed in terms of classroom loading and PTR, determine the capacity of a charter school facility. The New Mexico Public School Facility Adequacy Standards require a minimum of 25 net square feet per student for high school classrooms and 28 net square feet for middle school classrooms. The capacity analysis compares the capacity considering the minimum amount of square footage required per student by New Mexico Adequacy Standards versus the allowable classroom loading capacity according to state statute. The reported capacity is the lesser (more stringent) of the two numbers. The maximum functional capacity of current facility is 349 at 85% efficiency. The anticipated enrollment is projected of 525 students will deem the current leased facility above its functional capacity. This is most likely to occur by the 2015-16 school year. Therefore, as stated in greater detail in Section 4, SODA has developed three options to provide a facility that accommodated its projected growth while at the same time meeting the minimum NM Adequacy Requirements. Please refer to Section 4 for the various options to accommodate the anticipated growth in enrollment and need for greater capacity.

Rm #	Room Name	Classification	Class room NSF	Capacity per Adeaquacy	Capacity per Loading	Reported Capacity Gen Classroom
A3	History	Classroom	351	14	25	14
A5	Math	Classroom	234	9	25	9
D1	Art	Specialized	1,020	41	25	25
D2A	US Hist	Classroom	726	29	25	25
D2B	Test Prep / English II	Classroom	526	21	25	21
D3	PE / Dance	Specialized	1,401	56	25	25
D4	Robotics	Specialized	1,121	45	25	25
L1A	English II	Classroom	646	26	25	25
L1B	Economics	Classroom	720	29	25	25
L2A	Government	Classroom	496	20	25	20
L2B	Physical Science	Classroom	708	28	25	25
L3	Biology	Classroom	1,048	42	25	25
L4A	Algebra II	Classroom	520	21	25	21
L4B	Physical Science	Classroom	846	34	25	25
MP	Guitar	Specialized	2,261	90	25	25
P1A	English	Classroom	600	24	25	24
P1B	Math	Classroom	600	24	25	24
P2A	Beginning Band	Specialized	600	24	25	24
P2B	Math	Classroom	600	24	25	24
Total Capacity				601	475	431
Capacity with 85% Efficiency						349

2.5 Technology

2.5.1 Overview of District's Technology Plan

Strategies for improving academic achievement and teacher effectiveness

School of Dreams Academy is committed to integrating the latest technology available into classrooms. All students will be given access to computer labs, internet access, laptops when needed to complete special school projects and all other advancements of technology that become available within the scope of the school's resources. The use of all technology and equipment will be to improve academic achievement as measured against State Content Standards, Benchmarks, and Performance Standards, including technology literacy. All teachers will be trained in the latest technology in order to effectively integrate this knowledge and these resources effectively into the curriculum and instruction.

Goals

- Learning will be significantly improved, using appropriate technologies, leading to high achievement in State Board of Education adopted content standards.
- Educators have the capacity to establish student-centered, technology-enhanced learning environments that result in increased student performance and economic viability.
- Students and educators will have affordable, universal access to high-speed, robust telecommunications, and all schools will be modernized for technology.
- School of Dreams will utilize funding available to support planning, implementing, and assessing initiatives for integrating technology into all classrooms and schools.

Steps to increased accessibility

All students and teachers will have increased access to technology through the use of Education Technology Funds to:

- Purchase hardware, software, and training that will continue to integrate technology into each classroom to enhance the student's ability to increase their performance in all content standards and benchmarks.
- Ensure all teachers are prepared to integrate technology effectively into curricula and instruction information, utilization and capacity of each facility was analyzed as it relates to the State's Adequacy Standards.

2.5 Technology

2.5.1 Overview of District's Technology Plan (continued)

Promotion of curricula and strategies that promote technology integration

- All curricula will have technology integration plans (hardware - and software) incorporated into them.
- Smart Boards and/or desktop cameras and projectors will be incorporated into each classroom as funds become available.

According to research by CARET (Center for Applied Research in Educational Technology), "Technology's impact on teaching and learning is a function of the extent to which systematically incorporated into school plans that describe very specific ways that technology is integral to curriculum, instruction and school administration."

Professional Development

Annual technology training for each staff member will be required to keep them current on the latest hardware and software available for education.

- Provide on-going training in technology when needed. Answer questions regarding hardware, software, internet and e-mail resources. Assist with any technological problems that may arise.
- Teachers and staff will be encouraged to seek opportunities for professional development in technology, such as RETA, and Intel Teach to the Future.

Technology Type and Costs

- Upkeep and replacement of hardware
- Replacement and purchase of the latest software and Internet access.
- Costs may vary, and other funding may be sought.

Innovative Delivery Strategies

- Communication of School events and activities through a well maintained, up-to-date web site consisting of schedules, classroom events, daily activities, homework and classroom assignments.

Benchmarks and Performance Standards

Information technology will help link teachers to the overall worldwide community of educators and resources that will provide increased access to peer support and advice.

- Students will continue to be in the top of their cluster in scores and in the top 20 percent in the state in CTBS and Competency testing scores as a result of increased access to technology available to practice skills in Reading and Writing.

2.6 Energy Management Program

2.6.1 District-Wide Energy Management Program

The School of Dreams Academy policy goal is to save scarce resources without infringement upon the educational mission of the School District. Effective energy management is a responsibility of all SODA personnel to:

- Improve the comfort and safety of schools
- Provide a vehicle for schools to make improvements without up front capital expenditures

In an effort to guarantee energy savings, all operations of the School facilities are governed by the following specifics:

A. Lighting

1. During work hours, all lighting will be turned off in any area that is unoccupied with certain exceptions. These exceptions include corridors, stairwells, exits required by code, and in areas with slow-start lighting. Slow start lighting areas should be turned off if area is to be unused for four hours or more.
2. After normal work hours, all lighting will be turned off in unoccupied areas.
3. The following standard lighting levels shall be maintained:
 - a. Classrooms and offices -50 foot candles.
 - b. Corridors -20 foot candles.
 - c. Storage -10 foot candles.
4. Lights in boiler, electric, custodial, storage and other service rooms are to be turned on only while someone is occupying the room.
5. Room lights are to be turned on by the user, not in advance by the custodian.
6. If natural daylight eliminates the need for lights, they should be turned off.
7. Office lights are to be turned off during breaks, at lunchtime, and for any period of time when the office is not occupied.
8. Under no circumstances will decorative lighting be permitted.
9. Only Exterior lighting that provides illumination for safe entry into the building or access to parking lots will be permitted, also during hours required for activities.

B. Temperature Control

1. Temperatures are to be maintained between 70 and 75 degrees during both heating and cooling seasons. Special consideration may be given to certain preschool and special education classrooms if necessary.
2. Personnel will not obstruct unit ventilators, ventilation ducts or return air grills with books, charts, furniture, plants, etc.
3. All windows and doors must be kept closed during the heating season and in areas with refrigerated air conditioning in operation.
4. Usage of entrances and exits to all buildings shall be limited where possible to prevent heating/cooling loss.
5. Broken windows, doors, etc. shall be reported immediately and repaired in a timely manner.

2.6 Energy Management Program

2.6.1 District-Wide Energy Management Program (continued)

B. Temperature Control (continued)

6. Unauthorized personnel or students found tampering with temperature regulating devices such as thermostats or control valves will be subject to disciplinary action.
7. Portable space heaters of any kind are banned from use within District facilities as a matter of safety, except where provided by the Maintenance Department.
8. Employees and students are encouraged to wear sweaters, sweat shirts, or similar clothing when it is apparent that the heating plant is not uniformly maintaining the desired temperature throughout all sections of a facility.

C. Scheduling

1. Small group activities will not be scheduled in large areas such as auditoriums, gymnasiums, or multi-purpose rooms. Use of such areas will be coordinated with the custodial staff to allow reduced lighting, heating and cooling during periods of non-use.
2. At the end of the school or office day, all windows shall be closed, the blinds or shades drawn to approximately 3/4 the distance from the top of the window to the window sill, and the lights turned off. Cleaning staff will turn lights on only for the period when a specific area is being cleaned.

D. Other

1. Hot water for washing and showers will be maintained at 105 degrees. Food service operations requiring higher temperature levels by code shall use a separate heater or booster.
2. Refrigerators and/or similar appliances shall be limited in their use to certain designated areas as determined by the principal or similar facility authority.
3. Electric air deodorizers are not authorized in the classrooms or buildings.

E. Summer Energy Tips

1. Remember to unplug all vending machines (drinks and snacks) and to remove any food that will spoil. If more than one refrigerator is in use, combine contents into one refrigerator and unplug those that are empty.
2. Turn off all pilot lights for the heating system and water heaters if not needed.
3. Limit unnecessary access to building.

3.1 Facility Goals & Concepts

3.1.1 Goals

The School of Dreams Academy (SODA) was created to provide a unique program of education for 7th through 12th grade students that will prepare them for the future by encouraging independent, self-motivated learning that is combined with specialty arts programs and service learning requirements. The schools facility goals include the following:

- Support the school's mission
- Meet students' academic needs by allowing for self-paced learning in dedicated grade level learning labs, and providing all necessary special education services to the meet the educational needs of the students.
- Incorporate a variety of instructional methods, including small and larger group instruction, individualization, hands-on activities, service learning, and specialty arts programs.
- Exceed state standards as measured by individual student growth on the New Mexico criterion-referenced test
- Locate the school in Los Lunas to give students in Los Lunas and Belen a charter school alternative to the traditional public school setting.
- Partner with community organizations to enhance and supplement the educational program.

3.1.2 Concepts

Site Needs

In evaluating long term site needs SODA has identified the following site concepts that will help it meet its charter goals:

General

- Adequate space on site for maintaining current and future site activities;
- Facility should be located if possible at the center of the population it serves, as well as, near public facilities that complement the instructional facilities of SODA, such as libraries, parks, and higher education institutions;
- Adequate site space to accommodate necessary support functions, such as staff and visitor parking, loading/ unloading for student transportation, and usable and safe outdoor recreation areas.

Function

- Provide adequate permanent space to accommodate current and future programmatic needs;
- Provide sufficient and flexible classroom spaces to accommodate varying group learning sizes;
- Maintain adjacency of classrooms to allow for transition between school instructional spaces and specialty program areas;
- Provide for flexibility to meet future program needs and student grade population fluctuations;
- Allow for community use of facility without compromising security for students, including night classes.

3.1 Facility Goals & Concepts

3.1.2 Concepts (continued)

Sustainability

- Provide daylight and views to the outdoors to enhance learning;
- Provide for onsite water retention in smaller areas throughout the site, in lieu of draining to one location at the bottom of the site. Use water harvesting techniques from roof areas of the building for irrigation;
- Orient the buildings for energy efficiency;
- Reduce energy use through installation of energy-efficient systems and devices, and through conservation policies that govern energy-using behaviors

Technology

- Maintain access to information technology in every classroom to facilitate computer- and Internet-based instruction;
- Provide for ease of technology upgrades and wireless capabilities.

3.2 Space Requirements

3.2.1 Space Summary

The space requirements to accommodate the programs offered at SODA were determined based on the needs of the school through interviews with staff and administration. The space needs analysis identifies the total amount of square footage required by the school to serve a projected enrollment of 425 students, grades 7-12 in their current leased facilities.

The following descriptions and allocations of spaces identify all necessary spaces for SODA to meet the schools programmatic requirements and describe the relationships that are unique to each space.

3.2.1 Site Requirements

While SODA is currently located in private leased facilities, the current goal of the school is to be in a facility that is designed for their specific programmatic needs by 2015. The proposed school site is located on a 17 acre parcel that allows for multiple outdoor education and gathering areas, access to all parts of the facility and ample parking for students, staff and community members.

While the current proposed site planning configuration of the school coupled with the financial strategy for developing the property calls for the school to be located on only 7 acres of the total 17 acre site, there will be plenty of area for the school to expand and offer the students additional educational opportunities.

The facility master plan calls for an elementary school to be located on a portion of the remaining 10 acres of the site, in close proximity to the school in order to take advantage of shared use spaces. Currently, parents of students are responsible for their transportation to and from school. The chart below identifies the specific site needs:

3.2 Space Requirements

3.2.1 Site Requirements (continued)

SITE REQUIREMENTS	Number	Unit Size	Total GSF	Acres
Middle School/HighSchool Permanent Buildings	1	52,146	52,146	1.20
Amphitheater	1	6,000	6,000	0.14
Student/Staff/Visitor Parking	150	350	52,500	1.21
Outdoor Activity Area	1	10,000	10,000	0.23
Fleet Parking	10	700	7,000	0.16
Construction Program Staging	1	10,000	10,000	0.23
Future MS/HS outdoor Activity Area	1	174,240	174,240	4.00
Future Elementary School Buildings	1	35,700	35,700	0.82
Future Outdoor ES Outdoor Activity Area	1	43,560	43,560	1.00
Additional Future ES Parking AEA	40	350	14,000	0.32
CombinedBus Drop-Off Area	1	30,000	30,000	0.69
Net Area			435,146	9.99
(Tare = roads, landscaping/hardscape and unusable area)			Tare @ 25%	2.50
Total Gross Area Needed			543,933	12.49

3.2 Space Requirements

3.2.3 Descriptions and Diagrams of Required Spaces Administration Area

The administration area is located to provide two critical functions for the school. The functions are embedded in the school mission:

- Secure “gatekeeper” function at the entry to control who enters the building.
- Welcome all visitors and facilitate the application process for new students.
- Direct access to the Service Learning Area to monitor groups and staging.
- In addition to the secure lobby area with a reception/security and waiting area, the administration core provides space for the Principal, administrative assistant, Office Manager, and Health Area (clinic room and nurse office). The Teacher’s workroom space is needed for preparation of teaching materials and teacher planning.

Core Classrooms - Learning Laboratories

The primary education model at SODA is the Education 20-20 program for grades 7th-12th. This education model utilizes a self-paced education plan for each student and the school uses a large “computer” lab environment for program delivery which allows for 32-40 students in one classroom. The Learning Labs are the core component of the SODA curriculum and each lab re-quires a lockable storage room for materials and computer equipment. While many educational environments point to a wireless/laptop model, the SODA need is based upon the following key ideas:

Diagnostic computer testing

Interactive computer programs for delivery of core curriculum:

- Students do not own computers/laptops and depend upon the school computers (homework/self-study).
- Security drives facility decisions - computer lab is easily secured and monitored.
- The location of the computer labs adjacent to administration is ideal to support testing and study.

While the school, in its early stages, used combined Learning Labs that have combined grade levels and as enrollment increased SODA’s has more recently tended to divide these larger labs into smaller labs for better teacher to student ratio. SODA wants to have more than one Learning Lab per grade level in grades 7th-12th grades.

Small Group Classrooms

While the school’s educational model is computer based, there is a need to have small half-size classrooms with storage cabinets for small group pull out to provide supplementary curriculum services to students. The intention is to have one half-size classroom per grade level and when these classrooms are not in use, they can be used to provide special education services and as study areas for students.

Multi-Use Classroom

The existing multi-use classroom at SODA is used primarily for band and instrument instruction. The classroom has dedicated instrument and music storage areas. In addition to its use as a music classroom, it is also used as a gathering area for students for large group meetings and lectures.

3.2 Space Requirements

3.2.3 Descriptions and Diagrams of Required Spaces Administration Area (continued)

Science Laboratories

As part of the additional square footage needed at the existing facility a new science lab will be provided for use by students in the upper grade levels and a second will be necessary once the school reaches capacity. For the lower grade levels 7th-9th, the science curriculum uses presentation of information with interactive computer programs, hands-on science kits and science textbooks (book and digital). This method is adequate but not fulfilling the mission of higher academic achievement envisioned.

A full science lab will provide working laboratory areas with counter-top space for experiments. This includes access to water, power, portable gas burners, and a full array of science equipment appropriate to the high school science curriculum. The classroom shall be of sufficient size to store basic laboratory materials (glassware/utensils) and equipment. Specialized equipment will be stored in science cabinets and distributed as needed.

Student Dining Facilities

SODA does not currently cook or serve food. The school assumes that students will bring lunch or purchase lunch from the school's food vendor. However, in the new facility, it is desired to pre-prepare food and serve it in the new multi-use facility:

- Use of the new Multi-purpose Area
- Outdoor courtyard with seating and tables for use in warm weather (future consideration)

Service Learning

A central common area is required for informal gathering to support strong relationships between students and community. The area also provides a waiting area for the transition time between day classes and evening classes. Wireless access is provided throughout the school and common area also serves as a study area.

Media Center

SODA does not provide a formal media center. The school is focused on providing digital access to information and shared use with existing neighborhood libraries.

Art

One of the school's signature programs is visual arts, which includes painting, drawing, ceramics, sculpture and other art media. The art classroom is used to deliver all types of the visual arts program and needs to have a dedicated storage and kiln room to provide the educational program.

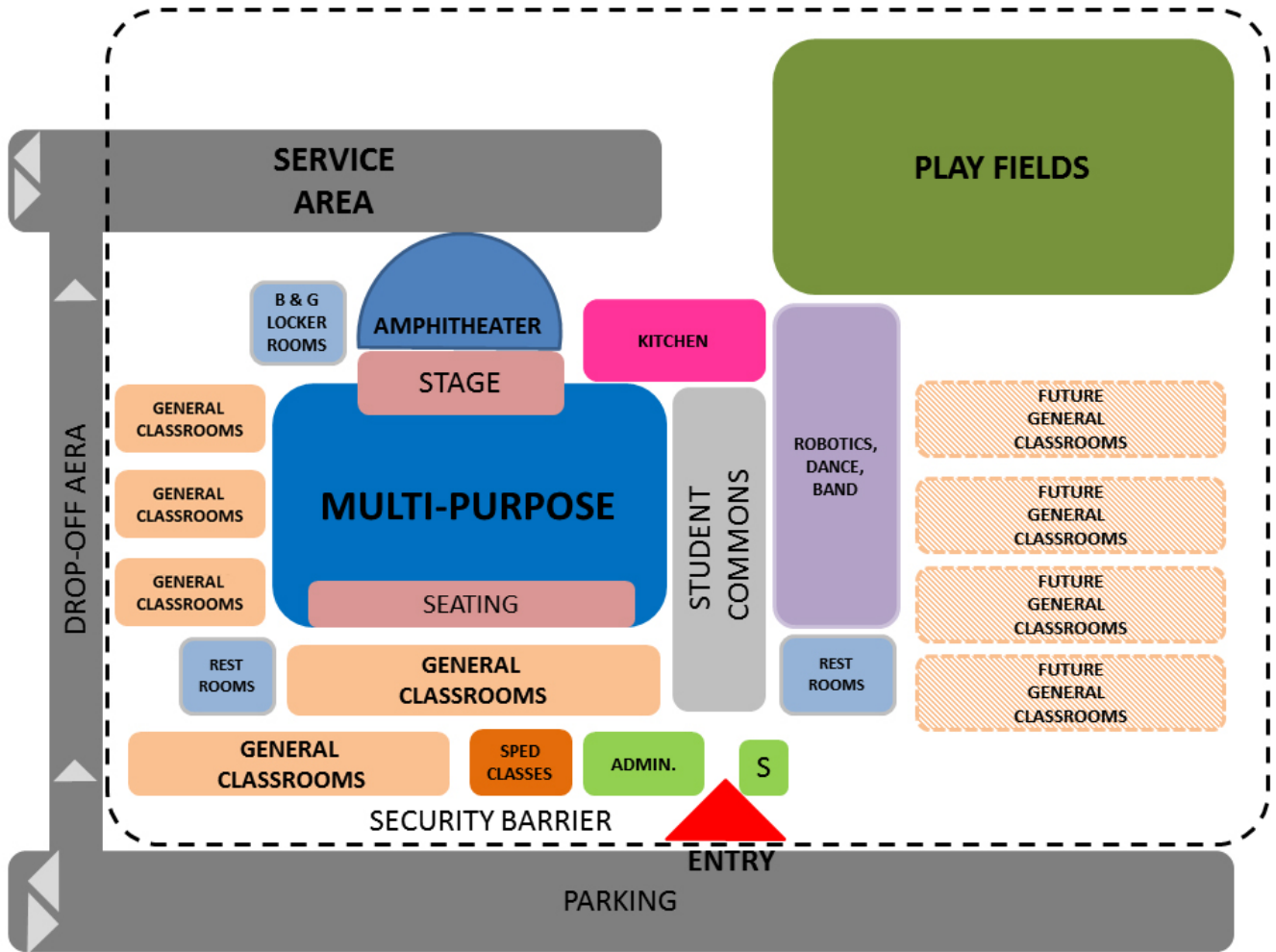
Performing Arts

Another signature program at SODA is the Performing Arts, the current classroom is dedicated primarily to dance, however now that enrollment has increased, and a music program is offered, the program will include drama and music programs that will require additional space. The performing arts classroom will need to have general storage, prop storage and changing rooms incorporated into the final design. There is also a recording room and control room required.

Summary

The Space Needs Worksheet shown in the following section identifies the schools space needs. With the recent addition of 6,000 square feet of classroom the school currently is at 21,500 total net square feet and has a capacity of 380 students. The table presented is a preliminary tool for the education specification process for the Phase II facility.

3.2 Space Requirements



4.1 Capital Funding

4.1.1 Historic and Current Funding

In its second year of operations, SODA received facilities funding from the PSCOC lease allowance to satisfy its entire budget. This cost is approximately \$700 per student per year, and will vary slightly from year to year. The 40-day official enrollment number for the academic year of 2010-11 was 181. SODA currently has 190 students at this time. However, with an official enrollment of 181, the lease allowance funding was total approximately \$106,467 this school year.

4.1.2 Current Capital Expenses

Current lease expenses for the facility are \$319,752 annually and this expense will increase as additional square footage is needed. Operational funds cover the shortfall from lease payments.

4.1.3 Potential Sources of Revenue

The following sources of funding for facilities capital projects may be accessed by School of Dreams:

- Future annual lease payment from PSCOC For planning purposes, the funding amount expected from the PSCOC will continue annually at roughly \$700 per MEM. When enrollment increases to the projected level of 525, the lease payments will increase to a total of approximately \$367,500 annually.

Annual distribution per MEM of mill levies from the Los Lunas Public Schools (LLPS) HB 33 is a potential source of funds, if the school enters into a Memorandum of Understanding (MOU) with the district before the next election (2015). Based on distribution per MEM to charter schools currently holding MOUs, funds would be expected at $\$662/\text{MEM} \times 525 = \$347,550$.

- PSCOC capital outlay, a competitive process (see next page)
- Legislative appropriation
- Design, Build, Lease, Purchase Option
- Federal grants
- Private fund-raising (gifts and grants)

4.1 Capital Funding

4.1.4 Capitalization Potential

School Year	Enrollment	Total MEM Reim (@ \$700 cash flow per student)
2010-2011	181	\$126,700.00
2011-2012	242	\$169,400.00
2012-2013	308	\$215,600.00
2013-2014	378	\$264,600.00
2014-2015	448	\$313,600.00
2015-2016	525	\$367,500.00

The school will receive approximately \$42,000 - \$55,000 per year additionally as enrollment increases until it max's out at 525 students.

4.1.4 Capitalization Potential

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

Charter schools are eligible for funding after operating successfully for six consecutive years (first year for planning in advance of opening, second through fifth years for operations, and sixth year for charter renewal process). SODA will be eligible when it has undergone the charter renewal process (AY 2014-15). 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. SODA would follow the LLPS matching formula (currently, the state share equals 81%, requiring a 19% local match).

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

PSCOC funding is applied primarily to correct deficiencies in a facility. Deficiencies are prioritized based on a statute that outlines the prioritization criteria for deficiencies correction (6.27.41 of NMAC).¹

The SODA facility is currently ranked at 721.

4.2 Total Capital Needs

4.2.1 Financial Challenges for a Charter School

The actions taken by the School of Dreams Academy are the result of defining needs and then exploring financial options which must also be within realistic financial resources currently available to New Mexico Charter schools. School of Dreams Academy, as a public charter school, has several options to purchase, lease or lease/purchase classroom space as opposed to traditional school building establishment.

A charter school is granted funding per year based upon student enrollment on the 40th day. School of Dreams Academy has established a successful educational model, attracted and sustained enrollment, and plans for increased enrollment in the near future. The school through its foundations and its facility development management consultant has identified multiple opportunities for funding their new school project at very competitive rates. In doing so they are able to stretch the funding dollars to meet the challenges of housing an educational program.

The sources of income for the state charter school are the following:

- Lease reimbursement dollars from the State of NM based upon enrollment. This is currently a value of \$735 per enrolled student.
- A non-profit foundation, The School of Dreams Education Foundation, was formed in 2013 for the sole purposes of acquiring or building a new facility for the School. The Foundation will also raise funds by applying for grants and loans for the facility.

Facility expenses for the School of Dreams Academy include:

- Lease of classroom space including the cost for necessary improvements to support the educational needs of students and to meet PSFA Adequacy Standards.
- Building renovation costs and site improvement costs.

Operational Cost:

- Average utility cost depending on the acquired lease space
- Faculty & Staff salaries
- Other Operational costs related to delivering the educational program of the School

4.2.2 Owner/Developer/School Relations

The successful collaboration between Hanson & Prezzano Builders and the School of Dreams Academy is an enormous accomplishment for benefit of students. Agreements between both parties achieved the following:

The builder/ developer has made tenant improvements to the building and site for School of Dreams Academy. The lease amount is based upon base lease cost with amortized renovation/ improvement costs. The annual lease rate for the school increases annually with the lease rate for the 2014/15 school year at \$319,752. School of Dreams Academy is responsible for funding the gap between lease reimbursement income and actual lease cost.

4.3 Capital Plan

4.3.1 Capital Needs

During the recent Facility Master Plan process conducted this year, the steering committee identified three options for providing future facilities to accommodate SODA's space needs in conjunction with the increase in enrollment. They include the following:

1. Continue to lease the existing facilities and add square footage until enrollment increases such that relocation to new facilities are required.
2. Acquire the current facilities that are being leased and construct addition
3. Acquire land and build a new facility in the Los Lunas Area

The following paragraphs describe the three options and costs in conjunction with the ability of School of Dreams to capitalize those costs given the expected cash flow. Option 1 is the preferred option for accommodating SODA's short term future space needs, however the school has reached a cap imposed by the size of the facility and cannot reach its official cap because there is no more space to grow into at the existing site.

Now that their enrollment reaches 390 students, the current facilities are very overcrowded and over utilized. The following consists of the school's best collective thinking by both the Board of governors of the school and the Board of Directors of their foundation, their development consultant and financial advisors.

Option 1 - Continue to Lease Existing Facilities and add square footage as needed.

The option entails continuing to lease the existing facilities and leasing additional square footage as needed as enrollment increases. The school currently occupies both buildings completely and has leased space in the form of two portables for a total of 24,500 square feet. In preparation for the increase in enrollment for the upcoming school year, SODA is facing a major dilemma, in that there is no more space available to lease and add enrollment. In other words, the enrollment at the existing site is capped by the available space to lease. The north building will only have 1,500 square feet remaining which is currently being leased by a private business and is unavailable at this time.

As part of the state requirement that all charter schools be in a public building owned by school district, state, state institution, political subdivision of state, federal government, federal agency, tribal government; unless the school has entered into a lease purchase agreement. In 2015-2015, with the expected enrollment increase, SODA will need to consider whether to move forward with Option 2 or 3.

Option 2 - Acquire Existing Facilities and Construction Addition

This option would include the purchase of the existing site and facilities that are currently being leased and constructing additional classrooms to accommodate the increased enrollment and program needs. If an agreement can be reached on a reasonable purchase price, the existing facilities could be acquired and new construction completed through a design, build, lease, purchase agreement with a private financier.

4.3 Capital Plan

Option 3 - Acquire New Property and Construct New Facility

The option includes purchasing property in Los Lunas (or acquiring a lease/purchase agreement) that will provide SODA with enough acreage to expand in the future and meet all site needs. Ideally the property should be able to support the new facility, parking, and outdoor gathering and sports areas as well as be accessible by public transportation. Once an alternative site is procured, a new facility will be constructed and the site developed to provide the facilities needed for the schools program requirements through the design, build, lease, purchase agreement with a private financier.

4.4 Capital Plan Implementation

4.4.1 Recommended Short Term Option 1

Option 1 - Continue to Lease Existing Facilities and add square footage as needed.

Continue to lease existing facilities and add additional square footage to meet increased enrollment. With the expected enrollment increase expected for the 2011/12 school year, SODA will need to lease an additional 4,500 square feet of space within the existing facilities.

The current lease expenses for the existing 16,500 square feet is \$319,752 with the school receiving \$106,467 from the PSCOC MEM reimbursement. The school currently supplements the reimbursement with \$213,295 from operations. Beginning the 2011/12 school year the lease payments will be increasing to \$429,202 and will include the additional square footage. With enrollment expected to increase to 410 students next year the PSCOC MEM reimbursement is anticipated to be \$169,400, which will still require the school to supplement the lease payments with \$259,802 from operations.

Based upon the PSCOC MEM reimbursement schedule below it will take until the 2015/16 school year to begin to close the gap in reimbursement and the supplementation of operation costs. However, this is unattainable as the capacity of the existing facilities cannot support the enrollment of 525 students. The PSCOC MEM reimbursement could be used towards the acquisition of new facilities.

School Year	Enrollment	Total MEM/Lease (@ \$735 cash flow per student)
2010-2011	181	\$126,700.00*
2011-2012	242	\$169,400.00*
2012-2013	308	\$223,000.00**
2013-2014	378	\$275,050.00**
2014-2015	400	\$295,000.00***
2015-2016	425	<u>\$312,375.00***</u>
2016-2017	450	<u>\$330,750.00***</u>

*(Calculated using Lease Reimbursement amount of \$700/FTE)

** (Calculated using Lease Reimbursement amount of \$725/FTE)

*** (Calculated using Lease Reimbursement amount of \$735/FTE)

4.4 Capital Plan Implementation

4.4.2 Property Acquisition

Without being able to add a significant facility addition, the existing leased facilities are now over capacity. After preliminary negotiations to acquire the existing facility proved to be too costly and unobtainable, it is apparent that this is not a viable option. Therefore, the school will need to consider Option 2 to meet SODA’s facility needs.

Option 2 - Acquire New Property and Construct New Addition

At this time the current facilities don’t meet the school’s needs. The existing lease does have a provision for property acquisition from the current owner. The total net square footage that would be available for purchase is 22,500 square feet and an additional 25,000 square foot addition would be needed to meet the program requirements for 525 students. The property has existing infrastructure and adequate parking available on a four acre lot. While the school has the first right of refusal option, the property is not currently listed for sale.

Option 2 - Construction of New 47,875 SF facility

Land Acquisition (6.5 Acres Min)	\$ 898,000
Infrastructure.....	\$ 500,000
New Construction.....	\$ 7,200,000
Furnishings	\$ 400,000
Soft Costs	\$ 2,000,000
Total Project Cost	\$ 10,998,000.00

Option 3 - Acquire New Property and Construct New Facility

In determining the size of the new facility, the school’s education program was taken into account as identified in Section 5. Due to the nature of the schools education program of Education 20/20 which allows for a self-paced learning environment in large computer labs, the square footage per student can be reduced to 90 square feet for a new facility, which is below the maximum amount allowed for high schools of 145 square feet per student for an enrollment of 525.

Option 3 - Property Acquisition & Facility Addition

Property Acquisition (4 Acres + Buildings)	\$ 5,200,000
Infrastructure.....	\$ 555,650
New Construction (25,375 SF)	\$ 4,375,000
Furnishings	\$ 400,000
Soft Costs	\$ 1,200,000
Total Project Cost	\$ 11,330,650

4.4.1 Recommended Short Term Option 1

The chart below identifies the time line that the school will need to follow in order to have facilities ready for the increase in enrollment expected in 2016/17.

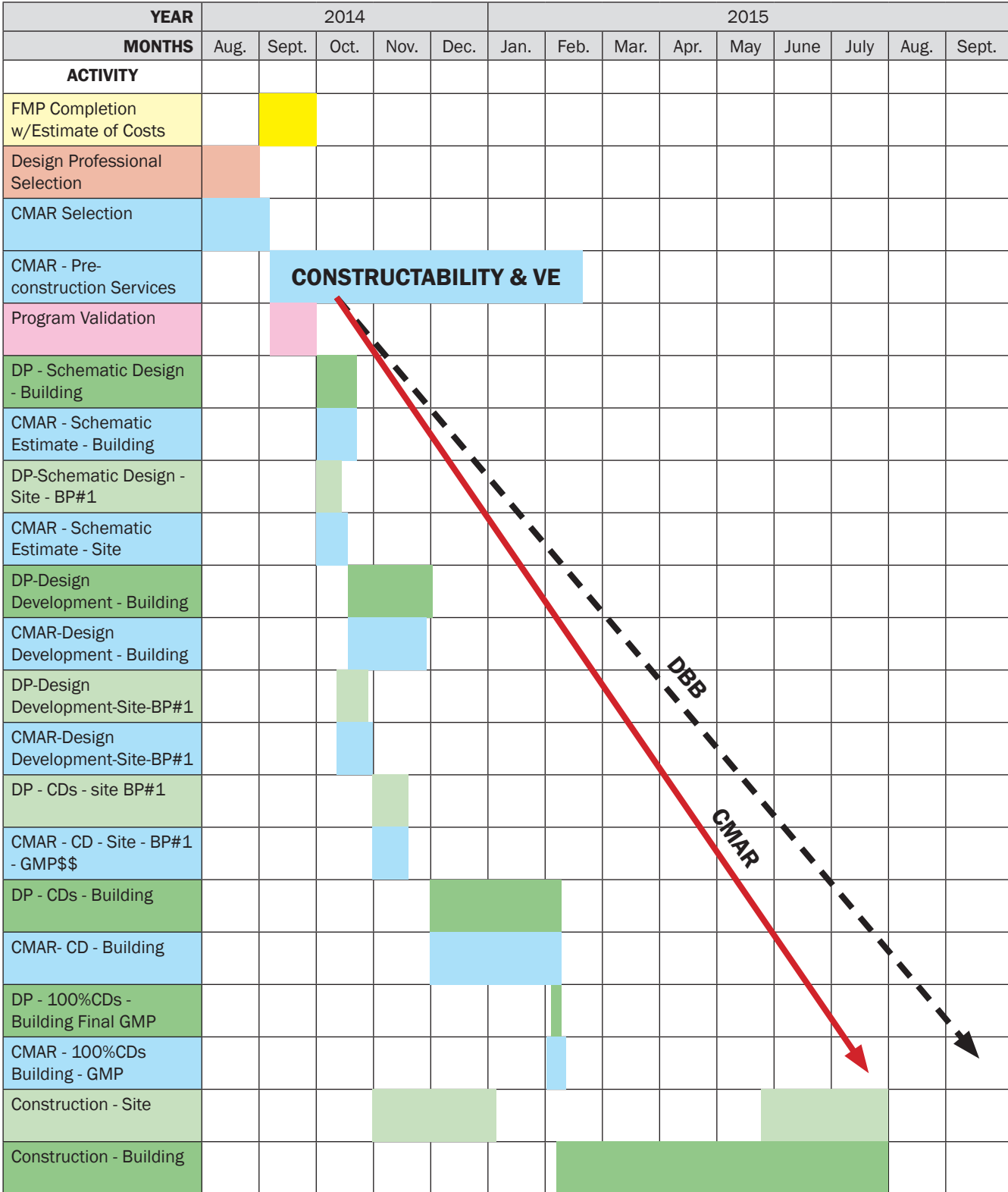
Cost Tracking Summary

SODA-Current Building				
Total SF		35,000 SF		
Land Size		7.00 Acres		
	Budget	Actual	Comments	
Land (Hard Costs)				
Purchase Price / Land Value	\$372,002	\$0.00	\$	1.22 PSF
Land (Soft Costs)				
Closing and Title Costs and Fees	\$10,000	\$0.00	Assumes 2 separate financings for land, buy 12 acres USDA and f	
Environmental Phase I	\$6,000	\$0.00	\$ 531,432.00	
ALTA Survey	\$6,000	\$0.00		
Appraisal	\$6,000	\$0.00		
	\$0	\$0.00		
Total Land Hard Costs	\$372,002	\$0		
Total Land Soft Costs	\$28,000	\$0		
Total Land Acquisition Costs	\$400,002	\$0		
Design (Soft Costs)				
Architects/Consultants				
Architectural	\$0	\$0.00	Included in Construction	
Subtotal Design Soft Costs	\$0	\$0		
Permits and Fees(Hard Costs)				
Water Tap	\$150,000	\$0.00	Need to verify	
Sewer Tap	\$0	\$0.00	Inclu. In Construction	
State Building Permit	\$0	\$0.00	Inclu. In Construction	
OPS Inspection	\$0	\$0.00	Inclu. In Construction	
Fire Review	\$0	\$0.00	Inclu. In Construction	
Planning/Zoning	\$0	\$0.00	Inclu. In Construction	
Subtotal Permits and Fees	\$150,000	\$0		
Construction and Site Work (Hard Costs)				
New Design/Construction	\$5,250,000	\$0.00	\$150.00	
Renovations	\$0	\$0.00		
	\$0			
Subtotal Construction Hard Costs	\$5,250,000	\$0		
IT/AV/Security (Hard Cost)				
Voice and Data Cabling	\$200,000	\$0.00		
Subtotal IT/AV/Security	\$200,000	\$0		
Furniture, Signage, Art (Hard Cost)				
Furniture - School	\$100,000	\$0.00		
Subtotal Furniture	\$100,000	\$0		
Other Soft Costs				
Contingency	\$0	\$0.00		
Facility Consult & Project Management	\$100,000	\$0.00		
	\$225,000	\$0.00	SE&EFS Fee (w/ pm)	
Subtotal Other Soft Costs	\$325,000	\$0		
Financing Costs				
Cap I	\$200,000	\$0.00	Construction Loan Calculation ESTIMATE	
Finance and Land Legal	\$50,000	\$0.00		
DSR	\$0	\$0.00	To be funded over 5-7 year period by school	
Underwriting	\$180,000		2.83%	
Issuer	\$0	\$0.00	need to verify	
Subtotal Financing Costs	\$430,000	\$0		
			Project Costs	\$6,200,002
Total Development Hard Costs	\$5,922,002	\$0.00		
Total Development Soft Costs	\$933,000	\$0.00		
Contingency		\$0.00		
Total Development Costs	\$6,855,002	\$0.00		
Budget	\$6,855,002	\$0.00		
Equity from School	\$0	0.00%		
Amount Financed	\$6,855,002	100.00%	89.74	SF/Student

4.4 Capital Plan Implementation

4.4.3 Priority Implementation Timeline

The chart below identifies the timeline that the school will need to follow in order to have facilities ready for the increase in enrollment expected in 2014/15.



4.4 Capital Plan Implementation

Option 2 - Acquire New Property and Construct New Facility

The option includes purchasing property in Los Lunas (or acquiring a lease/purchase agreement) that will provide SODA with enough acreage to expand in the future and meet all site needs. Ideally the property should be able to support the new facility, parking, outdoor gathering and sports areas as well as be accessible by public transportation. Once an alternative site is procured, a new facility will be constructed and the site developed

5.1 Facility Inventory

School of Dreams Academy Facility Inventory																								
Facilities Inventory Data																								
Facility Name	State ID	Address	ZIP	Phone	Fax	Principal / Site Manager	Open Date	Age (Years)	Construction Dates	State FCI	Site Acreage	Owned or Leased?	Total Perm Bldg Area	Total Port Bldg Area	Total Bldg Area (GSF)	Grades	Current Year Enrollment (40 day)	No. of Permanent Classrooms	No. Double Portables	No. of Portable Class-rooms	Total Class-rooms	Port CR % of Total	GSF Per Student	
High School																								
SODA Mid and High School	505001	1800 Main St	87031	505-866-7632	505-866-0780	Mr. Ogas	2010	3	2010	4.16	5.00	Leased	20,345	2,500	22,845	7th-12th	381	14	2	4	18.0	22%	60.0	
							Sub-Totals				5.00			20,345	2,500	22,845		381	14.00	2.00	4.00	18.00	22.2%	60.0
Administration and Support																								
Admin. Office	505001	1800 Main St	87031	505-866-7632	505-866-0780	Mr. Ogas	2010	3	2010	4.16	0	Leased		0	0						0.0	NA	NA	
							Sub-Totals				5.00			0	0	0					0.00			
							District Totals				5.00			20,345	2,500	22,845	0.00	496.00	14.00	2.00	4.00	18.00		

5.2 Site/School Detail

5.2.1 School of Dreams Academy

In order to develop a comprehensive Capital Improvement Plan for School of Dreams Charter School, it must first be acknowledged that the condition of the facility is directly related to the overall environment in which teaching and learning occurs. To objectively determine the existing conditions of school facilities and sites, comprehensive facility assessments were conducted by PCM, Inc., in conjunction with the PSFA Facility Assessor Dennis Schneider. There were four components to the facility assessment process which took into consideration the following:

- The “actual” - physical condition of all building systems
- Site conditions (playgrounds, bus/ parent pick-up & drop parking, etc.)
- The availability of technology at each site
- The educational suitability/ adequacy standards

The facility assessments were developed using an industry standard scoring system; that works in conjunction with the State of New Mexico’s Facility Assessment Database. Any recently completed renovation and facility improvement projects should be documented in the PSFA Facility Assessment Database (FAD) and any remaining facility capital improvement projects need to be prioritized accordingly.

The facility assessment process involves detailed assessments to address building systems, code concerns, accessibility and environmental concerns, site issues, building functionality and adequacy standards compliance. As part of the overall facility assessment the following is a listing of some of the major items that were included:

- Traffic Patterns
- Parent & Bus drop and pick-up
- Safety and Security
- Learning Style Variety
- Classrooms sizes
- Library Adjacency
- Storage
- Ease of Supervision

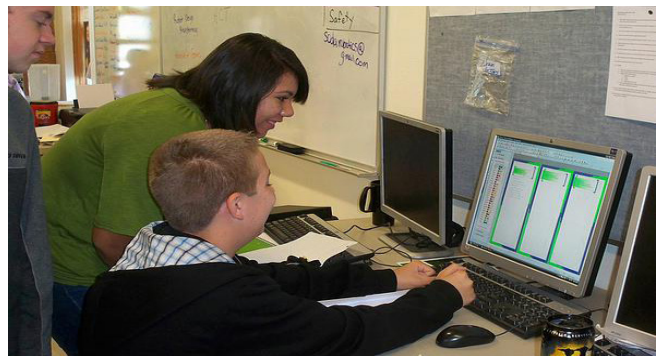
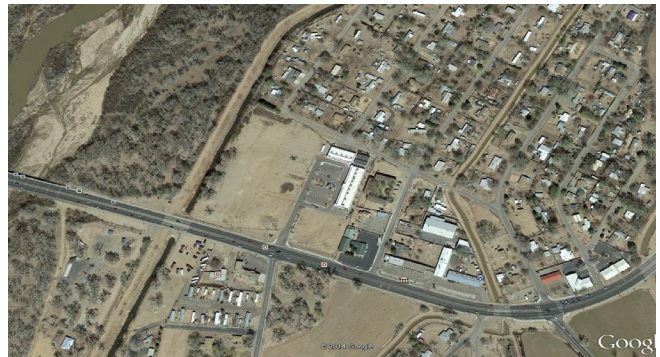
Final results of the assessment reports were used in determining the needed facility improvements and systems replacement.

5.2 Site/School Detail

5.2.2 Photographs

Sampling Of Observed Conditions - Building Systems

- Outdated and obsolete electrical distribution and branch panels with - limited circuit capacity.
- Energy efficient light fixtures using T-8 lamps and ballasts
- Parent and Bus drop-off and pick up area improvements needed.
- Aged plumbing and sewer systems needing replacement.
- Aged and obsolete HVAC equipment including chilled water and hot water circulating pumps and piping, fan coil units, and exhaust fans.
- Aged and worn roof systems.
- Hot water boilers, storage tanks, and piping requiring replacement.
- Hazardous Material - flooring, ceilings, mastic, piping insulation, etc require immediate remediation and removal.



5.8 Detailed Space & Room Requirements (Ed. Spec)

All classroom space shall be sufficient for appropriate educational programs for the class level needs and shall meet or exceed the requirements per 6.27.30.8-22 ACADEMIC CLASSROOM SPACE Adequacy Standards Statute as follows:

5.8.1 Technology & Communications Criteria

Classrooms – For each General and Special classroom space as follows:

1. Wireless capability in each instructional room to support 25 student computers at 100 Mbps and 1 hard-wired instructor computer coaxial wiring to support cable broadcasts.

Devices

1. Computers - Laptop or tablet computers for 25 students in every instructional room Each tablet shall have a keyboard and wireless mouse for each desktop computer for each staff.
2. Peripheral Devices - Classrooms - One smart board or white board pen system per instructional room interconnected hardware to projection capability in each instructional room by way of media hub, LCD projector, and projection screen.
3. Network - Networking capabilities include: media hub to projector, audio system, and digital large screen TV.

Communications

1. Fire alarm and emergency notification system. A school facility shall have a fire alarm and emergency notification system as required by applicable state fire codes and emergency procedures.
2. 2-way communication system. A school facility shall have a 2-way internal communication system between a central location and each classroom, isolated office space, library, physical education space, cafeteria, and other regularly-used spaces.

5.8.2 Power Criteria

Provide power for the new buildings through primary and secondary distribution systems per applicable codes and final engineering design drawings for the campus and each individual building. Each classroom will have minimum of 3-quadplex 110/120v receptacles per wall, with any additional receptacles per requirements for each specific room. In addition, specific special classrooms may have need for 220/240v receptacles. See attached room criteria sheets.

5.8.3 Lighting and Day Lighting Criteria

1. Each general and specialty classroom shall have a light system capable of maintaining at least 50 foot-candles of well-distributed light. Provide appropriate task lighting in specialty classrooms where enhanced visibility is required.
2. The light level shall be measured at a work surface located in the approximate center of the classroom, between clean light fixtures.

5.8 Detailed Space & Room Requirements

5.8.4 Environmental Conditioning Criteria

3. 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.
4. The temperature shall be measured at a work surface in the approximate center of the classroom.
5. Each general, science and arts classroom shall have an HVAC system that continually moves air and is capable of maintaining a CO2 level of not more than 1,200 parts per million.
6. The air quality shall be measured at a work surface in the approximate center of the classroom. [6.27.30.12 NMAC - N, 9/1/02; A, 8/31/05; A, 12/14/07]

5.8.5 Classroom Acoustics Criteria

7. Each general and specialty classroom shall be maintainable at a sustained background sound level of less than 55 decibels.
8. The sound level shall be measured at a work surface in the approximate center of the classroom.

5.8.6 Furnishing and Equipment Criteria

1. Each general and specialty classroom shall contain a work surface and seat for each student in the classroom. The work surface and seat shall be appropriate for the normal activity of the class conducted in the room.
2. Each general and specialty classroom shall have a work surface and seat for the teacher and for the aide assigned to the classroom, and it shall have secure storage for student records that is located in the classroom or is convenient to access from the classroom.
3. Each general and specialty classroom shall have an erasable surface and a surface suitable for projection purposes, appropriate for group classroom instruction, and a display surface. A single surface may meet one or more of these purposes.

5.8.7 Table Types

1. Each general and specialty classroom shall have a work surface and seat for each student in the classroom. The work surface and seat shall be appropriate for the normal activity of the class conducted in the room.

5.8.8 Storage Types

1. Each general and specialty classroom shall have storage for classroom materials or access to conveniently located storage, and it shall have secure storage for student records that is located in the classroom or is convenient to access from the classroom.

5.8.9 Criteria Sheets

Please refer to the provided Room Criteria sheets as appropriate information to support individual space recommendations.