



STATE OF NEW MEXICO
Public School Facilities Authority
2019 Galisteo, Suite B-1
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www.nmpsfa.org

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Executive Director

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PROCEDURE

CHARTER SCHOOL FACILITIES

**Approval of Facilities of New Charter Schools and Relocated Charter Schools;
Approval of Charter School Facilities Prior To Lease-Purchase Agreement;**

EFFECTIVE DATE: July 1, 2011

INTRODUCTION

Charter schools (Charters), like all public schools in New Mexico, are subject to the provisions of the Statewide Adequacy Standards (per the Public School Capital Outlay Act), shall meet the educational occupancy standards required by applicable New Mexico construction codes, and must follow established procedures as administered by the Public School Facilities Authority (PSFA) when building, constructing additions, renovating or demolishing all or portions of their facilities. This new legislation, which was passed during the 2011 Regular Legislative Session and subsequently signed by the Governor, provides that PSFA's review and approve facilities that a new charter school wishes to occupy, or that an existing charter school wishes to relocate. Other pertinent features of the legislation are articles that provide for PSFA approval of charter school lease-purchase agreements and that bar school districts and charter schools from applying for lease assistance from PSCOC until PSFA has approved the facility and, and if applicable, the lease-purchase agreement.

The new legislation has two parts to it. The first step addresses the requirement for a description of the projected facility needs, which after approval from PSFA accompanies the Charters application to PED. The second step is the requirement that the facility intended to house the charter have a condition index rating equal to or better than the average New Mexico condition index.

PROCEDURES

I. APPROVAL OF CHARTER SCHOOL APPLICATIONS AS THEY PERTAIN TO PROJECTED FACILITY NEEDS, INCLUDING PROJECTED REQUESTS FOR CAPITAL OUTLAY

A prospective charter school shall develop a hybrid Ed. Spec/FMP in accordance with **Attachment 1**, and submit said document to PSFA for review and approval at least 45 days prior to the date that the prospective charter school's application is due to the Public Education Department. It is strongly recommended that the prospective charter submit this document well in advance of the due date of the Charter School Application in order to address any concerns that may arise which would need to be addressed prior to PSFA's approval of the document.

II. APPROVAL OF FACILITIES FOR NEW CHARTER SCHOOLS, OR TO WHICH AN EXISTING CHARTER SCHOOL WISHES TO RELOCATE

- A. A new charter school or an existing charter school that wishes to relocate to a new facility shall have submitted and had approved a hybrid Educational Specification/Facility Master Plan (Ed. Spec/FMP) to PSFA in accordance with **Attachment 1**.
- B. A new charter school or an existing charter school that wishes to relocate to a new facility shall contact PSFA to request an assessment of the facility as soon as possible after identifying a potential facility. The charter should identify a facility and make a request for assessment as early as possible so that there will be ample time to explore other facility options if the selected facility is inadequate as defined by applicable provisions of the Statewide Adequacy Standards, does not meet or exceed the current average weighted New Mexico Condition Index (wNMCI) and cannot be improved so as to meet or exceed the average wNMCI within 18 months of occupancy, or cannot be used for other reasons.
- C. The request will be routed to the facilities specialist to whom the district that the school is located is assigned, or to the field assessor. Such assignment will be made whether the school is state or locally chartered. The PSFA field assessor will respond to the Charter within five days.
- D. Prior to conducting the assessment, the assessor shall review the charter's Ed. Spec/FMP and the school's charter application to familiarize him/herself with the schools planned educational program and method of delivery, as well as projected enrollment, maximum enrollment, and any other information that relates to or impacts facility needs. If the request is from an existing charter, the Facilities Assessment Database (FAD) should also be consulted for useful information about the charter and its current facilities which may be found there.
- E. **ASSESSMENT**

The following forms (copies attached) will be used by the assessor to collect the necessary information based on the grade level(s) to be educated in the building or facility being assessed, if the facility has not been assessed previously:

- 1. Assessment template
 - 2A** New Elementary School Building Template
 - 2B** New Middle School Building Template
 - 2C** New High School Building Template
- 2. Although there are no blank templates available, the assessor must also remember to gather all information about the site and educational adequacy as indicated in **Attachment 3**. If the facility has been assessed previously, the assessor will print out the FAD assessment worksheet and note updates on that form as this worksheet encompasses **attachments 2A through 2C and attachment 3**.
- 3. The assessor should also print out a blank copy of the Potential Charter School Assessment Form (**Attachment 4**) for use in recording his/her observations during the assessment.
- 4. The assessor will thoroughly document the assessment with photographs. It is important that photographs of all aspects of the facility are taken. Special attention should be paid to photographing any problems and hazardous conditions identified in the facility.

F. POST ASSESSMENT

- 1. Upon completion of the assessment, the assessor shall request the FAD Manager enter the information gathered during the assessment into the database and generate a wNMCI score for the facility.
- 2. As soon as possible after the assessment, the assessor shall prepare a report of his/her findings. A sample report (**Attachment 5**) is attached for reference.
 - A. At a minimum, the report shall contain the following elements:
 - 1. A description of the facility that includes a description of the major components and systems and their condition at the time of the assessment

2. An adequacy analysis, which is an evaluation of the facility based on the provisions of the Statewide Adequacy Standards as applicable to charter schools.
 3. Concerns about the condition of the major facility elements and systems as well as any concerns related to compliance with applicable provisions of the Statewide Adequacy Standards.
 4. The current average wNMCI and the facility's wNMCI. This shall include a statement advising the charter whether the wNMCI for the facility is better than, equal to, or worse than the average wNMCI.
 5. The report should also contain a change of occupancy analysis based on the current edition of the International Building Code, if a change of occupancy is required.
- B. Once complete, the report shall be forwarded to the charter representative with an invitation to respond to the report with any concerns that the school may have within five business days.
1. The charter will be advised that, if a response is not received within that time, PSFA will deem this as acceptance of the assessment without exception.
 2. If the charter responds with questions or concerns regarding the assessment report, the assessor will vet those concerns, revisiting the facility if necessary.
3. Once the report is reconciled with any concerns raised by the charter, and any changes precipitated by the reconciliation are entered into the FAD, a final wNMCI score shall be generated for the facility and included in a final draft of the report and memorandum (**Attachment 6**) to the charter. A copy shall be sent to the charter representative, the Public Education Department's Charter School Division, and to the PSFA Planning & Review Manager.

III. LEASE OF FACILITIES BY A SCHOOL DISTRICT TO A CHARTER SCHOOL

This provision of HB-283 removes approval by the State Board of Finance of a lease by a school district to a state or locally chartered school of property or facilities.

Please note that lease of a facility by a school district to a charter school will trigger the requirement that a facility assessment be performed in accordance with **II. APPROVAL OF FACILITIES FOR NEW CHARTER SCHOOLS, OR TO WHICH AN EXISTING CHARTER SCHOOL WISHES TO RELOCATE**. However, a full assessment may not be necessary if the facility information is already in the FAD and is current.

IV. APPROVAL OF SCHOOL LEASE-PURCHASE AGREEMENTS

A. DEVELOPMENT, REVIEW AND APPROVAL OF HYBRID EDUCATIONAL SPECIFICATIONS/FACILITY MASTER PLAN

1. A charter school that wishes to enter into a lease-purchase agreement to acquire facilities for the school shall prepare, or have prepared for them, a hybrid educational specification/facility master plan (Ed. Spec/FMP) in accordance with **Attachment 1**.
 - A. In conjunction with the preparation of the Ed. Spec/FMP, the charter shall request an assessment of the facility in accordance with **II. APPROVAL OF FACILITIES FOR NEW CHARTER SCHOOLS, OR TO WHICH AN EXISTING CHARTER SCHOOL WISHES TO RELOCATE**, above, provided that an assessment of the facility has not already been performed by PSFA and the results of that assessment entered into the FAD.
2. Once the Ed. Spec/FMP has been submitted to and approved by PSFA, the request for approval of the agreement will be approved within 30 days of submittal, if:

- A. The facility meets applicable provisions of the Statewide Adequacy Standards, or if the facility can be brought into compliance with those standards within a reasonable time, at a reasonable cost and that resources, financial and otherwise, will be available to achieve compliance.
- B. The proposed facility achieves a wNMCI score equal to or better than the average wNMCI score for all public school facilities in New Mexico.
- C. A school district or charter school shall not apply for a lease assistance grant from the PSCOC for a facility for which they have entered into a lease-purchase agreement unless they have complied with these requirements.

Approval will be communicated to the Public Education Department and the Charter School via memorandum (**Attachment 6**).

**Attachment
#1**

PURPOSE

In conjunction with the Facility Master Plan and Educational Specifications vendors, Public School Facilities Authority staff has revised our facility master plans/educational specifications requirements for charter schools. This revision is based upon the unique characteristics of charter schools that differentiate them from traditional schools and districts. Some of the master plan and educational specifications requirements do not apply to charter schools. For instance, charter school enrollments are capped at a certain number so that a full scale demographics component is unnecessary. Additionally, charters may deliver their educational programs in different ways, meaning that not all the requirements of the facility master plans and educational specifications apply.

The aim of this revision is to create a process that is fair and equitable for charter schools that make it easy for the vendor and the schools to create a streamlined tool that is beneficial and valuable. PSFA and the vendors met on two occasions to craft these revisions and they are the product of discussions based on the vendor's experiences in preparing these documents.

The following components are required for any charter school facility master plan/educational specifications document.

CHARTER SCHOOL OVERVIEW

- Year of the initial charter
- First renewal, If any

GENERAL

- Clear and Concise
- Clearly presented major ideas
- Separate detailed supporting forms and analysis
- Clearly labeled tabs
- Title identifying FMP as 5-year plan/years
- Electronic file included
- Include documentation of adoption by school governing board
- Acknowledgements page
- School physical address and contact information

ACROYNMS/DEFINITIONS

- Abbreviations, acronyms, and uncommon terms identified

1. GOALS / MISSION

1.1 Goals

1.1.1 Mission

- Desired future state of *schools* educational programs

1.1.2 General Educational Philosophy

1.1.3 Serving the Community

- Desired future state of school's community involvement
- Conformance with Adequacy Standards

1.2 Process

1.2.1 Data Gathering and Analysis

1.2.2 Authority and Facilities Decision Making

- Identify process for capital planning and decision-making
- Identify how community input is considered
 - *list members that attended and affiliation*
- Steering committee involvement
 - *identify members of the steering committee*
- Identify how staff input is considered
- Identify how student input is considered

2. EXISTING AND PROJECTED CONDITIONS

2.1 Programs and Delivery Methods

2.1.1 Programs Overview

- Provide overview of current educational programs and facilities
- How grade levels are configured
- Identify any existing shared/joint use facilities with other public or private entities
 - *identify the relationships with the joint use facilities*
- Describe the School's Instructional Program
- Description of the General Instructional Organization (grade levels, groups, academies)
- Schedule Approach (periods, block schedule)
- List special anticipated special curricular and extracurricular activities to be accommodated in the facility, if any

2.1.2 Anticipated Changes in Programs

- Identify projected changes in programs that impact use/need for facilities
- With regard to School Size, Class Size, Grade Level Configuration, Schedule
- Discuss opportunities for continuing or increasing shared/joint use in the future

2.2 Enrollment

2.2.1 Historic and Current Enrollment

- Graph of historic and current enrollment by grade level (40 day counts)
- Current year enrollment and five year historical enrollment; if available

2.2.2 Projected Enrollment

- Graph of projected 5 or 10 year enrollment
- Enrollment cap per *current* approved charter
- Identify the five-year post occupancy projection of attendance in the grade levels affected by the facility

2.2.3 Student Origination

- Map identifying attendance areas *of existing and proposed facilities*

2.2.4 Classroom Loading Policy

- Identify anticipated class loading requirements or district policy

2.2.5 Classroom Needs

- Identify existing/future classroom needs to accommodate the projected enrollment

2.3 Site and Facilities

2.3.1 Location

- Map(s) identify the location *of any existing and proposed facilities*

2.3.2 Site

2.3.3 Facility

- Overview of sites and facilities , *existing or proposed*

2.3.4 Facility Evaluation (If Applicable)

- Summary of facility condition evaluation (FAD Executive Summary Report)
 - *Has PSFA evaluated the facility for code and adequacy? Summarize of PSFA/Code analysis of any existing facilities that are proposed for future use, if so, include in this section.*

2.3.5 Statewide Adequacy Standards

- Identify how the facility conforms to Statewide Adequacy Standards

2.4 Utilization and Capacity

2.4.1 Utilization (If available)

- Identify special factors that influence facility use

2.4.2 Capacity

- Identify functional student capacity (*capacity based on educational program*)
- Identify anticipated student capacity and efficiency of facility use and provide supporting analysis

2.5 Technology

- Overview of Tech. plan and needed equip.

2.6 Energy Management - *of existing or proposed facilities*

2.6.1 Energy Assessment, if available

2.6.2 Energy Efficiency Recommendations, if available

2.6.3 Energy Management Plan, if available

- Overview of energy management plan, if available

3. FACILITY REQUIREMENTS (Ed Spec)

3.1 Facility Goals and Concepts

3.1.1 Goals

3.1.2 Concepts

- Identify and describe major facility goals and concepts including safety, security, sustainability, flexibility, community use, utilities, and any other issues or special considerations that impact space requirements and/or costs

3.2 Space Requirements

3.2.1 Space Summary

- Itemize the quantity and sizes of spaces required to accommodate the instructional program

3.2.2 Site requirements

3.2.3 Descriptions and Diagrams of Required Spaces

- Provide a graphic diagram illustrating the relationship between the program areas

3.2.4 Alternative Methods

3.2.5 Space Needs

3.2.6 Detailed Space and Room Requirements

3.3 Implementation of Space Needs

3.3.1 Scenarios for Implementation

- Identify facility phasing strategies considered for meeting required needs with projected growth

4. CAPITAL PLAN

4.1 Capital Funding

4.1.1 Historic and Current Funding

- Provide a brief history of how the school has met its capital funding needs

4.1.2 Current Capital Expenses

4.1.3 Potential Future Sources of Revenue

- Identify the school's current and future financial resources available or expected (indicating by year(s) available to meet capital needs)

4.1.4 PSCOC Capital Outlay Funding

4.2 Capital Needs

4.2.1 Projects

- Summarize total capital needs identified including renewal of existing facilities, technology requirements, and educational and programmatic requirements
- Provide an estimate of probable costs for the total project including:

- Site development cost
- Facility construction
- Other projected costs
- Identify cost estimating assumptions including:
 - Anticipated project delivery schedule
 - Unit costs
 - Inflation

4.3 Implementation Strategy

4.3.1 Project Prioritization

- Identify the process and criteria to prioritize capital needs

4.3.2 Capitalization Analysis

- Identify financial strategies and alternatives considered to meet capital needs
- Summary of capital improvement for the next 5 (or 10) yrs.

5. MASTER PLAN SUPPORT MATERIAL

5.1 Sites and Facilities Data Table

- A table summarizing characteristics of site and facilities
 - Name of facility
 - State identification number
 - Physical address
 - Date of opening
 - Dates of major additions and renovations
 - Facility Condition Index (FCI) and N.M. Facility Condition Index (NMCI), if available
 - Site owned or leased
 - Total building area gross sq/ ft.
 - Site acreage
 - Total number of permanent general classrooms
 - Total number of permanent specialty classrooms
 - Total number of portable classrooms
 - Total number of classrooms

- Percentage of portable classrooms compared to total number of permanent classrooms
- Total enrollment current year (40th day count), if available (may not be available for a newly chartered school)
- Number of gross sq. ft per student per school facility

5.2 Site Plan

- Scaled School Site Plan

5.3 Floor Plan

- Scaled school floor plan(s) with rooms numbers to match inventory

5.4 Facility Inventory

- Include room use and square footage of each room

5.5 Photographs

- Illustrative photographs as appropriate (min. one exterior and one interior)

5.6 Facility Evaluation

- Evaluation report

5.7 FAD Update

- FAD forms updated

5.8 Detailed Space and Room Requirements (Ed Spec), if applicable

5.8.1 Technology and Communications Criteria

5.8.2 Power Criteria

5.8.3 Lighting and day lighting Criteria

5.8.4 Environmental Conditioning Criteria

5.8.5 Classroom Acoustics Criteria

5.8.6 Furnishing and Equipment Criteria

5.8.7 Table types

5.8.8 Storage types

5.8.9 Criteria Sheets

- Provide as appropriate information to support space recommendations such as an existing calendar of events or breakdowns from comparable facilities

5.9 Capital Improvement Plan (CIP), if available

- Summary table of priority capital improvement for the next 5 yrs and project cost details.

Attachment
#2A



New Elementary School Building

District: _____

Building Size (SF): _____

School: _____

Year Built: _____

Building Name: _____

Unifomat Code	System Name	Lifetime	Last Reno. (Year)	Category Override	Comments
A	Foundtion/Slab/Structure	100			
B20	Exterior Doors and Windows	30			
B2010	Exterior Walls	100			
B30	Roof	20			
C10	Interior Doors and Partitions	50			
C1030	Interior Walls	60			
C3010	Wall Finishes	12			
C3020	Floor Finishes	12			
C3030	Ceiling Finishes	30			
D20	Plumbing	30			
D30	HVAC	30			
D3060	Air/Ventilation Equipment	20			
D40	Sprinklers and Standpipes	50			
D5010	Main Power/Emergency	30			
D5020	Lighting/Branch Circuits	30			
D5030	Communications and Security	15			
D5037	Fire Detection/Alarm	15			
D5090	Emergency Light and Power	20			
E	Other Equipment	60			

**Attachment
#2B**



New Middle School Building

District: _____

Building Size (SF): _____

School: _____

Year Built: _____

Building Name: _____

Unifomat Code	System Name	Lifetime	Last Reno. (Year)	Category Override	Comments
A	Foundtion/Slab/Structure	100			
B20	Exterior Windows and Doors	30			
B2010	Exterior Walls	100			
B30	Roof	20			
C10	Interior Doors, Partitions, Stairs, Elevator	50			
C1030	Interior Walls	60			
C3010	Wall Finishes	12			
C3020	Floor Finishes	12			
C3030	Ceiling Finishes	30			
D20	Plumbing	30			
D30	HVAC	30			
D3060	Air/Ventilation Equipment	20			
D4010	Fire Sprinkler	50			
D5010	Main Power/Emergency	30			
D5020	Lighting/Branch Circuits	30			
D5037	Fire Detection/Alarm	15			
D5038	Communications/Security	15			
D5039	Technology	10			
D5090	Other Electrical Systems	20			
E1020	Institutional Equipment	30			
E1090	Other Equipment	60			

Attachment
#2C



New High School Building

District: _____

Building Size (SF): _____

School: _____

Year Built: _____

Building Name: _____

Unifomat Code	System Name	Lifetime	Last Reno. (Year)	Category Override	Comments
A	Foundtion/Slab/Structure	100			
B20	Exterior Windows and Doors	30			
B2010	Exterior Walls	100			
B30	Roof	20			
C10	Interior Doors, Partitions, Stairs, Elevator	50			
C1030	Interior Walls	60			
C3010	Wall Finishes	12			
C3020	Floor Finishes	12			
C3030	Ceiling Finishes	30			
D20	Plumbing	30			
D30	HVAC	30			
D3060	Air/Ventilation Equipment	20			
D4010	Fire Sprinkler	50			
D5010	Main Power/Emergency	30			
D5020	Lighting/Branch Circuits	30			
D5037	Fire Detection/Alarm	15			
D5038	Communications/Security	15			
D5039	Technology	10			
D5090	Other Electrical Systems	20			
E1020	Institutional Equipment	30			
E1090	Other Equipment	60			

**Attachment
#3**



District: State Chartered Schools
School: East Mountain Charter HS (526001)
Asset: Site
Cost Model: High School Site

Asset Size: 43,752
Year Constructed: 2000
Asset Use: Site

System			Current				Update		
Unifomat Code	System Name	Lifetime	Last Reno.	Age Based Category	Category Override	Comments	Last Reno.	Category Override	Comments
G2020	Parking Lots	20	2000	9					
G2030	Walkways	30	2000	9					
G2041	Fencing	100	2000	9					
G2047	Athletic Fields	30	2000	9					
G2049	Playground Equipment	15	2000	9					
G2050	Landscaping	30	2000	9					
G3010	Site Utilities	50	2000	9					
G4020	Site Lighting	40	2000	9					
G90	Site Specialties	40	2000	9					



District: State Chartered Schools

School: East Mountain Charter HS (526001)

Asset: Educational Adequacy

Cost Model: Charter School Educational Adequacy

Population

Adequacy	Current	Update
Growth Factor	1.00	
Number of Students	344	
Number of Staff	36	

Adequacy	Current	Update
Number of Kindergarten Students	0	
Number of 1-5 Students	0	
Number of 6-8 Students	0	

Adequacy	Current	Update
Number of 9-12 Students	344	
Number of Special Education Students	0	

Square Footage

Permanent GSF	40166	
Portable GSF	3584	
Admin NSF	1418	
Art/Music NSF	5439	
Assembly NSF	0	
Career Ed NSF	0	
Computer Lab NSF	700	

Faculty Work Area NSF	859	
Food Service NSF	1792	
General Classroom NSF	10528	
General Storage NSF	742	
Maintenance or Janitorial Space NSF	329	
Media Center NSF	1512	

Parent Work Space NSF	0	
Physical Ed NSF	896	
Science Classroom NSF	4868	
Science Storage NSF	0	
Special Education Classroom NSF	1400	
Student Health NSF	325	

Classrooms

Number of Classrooms	27	
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Number of Special Education Classrooms	0	
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Parking

Number of Bus Drop Offs	0	
Number of Student Drop Offs	0	

Number of Paved Parking Spaces	71	
Number of Gravel Parking Spaces	0	

Number of Handicap Parking Spaces	4	
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Miscellaneous

Playground Equipment	0	
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Number of Multi-Use Playgrounds	0	
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Number of Chemical Storage Rooms	3	
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Attachment
#4

State of New Mexico
Public School Facilities Authority



Robert A. Gorrell, Director
Tim Berry, Deputy Director

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(505) 843-9681 (Fax)

Website: www.nmpsfa.org

Potential Charter School Assessment Form

Date of Assessment: _____

Address: _____

City/State/Zip: _____

SCHOOL INFORMATION

Name of School: _____

Grades Served: _____

of K Students _____ **# of 1st – 5th Students** _____

of 6th – 8th Students _____ **# of 9th – 12th Students** _____

Notes: _____

BUILDING INFORMATION

Date of Construction: _____ **Actual / Estimated**

Present Use(s): _____

Building Gross Sq. Ft. _____

Proposed School Square Footage, if different from Building GSF: _____

Type of Construction: _____ **Actual / Assumed**

Occupancy Group: _____ **Change of Occupancy Needed? Y / N**

Notes On Condition: _____

Appearance of Building Systems Integrity

Plumbing Type / Accessibility

Boys Restrooms

Of Commodes For Boys _____

That Are Accessible _____

Of Urinals For Boys _____

That Are Accessible _____

Of Lavatories For Boys _____

That Are Accessible _____

Notes: _____

Girls Restrooms

Of Commodes For Girls _____

That Are Accessible _____

Of Lavatories For Girls _____

That Are Accessible _____

Notes: _____

Adequate Fire Alarm System

Adequate Two-Way Communication System

Student Drop-off/Pedestrian Pathway

Drainage (Protection Of Building Structural Integrity)

Drainage (Potential For Flooding, Ponding or Erosion)

Fenced Preschool Play Area

Fenced Special Needs Play Area

Fenced Kindergarten Play Area

Fenced 1st – 6th Grade Play Area

Appropriate Sized Classroom Space

Lighting, Temperature, Acoustics & Air Quality

**Other
Notes**

Attachment
#5

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MEMORANDUM

To: Mr. Jasper Matthews, The GREAT Academy
Through: Martica Casias, PSFA Planning & Design Manager
CC: Sam Obenshain, PED Charter School Division
From: Richard A. Romero, Facilities Specialist
Date: June 13, 2011
RE: Facility Assessment: 6001 San Mateo Boulevard NE, Suite A,
Albuquerque, NM 87109

At your request, I visited the referenced address on May 24, 2011. The purpose of my visit was to conduct an adequacy analysis, facility condition assessment and change of occupancy analysis of a proposed facility to house The GREAT Academy (TGA), a state-chartered school.

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

BACKGROUND

The GREAT Academy is a state-chartered school that proposes to begin operation for the 2011-12 school year. TGA will serve students in grades 9 through 12. TGA proposes to use a model of education that emphasizes the advantages of dual enrollment whereby their students will earn college credit while completing their high school education. The ultimate goal of TGA is to prepare students to successfully enter the work force or to prepare students for success if they choose to pursue post-secondary education. Emphasis will be placed on virtual learning, implementation of an academic improvement plan, service learning, leadership and character education and career or college preparatory pathways.

FACILITY DESCRIPTION

The facility was constructed in approximately 1992 and is a suite in a larger commercial strip mall. The facility originally housed a restaurant/nightclub. In 2002, the facility was renovated to house a post-secondary business-oriented school. The facility has been unoccupied since

the school relocated or ceased operations. Based on this, the facility is most likely classified as a B occupancy in accordance with the 2006 International Building Code. As such, a change of occupancy will be required prior to TGA beginning operation in this facility.

This two-story building appears to consist of a spread footing foundation and stem wall system with concrete slab-on-grade floors on the first floor and concrete floor slabs on the second story. The foundation and floor slab appears to be in good condition and do not exhibit evidence of differential settlement or other problems. Exterior bearing walls are most likely of steel frame construction. The majority of the facility exterior is finished with brick veneer that is in good condition. The remainder is finished with stucco and is in fair condition.

The roof covering appears to be TPO and is most likely the original covering. While the covering itself appears to be in good condition, the facility has experienced recent leaks that are, according to the owner's representative, attributable to the fact that the facility has been unoccupied for some time and roof drains and gutters intended to drain the upper level patio were not routinely cleaned, which prohibited rain and snow from draining as intended, thereby causing water to leak into the facility. It should be noted that an architect retained by the charter school has reported that, in his professional opinion, most if not all of the leaks are attributable to damaged fire-suppression and potable water lines.

The building is heated and cooled by combination rooftop units that have been vandalized and stripped of their copper components. It has been reported that the units will be replaced with similar equipment prior to TGA occupying the facility.

The exterior doors are of the glass storefront type throughout the facility. The doors appear to be original to the building and are generally in good condition.

The exterior windows in this facility are double pane windows in metal frames. There is also some limited application of glass block set into the exterior walls. The exterior windows appear to be part of the original construction of the building and are in good condition. One area of glass block application is damaged, but still appears serviceable.

The interior floors are finished with carpet throughout the facility with limited tile applications in restrooms and other wet areas. In general, the floor finishes are in good condition.

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

The ceiling consists of a suspended grid and acoustical tiles. The ceiling appears to be original and the tiles are generally in good condition. However, some tiles are damaged or stained due to the recent leaks discussed, above.

ADEQUACY ANALYSIS

The Public School Capital Outlay Council has waived many of the requirements of the Statewide Adequacy Standards for charter schools in recognition of the fact that charter

schools, by their very nature, deliver education in a non-traditional manner. As such, this analysis is based only on those areas of the Standards that have not been waived.

GENERAL REQUIREMENTS

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

The exterior envelope appears to be weather-tight under normal circumstances, if roof drains and patio gutters are properly maintained.

Interior surfaces are in good condition throughout the facility with the exception of carpeting that needs cleaning

It is unknown if the interior finishes of the building contain harmful elements such as lead or asbestos.

The electrical and plumbing systems appear to be functioning normally, as did the fire detection system. The HVAC system is currently inoperable due to vandalism and the owner's representative has stated that it is slated for replacement with a similar system. The fire suppression system is a wet system, but was not charged and, according to the architect consulting with TGA on this facility, some of the piping may be damaged. The architect has also reported that the potable water system may have leaks, as well.

A two-way communication system is not presently installed in the facility, but will be required.

SITE

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

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

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

ACADEMIC CLASSROOMS

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

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

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

GRADE	NET SF Required – Design Capacity 120	NET SF Required – Design Capacity 180	NET SF Provided	Adequate?
Kindergarten				
1st				
2nd				
3rd				
4th				
5th				
6th				
7th				
8th				
9th				
10th	1,500	1,500		
11th	1,500	1,500		
12th		1,500		
TOTAL	3,000	4,500	5,558	YES

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

Classroom temperatures must fall between 68 and 75 degrees Fahrenheit at full occupancy. The temperature shall be measured at the approximate center of the classroom. At the time of my visit, the temperature was adequate.

Classroom acoustics shall not exceed a one-hour A-weighted level of 55 decibels measured at a work surface at the approximate center of the classroom. Based on observation, only, the classroom acoustics appeared adequate.

The HVAC system must provide continual air movement and shall maintain a CO₂ level of not more than 1,200 parts per million. This was not tested, but my observation was that air quality was adequate.

CHANGE OF OCCUPANCY ANALYSIS

Because this facility was most recently used as an educational facility for a course of study beyond the 12th grade, we can reasonable assume that it is classified as a 'B' business occupancy in accordance with the current building codes. As such, a change of occupancy to an 'E' educational occupancy will be required. While every effort has been made to provide you with a detailed analysis of the requirements to affect this change, you are strongly advised to contact the City of Albuquerque Building Safety Division (BSD) as soon

as possible. This is the authority having jurisdiction over the change of occupancy and they may have additional requirements of which I am not aware.

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

General Requirement

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

Electrical

The change of occupancy will require that any unsafe conditions, as determined by the BSD, be remedied. However this requirement does not entail complete upgrade of the system.

The electrical service may be required to be upgraded to comply with current electrical code requirements for the new occupancy, as determined by the BSD. This scenario is unlikely in this case, but is dependent on the BSD's analysis and requirements.

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

Mechanical

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

Plumbing

There are currently five female water closets and six male water closets/urinals as well as two unisex toilet rooms in this facility. It is not possible to perform an accurate plumbing fixture analysis until all spaces are assigned specific uses. However, the number of fixtures present can accommodate 250 females and 300 males, not including the unisex toilet rooms. This is more than sufficient to accommodate 180 students as well as staff and visitors.

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

Change of Occupancy Classification

This is a change of occupancy classification with a separation. As such, no additional work is required to any other portions of the building except for the suite that TGA will occupy. The

subject suite will be required to comply with Chapter 8 of the International Existing Building Code as well as applicable to this project.

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

Any new interior finishes that are installed in the facility must comply with Table 803.5 of the International Building Code (IBC).

Since this facility is undergoing a change from a B to an E occupancy, section 912.4 of the IEBC requires that exiting comply with the provisions of the IBC for an E occupancy. Exiting is adequate, with the exception of some doors that do not swing in the proper direction.

The facility appears to comply with allowable heights and areas for an E occupancy for all types of construction when you factor in the allowable area increase afforded by the sprinkler system. The facility also is eligible for frontage increases in accordance with the IBC.

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

The stairways are not required to be enclosed with fire-rated construction in accordance with 1020.1, Exception #9 of the IBC.

Any other vertical shafts are required to be enclosed with fire-rated construction in accordance with Section 912.7.3 of the IEBC.

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

CONCERNS

The primary concern with regard to this facility is the water infiltration, regardless of whether the source is the clogged roof drains and gutters or the fire suppression and potable water piping. The damages that have already occurred must be repaired and steps must be taken to prevent future leaks.

A change of Occupancy from the current B occupancy to an E occupancy will be required prior to TGA occupying this facility.

WEIGHTED NEW MEXICO CONDITION INDEX (wNMCI)

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

The wNMCI for your school facility is: **8.05%**.

Your school facility condition **is** better than the average condition of school facilities in New Mexico.

CONCLUSION

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

Please be sure to provide a copy of the Certificate of Occupancy to me so that I can confirm the facility's classification as an 'E' occupancy to the Public Education Department's Charter School Division.

**Attachment
#6**

State of New Mexico
Public School Facilities Authority



Robert A. Gorrell, Director
Tim Berry, Deputy Director

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Website: www.nmpsfa.org

MEMORANDUM

To: Ms. Patty Matthews, PED Charter School Division
CC: Mr. Doug Wine, East Mountain Charter High School
Through: Martica Casias, Planning & Design Manager
Date: September 12, 2011
RE: Charter School Lease Purchase Agreement for a facility located at 25 La Madera Road, Sandia Park, NM 87047

COMMENTS: Your request to provide you with a weighted New Mexico Condition Index (wNMCI) score for the referenced facility was received in this office on September 1, 2011. The facility was last assessed on July 24, 2009 and is considered to be a current assessment.

wNMCI: The weighted New Mexico Condition Index for the proposed facility is 4.64%. This is better than the average wNMCI for all school facilities, statewide, which is currently 29.84%.

APPROVAL: **This approval is limited to the facility located at 25 La Madera Road, Sandia Park, NM 87047. Likewise, the wNMCI score is for this facility, only, and is not applicable to any buildings or facilities not specifically mentioned herein.**

With the stipulation(s) stated above, the proposed charter school facility/lease purchase agreement is approved by the Public School Facilities Authority in accordance with sections 22-20-1, 22-8B-4.2 and/or 22-8B-6 of the NMSA 1978. If you have any questions regarding this facility approval, please contact Richard Romero at (505)843-6272.


Richard A. Romero, Facilities Specialist
Public School Facilities Authority