

E. Facility

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

The school must provide a narrative description of its facilities. The school should attach any facility plans or the school's Facility Master Plan in **Appendix D**.

In addition, attach a copy of the building E Occupancy certificate and a letter from the PSFA with the facility NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

The school must also provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. A template is available from the PEC's website.

School response:

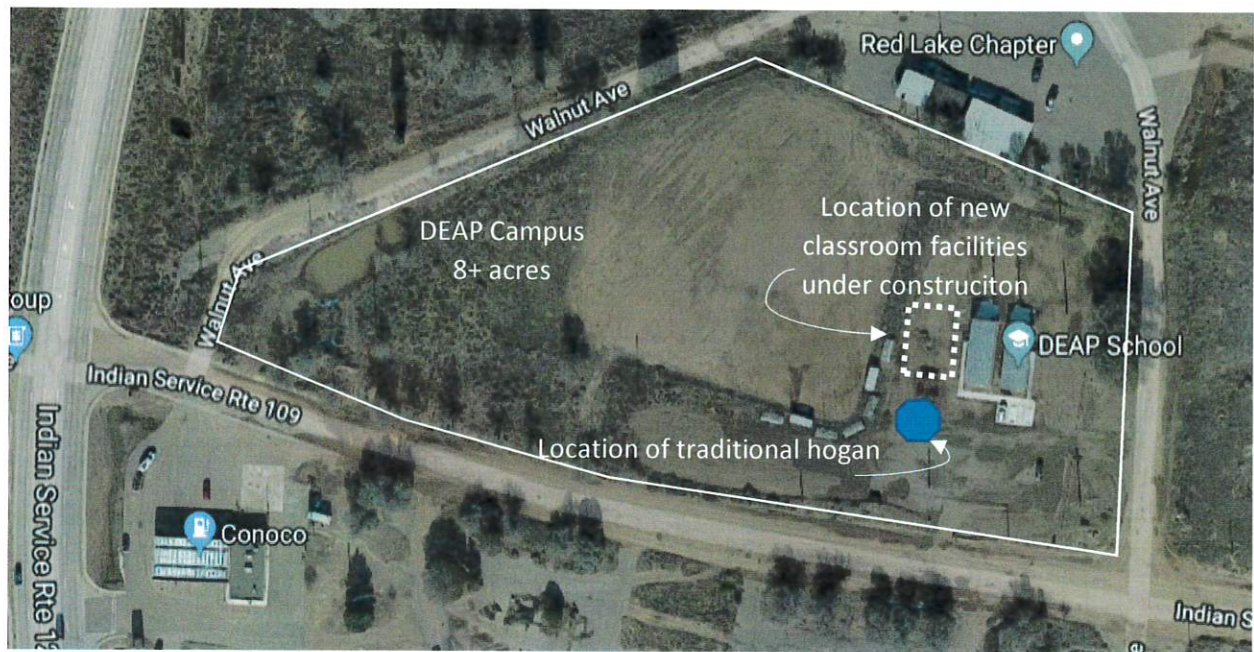
The following is a summary description of facilities for Dził Dítł'ooi School of Empowerment, Action and Perseverance (DEAP) located in Navajo, New Mexico:

- 1) A narrative description of its facilities including the Facility Master Plan
- 2) A copy of the building E Occupancy certificates.
- 3) A letter from the PSFA with the facility NMCI Score
- 4) A notarized Certification Form

DEAP is located at the corner of Shepard Springs Boulevard (Route 109) and Mill Road/Walnut Avenue in Navajo, New Mexico on the Navajo Nation:

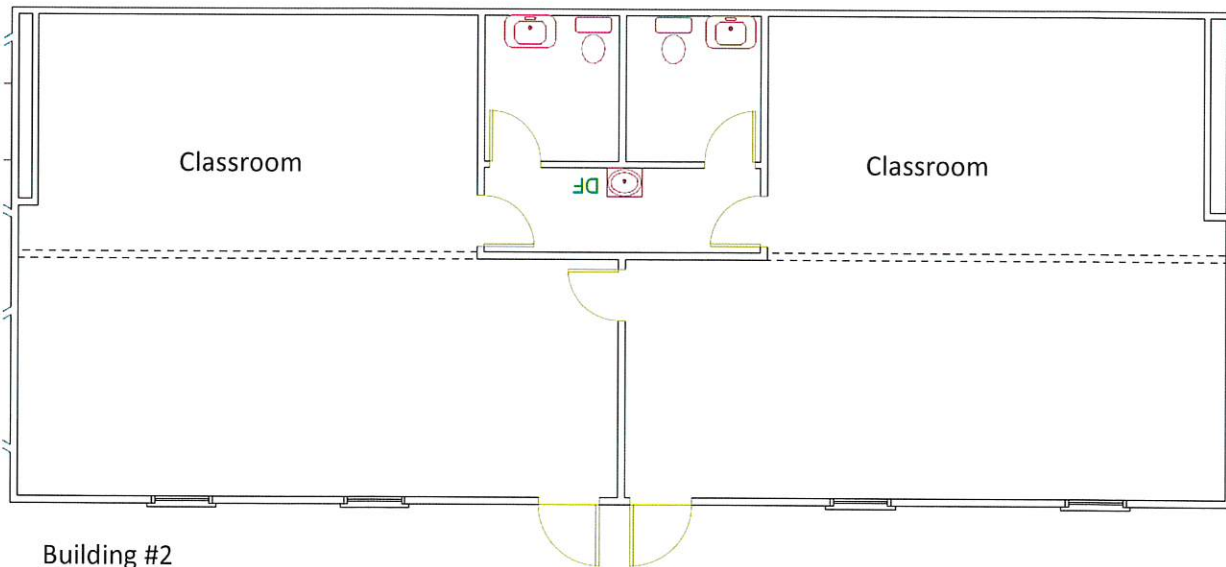
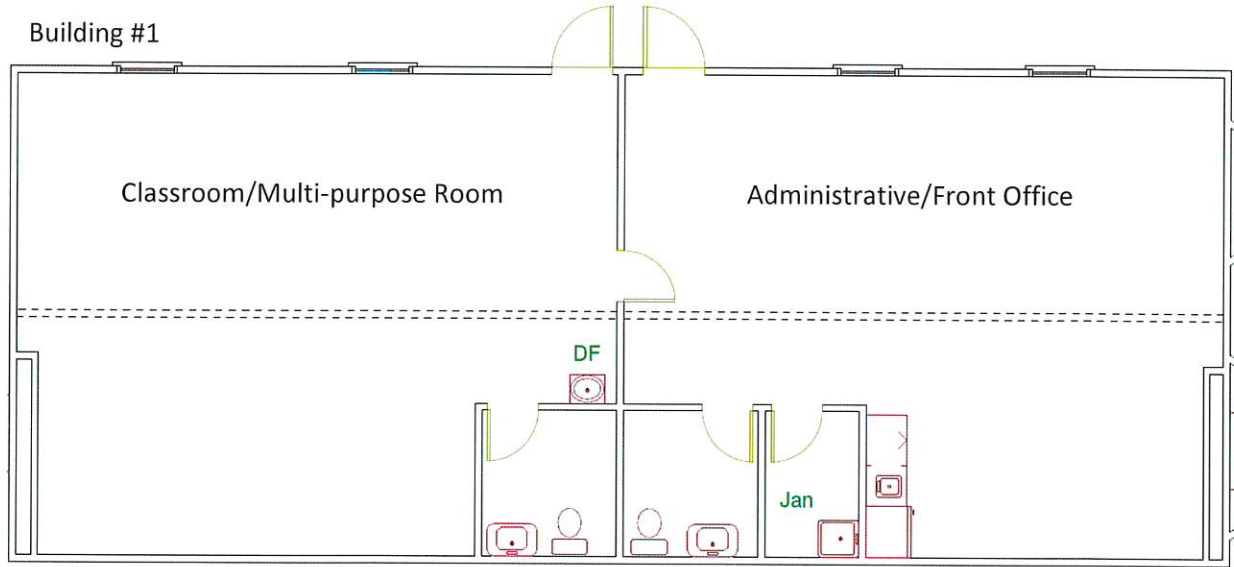
DEAP is housed in two modular classroom buildings that consists of one administrative/office space and three classrooms (see schematic 1). The total square footage is 2,880 square feet with a total of 1,986 square feet of classroom space. Each classroom holds approximately 15 students. In 2018, DEAP constructed a traditional Dine hogan that is used for and supports Diné cultural experiences (see map 1). In September 2019, DEAP initiated work for two additional classroom buildings with a target of completion in Spring 2020.

DEAP is located on an 8+ acre campus with large open spaces and a ball field (see map 1).



Map 1

Building #1



Building #2



Dził Dítł'ooí School of Empowerment, Action, & Perseverance

Empowering students and communities through education, culture, wellness and service

Facility Master Plan, Educational Specifications & Condition Assessment 2018-2023

Final October 2018



Architectural Research Consultants, Incorporated

✉ Albuquerque, NM

☎ 505-842-1254

📠 505-766-9269

🌐 <http://arcplanning.com>

Acknowledgements

Governing Council

Benita Litson - *President*

Gavin Sosa - *Vice-President*

Michaela Shirley - *Secretary*

Delmaline Muskett - *Member*

DEAP Co-Founders

Prestene Garnenez - *Director of Operations*

Kayla Dawn Begay - *Director of Curriculum*

NACA Inspired Schools Network

Daniel Ulibarri - *Director of Operations and Facilities*

Public School Facility Authority

Bill Sprick - *Facilities Master Planner*

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Letter of Acceptance by the Dził Dít'óoí School of Empowerment, Action, and Perseverance
Governing Council

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List of Abbreviations

ADA	Americans with Disabilities Act
ARC	Architectural Research Consultants, Incorporated
ASHRAE	American Society of Heating, Refrigerating and Air-Conditioning Engineers
BIE	Bureau of Indian Education
CA	Condition assessment
CIP	Capital improvement project
CRT	Culturally responsive teaching
DEAP	Dził Dit'ooí School of Empowerment, Action, and Perseverance.
Ed Specs	Educational specifications
FAD	Facilities assessment database
FCI	Facilities condition index
FMAR	Facility maintenance assessment report
FMP	Facilities master plan
GSF	Gross square feet
HVAC	Heating, ventilation and air conditioning
IBC	International Building Code
IECC	International Energy Conservation Code
LED	Light-emitting diode
LEED	Leadership in Energy and Environmental Design
MEM	Student member
M&O	Maintenance and operations
NACA	Native American Community Academy
NEC	National Electric Code
NFPA	National Fire Protection Association
NISN	NACA Inspired Schools Network
NIYLP	National Indian Youth Leadership Project
NMAC	New Mexico Administrative Code
NMCI	New Mexico Condition Index
NMDOT	New Mexico Department of Transportation
NMPED	New Mexico Public Education Department
PARCC	Partnership for Assessment of Readiness for College and Careers
PEC	Public Education Commission
PSCOC / PSFA	Public School Capital Outlay Council / Public School Facilities Authority
PYD	Positive youth development
RTI	Response to intervention
SPED	Special Education
STEM	Science, technology, engineering and mathematics
TPC	Total project cost
VCT	Vinyl composition tile
VOC	Volatile organic compounds

Executive Summary



This document is a Facilities Master Plan / Educational Specifications / Condition Assessment for the Native American Community Academy (NACA) Inspired Schools Network (NISN), Dził Dít'óoí School of Empowerment, Action, and Perseverance (DEAP).

The Public School Capital Outlay Council (PSCOC) and the Public School Facilities Authority (PSFA) require that all New Mexico public schools have five-year FMP/Ed Specs as prerequisites for eligibility to receive state capital outlay assistance. The FMP/Ed Specs guides capital planning decisions to support the school's educational mission and comply with minimum PSCOC/PSFA New Mexico Public School Facility Adequacy Standards, including variances for charter schools.

Dził Dít'óoí School of Empowerment, Action, and Perseverance is a state-chartered public school serving 6th through 9th grade, located in Navajo, New Mexico. The school offers an academic program aligned with the state standards and benchmarks, as well as a committed to cultural, vocational and academic skills to analyze their surroundings in order to plan the transformation of their community and their world.

Original Site Request for Future School

DEAP occupies two portables on 8 acres of land.

As the school grows in enrollment count, a larger facility is needed. DEAP has worked with its local school board members, the Navajo Nation government and New Mexico Legislature to identify future facilities needs.

On September 19, 2018, Dził Dít'óoí School of Empowerment, Action, and Perseverance submitted a written request to Gallup-McKinley County Schools inquiring about available facilities where DEAP could potentially locate. Please see the Appendix for this request. The formal response from GMCS is pending.

School Profile

The school initially opened in the 2015/16 school year with 23 students. Enrollment has increased since 2015, with 28 students in 2017/18. In the future, DEAP seeks to grow to its enrollment cap of 210 students.

The school leases a site from the Red Lake Chapter House and purchased the portables with grant assistance. Currently, the school does not receive capital funds from any other sources.

The facility has high utilization, but has capacity for additional students. To reach its enrollment cap, DEAP requires additional educational program area. Therefore, DEAP's long-range capital plan focuses on design and construction of a new facility. Initial programming included in this FMP/EdSpec identifies a need of approximately 24,933 GSF. The preliminary pre-conceptual estimated total project cost is \$12,876,926.

DEAP's financial options are to pursue funding through public-private partnerships, fundraising, donations, NISN grants, PSCOC awards, and/or legislative appropriations.



Exhibit ES-1 School Profile

School Profile – DEAP		
	Current	Future Goal
Grades served	6th - 9th	6th - 12th
2017/18 enrollment	28 (40-day)	
Enrollment cap	210	
Initial charter	2015	
Charter renewed	2020	

Statewide Adequacy Standards NMAC 6.27.30

The Facility Master Plan and Educational Specifications follow the Public School Facilities Authority (PSFA) Statewide Adequacy Standards NMAC 6.27.30, dated September 1, 2002.

Charter-Alternative School Statewide Adequacy Standard Variance

The Facility Master Plan and Educational Specifications address the Charter-Alternative School Statewide Adequacy Standard Variance.

Governing Council Approval

The Dził Dítł'ooí School of Empowerment, Action, and Perseverance Governing Council approved the Dził Dítł'ooí School of Empowerment, Action, and Perseverance Facility Master Plan during a meeting on September 25, 2018.



1 Goals / Mission



This section discusses the school's goals, mission and philosophy. It describes the process of gathering and analyzing data, including meetings and interviews with DEAP administrators to confirm goals to guide this Facilities Master Plan, Ed Spec and Condition Assessment.

1.1 Goals

A meeting with a co-founder of DEAP confirmed the goals to guide this facility master plan.

- Provide service learning for community action and leadership
- Empower students through cultural revitalization and relevancy
- Provide experiential learning through agriculture education and indigenous science
- Adhere to a philosophy of wellness and perseverance

1.1.1 Mission

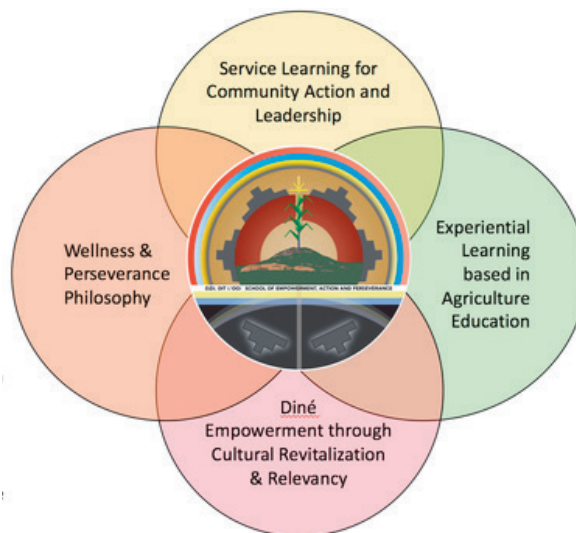
The mission of Dził Dit'łooí School of Empowerment, Action, and Perseverance (DEAP) is to provide a high quality, culturally relevant learning environment that inspires, prepares and empowers students to take action in transforming their community and the world around them.

1.1.2 Educational Philosophy, Focus Area, Educational Program and Curriculum

DEAP will emphasize academics through an agricultural science-based curriculum aligned with Diné Content Standards and New Mexico Common Core Standards. Students will also focus on health and wellness, and Diné culture and language.

DEAP Goals

*Exhibit 1-1
Diagram of School
Goals*



1.2 Process

1.2.1 Process for Data Gathering and Analysis

Authorized Contact

The individual authorized to discuss this submission is:

Prestene Garnenez, Director of Operations
Address: P.O. Box 156, Navajo, NM 87328
Phone: 505-777-2053
email: pgarnenez@deapschool.org

ARC uses a collaborative process to collect, review, and analyze information about the

school's educational program and delivery, projected enrollment and anticipated future needs, and to determined capital priorities.

Community Input

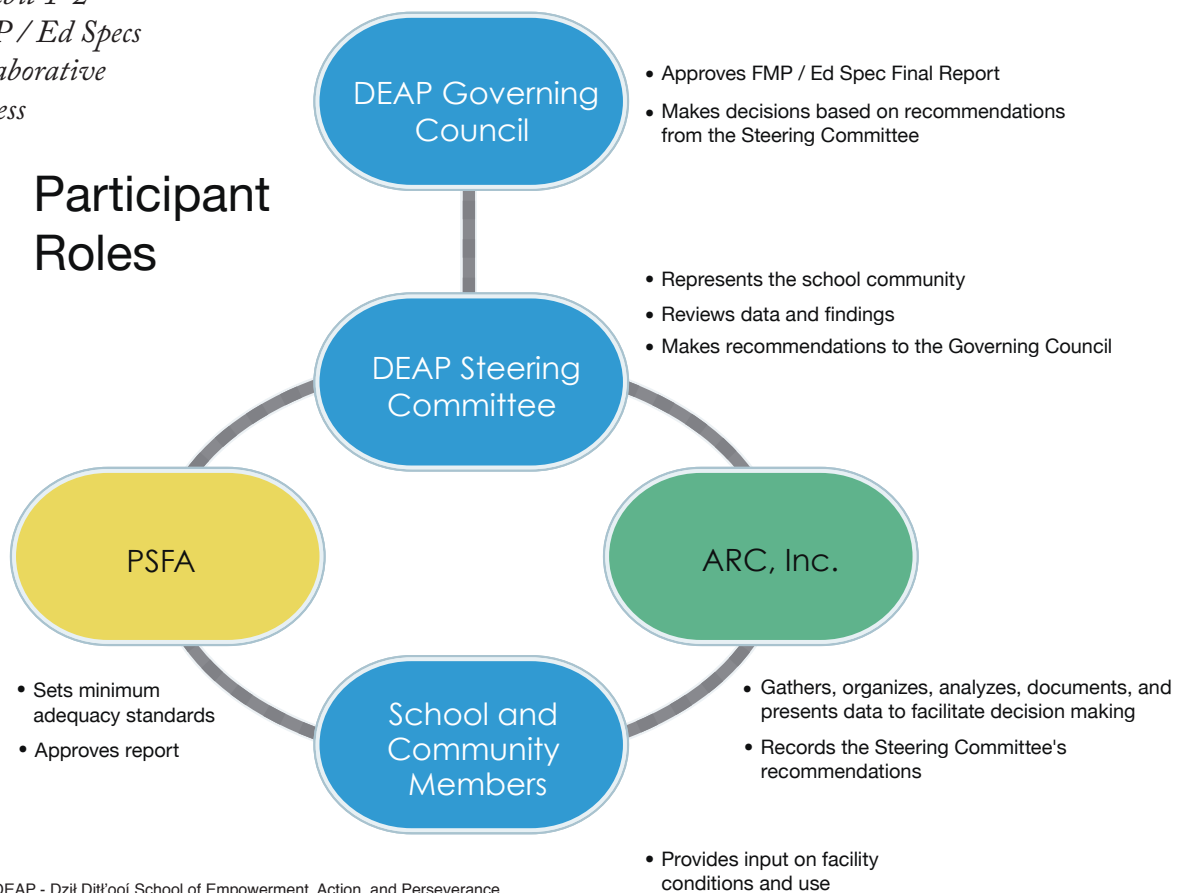
The planning team for DEAP conducted numerous community meetings to gather input about concepts and design for the DEAP facility.

Steering Committee Involvement

Prestene Garnenez initiated capital planning discussions and decision making about the school. The school did not select a steering committee.

Exhibit 1-2
FMP / Ed Specs
Collaborative
Process

Participant Roles



DEAP - Dził Dít'óóí School of Empowerment, Action, and Perseverance
PSFA - Public School Facilities Authority
ARC - Architectural Research Consultants, Incorporated

2 Projected Conditions



This section presents an overview of DEAP's current educational programs, enrollment and facilities configuration.

2.1 Programs and Delivery Methods

2.1.1 Overview of Programs

All DEAP courses are aligned to both the New Mexico's Common Core State Standards and Navajo Department of Diné Education Standards for each grade. DEAP's focus on Agriculture Science, Diné Culture Revitalization, Personal Wellness and Community Action and Service Learning will infuse core subjects. DEAP educators develop cross-curricular units that honor DEAP's mission in a culturally relevant way.

DEAP emphasizes culture, language and identity. Students receive hands-on, experiential instruction to understand science. Planting gives students the opportunity to learn science and nourish their communities through traditional food and medicine. DEAP students are required to take the Partnership for Assessment of Readiness for College and Careers (PARCC) and Northwest Evaluation Association (NWEA) assessments.

DEAP is located by the Red Lake Chapter and the community baseball field in Navajo, NM.

It offers classes for students in grades 6, 7, 8 and 9, and will add a grade each year until it accommodates grades 6 through 12. It also offers SPED and ELL instruction.

Classes meet Monday through Thursday from 8:00 a.m. to 4:00 p.m. Fridays are reserved for community events, teacher development and half-day classes. Please see the schedule on the following page.

DEAP will work with students and families to organize extracurricular activities chosen by students including sports. They can play sports with local schools.

Shared and Joint Use Facilities

Outdoor Education

A significant innovative feature of DEAP is our commitment to holistic wellness through the framework of positive youth development.

Positive youth development involves local knowledge about wellness and aligns with the DEAP foundational principle that the school must holistically address students' emotional, relational, identity, intellectual and physical wellness to ensure their academic success. Its commitment to building readiness to learn sets DEAP apart from other local schools.

Instructional Program

The educational curriculum program is based on project-based learning. Projects are community-based and interdisciplinary. Learning in language and culture, humanities, and agricultural courses is interdisciplinary. With the agriculture-focused instruction at DEAP, students will develop strong math, science, literary and research skills in both indoor and outdoor learning environments.

As students transition from middle school to high school, their curriculum also transitions and defines the high school experience. Service learning, individual projects, and block scheduling with more “traditional” courses align with college preparedness. Students complete senior community projects, a capstone experience.

DEAP implements an instructional delivery initiative that involves an advisory group. The advisory builds deep relationships and ensures that students’ individual needs are met. Students start each morning in advisory with a small group of peers and one adult. During this time, some activities for students include greeting each other, sharing information about themselves, practicing goal-setting and reflection, and preparing for student-led conferences each trimester.

General Instructional Organization

DEAP’s organization is by grade level. For example, 6th, 7th, 8th and 9th grade core classes do not include students from other grades. The 6th and 7th graders share Native literature and science class time.

Scheduling Approach

The building is open at 8:00 a.m. with a working breakfast for students at 8:45 a.m. DEAP holds classes Monday through Thursday. Hours of operation are 8:00 a.m. to 4:00 p.m.

The formal school day begins with a morning run to the east. Morning circle time is structured around the school’s core values of relationships, reflection and holistic well-being.

DEAP schedules classes using a block schedule of four days, each with seven periods. Schedules for Monday and Friday vary by class time, activity, core value and focus area experimental learning days.

For future high school students, the block schedule will continue and independent studies and projects will be valued.

Special Curricular and Extracurricular Activities

Special Education (SPED)

DEAP is a full-inclusion school. It fully integrates SPED students into regular classrooms, although they may receive pullout support for occupational / physical therapy, speech and language, and other individualized services as required.

Exhibit 2-1 DEAP 2017/18 Block Schedule

Dził Dít'ooí School of Empowerment, Action, and Perseverance Schedule

Period	Monday	Time	Tuesday	Wednesday	Thursday	Friday
<i>Háááh</i>	8:00 - 8:15 15 minutes DEAP morning run to the East, morning circle and welcome					DEAP Core Value and Focus Area Experiential Learning Days
1	8:15 - 9:15 60 minutes Personal Wellness	8:15 - 9:05 50 minutes	Diné Studies	Personal Wellness	Diné Studies	
	8:45 - 9:05 20 minutes Working Breakfast					
2	9:17 - 10:17 60 minutes Block A Native Lit 6/7 Biology 9 ELA 8	9:07 - 10:17 70 minutes	Block A Native Lit 6/7 Biology 9 ELA 8	Block A Native Lit 6/7 Biology 9 ELA 8	Block A Native Lit 6/7 Biology 9 ELA 8	
3	10:20 - 11:20 60 minutes Block B Math 6 Science 8 ELA 9 Study Skills 7	10:19 - 11:29 70 minutes	Block B Math 6 Science 8 ELA 9 Study Skills 7	Block B Math 6 Science 8 ELA 9 Study Skills 7	Block B Math 6 Science 8 ELA 9 Study Skills 7	
4	11:23 - 12:23 60 minutes Block C Math 8 ELA 6/7 Study Skills 9	11:30 - 12:40 70 minutes	Block C Math 8 ELA 6/7 Study Skills 9	Block C Math 8 ELA 6/7 Study Skills 9	Block C Math 8 ELA 6/7 Study Skills 9	
Lunch	12:23 - 12:53 30 minutes Lunch	12:40 - 1:10 30 minutes	Lunch			Lunch
		1:10 - 1:20 10 minutes	Afternoon Wellness Task			DEAP Core Value and Focus Area Experiential Learning Days
5	12:55 - 1:55 60 minutes Block D Native Lit 8 Math 7 NM History 9 Study Skills 6	1:22 - 2:32 70 minutes	Block D Native Lit 8 Math 7 NM History 9 Study Skills 6	Block D Native Lit 8 Math 7 NM History 9 Study Skills 6	Block D Native Lit 8 Math 7 NM History 9 Study Skills 6	
6	1:58 - 2:58 60 minutes Block E Science 6/7 Math 9 Study Skills 8	2:32 - 3:42 70 minutes	Block E Science 6/7 Math 9 Study Skills 8	Block E Science 6/7 Math 9 Study Skills 8	Block E Science 6/7 Math 9 Study Skills 8	
7	3:00 - 3:50 50 minutes Elective	3:45 - 4:00 15 minutes	Reflection and End of Day Procedures			
END	3:50 - 4:00 10 minutes Reflection					



2.2 Proposed Enrollment

2.2.1 Enrollment Phasing

DEAP plans to implement enrollment incrementally each school year until enrollment cap is reached.

Projected Enrollment

Method

We used NMPED's historic 40-day enrollment data for 2015-16 and 2016-17, and enrollment data for 2017-18 from DEAP for our analysis.

Enrollment projections used the cohort-survival method, which tracks the number of students in a cohort (a group of students of a certain age who move together through one grade level to the next) and the likelihood that they would progress from one grade to another within the same district. Calculation

of survival rates (ratios of the number of students who remain from one year to the next) used the New Mexico Public Education Department's historic 40-day enrollment data for public and state-run charter schools.

Calculation of future enrollment is based on prevailing birth rates (for students entering kindergarten) and the averages of previous cohort survival rates (for other grades). Since DEAP's enrollment history is insufficient for calculating cohort survival rates, analysis used cohort survival rates from nearby schools

Projection Scenarios

To refine projections into high-, mid-, and low-range scenarios, the planning team incorporated external information, such as demographic shifts, economic trends, and school program offerings and outreach efforts.

Planners prepared three enrollment projection scenarios, based on historical trends and expectations for future growth.

Exhibit 2-2 DEAP Enrollment Projections

DEAP Enrollment Projection Series:
2017-2027

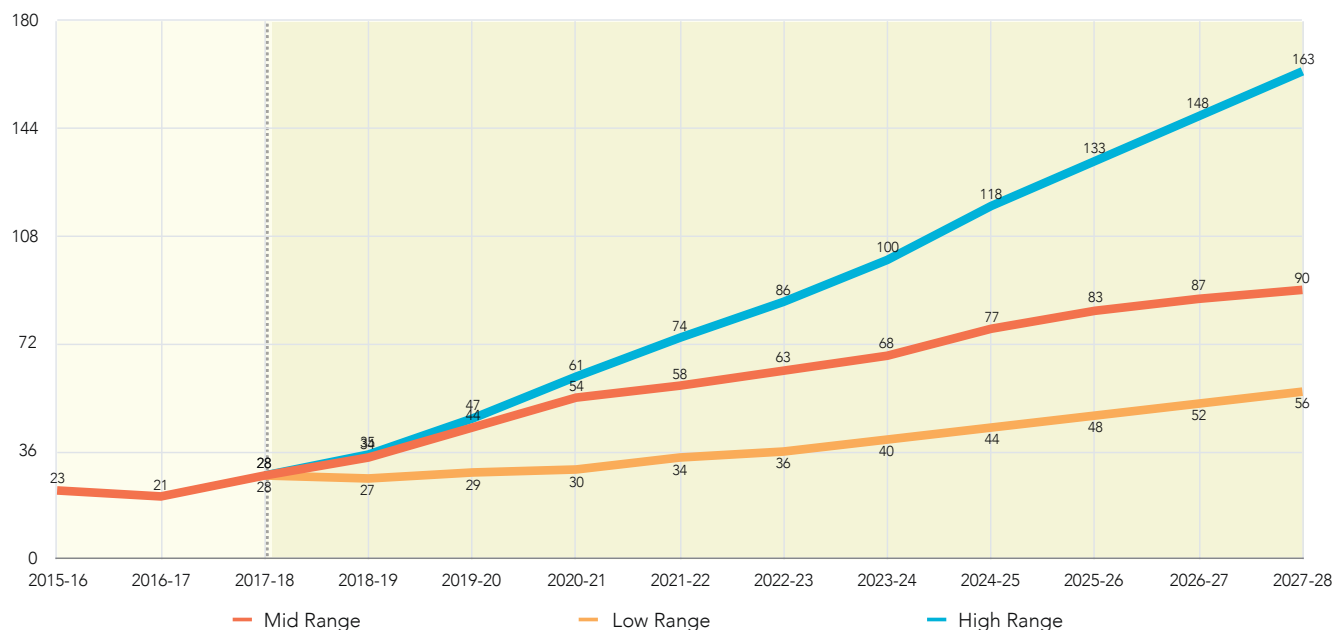


Exhibit 2-3 DEAP Enrollment Projections by Grade

DZIT DIT LOOI SCHOOL OF EMPOWERMENT ACTION AND PERSEVERANCE (DEAP) Mid Range Projection

Grades	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
6	10	5	3	8	10	11	12	14	16	17	18	18	18
7	13	8	11	5	11	14	13	13	15	17	18	19	19
8		8	9	10	4	10	12	11	11	13	15	16	17
9			5	8	8	3	9	11	10	10	11	13	14
10				4	7	7	3	7	9	9	8	10	10
11					4	5	5	2	6	7	6	6	7
12						3	4	5	2	5	6	6	5
Total	23	21	28	34	44	54	58	63	68	77	83	87	90

- *Mid-Range (most likely)* shows a gradual increase as classes start in grades 10-12. The school reaches 90 students by 2027-28.
- *Low Range* shows similar class sizes as in the first three years of DEAP, reaching 56 students by 2027-28.
- *High Range* uses the historic grade 6 to 7 ratio, reflecting increases, to grow classes over the next ten years, reaching 163 students by 2027-28.

We did not assume the same rate of projected decline in Navajo, NM public schools, since DEAP has a distinct program. However, DEAP must still compete with public schools and Bureau of Indian Education (BIE) schools in the area.

The 2026-27 projected enrollment for Navajo Middle School and Navajo Pine High School combined is 222 students. DEAP's growth in the high series assumes those public schools will decline considerably more than projected.

2.2.2 Classroom Loading Policy

DEAP's class size is essential to providing individual attention and creating a collaborative environment for students. DEAP class sizes were 3 sixth graders, 11 seventh graders, 9 eighth graders and 5 ninth graders

for school year 2017/18.

The student / teacher ratio is 30:1, with one teacher and one AmeriCorps assistant per classroom. In small classes, students are grouped by skills intervention. Teachers provide differential instruction for students at varying skill and/or ability levels.

2.2.3 Classroom Needs

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

We based the supply of classrooms on identified use and a detailed inventory of all net instructional spaces available at the school's portables that house general education.

Analysis of the demand for classrooms calculated the need for general education classrooms. The calculation was based on the state-mandated pupil/teacher ratios and the special programs mix at the school, and used existing and projected enrollments. We assumed that future special program need reflects the enrollment ratios that exist at the school.

Exhibit 2-4 DEAP Available Classrooms Compared to Classroom Need

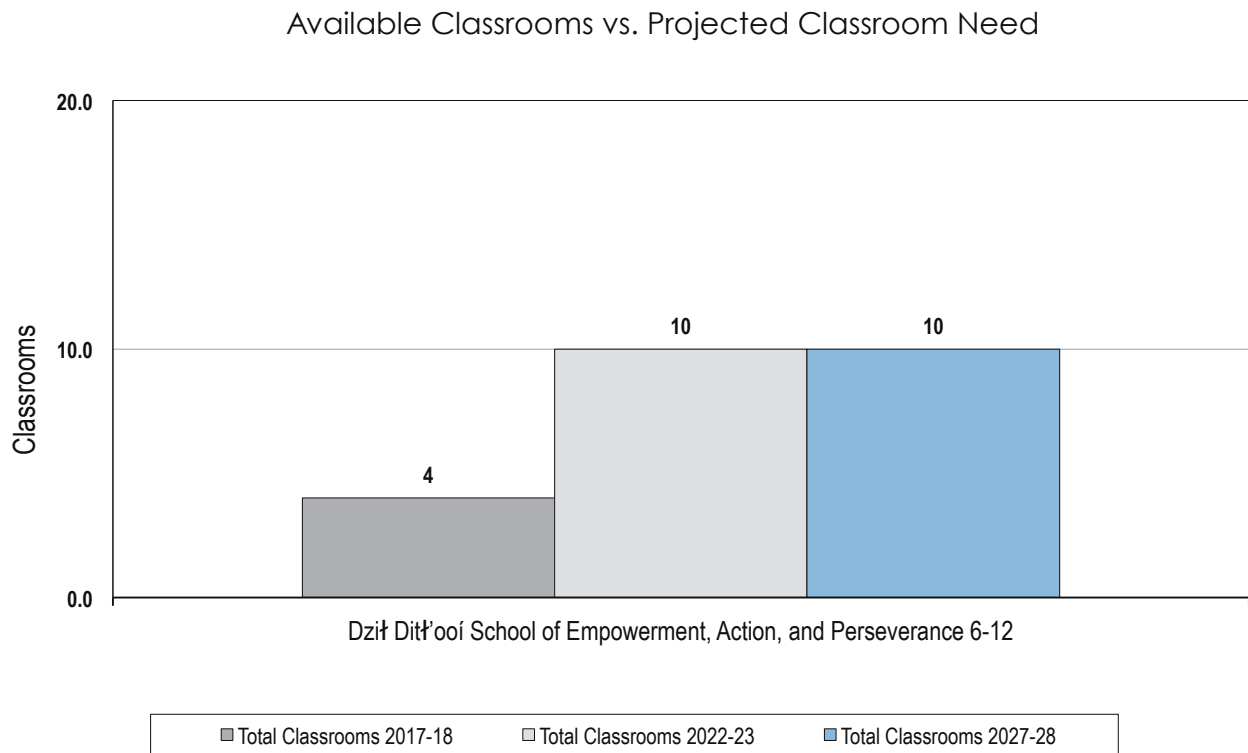


Exhibit 2-5 DEAP Classroom Need with and without Portables

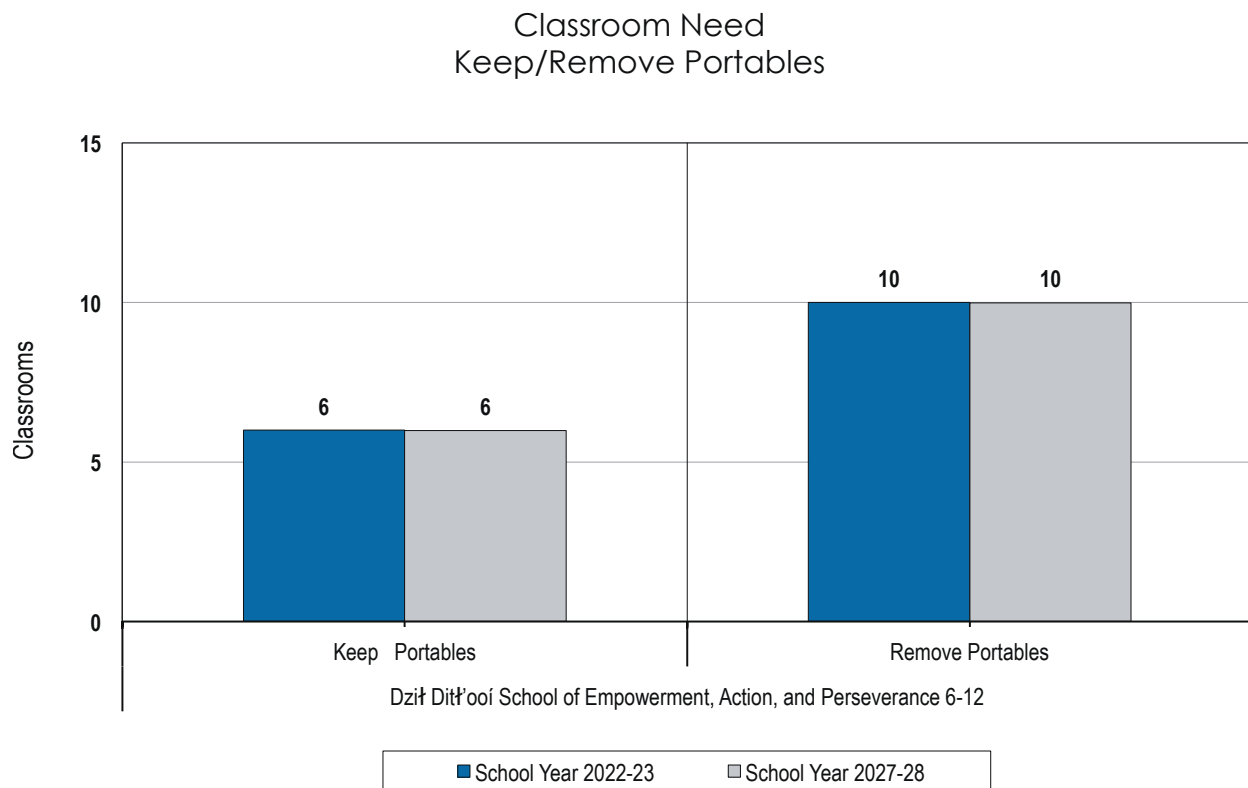


Exhibit 2-6 DEAP CR Need Analysis

Classroom Need Analysis

Dził Dít'ooí School of Empowerment, Action, and Perseverance 6-12

Evaluation: 2017-18 sy

Enrollment Data	
40-Day Enroll.	28
5-Year Proj.	63
10-Year Proj.	90

School Data							Current			5th Year Projections			10th Year Projections		
Classroom Use by Subject	Dist Perc**	DEAP PTRs*	Existing				2016-17		2021-22			2026-27			
			Classrooms			Prgm	40-day Enroll	CR Need Calc. Strt	CR Need Calc. Rnd	Proj Enroll	CR Need Calc. Strt	CR Need Calc. Rnd	Proj Enroll	CR Need Calc. Strt	CR Need Calc. Rnd
			Perm	Port	Total										
			Sp												

Required Education

NM History	2.58%	30		0.0	0.00		1	0.02	0.00	2	0.05	0.00	2	0.08	0.0
Math	12.78%	30		0.5	0.50		4	0.12	0.25	8	0.27	0.50	12	0.38	0.50
English/ Lang Arts	16.49%	30		0.5	0.50		5	0.15	0.25	10	0.35	0.50	15	0.49	0.50
Science	10.93%	30		0.5	0.50		3	0.10	0.25	7	0.23	0.50	10	0.33	0.50
Native Lit	10.93%	30		0.5	0.50		3	0.10	0.25	7	0.23	0.50	10	0.33	0.50
Subtotal:			0	2.0	2.0	0	15		1.0	34		2.0	48		2.00

DEAP Additional Program Classes

Elective	2.89%	30		0.1	0.1		1	0.03	0.3	2	0.06	0.25	3	0.09	0.12
Venture In School	7.11%	30		0.2	0.2		2	0.07	0.3	5	0.15	0.25	6	0.21	0.25
Venture After School	4.74%	30		0.1	0.1		1	0.04	0.3	3	0.10	0.25	4	0.14	0.25
9th Grade Leadership	1.03%	30		0.1	0.1		0	0.01	0.3	1	0.02	0.25	1	0.03	0.12
DEAP Core Values	5.77%	30		0.1	0.1		2	0.05	0.3	4	0.12	0.25	5	0.17	0.25
Dine Studies	5.77%	30		0.1	0.1		2	0.05	0.3	4	0.12	0.25	5	0.17	0.25
Personal Wellness	5.77%	30		0.1	0.1		2	0.05	0.3	4	0.12	0.25	5	0.17	0.25
Study Skills	13.20%	30		0.2	0.2		4	0.12	0.3	8	0.28	0.25	12	0.40	0.50
Subtotal:			0	1.0	1.0	0	13		2	29		2	41		2.0

Special Education/Programs

SPED Pullout Svcs												0.5			0.5
RTI Read/Math												0.5			0.5
Subtotal:			0	0	0	0	0		0	0		1	0		1

Open Labs

Multipurpose												1.0			1.0
Biology Lab 9-12	By 2019-20 sy											1.0			1.0
Chemistry Lab 9-12	By 2020-21 sy											1.0			1.0
Earth Sci (12th)/ Physics Lab (9th)	Now											1.0			1.0
Subtotal:			0	0	0	0			0			4			4

Other Use

Administration				1	1				1.0			1.0			1.0

Subtotal:	0	1	1	0	0		1			1			1
Grand Total:	0	4	4	0	28	0	4	63	0	10	90	0	10
Total on Site:	4												

Classroom Need/(Excess) ¹ :	+0	+6.0	+6.0
Total CR Need/(Excess) w/o Port:	+4	+10.0	+10.0

* No PTR Factors applied

** Distribution % =represents as a percentage the amount of time students spend taking a subject on the supplied master schedule.

Calculations based on supplied PTRs

¹ "+" Indicates additional classrooms need to accommodate expected enrollments



The analysis then compared the number of classrooms needed to meet current and projected enrollments to the number of available classrooms (considering total classroom, including permanent and portable units, and permanent classrooms only, excluding portable units).

Facility planners can estimate capital requirements based on the utilization information, and the condition of the existing facilities. These requirements address classroom deficits. Planners can then consider various strategies to meet classroom need projections, including a new school, additional portable classrooms or grade reconfiguration.

Middle-High School Utilization / Classroom Needs

Dził Dít'ooí School of Empowerment, Action, and Perseverance has insufficient classrooms to meet short-term and projected classroom need. DEAP needs additional classrooms now, as illustrated in Exhibits 2-4 and 2-5. Grade configuration for 6th and 7th graders uses combined classrooms for two subjects, Native literature and science.

2.3 Sites / Facilities

2.3.1 Location / Site

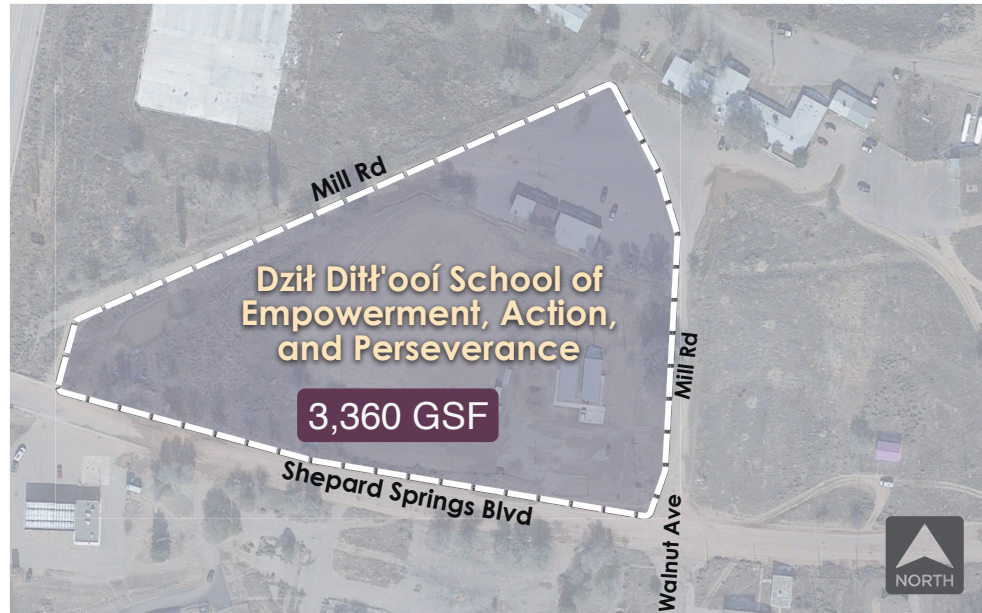
Dził Dít'ooí School of Empowerment, Action, and Perseverance leases the property, and campus facilities are comprised of two portables with 3,360 GSF total, located off of Indian Route 12.

The facilities sit on an irregular, triangular shaped site of 8 acres. The Red Lake Chapter House temporarily sits within the leased land limits. The parking lot has no defined boundaries and a concrete sidewalk connects the ADA parking stall to the portables. The school needs age-appropriate play areas and site furnishings.

*Exhibit 2-7 DEAP
Vicinity Map*



*Exhibit 2-8
DEAP Detail
Map*



2.3.2 Facility Evaluation

Please see Section 5.3 for the facilities assessment database (FAD) sheets.

ARC conducted a facility condition assessment of the site and existing building on December 6, 2017, covering 8 acres. The evaluation included ADA and IBC code compliance, as well as compliance with PSFA adequacy standards.

Please see the Appendix for the PSFA facility condition assessment details with updates.

2.4 Utilization Analysis

Utilization analysis identifies classroom use and needs, while capacity analysis determines the student capacity of a facility, given existing facilities and program constraints. See Exhibit 2-9 for a summary of the school capacity.

ARC analyzed utilization of DEAP's existing instructional space (see the utilization spreadsheet included in the Appendix). The analysis found:

- Classrooms are occupied 90% of the available time, on average
- 39% of available seats are filled in classes, on average
- General classrooms accommodate a variety of subjects throughout the day

Site capacity identifies the number of students the facility can accommodate. Capacity analysis is similar to utilization analysis and uses the same data. The capacity of the school is based on the number of

students who can be accommodated in regular and special program classrooms, including spaces for pullout programs for special needs and low-incident disability students, and for classrooms that do not meet state adequacy standards.

Exhibit 2-9 DEAP Analysis with and without Portables

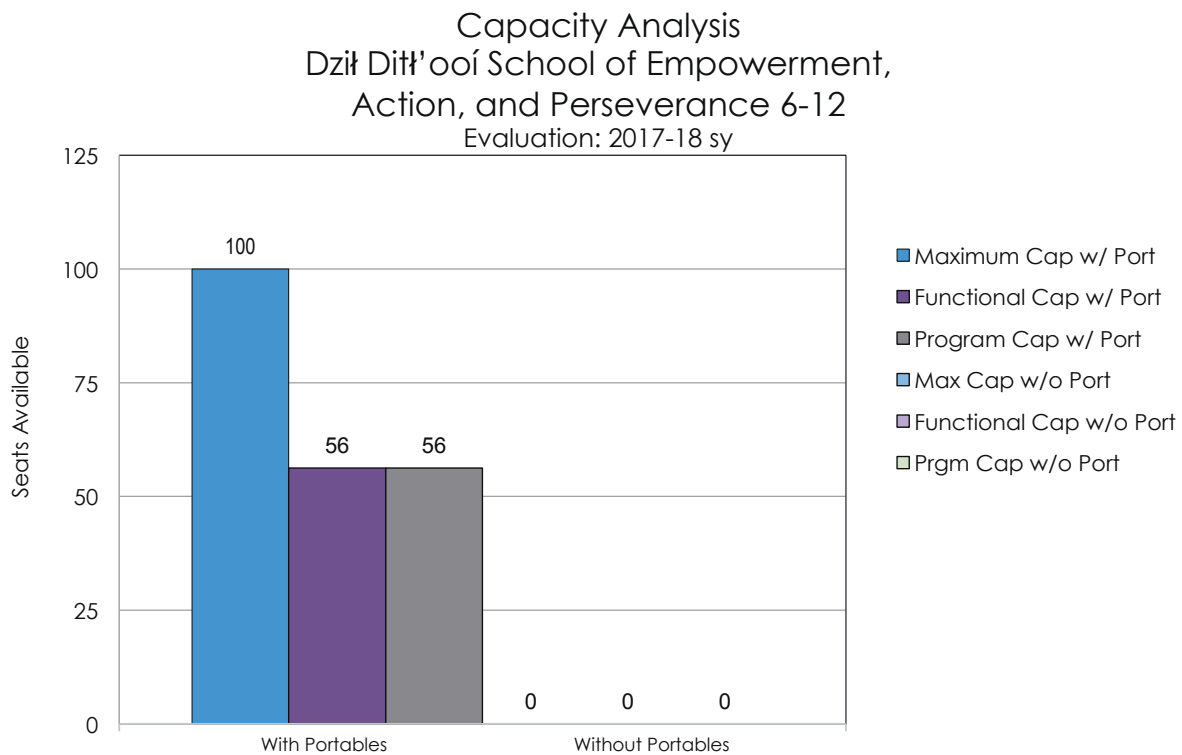


Exhibit 2-10 DEAP Detailed Capacity Reports

Detailed Capacity Report

Dził Dít'ooí School of Empowerment, Action, and Perseverance 6-12

Evaluation: 2017-18 sy

School Data					
Room	Teacher	Program Use	Perm CR	Port CR	PRGM SP*
Core Subjects					
A	Elijah Allan	Math and Science Tchr 6-9		1	
C	Kylee George	ELA and History Tchr 6-9		1	
B	Kayla Begay	Native Literature 6-9		1	
	C.L.	Study Skills 6-9			
Subtotal:			0	3	0

Electives

Subtotal:			0.0	0	0

Special Programs

Subtotal:			0.0	0	0

Open Labs

Subtotal:			0.0	0	0

Other Use

D		Administration/Nurse		1	
Subtotal:			0.0	1.0	0.0
Total CR on Site:			0.0	4	0
CRs in Capacity:			0.0	3.0	0.0
Total Perm/Port:			4.0		

Capacity Analysis								
Sq.Ft.	NMAC SF ¹ /Std Calc	DEAP Charter PTR 30:1	Maximum Cap		Functional Cap		Program ²	
			with Portables	without Portables	with Portables	without Portables	with Portables	without Portables
702	25	30	25	0	25	0	25	0
755	27	30	27	0	27	0	27	0
692	25	30	25	0	25	0	25	0
								0
2,149			77	0	77	0	77	0

	0	30	0	0	0	0	0	0
	0	30	0	0	0	0	0	0
0			0	0	0	0	0	0

	0	12	0	0	0	0	0	0
	0	12	0	0	0	0	0	0
0			0	0	0	0	0	0

	0	30	0	0				
	0	30	0	0				
0			0	0	0	0	0	0

652	23	30	23	0				
652			23	0	0	0	0	0
2,801			100	0	77	0	77	0

Bell Schedule Factor 86%:	66	0	66	0
Class Load Efficiency Factor 85%:	56	0	56	0

¹NMAC sf per student = 28 6th-9th

²For District Use only

Factors: Bell Schedule Efficiency 6 of 7 pds = 86%; Master Schedule Class Loading Efficiency = 85%

*NOTE: A room is classified as a program space if the square footage is between 375 and 599 s.f.

NOTE: Spaces between 600 and 650 are considered full-size classroom with limited capacity

2.4.1 Special Factors

The number of students attending school drives classroom need. ARC's analysis of facility utilization for DEAP is based on:

- Existing program delivery (2017-18 block schedule)
- Classroom loading policy (30 students maximum)

- Proposed instructional spaces (as described in the Preliminary Program of Requirements Table, Exhibit 3-2)
- Design enrollment of 210 students

Class assignments for students are proportional to the current roster assignments. During one class period, two courses are taught in the same classroom due to the limited number of available classrooms.



ARC has provided short-, intermediate- and long-range strategic plans with time and cost goals. Please refer to section 3.1.3.

Currently, the school has no underutilized space available.

2.5 Facility Maintenance

2.5.1 Maintenance Projects

Dził Dít'óoí School of Empowerment, Action, and Perseverance has not reached its first renewal, and therefore has not received a PSCOC/PSFA New Mexico Condition Index (NMCI) ranking.

3 Proposed Facility Requirements



This section presents DEAP's goals and concepts for needed new facilities.

3.1 Facility Goals and Concepts

The DEAP planning discussions identified the following goals and concepts.

3.1.1 Goals to be Met by the Facility

- Preserve Navajo cultural heritage
- Promote holistic well-being (intellectual, physical, community/relationship, and social/emotional)
- Create an environment that supports student achievement in academics and celebrates cultural expression
- Provide a safe, sound and healthy learning environment
- Create an environmental setting which fosters development of positive self-identity, character, and behavior
- Create an environment that supports an outdoor cultural area for academic engagement
- Provide accessible agricultural areas such as courtyards, green house, orchards and fields
- To comply with 22-8B-4-NMSA 1978, DEAP will contact Gallup-McKinley Consolidated Schools regarding the availability of facilities to accommodate the charter school
- Preserve as many mature trees as possible

3.1.2 Concepts

Safety

- Provide outdoor campus lighting
- Provide adequate site space to accommodate necessary support functions, such as drop-off/pick-up, parking, deliveries, outdoor classroom, recreation and gathering areas

Security

- Provide a single-point building entry with monitored and controlled access to the reception area
- Provide the ability to secure the building entrance/reception
- Enable opening the after-hours space for community use while serving the remainder of the school

Sustainability

- “Right-size” the proposed facility to accommodate the school’s enrollment cap and educational program without over-building
- Incorporate energy-efficient systems and equipment in the proposed facility
- Reuse existing furniture and equipment where possible in the proposed facility
- Use electronic media in classrooms to reduce use of printed materials
- Incorporate a recycling program into the design and construction of the proposed facility

Flexibility

- Create flexible instructional spaces that can adapt to future educational program changes
- Incorporate movable furniture that can be reconfigured for various instructional delivery methods

Community Use

- Provide community-use space, such as gathering areas that can be secured separately from the rest of the school

Utilities

- To reduce overall demand for utilities, incorporate energy-efficient systems and equipment in the proposed facility
- Provide on-site storm water retention areas, and harvest rainwater for landscape use to reduce run-off to the municipal storm sewer.

Conceptual Building Layout

- Design the main entry to the school to face east
- Acknowledge the four cardinal directions
- Incorporate the Navajo ceremonial basket form and hogan form
- Incorporate regional color palette, stone and wood elements
- The facilities will be contextually appropriate, energy-efficient and technology-rich, and provide a flexible 21st century learning environment
- Organize the school classroom location sequence to begin with middle school and end with high school
- Spaces with after-hours, limited public access include the multipurpose room and on a more limited basis, the media center
- Provide an outdoor cultural area

(amphitheater) for academic engagement

- Comply with LEED principles for building and site design, considering sustainable maintenance and lower utility costs. The building will teach sustainability, conservation and recycling.
- Comply with American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE), International Building Code (IBC), International Energy Conservation Code (IECC), National Electronic Code (NEC), National Fire Protection Association (NFPA) and other applicable codes and standards

Other Issues or Special Considerations

- Separate noisy areas from quiet areas (i.e., separate the multi-purpose room from other instructional spaces)
- Provide a robust technology infrastructure to support the educational program and testing requirements
- Provide Special Education support space

Sustainability (LEED) Goals

DEAP would like to integrate the following systems and concepts into the new campus:

- Views from occupied spaces
- Increased building insulation
- Materials with low volatile organic compounds (VOC)
- Durable exterior finishes
- Daylighting of occupied spaces
- Photovoltaic and /or solar thermal systems
- Rainwater harvesting
- Natural ventilation
- Zoned lighting and HVAC controls
- Low-flow toilets
- Efficient LED lighting

3.1.3 Short-, Intermediate- and Long-Range Strategic Plans

Short-Range Plan

The short-range plan considers priority 1 capital improvement projects, which will make an immediate impact and are most likely to be funded.

Site and Facility Strategy

The school needs ADA signage improvements, a window to the site and a modular kitchen.

Time Goal – Contingent on Funding

DEAP could complete ADA compliance, window installation and installation of a modular kitchen for food services in December 2018, if funding is available.

Cost Goal – Contingent on Funding

Probable cost for priority capital improvement projects (CIPs) in 2018 dollars is \$536,736.

Intermediate-Range Plan

The intermediate-range plan considers a site and facility strategy, and time and cost goals.

Site and Facility Strategy

The DEAP campus is housed in two portables occupied by grades 6 through 9. The school needs to install two additional portables on the site. It needs site improvements for a safe, secure and enriched sustainable campus.

Time Goal – Contingent on Funding

The school could complete site design, portable purchase and installation in August 2019.

Cost Goal – Contingent on Funding

The probable cost in 2018 dollars for two portables installed is \$903,867 and for site improvements (excluding priority 1 capital improvement projects), it is \$565,975.

Long-Range Plan

The long-range plan involves four general concepts for planning and constructing a new school facility on the site: site, function, form and relationship guidelines. These concepts evolved from community planning meetings which took place during the creation of the school.

Site Concepts

- Provide six defined school areas:
 - Middle school area: 6th through 8th grade classes with adjacent access to specialty classrooms
 - High school area: 9th through 12th grade classes with adjacent access to specialty classrooms
 - Specialty classrooms area: located between the middle and high school classrooms
 - Instructional support areas: media center and multipurpose
 - School support area: administration and kitchen
 - Cultural area: shade structure, outdoor cooking and amphitheater
- Connect the middle school, specialty classrooms, high school classrooms, and instructional and support areas by interior halls to eliminate the need to exit outside to reach other areas
- Locate the outdoor play field and hard court areas adjacent to the multipurpose area, and connect them with paved walkways to control site drainage and mud flow into the building

Functional Concepts

- Design the administration suite to be adjacent to the main entry, with a security vestibule for visitor check-in
- Provide maximum classroom display areas; consider below-window casework for plants and displays

Form Concepts

- Integrate natural materials, colors and forms into the common spaces
- Integrate the Navajo wedding basket design conceptually as the spirit of the school

Relationship Concepts

- Provide visual control from the administration suite to the main front entry
- Provide direct service access to the kitchen
- Cluster the cultural area near the classrooms to enable sharing uses and functions during special community events

Time Goal – Contingent on Funding

The new school will be a design-bid-build project.

- Bidding for school design could be as soon as October 2019 if the school obtains funding
- Estimated midpoint of construction could be April 2020
- School occupancy could be in October 2021

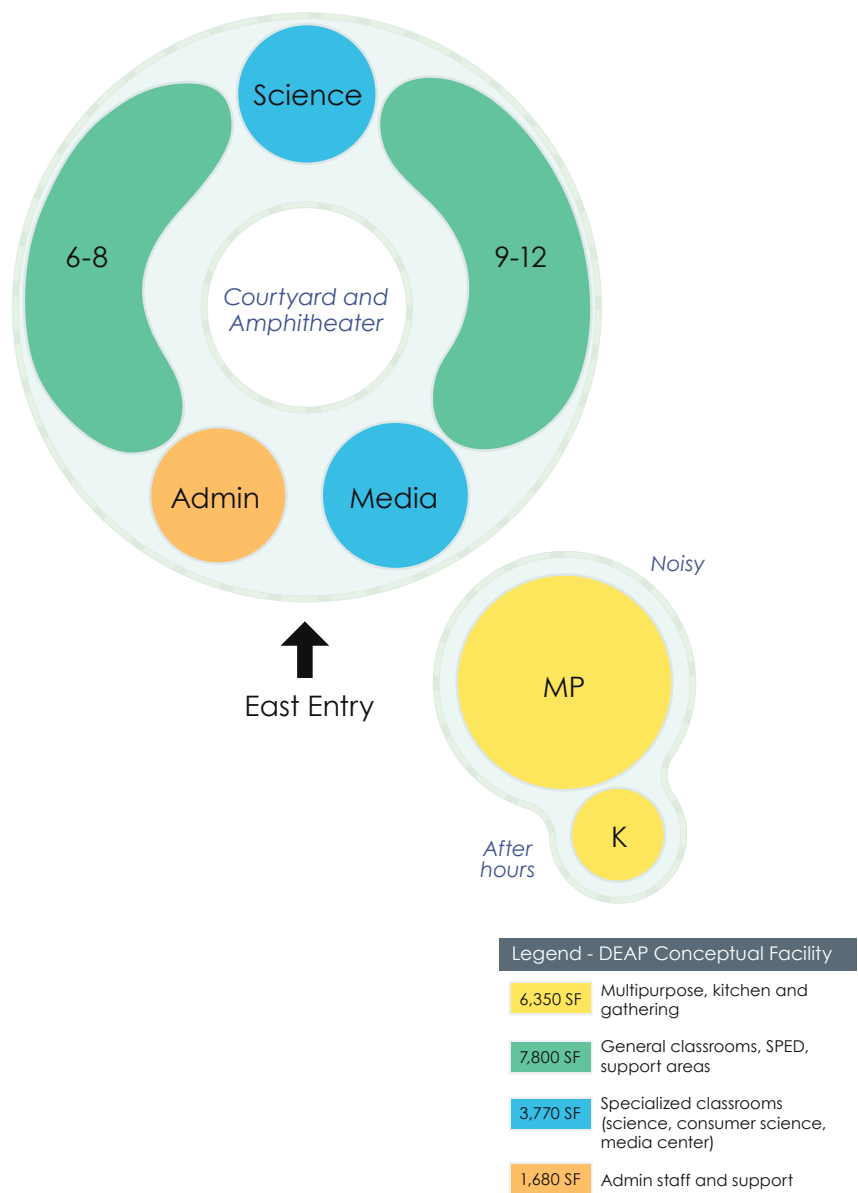
Cost Goal – Contingent on Funding

Estimated cost for the design and construction of the new DEAP facility (210 students, 24,933 GSF) in 2018 dollars is \$9,051,926 in total project cost (TPC). Estimated site utility costs are \$3,825,000.

The exhibit below shows a conceptual diagram of the spaces.

Exhibit 3-1 Conceptual Facility Diagram

Dził Diti'ooí School of Empowerment, Action, and Perseverance
Conceptual Facility Diagram



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Dzitl Ditt'ooi School of
Empowerment, Action, and
Perseverance (DEAP)
Preliminary Program of Requirements
Updated: 08.09.18

Space Description	Preliminary DEAP Programming			Traditional High School (Adequacy Standards)					NSF Above / Below Traditional	
	# of Spaces	Space Criteria	Total NSF	# of Spaces	# of Students	NSF per Student	NSF per Space	Total NSF		
General Classrooms										
Classroom, 6th grade	1	840	840	1	30	28	840	840	0	
Classroom, 7th grade	1	840	840	1	30	28	840	840	0	
Classroom, 8th grade	1	840	840	1	30	28	840	840	0	
Classroom, 9th grade	1	750	750	1	30	25	750	750	0	
Classroom, 10th grade	1	750	750	1	30	25	750	750	0	
Classroom, 11th grade	1	750	750	1	30	25	750	750	0	
Classroom, 12th grade	1	750	750	1	30	25	750	750	0	
Classroom Technology	1	900	900	1	300	3	900	900	0	
Classroom storage	8	60	480	8	30	2	60	480	0	
SUBTOTAL			6,900						6,900	0
Special Education Support Space										
Can be integrated w/ General CR	2	450	900	2	15	30	450	900	0	
SUBTOTAL			900						900	0
Science Classroom / Labs										
Science Lab (7 - 8 & 9 - 12)	2	720	1,440	2	180	4	720	1,440	0	
Dedicated lab prep and storage	2	80	160	2			80	160	0	
SUBTOTAL			1,600						1,600	0
Career Ed Classroom / Lab										
Consumer Science	1	840	840	2	180	4	720	1,440	-600	
Dedicated storage	1	80	80	2			80	160	-80	
SUBTOTAL			920						1,600	-680
Media Center										
Library	1	900	900	1	300	3	900	900	0	
Office / Workroom / Storage	1	350	350	1			350	350	0	
SUBTOTAL			1,250						1,250	0
Multipurpose and Gathering										
Multipurpose Room	1	4,500	4,500	1	300	15	4500	4,500	0	
MP storage and office	1	150	150	1			150	150	0	
Student Commons	Include with Tare			0			0	0	0	
Kitchen	1	1,700	1,700	1			1,700	1,700	0	
SUBTOTAL			6,350						6,350	0
Faculty, Staff, Administration and Other Support										
Reception and Lobby	1	400	400	1	Include in tare			0	400	
Large Conference Room	1	200	200	1 Suite		1.5	645 + 150		1,375	
Small Conference Room	1	140	140							
Head Administrator's Office	1	120	120							
Registrar's Office	1	120	120							
Work Room	1	200	200	1	300	1	300	300	100	
Teachers' Lounge	1	200	200	1	300	1	300	300	0	
Health Suite	1	300	300	1	300	0.5	150	150	-150	
Parent Room	Use Conference Spaces			1	Include in tare			0	0	
IT Room	1	Include in tare						1,545	135	
SUBTOTAL			1,680						1,545	
Tare includes student commons										
Subtotal (NASF)			19,600	Tare (30%)			20,145			-545
Tare (30%)			5,333	Total Gsf			25,199			279
Total Gsf			24,933	Tare (30%)			5,054			-266

Tare includes student commons

21%

20%

Exhibit 3-2 DEAP Preliminary
Program of Requirements

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Room and Space Characteristics

The following photos describe visually the desired attributes for spaces to create 21st century learning environments for students and staff.

Classrooms



▲ Carlisle Indian Industrial School Classroom from 1900

▼ The classroom today is more flexible and more collaborative, and has more technology, and better lighting



▲ Cibola High School Classroom

Administration and Secure Entry



▼ Main public access to administration suite

▲ Locked doors, controlled access



▲ Administration suite serves as the single point of entry and control for parents and visitors, with immediate adjacency to the front door

Art and Music Classroom



▲ Tibbetts Middle School's multiple art sinks with clay traps

▼ Ramah High School music room



Science Classroom

▼ Storage options, open lockable cage or enclosed lockable wardrobe.
Top: Tohatchi Elementary School;
bottom: Chaparral Middle School



▲ Central New Mexico Community College biology lab



Culturally Enhanced Rooms



▲ Dilcon Community School

▼ Navajo cardinal directions



▼ Crownpoint Elementary School



▲ Hogan-influenced ceiling, rug design features and Diné language signage

Culturally Enhanced Rooms



▲ Twin Lakes Elementary School

▼ Storytelling area with celestial accent lighting



Commons Areas



▲ Colorful commons area with natural light and vegetation wall

▼ Nex+Gen Academy multiuse commons area



Media Center



▲ Catherine A. Miller Elementary School

▼ Tibbetts Middle School's well-lit, student-centered media center



Cultural Site Amenities



▲ Outdoor cooking and shade structure

Colorful, textured exterior finishes with xeric flora and fauna



Outdoor Learning Areas



△ Amy Biel Community School outdoor learning centers include roof water harvesting (left), shaded work tables and chalkboards, gardens, and rain cisterns (all below)



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4 Capital Plan



4.1 Total Capital Needs

ARC obtained funding data from DEAP. The school does not receive maintenance and operations (M&O) funding. Its operational funding covers salaries and benefits, insurance, utilities and all other expenses.

DEAP needs about \$3.00 per square foot annually to maintain the current facilities.

ARC identified a total of \$1,554,645 of potential capital improvement projects (CIPs) to rectify deficiencies in the existing site and facilities.

DEAP does not currently have funding for annual maintenance, or capital funds to address needs at the existing facility, acquire portables or construct a new facility.

Short-Range Plan

The short-range plan considers CIP priority 1 improvements, which include ADA compliance, window installation and to install a modular kitchen for food services. The probable cost for the CIPs in 2018 dollars is \$536,736.

Intermediate-Range Plan

The intermediate-range plan is to obtain two portables within the next two years. The cost for the portables installed is \$903,867 and for the site improvements in 2018 dollars is \$565,975.

Long-Range Plan

The long-range plan is to build a new school in Navajo, New Mexico. The probable cost for the design and construction of the new DEAP in 2018 dollars is \$9,051,926. The probable cost for utilities is \$3,825,000.

Funding Sources

NACA Inspired School Network (NISN) provided grant funding and professional support during the planning stage of the charter school.

The list below summarizes potential capital funding sources.

- **PSCOC Lease Assistance Programs:** Based on student full-time equivalent enrollment (per student membership, or MEM), the State can allocate funding to a charter school for lease payments. (Source: N.M. Statutes 22-24-4)
- **PSCOC awards:** The State ranks public school buildings according to facility condition, and prioritizes funding for facilities at the top of the list. DEAP's existing facilities are not ranked. Due to limited state funding for capital improvements to schools, a state capital outlay award is unlikely at this time as is funding for a new building by 2019, but could be a consideration in the future, should state revenues improve.
- **New Mexico Department of Transportation award:** provides funding for roads and parking lots
- **State Legislature appropriation**

- **Public-private partnerships, fundraising and donations**
- **The Public School Capital Improvement Act, also known as SB-9 Mill Levy Funds:** Revenue from 6 MCS SB-9 mill levy is distributed on a per MEM rate. (Source: N.M. Statutes 22-25-3 and 22-25-7)
- **Charter School Stimulus Fund:** The fund provides financial support to charter schools for initial start-up costs and initial costs associated with renovation or remodeling. (Source: N.M. Statutes 22-8B-14)

Exhibit 4-1 summarizes capital funds projected to be available annually, starting in 2018/19.

DEAP may reach out to Gallup-McKinley County Schools to provide necessary information to the district for including in the HB-33 resolution that identifies CIPs for DEAP. DEAP will use revenue for those projects.

The estimated costs for design and construction of the new DEAP facility and site utilities is \$12,876,926.00

Exhibit 4-1 Projections for Capital Funding

Capital Funding Projections (2018/19)

PSCOC Lease Assistance	\$0.00
SB-9 Funds	\$0.00
HB-33 Funds	\$12,876,926.00
Total	\$12,876,926.00



5 Master Plan Support Material

5.1 Site and Facilities Data Table

Exhibit 5-1 DEAP Facility Inventory Data

Site and Facility Inventory Data

Facility Name	Dził Dítł'ooí School of Empowerment, Action, and Perseverance
State Identification Number	562-001
Address	PO Box 156, Navajo, NM 87328
School Opening Date	2015
Construction Dates	2015
Facility Condition Index	Not Available
Site Owned or Leased	Leased
Total Building Area Gross Square Feet (GSF)	3,360 GSF
Site Acreage	8
Total number of permanent general classrooms	0
Total number of permanent specialty classrooms	0
Total number of portable classrooms	2
Total number of classrooms	3
Percentage of portable classrooms compared to total number of permanent classrooms	0
Total enrollment current year (40th day count)	28
Number of GSF per student per school facility	120 SF per Student

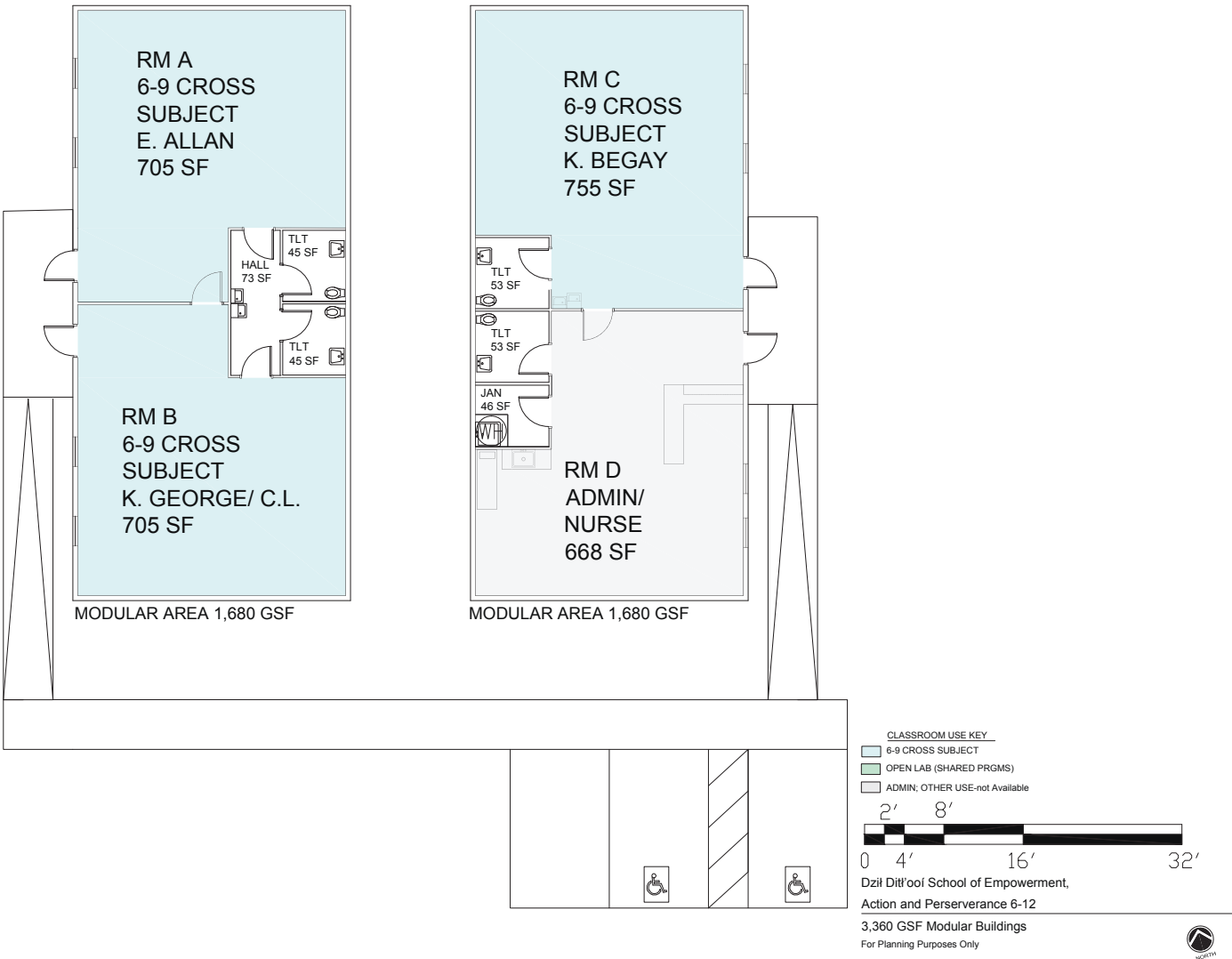
5.2 Site Plan

Exhibit 5-2 DEAP Site Plan (Aerial Photo Map)



5.3 Floor Plan

Exhibit 5-3 DEAP Floor Plan



5.3.1 Updated Facilities Assessment Database Sheets

The following data sheets show our current updates marked in red.



Executive Summary Report

NRC - Dzilith Diti Looli School of Empowerment, Action and Perseverance
~~and Action Charter School~~

State Chartered Schools School ID: **562001**

High Level Overview

General Information

Location: Navajo 28
 Tse-Bomto, NM 87301
School Type: High Middle-High 6th-9th
School Category: Charter
Ed. Adequacy Model: Charter School Educational Adequacy
Ed. Adequacy CCI: 100.00%
School CCI City: RSMEANS2018.; US

NMCI Statistics

Number of Students: 28
Growth Factor: 1.00
Total Gross Square Feet: 1,792 3,360
Site Size (Acres): 19.00 8
Number of Buildings: 0
Number of Portables: 1 2
Building Square Feet: 0
Portable Square Feet: 1,792 3,360

NMCI School Metrics

Replacement Cost: \$119,347
Weighted Repair Cost: \$22,858
Weighted Educational Adequacy Cost: \$0
Total Weighted Cost: \$22,858
Weighted NMCI Score: 19.15
Unweighted Repair Cost: \$40,298
Unweighted Educational Adequacy Cost: \$0
Total Unweighted Cost: \$40,298
Unweighted NMCI Score: 33.77

NMCI Facility History

Last Assessment Date: 06-11-2015
Closed: No
Previous Award, Yes or No, Year if Yes: No





**NRC - Dzilth Dít Looi
School of Empowerment,
Action and Perseverance
and Action Charter
School**

District: Schools

School:

School ID: 562001

Dzil Dít'ooi School of Empowerment, Action, and Perseverance is a state-chartered public school serving 6th through 9th grades. The school leases the property and campus facilities are comprised of two portables with 3,360 GSF total, located off of Indian Route 12.

Site: The portables sit on an irregular, triangular shaped site of 8 acres. The Red Lake Chapter House temporarily sits within the leased land limits. The parking lot has no defined boundaries and a concrete sidewalk connects the ADA parking stall to the portables. Ponding occurs on site. The school needs age-appropriate play equipment and site furnishings.

Structural/Exterior Closure: The portables rest on reinforced concrete footings. Each portable has aluminum ramps.

Interior: The portables have painted metal panel walls. Ceilings are 2' x 4' acoustic ceiling tile. Flooring is vinyl composition tile (VCT). Exterior doors are hollow metal-framed with inset windows and no panic hardware.

Mechanical/ Plumbing: Each portable has a heating furnace and wall-mounted evaporative cooling units at each end. Each has drinking fountains.

Electrical: A pad-mount transformer feeds the electrical system. The fluorescent lighting provides adequate illumination. The system does not have a generator for emergency lighting. The administration office is equipped with phones, and has no public address system. The facility is hardwired for Internet service with wireless connections.

Fire Protection: The facility has emergency lights and illuminated exit signs, smoke detectors, fire alarm system and wall-mounted fire extinguishers.

Accessibility: Some doors and exits do not have tactile and Braille signage.

Educational Adequacy: Due to limited space, during one period a day, two classes must share one classroom. The gross square footage is inadequate for the current enrollment.



State Chartered
District: Schools
NRC - Dzilith Dit Looi
School of Empowerment, Action and Perseverance
and Action Charter
School
School ID: 562001

Facility Description



NRC - Dzilith Dit Lool
School of Empowerment, Action and Perseverance
and Action Charter School

District: State Chartered
Schools

School:

School ID: 562001

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size Type	Use
Modular Classrooms (2015)	2 Middle School Portable	\$18,246	\$4,562	2015	1,792 Building	Educational
Site	Middle School Site	\$22,052	\$18,297	1975	1,792 Building	Site
Building Totals		\$40,298	\$22,858			
Educational Adequacy Need						
	Charter School Educational Adequacy	\$0	\$0			
School Totals		\$40,298	\$22,858			



Executive Summary Report

District: State Chartered Schools
School: NRC - Dzilh Ditoo School of Empowerment, Action and Perseverance
School ID: 562001

Asset Detail

Building Name:		Modular Classrooms (2015)			Cost Model:		Middle School Portable			Size: 1,792		
Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Portable Building	\$50.91	15	100%	2015	2030	20%	33.25%	\$18,246	9	.25	\$4,562	
Total:								\$18,246			\$4,562	



District: Schools **School: School** **School ID: 562001**
NRC - Dzilth Dít Looi
School of Empowerment, Action and Perseverance
and Action Charter

Asset Detail

Building Name:		Site		Cost Model:			Middle School Site			Size: 1,792			
Name	Cost SF	Renewal Life	Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Weight	Category	Repair Cost (Weighted)	Comments
Fencing	\$0.60	100	110%	1975	2075	43%	33.25%	\$509	9	.25	6/15/2015 CJA	\$127	No fencing of any kind at this site.
Landscaping	\$2.15	30	110%	1975	2005	100%	33.25%	\$4,247	4	.625	6/15/2015 CJA	\$2,654	No landscaping of any kind at this site.
Parking Lots	\$5.11	20	80%	1975	1995	100%	33.25%	\$7,329	2	1.5	..rch.	\$10,994	The parking areas surrounding the modular building are so bad I would considering it a dirt parking lot.
Site Domestic Water Utility	\$2.18	50	120%	1975	2025	86%	33.25%	\$4,038	9	.25	6/15/2015 CJA	\$1,009	Estimated date to match the build date of the modular.
Site Lighting	\$2.79	40	100%	1975	2015	100%	33.25%	\$5,000	4	.625	..015 CJA	\$3,125	Site appears to have no lighting. See photos. Age makes it worse than setting it to Adequacy-Facility.
Site Specialties	\$0.23	40	100%	1975	2015	100%	33.25%	\$412	4	.625	6/15/2015 CJA	\$258	None.
Walkways	\$2.63	30	110%	2015	2045	10%	33.25%	\$518	9	.25	..3/2016 CJA	\$129	Permitting for new modular buildings includes complete accessible ramps. Removed category override.
Total:									\$22,052		\$18,297		



District: **State Chartered Schools** School: **NRC - Dzil Ditoof School of Empowerment and Action Charter School** School ID: **562001** *Action and Perseverance*

Educational Adequacy Detail

Population

Growth Factor:	1	Number of Kindergarten Students:	0
Number of Staff:	21	Number of 1-5 Students:	0
Number of Students:	28	Number of 6-8 Students:	23
Number of Special Education Students:	0	Number of 9-12 Students:	5

Square Footage

Permanent GSF:	0	General Storage NSF:	0
Portable GSF:	1,792 3,360	Maintenance or Janitorial Space NSF:	0 46
Admin NSF:	270 668	Media Center NSF:	0
Art/Music NSF:	0	Parent Work Space NSF:	0
Assembly NSF:	0	Physical Ed NSF:	0
Career Ed NSF:	0	Science Classroom NSF:	0
Computer Lab NSF:	0	Science Storage NSF:	0
Faculty Work Area NSF:	0	Special Education Classroom NSF:	0
Food Service NSF:	0	Student Health NSF:	0
General Classroom NSF:	1,100 2,165		

Classrooms

Number of Classrooms:	2 3	Number of Special Education Classrooms:	0
-----------------------	----------------	---	---

Parking

Number of Paved Parking Spaces:	117 Undefined	Number of Bus Drop Offs:	0
Number of Handicap Parking Spaces:	6 2	Number of Student Drop Offs:	0 1
Number of Gravel Parking Spaces:	0		

Miscellaneous

Number of Chemical Storage Rooms:	0	Number of Multi-Use Playgrounds:	0
Playground Equipment:	N/A		



Executive Summary Report

NRC - Dzili Diti Looi School of Empowerment, Action and Perseverance
and Action Charter School

District: State Chartered Schools

School ID: 562001

EA Deficiencies

EA Cost Model: Charter School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)
Missing or Inadequate Multi-use Play Area	0	0	\$11,436	\$11,436.30	\$0	8	.5	\$0
Insufficient Total Parking	117	0	\$1,322	\$1,321.66	\$0	6	1	\$0
Insufficient Student Health Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Student Drop Off	0	0	\$21,000	\$21,000.00	\$0	6	1	\$0
Insufficient Special Education Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Storage Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Physical Education Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Parent Work Space	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Media Center Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Janitorial Square Footage	46	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Storage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Classroom Square Footage	2,165	769	\$80	\$80.00	\$0	7	3	\$0
Insufficient Food Service Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Faculty Workspace	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Computer Lab Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Career Ed Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Bus Drop Off	0	0	\$20,800	\$20,799.69	\$0	6	1	\$0
Insufficient Administrative Square Footage	668	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Art and Music Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Inadequate Number of Handicap Spaces	2	0	\$144	\$143.52	\$0	6	1	\$0
Inadequate Number of Chemical Storage Units	0	0	\$1,464	\$1,464.30	\$0	8	.5	\$0
Total					\$0			\$0

5.4 FMAR Reports and How Major and Minor Findings Are Addressed by the Capital Plan

No FMAR report is available.

5.5 Detailed Space and Room Requirements (Ed Spec)

5.5.1 Technology and Communications Criteria

Network access and wireless Internet service should be available throughout the school building, including in classrooms, enrichment classrooms, common spaces, and administrative offices. The network and Internet should accommodate high-capacity use, particularly during assessment cycles. An adequate two-way communication system, preferably telephones, should be available in all classrooms and offices. Administrative offices will house high volume copiers and printers for staff use.

5.5.2 Power Criteria

The school facility should have adequate electrical power sources. All classrooms and common learning spaces should have sufficient outlets to meet the educational needs of students and teachers (i.e., laptop computers, projectors, document cameras, etc.).

5.5.3 Lighting and Daylighting Criteria

New Mexico Statewide Adequacy Standards require at least 50 foot-candles of well-distributed light at classroom work surfaces.

5.5.4 Classroom Acoustics Criteria

Each general classroom must maintain a sustained background sound level of less than 55 decibels. The sound level is measured at a work surface in the center of the classroom.

5.5.5 Furnishing and Equipment Criteria

All general classrooms will have at least 25 student-designated workspaces, in addition to teacher-designated workspaces, as necessary.

Please see the tables in Exhibits 5-4a and 5-4b for detailed information about the criteria above.

5.5.6 - 5.5.7 Criteria sheets

Exhibit 5-4a Criteria Sheet for DEAP Classroom Spaces

5.5.6 Classrooms

Ref #	Space Name	# Spaces
1	Classroom, 6th grade	1
2	Classroom, 7th grade	1
3	Classroom, 8th grade	1
4	Classroom, 9th grade	1
5	Classroom, 10th grade	1
6	Classroom, 11th grade	1
7	Classroom, 12th grade	1
8	Classroom, "Virtual" Lab	1
9	Classroom, Science	1



Daily Occupancy Use

10 Hours (7:00 - 5:00)

After-hours Use - is likely - so locate in lock-off zone

Public Access - required after hours - needs area lock-off from rest of school

Yes / No	Notes
Yes	All
Yes	All
Yes	All

Environmental Conditions - w/ DAC and energy management system

Temperature Control in Space 68° to 75° Fahrenheit

Humidity Control - do not exceed 50% except during storm activity

Separate HVAC Zone beyond normal system design

Enhanced Air Filtration Requirements Needed for :

Room Air Pressure: Positive
Negative

Windows: Special Exhaust

Exterior Windows / Skylights / Solar Tubes

One unit operable with screen is preferred per occupied space

No Exterior Windows Expected. May Borrow Daylight from other Space.

Yes / No	Notes
Yes	Desire own space control. Follow ASHRAE 55-2004.
Yes	
No	
No	Design for IAQ to follow ASHRAE 62.1-2004
Yes	
n/a	
Yes	Provide chemical hood in #9
Yes	Reduce glare / heat transfer, with blind / shade
Yes	Provide cross ventilation
N/A	

Plumbing

Restroom fixtures per code

Sink: Chem resin 18"/18"/8" deep unit Yes Commercial unit

Sink: Yes

Emerg. Unit: Eye/Face wash unit Yes Floor drain

Natural Gas: Location science lab

Yes / No	Notes
	Provide Hot Water / Cold Water in all sinks
Yes	Provide science lab faucet & acid waste piping system
Yes	Provide in science classroom
Yes	Provide at demonstration counter and at perimeter wall

Electrical / Special Systems Performance Notes

The electrical system in a CR will be per code, provide min. 2 outlets per wall plane, provide outlet proximity to all equipment listed in this Criteria Sheet, be able to accommodate up to 25 iBook laptops plugged into power cart, have an outlet and ethernet / VOIP jacks in the teacher desk location, have power and ethernet to ceiling projector location (future equipment) and interface ability between laptop, SmartBoard / Panel screen, ELMO / ceiling projector, etc. as defined in the school's Technology Plan. The room will have high speed Wi-Fi access capable of serving 25 laptops accessing search engines simultaneously. Offices will have outlets per code and outlet ethernet / VOIP jacks for each workstation location. Where possible, all lighting will have occupancy sensors with janitorial lamping settings, and where possible, be interfaced with natural light sensors to modulate the room's light levels. Design lighting systems for energy conservation and to reduce glare on laptops used by each student in each CR. PA, fire alarm, strobes, call-back voice activated, emergency lighting systems to be in all CR and office areas. All workstations and CR will have VOIP phone potential. Run technology cabling in easy access cable trays and oversized conduit to make future changes convenient. Provide digital clock on wall or on TV / flat screen. All spaces with doors or windows to exterior, file room, and computer labs to have security sensors. Provide security cameras in all circulation areas.

Appliances (Residential Models)

Refrigerator (with ice maker hookup min. 28 cu.ft.) ☐ Under-counter w/o ice

Freezer (min. 28 cu.ft.)

Ice Maker (on- or under-counter type)

Dishwasher (under-counter built-in ADA)

Washer (1 each), with washer box, cold water, hot water, sanitary vent

Dryer (1 each), with wall dryer vent, 4" dia outlet, electric

Gas Range with Oven with Hood (Training Kitchen) ☐ All ADA units

Electric Range with Oven with Hood (Training Kitchen) ☐ All ADA units

Gas or Electric Cook Top, with Hood (Training Kitchen) ☐ All ADA units

Gas Range with Oven, Commercial Hood and Fire Suppression ☐ All ADA units

Microwave / Oven Wall Unit ☐ MW Counter Unit

Yes / No	Notes
Yes	Provide in science prep
Yes	Provide in science prep



Furnishings/Equip/Surfaces	Space Ref #	Mid Sch CR	High Sch CR	Science	Virtual Lab	Multi-Purpose					
# of Spaces		3	4	2	1	1					
Instructor Desk, WS, & Chair	EA Space	1	1	1	1	1					
Office 'L' Desk with Credenza & Chair											
Student Desk / Chair Combo with book shelf		Opt	Opt								
Student Chairs											
Adult Chairs		20	20	20	20						
Table: Classroom	30" by 60"	1	1	10	10						
Table: Specialty chem resin surface				Yes							
Table: Specialty mar-resistant surface, standing height	30" by 60"										
Ceiling-Mounted W-iFi Projector		1	1	1	1	1					
Tackboard 4' by 4'	2 by WB	2	2	2	2	2					
Whiteboard 8' by 4'		2	2	2	2	1					
Carpet		Yes	Yes								
VCT / Sheet Floor, Polished Concrete	All halls			Yes	Yes						
Sports Surface Floor						Yes					
Acoustically treat room for unique use						Yes					

Special Equipment Notes: In all CRs, provide pencil sharpener with block, US / NM flags, space for overhead projector on cart (18" sq), map hangers at reachable height, 6' by 6' AV manual screen, and TV / flat screen with wall / ceiling bracket.

Acoustical Conditions						
HVAC Background Noise level (preferred)	dBa Level	45	45	45	45	45
Speech Privacy per ANSI S12.60-2002 Table 3.d.	Yes / No					
Sound Transmission to Neighbor	STC Level	50	50	50	50	50
Reverberation	Seconds	0.6-1.1	0.6-1.1	0.6-1.1	0.6-1.1	0.8-1.5

Storage and General Notes

General CR Notes: All full-sized general classrooms to have a built-in teaching unit with flaking wardrobe units with base cabinet storage, flat file drawers and sliding whiteboards which enclose upper shelving units. All casework to be lockable. Provide two 36"W, 15"D, 5-shelf tall book shelves. Teachers prefer a tack or magnetic wall on one wall plane for large displays, and 2 walls with whiteboards and TB. Provide a minimum 4' by 4' display surface in the hall for each CR. Doors to CR to be slab SC door with full height view glass side lite adjacent (provide pull shade on unit). Provide room # / name signage for all occupied space per ADA. For specific language classes, include in second language also. Areas of the school to be identifiable with color / graphics scheme. CR walls will not transfer impact noise on WB to adjacent CR.

All classrooms must provide flexible furniture layout. Program requires rearrangement of student furniture daily for lecture, seminar and group activities. Existing student furniture in good condition. Reuse existing furniture whenever possible. Provide all new bookshelves.

Specialty Notes:

General classrooms to balance natural light and lighting to maximize available wall areas for display.

Natural light from northern window is ideal for the art classroom.

Keep backpacks out of lab area in science rooms.

Drying racks at science sink locations and flexible, high-density storage at science prep room.

Administration Suite

5.5.7 Administration and Support Areas

Ref #	Space Name	# Spaces
1	Nurse office with cot area	1
2	ADA restroom with shower	1
3	Staff workroom / lounge	1
4	Parent workstation	1
5	IT	
6		
7		
8		
9		
10		



Daily Occupancy Use

10 Hours (7:00 - 5:00)

After Hours Use - is likely - so locate in lock-off zone

Public Access - required after hours - needs area lock-off from rest of school

Environmental Conditions - w/ DAC and energy management system

Temperature Control in Space 68° to 75° fahrenheit

Humidity Control - do not exceed 50% except during storm activity

Separate HVAC Zone beyond normal system design

Enhanced Air Filtration Requirements Needed for :

Room Air Pressure Positive

Negative

Special Exhaust

Windows: Exterior Windows / Skylights / Solar Tubes

One unit operable with screen is preferred per occupied space

No Exterior Windows Expected. May Borrow Daylight from other Space.

Plumbing

Restroom fixtures per code

Sink:	SS single drop-in unit for first aid	No	Commercial unit
Sink:	Porcelain single unit with sensor faucet	No	Clay trap needed
Sink:	SS dbl drop-in unit with sensor faucet	No	Disposal needed
Shower:	ADA transfer shower unit with grab bars		
Toilet:	Dual flush		

Yes / No	Notes
Yes	
Yes	Locate so accessible for evening events
No	

Exterior door allowed into: None

Yes / No	Notes
Yes	Desire own space control. Follow ASHRAE 55-2004
Yes	
Yes	Air Conditioning for IT / Server Room
No	Design for IAQ to follow ASHRAE 62.1-2004
No	
Yes	Nurse's suite
Yes	Nurse's suite
Yes	Reduce glare / heat transfer, with blind / shade
Yes	Provide cross ventilation
Yes	#2 and #5

Yes / No	Notes
	Provide Hot Water / Cold Water in all sinks and showers
Yes	Nurse's suite
Yes	ADA restroom
Yes	Staff Workroom / lounge
Yes	ADA restroom
Yes	ADA restroom

Electrical / Special Systems Performance Notes

The electrical system in a space will be per code, provide min 2 outlets per wall plane, provide outlet proximity to all equipment listed in this Criteria Sheet. Office and workroom will have outlets per code and outlet ethernet / VOIP jacks for each workstation location. Where possible, all lighting will have occupancy sensors with janitorial lamping settings, and where possible, be interfaced with natural light sensors to modulate the room's light levels. Design lighting systems for energy conservation and switch lighting in cot area so lights for individual cots can be turned off. Include outlet for digital clock on wall in Nurse's office and workroom, and center ceiling outlet for projector in workroom. All outlets to have surge protection. PA, fire alarm, strobes, call-back voice activated, emergency lighting systems to be in all major spaces and office areas. All workstations will have VOIP phone potential. Provide "help" buttons in nurse's office and restroom areas. Alarm to sound in main administration front desk. Staff workroom will have electrical power needs for specialized equipment (TBD) such as printers, copiers, scanners, etc.

Appliances (Residential Models)

Refrigerator (with ice maker hookup min. 28 cu.ft.)	<input type="checkbox"/>	Under-counter w/o ice
Freezer (min. 28 cu.ft.)		
Ice Maker (on or under counter type)		
Dishwasher (under counter built-in ADA)		
Washer (1 each), with washer box, cold water, hot water, sanitary vent		
Dryer (1 each), with wall dryer vent, 4" dia outlet, electric		
Gas Range with Oven with Hood (Training Kitchen)	<input type="checkbox"/>	All ADA units
Electric Range with Oven with Hood (Training Kitchen)	<input type="checkbox"/>	All ADA units
Gas or Electric Cook Top, with Hood (Training Kitchen)	<input type="checkbox"/>	All ADA units
Gas Range with Oven, Commercial Hood and Fire Suppression	<input type="checkbox"/>	All ADA units

Yes / No	Notes
Yes	#1 and 3
	With refrigerator
Yes	Provide stackable unit in Nurse's suite
Yes	



Furnishings/Equip/Surfaces

	Space Ref #	Nurse office with cot	ADA restroom shower	Staff Workroom / Lounge	Parent Workstation	IT	6	7	8	9	10
# of Spaces		1	1	1	1	1	0	0	0	0	0
Instructor Desk, WS, & Chair & 2 file cabinets	1				1						
Office 'L' Desk with Credenza & Chair & 2 file cabinets											
Student Desk / Chair Combo with book shelf											
Adult Chairs	2			12	2						
Health cots with medical curtains on ceiling track	1										
Table: Classroom with book shelf	36" by 72"										
Table: Conference w/ 12 Chairs	36" by 84"										
Table: Office with 4 chairs	Rnd 48"										
Ceiling-Mounted Wi-Fi Projector											
Tackboard 4' by 4'	1 each by WB	1		2							
Whiteboard 8' by 4'											
Carpet					Yes						
VCT / Sheet Floor, Ceramic Tile, Polished Concrete	All halls	Yes	Yes	Yes							
Wood											
Acoustically treat room for unique use			Yes								

Special Equipment Notes:

Acoustical Conditions

HVAC Background Noise level	dBa Level	55	35	55	55
Speech Privacy per ANSI S12.60-2002 Table 3.d.	Yes / No	Yes	Yes		
Sound Transmission to Neighbor	STC Level	45	45	50	50
Reverberation	Seconds		0.4-0.6	0.4-0.6	

Storage and General Notes

General Suite Notes: Doors to rooms to be slab SC door with full height view glass side lite adjacent (provide pull shade on unit). Provide room # / name signage for all occupied space per ADA.

Nurse Suite Notes: In nurse's office provide lockable wall type medicine cabinet. The nurse's area needs lockable upper and lower base cabinets with a hand sink. Provide a residential refrigerator / freezer and stacked washer / dryer unit. Provide sufficient space to conduct eye examination (20" minimal). Student health records must be maintained in secure storage.

Workroom / Lounge Notes: Provide upper and lower storage cabinets, a counter sink and a residential refrigerator / freezer. Provide a break area and technology access.

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Exhibit 5-5 DEAP Detailed Space and Room Requirements

DEAP Space Criteria
Draft 06.10.18

DEAP Space and Room Requirements	Operations				Technology / Special Systems			Power		Lighting / Daylighting			Acous-tics	HVAC / Plumbing						Flooring			Furniture and Equipment																
	School Day (8:00 - 4:00)	After-School Programs (4:00 - 5:00)	Community Access	Other	WiFi	Projection Capabilities	Sound System	Convenience Outlets (wall)	Convenience Outlets (floor and/or ceiling)	General Area Illumination	Task Lighting	Daylight	Noise Generating Space (Separate from quiet areas)	Enhanced Ventilation	Group Workstations with Water and Gas (plus power and data)	Sink(s)	Easy Access to Drinking Fountain(s)	Eye Wash	Non-Absorptive	Athletic	Other / To Be Determined	Moveable / Flexible Workstations	Heavy Duty Tables and Chairs	Collaboration Tables and Chairs	Casual Seating	Tiered Seating (portable)	Whiteboard / Teaching Wall	Wall-Mounted Mirrors	Standard Kitchen Equipment	Fume Hood and Chemical Storage	Kiln	Clay Trap at Sink(s)	Nurse's Station and Cot Area	Food Prep and Demonstration Equipment	Secure Storage	Notes			
1.0 Instructional Areas																																							
General Classrooms	✓				✓	✓		✓		✓		✓									✓	✓					✓								✓				
SPED Space	✓				✓	✓		✓		✓		✓									✓	✓					✓								✓		SPED space may be located within regular classrooms (inclusion program).		
Science Labs	✓				✓	✓		✓	✓	✓	✓	✓		✓	✓	✓		✓	✓		✓		✓	✓			✓			✓					✓		Science labs include classroom area.		
Tech Lab	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓		✓			✓		✓		✓			✓			✓								✓		Accommodate 20 computer stations.		
Consumer Science Lab	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓					✓				✓		✓				✓		✓					✓	✓				
Media Center	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓					✓				✓	✓		✓	✓		✓								✓	✓			
2.0 Multipurpose																																							
Multipurpose Room	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓			✓		✓		✓			✓											✓				
Serving Kitchen	✓	✓						✓	✓	✓	✓	✓		✓		✓	✓		✓		✓								✓					✓	✓				
Student Commons	✓	✓			✓			✓		✓		✓	✓				✓				✓			✓	✓		✓												
3.0 Other Support Space																																							
Lobby	✓	✓	✓		✓			✓		✓		✓	✓				✓				✓			✓	✓														
Reception	✓				✓			✓		✓	✓	✓					✓				✓	✓													✓				
Student Health	✓				✓			✓		✓	✓	✓		✓		✓	✓		✓														✓		✓				
Administration and Staff Offices	✓	✓			✓			✓		✓	✓	✓									✓	✓		✓			✓								✓	✓			

Exhibit 5-6 DEAP Utilization Worksheet

GRADE LEVEL	40-Day Enroll	SpEd Enroll	No. CRs	No. Tchrs
6th Grade	3		0.75	1.25
7th Grade	11		0.75	1.25
8th Grade	9		0.75	1.25
9th Grade	5		0.75	1.25
TOTALS	28		3	5

Number of Lunch Turns Per Day	1
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Utilization Worksheet
Dził Dítł'ooí School of Empowerment, Action, and Perseverance 6-12
Evaluation: 2017-18 sy

Note: PTR Cap 25:1 @ 6 Pds

Rm Cnt	Rm #	Cirm NSF	Max # of St./ Sq Ft	ADEQ SQ FT CAP	PED MAX PTR / Clm	A. S. Y / N	PERIOD 1				PERIOD 2				PERIOD 3				PERIOD 4				PERIOD 5				PERIOD 6				Period 7				Tot. St.	Charter Max. PTR /Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	% Pd. / Day
							8:15-9:15				9:17-10:17				10:20-11:20				11:23-12:23				12:55-1:55				1:58-2:58				2:33-3:25								
							# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject					
Monday	C	400	28	14	25	N	7	49%		Personal Wellness	14	98%	Kayla Begay	Native Lit 6/7	3	21%	Kayla Begay	Math 6		0%	Kayla Begay	Prep	9	63%	Kayla Begay	Native Lit 8	14	98%	Kayla Begay	Scinece 6/7	7	49%	Kayla Begay	Elective	54	125	43%	7	100%
	A	400	28	14	25	N	7	49%		Personal Wellness	5	35%	Elijah Allan	Biology 9	5	35%	Elijah Allan	Science 8	9	63%	Elijah Allan	Math 8	11	77%	Elijah Allan	Math 7	5	35%	Elijah Allan	Math 9	7	49%	Elijah Allan	Elective	49	125	39%	7	100%
	B	400	28	14	25	N	7	49%		Personal Wellness	9	63%	Kylee George	ELA 8	9	63%	Kylee George	ELA 9	14	98%	Kylee George + L.P	ELA 6//7	5	35%	Kylee George	NM History 9		0%	Kylee George	Prep	7	49%	Kylee George	Elective	51	125	41%	7	100%
		400	28	14	25	N	7	49%		Personal Wellness		0%	Louella Poblano	Prep	11	77%	Louella Poblano	Study Skills 7	5	35%	Louella Poblano	Study Skills 9	3	21%	Louella Poblano	Study Skills 6	9	63%	Louella Poblano	Study Skills 8	7	49%	Louella Poblano	Elective	42	125	34%	7	100%
							PERIOD 1				PERIOD 2				PERIOD 3				PERIOD 4				PERIOD 5				PERIOD 6				Period 7								
							8:15-9:05				9:07-10:17				10:19-11:29				11:23-12:23				1:22-2:32				2:32-3:42				3:45-4:00								
Tuesday	C	400	28	14	25	N	7	49%		Dine Studies	14	98%	Kayla Begay	NativeLit 6/7	3	21%	Kayla Begay	Math 6		0%	Kayla Begay	Prep	9	63%	Kayla Begay	Native Lit 8	14	98%	Kayla Begay	Science 6/7							6	86%	
	A	400	28	14	25	N	7	49%		Dine Studies	5	35%	Elijah Allan	Biology 9	5	35%	Elijah Allan	Science 8	9	63%	Elijah Allan	Math 8	11	77%	Elijah Allan	Math 7	5	35%	Elijah Allan	Math 9							6	86%	
	B	400	28	14	25	N	7	49%		Dine Studies	9	63%	Kylee George	ELA 8	9	63%	Kylee George	ELA 9	14	98%	Kylee George + L.P	ELA 6/7	5	35%	Kylee George	NM History 9		0%	Kylee George	Prep							6	86%	
		400	28	14	25	N	7	49%		Dine Studies		0%	Louella Poblano	Prep	11	77%	Louella Poblano	Study Skills 7	5	35%	Louella Poblano	Study Skills 9	3	21%	Louella Poblano	Study Skills 6	9	63%	Louella Poblano	Study Skills 8							6	86%	
Wednesday	C	400	28	14	25	N	7	49%		Personal Wellness	14	98%	Kayla Begay	NativeLit 6/7	3	21%	Kayla Begay	Math 6		0%	Kayla Begay	Prep	9	63%	Kayla Begay	Native Lit 8	14	98%	Kayla Begay	Science 6/7							6	86%	
	A	400	28	14	25	N	7	49%		Personal Wellness	5	35%	Elijah Allan	Biology 9	5	35%	Elijah Allan	Science 8	9	63%	Elijah Allan	Math 8	11	77%	Elijah Allan	Math 7	5	35%	Elijah Allan	Math 9							6	86%	
	B	400	28	14	25	N	7	49%		Personal Wellness	9	63%	Kylee George	ELA 8	9	63%	Kylee George	ELA 9	14	98%	Kylee George + L.P	ELA 6/7	5	35%	Kylee George	NM History 9		0%	Kylee George	Prep							6	86%	
		400	28	14	25	N	7	49%		Personal Wellness		0%	Louella Poblano	Prep	11	77%	Louella Poblano	Study Skills 7	5	35%	Louella Poblano	Study Skills 9	3	21%	Louella Poblano	Study Skills 6	9	63%	Louella Poblano	Study Skills 8							6	86%	
Thursday	C	400	28	14	25	N	7	49%		Dine Studies	14	98%	Kayla Begay	NativeLit 6/7	3	21%	Kayla Begay	Math 6		0%	Kayla Begay	Prep	9	63%	Kayla Begay	Native Lit 8	14	98%	Kayla Begay	Science 6/7							6	86%	
	A	400	28	14	25	N	7	49%		Dine Studies	5	35%	Elijah Allan	Biology 9	5	35%	Elijah Allan	Science 8	9	63%	Elijah Allan	Math 8	11	77%	Elijah Allan	Math 7	5	35%	Elijah Allan	Math 9							6	86%	
	B	400	28	14	25	N	7	49%		Dine Studies	9	63%	Kylee George	ELA 8	9	63%	Kylee George	ELA 9	14	98%	Kylee George + L.P	ELA 6/7	5	35%	Kylee George	NM History 9		0%	Kylee George	Prep							6	86%	
		400	28	14	25	N	7	49%		Dine Studies		0%	Louella Poblano	Prep	11	77%	Louella Poblano	Study Skills 7	5	35%	Louella Poblano	Study Skills 9	3	21%	Louella Poblano	Study Skills 6	9	63%	Louella Poblano.	Study Skills 8							6	86%	
							PERIOD 1/2/3/4															PERIOD 5/6/7																	
							8:15-12:23															12:00-1:00																	
Friday	C	400	28	14	25	N	7	49%	Kayla Begay	DEAP Core Value and Focus Area Experimental Learning through Agriculture Days											7	49%	Kayla Begay	DEAP Core Value and Focus Area Experimental Learning through Agriculture Days														7	100%
	A	400	28	14	25	N	7	49%	Elijah Allan	DEAP Core Value and Focus Area Experimental Learning through Agriculture Days											7	49%	Elijah Allan	DEAP Core Value and Focus Area Experimental Learning through Agriculture Days														7	100%
	B	400	28	14	25	N	7	49%	Kylee George	DEAP Core Value and Focus Area Experimental Learning through Agriculture Days											7	49%	Kylee George	DEAP Core Value and Focus Area Experimental Learning through Agriculture Days														7	100%
		400	28	14	25	N	7	49%	Louella Poblano	DEAP Core Value and Focus Area Experimental Learning through Agriculture Days											7	49%	Louella Poblano	DEAP Core Value and Focus Area Experimental Learning through Agriculture Days														7	100%
		1,600		343	600		168	49%			140	49%			140	49%			140	49%			214	62%			168	59%			28	49%			196	500	39%		90%

NOTE: Combination Schools per NMAC 6.27.30.14-D (4) allows the use of the lower maximum square foot per student as the standard for FMPs.

Condition Assessment



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Dzil Ditlooi School of Empowerment Action and Perseverance

Evaluated

P.O. Box 156
Navajo, NM 87328

Grade Levels: 6-9

Site Data

Site acres: 8.00
No/type of parking spaces: 2 ADA parking stalls and undefined parking area

Building Data

Permanent building area:	0 GSF	Number of floors:	1
Modular building area:	3584 GSF	Students on site:	28
Modular buildings:	100.0% of GSF	GSF/student:	128.00

Scoring Category	Possible Points	Actual	Earned	% (E/A)
The Site	246	218.0	116.0	53.2
Physical Plant Assessment	354	330.0	307.0	93.0
Adequacy and Environment for Education	400	225.0	135.0	60.0
Total	1000	773.0	558.0	72.2

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



Participants:

Prestene Garnenez, Director of Operations

Michele Pfeiffer, ARC Facility Evaluator

Date: 2017-12-06

Notes from Principal Meeting and Questionnaire

Administration suite has no line of sight to the campus.

Site lighting is inadequate on campus.

*Appropriate play equipment and furnishing are needed.

*Ponding occurs on site.

*The school needs separation between the public and the private administration suite.

*Classrooms are at capacity.

*The site has no security.

Summary Notes and Comments**Site Assessment:**

Dził Dítł'ooí School of Empowerment, Action, and Perseverance (DEAP) sits on an irregularly shaped site of 8 acres. The campus is composed of two portables, a shade structure and a fenced outdoor storage area with a storage shed. The community baseball field is on DEAP's leased site, west of the portables. Navajo Pine High School uses it for baseball practice and the community little league.

Access

Indian Service Route 12, the main thoroughfare through Navajo, New Mexico, has sidewalks. Vehicles move at speeds faster than 30 mph along the service route. Shepherd Spring Boulevard is the access road to the school. It is an unpaved, rutted, compacted dirt road at the entry mouth, which transitions to a gravel asphalt base road without sidewalks. Vehicles drive more slowly on the rutted road portion and no speed limit signs are posted on Shepherd Spring Boulevard.

A compacted dirt and undefined parking area is south of the portables. Two ADA parking stalls are on a concrete pad with an access aisle connection to the sidewalk.

Students arrive at school on foot or vehicle. Parents enter the campus from the east and drop off students near the ADA parking stalls. The flow of traffic is slow, with no congestion. After school, vehicles form a line from the east entrance and turn towards the south exit, or park and wait for students in the parking area.

Site Development

The site is not landscaped. It has mature elm and popular trees along its perimeter. The southwest corner of the site has a number of earth piles. Occasionally, livestock roam through the campus.

Site ponding occurs in the parking area. The site slopes north towards the volleyball court, which is west of the portables. A detention pond is located in the far southwest corner of the site at Shepard Spring Boulevard and Mill Road.

A single sidewalk connects to the two portables, the ADA parking stalls and the shade structure, which is the outdoor learning area, gathering area, and lunch space. The structure is made of natural wood with dried cottonwood branches with leaves along the top. Wood chairs and benches are arranged in an open circle in the middle.

Recreation / Athletics

Students begin each morning with a run off site. The site has a basketball hoop and volleyball net on dirt surfaces north of the shade structure and west of the portables.

Safety / Security

No site security is provided. A 2-foot-high steel post and chain surround the campus and pedestrians walk through the campus to reach the Red Lake Chapter House. The north 4-foot-high chain link fence is damaged and has open knuckles. A 6-foot-high chain link fence encloses the site storage area. The baseball field is enclosed with a 4-foot-high chain link fence without a safety fence cap.

Building surface-mounted lights provide site lighting, which is inadequate.

Site utilities are water, sewer and electrical. The sewer clean-outs are located between the portables. The electrical panel is located north of the portables within the fenced storage area.

The campus has no fire hydrants nearby.

Each portable has surveillance cameras facing the sidewalks.

The site has no trash dumpsters. Staff alternate disposing of trash off site.

Accessibility Attributes

The sidewalk, ramps and ADA parking stalls are ADA-compliant.

Building Assessment:

DEAP buildings are two portables.

Exterior

Both portables are elevated a few feet off the ground and have aluminum ADA-compliant ramps that connect to a sidewalk. The portables are sheathed with metal wall and roof panels in good condition. They have no roof gutters or downspouts.

All portable exit doors are hollow metal-framed, with metal doors and an inset window. Windows are double-hung and double-glazed, with screens and mini blinds.

Interior

The portables have vinyl composition tile (VCT) flooring, 2'x4' suspended ceiling tiles and panel walls. They have marker boards and tack boards. They do not have built-in casework for storage.

Systems

Each portable has a split system for heating and cooling rooms. The utility closet in the east portable houses a wall-mounted instant hot water heater. Each portable has its own electrical panel with open circuits for expansion. They do not have motion sensor faucets or flush valves.

Safety / Security

The east portable is equipped with a phone. Walkie-talkies provide communication between portables. Both portables have to access wireless wi-fi. The main connection is in the east portable, which is hard-wired for Internet service.

Security cameras are mounted on the exterior south wall and aimed towards the parking area.

All portables are equipped with a smoke detector, fire alarm system and fire extinguisher.

ADA and Code Compliance

Both portables have two ADA-compliant, single-occupant restrooms. Students and staff have separate restrooms.

Some doors and exits do not have tactile and/or Braille signage. Each portable has drinking fountains.

Adequacy and Environment for Education:

DEAP serves 6th through 9th grade students. The school emphasizes academics through agricultural, science-based curriculum aligned with Diné Content Standards and New Mexico Common Core State Standards.

Support

The east portable houses a classroom, the administration suite and two single-occupant restrooms. The administration area is an open plan with a reception desk, two office cubicles, two folding tables, a copy machine, a commercial double-door refrigerator and open shelving for storage. The open plan is distracting to administrators who need isolated work offices and space for confidential meetings.

Two folding tables near the reception desk are used for meetings, a work table and lunch setup. The nurse station is located in a corner with a cot and sink. The portable building has no parent room, general office storage, workroom or lounge.

The school does not have a kitchen, so lunch is prepared at a nearby church and cold foods are refrigerated at the school. Staff deliver hot breakfast and lunch, which are prepared for serving in the administration area.

Storage is limited throughout the portables. The custodial closet has a standing mop sink, cleaning equipment supplies, an instant water heater mounted above the mop sink and data panels along one wall. One storage shed is located in the north fenced area for outdoor garden storage.

Program Spaces

The school does not have a science lab or prep room.

A computer cart, housed in a classroom, stores laptop computers for all students.

Lunch setup, alternative meetings (OT / PT / SLP), intervention meetings and school storage take place in the east portable.

Both portables house general classrooms that have interior finishes in good condition. The west portable has two classrooms. Due to limited space, two classes must share one classroom during one period during the day.

2017 CIP List of Projects for Dzil Ditloof School of Empowerment Action and Perseverance

Project No.	Code	Project Name	MACC	Project Budget
110.2001	8.05.B03.1.	ADA Signage Improvement	\$5,785	\$7,752
110.2002	4.06.E07.2.	Site Lighting Improvements	\$5,304	\$6,763
110.2003	4.06.E03.3.	Parking Improvements	\$35,720	\$45,543
110.2004	4.06.E05.2.	Drainage Improvements	\$99,788	\$127,229
110.2005	4.06.E06.2.	Outdoor Court Improvements	\$129,870	\$165,584
110.2006	6.06.A09.2.	Fire Hydrant Installation	\$20,629	\$26,301
110.2007	4.06.E04.2.3.	Fence Improvement	\$83,847	\$106,905
110.2008	4.06.E09.2.	Trash Enclosure Improvement	\$16,687	\$21,277
110.2009	4.04.F07.2.	Administration Portable Renovation	\$10,485	\$14,050
110.2010	4.05.D04.2.	Roof Upgrades	\$6,526	\$8,744
110.2011	4.04.C06.2.1.	Window Renovation	\$9,545	\$12,790
110.2012	4.07.F01.2.	Casework Upgrade	\$43,068	\$43,580
110.2013	4.03.F07.1.	Modular Building Kitchen Purchase	\$404,858	\$516,194
110.2014	4.00.F02.3.	Alternate: Intermediate-Range New Portables	\$0	\$0
110.2015	1.00.F01.3.	Alternate: Long-Range New School	\$0	\$0
110.2016	1.06.E07.3.	Allowance: Utility Improvements	\$0	\$0
Total of Project Budgets				\$1,102,711

	Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1	Install building signage	10.835	2.0	Each	0.5000	\$3,882.82	\$3,883
2	Install tactile and Braille signage	10.867	17.0	Each	1.0000	\$111.89	\$1,902
Maximum Allowable Construction Cost							\$5,785
Total Project Cost							\$7,752

Facility: Dzil Ditlooí School of Empowerment Action and Perseverance **ID:** 110 **Project Number:** 110.2002

Category: 4. **Type 1:** 06. **Type 2:** E07. **P/Class:** 2.

Project: Site Lighting Improvements



Project Description

The campus has no site lighting. Site lighting consists of building mounted lights at door entrances, which is minimal.

Install site lighting at each entrance gate and between the portables.

						Subtotal
Description	Cost Code	Quantity	Unit	Adjustment	Cost	Cost
1 Install site lighting	1.281	2,400.0	SF	1.0000	\$2.21	\$5,304
Maximum Allowable Construction Cost						\$5,304
Total Project Cost						\$6,763

Facility: Dzil Ditlooí School of Empowerment Action and Perseverance **ID:** 110 **Project Number:** 110.2003

Category: 4. **Type 1:** 06. **Type 2:** E03. **P/Class:** 3.

Project: Parking Improvements

Project Description

The parking area has a dirt surface and is undefined. The two entry drives are not paved.

Install drive pads into the site from the east and south. Pave and strip the parking lot.

	Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1	Install drive pads	1.140	2.0	Project	1.0000	\$10,794.26	\$21,589
2	Pave parking lot	1.210	1,600.0	SF	0.6000	\$14.72	\$14,131
Maximum Allowable Construction Cost							\$35,720
Total Project Cost							\$45,543

Facility: Dzil Ditlooí School of Empowerment Action and Perseverance **ID:** 110 **Project Number:** 110.2004

Category: 4. **Type 1:** 06. **Type 2:** E05. **P/Class:** 2.

Project: Drainage Improvements



Project Description

Ponding occurs in the parking lot and the site slopes towards the volleyball court.

Correct ponding area by clearing, grubbing and establishing a new finish elevation.

						Subtotal
Description	Cost Code	Quantity	Unit	Adjustment	Cost	Cost
1 Correct ponding area	1.420	11,250.0	SF	1.0000	\$8.87	\$99,788
Maximum Allowable Construction Cost						\$99,788
Total Project Cost						\$127,229

Project: Outdoor Court Improvements



Project Description

The basketball and volleyball courts have a dirt surface and old equipment.

Construct a hard surface court and two basketball goals. Construct an outdoor volleyball court, fill with sand and set pole standards.

	Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1	Construct hard court & goals	1.910	1.0	Each	1.0000	\$99,900.10	\$99,900
2	Construct volleyball court	1.910	1.0	Each	0.3000	\$99,900.10	\$29,970
Maximum Allowable Construction Cost							\$129,870
Total Project Cost							\$165,584

Facility: Dzil Ditlooí School of Empowerment Action and Perseverance **ID:** 110 **Project Number:** 110.2006

Category: 6. **Type 1:** 06. **Type 2:** A09. **P/Class:** 2.

Project: Fire Hydrant Installation

Project Description

No fire hydrant is within 300 feet of the building.

Install a fire hydrant and water supply line.

						Subtotal
Description	Cost Code	Quantity	Unit	Adjustment	Cost	Cost
1 Install fire hydrant	6.505	1.0	Each	1.0000	\$3,276.00	\$3,276
2 Install water supply line	6.372	250.0	LF	1.0000	\$69.41	\$17,353
Maximum Allowable Construction Cost						\$20,629
Total Project Cost						\$26,301

Facility: Dzil Ditlooí School of Empowerment Action
and Perseverance

ID: 110 **Project Number:** 110.2007

Category: 4. **Type 1:** 06. **Type 2:** E04.2. **P/Class:** 3.

Project: Fence Improvement



Project Description

The campus is not fenced and pedestrians cross through the campus as a short cut.

Install a decorative wrought iron fence with two vehicle entry gates.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Install wrought iron fence	1.351	940.0	LF	1.0000	\$75.54	\$71,008
2 Install vehicles gates	1.342	2.0	Each	1.0000	\$6,419.70	\$12,839
Maximum Allowable Construction Cost						\$83,847
Total Project Cost						\$106,905

Facility: Dzil Ditlooí School of Empowerment Action and Perseverance **ID:** 110 **Project Number:** 110.2008

Category: 4. **Type 1:** 06. **Type 2:** E09. **P/Class:** 2.

Project: Trash Enclosure Improvement

Project Description

The school has no trash bin nor a trash enclosure.

Provide a trash enclosure and bin.

	Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1	Construct trash enclosure	1.360	1.0	Each	1.0000	\$14,412.47	\$14,412
2	Provide a trash bin	0.000	1.0	Each	1.0000	\$2,275.00	\$2,275
Maximum Allowable Construction Cost							\$16,687
Total Project Cost							\$21,277

Facility: Dzil Ditlooí School of Empowerment Action and Perseverance **ID:** 110 **Project Number:** 110.2009

Category: 4. **Type 1:** 04. **Type 2:** F07. **P/Class:** 2.

Project: Administration Portable Renovation



Project Description

The administration suite is an open plan housing various activities daily, which is distracting to administrators with a need for isolated work time and confidential meetings. A cot for sick students is located in a corner near a sink counter.

Renovate the portable to provide two offices 150 SF each and a ceiling suspended privacy curtain at the cot.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Renovate administration portable	4.100	300.0	SF	1.0000	\$33.95	\$10,185
2 Install privacy curtain	0.000	1.0	Each	1.0000	\$300.00	\$300
Maximum Allowable Construction Cost						\$10,485
Total Project Cost						\$14,050

Facility: Dzil Ditlooí School of Empowerment Action and Perseverance

ID: 110 Project Number: 110.2010

Category:

4. Type 1:

05. Type 2:

D04. P/Class:

2.

Project: Roof Upgrades



Project Description

No roof gutters and downspouts are provided.

Install gutter and downspouts with splash blocks.

	Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1	Install gutters and downspouts	7.307	240.0	LF	1.0000	\$27.19	\$6,526
Maximum Allowable Construction Cost							\$6,526
Total Project Cost							\$8,744

Facility: Dzil Ditlooí School of Empowerment Action
and Perseverance

ID: 110 **Project Number:** 110.2011

Category: 4. **Type 1:** 04. **Type 2:** C06.2. **P/Class:** 1.

Project: Window Renovation



Project Description

The administration suite does not have visual control of visitors to the site.

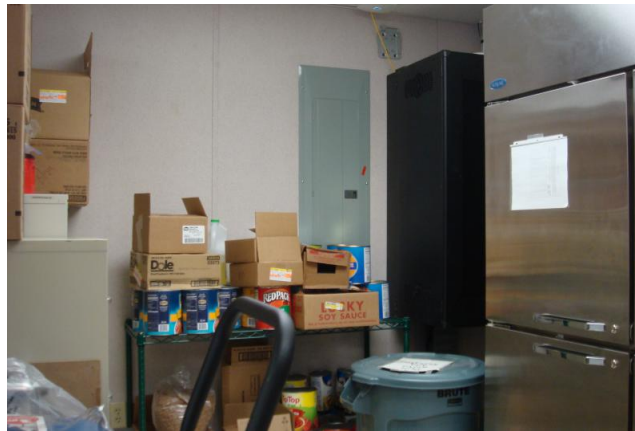
Install two double hung windows on the south side for visual connection to the site.

						Subtotal
Description	Cost Code	Quantity	Unit	Adjustment	Cost	Cost
1 Install windows	4.710	60.0	SF	1.0000	\$159.08	\$9,545
Maximum Allowable Construction Cost						\$9,545
Total Project Cost						\$12,790

Facility: Dzil Ditlooí School of Empowerment Action and Perseverance **ID:** 110 **Project Number:** 110.2012

Category: 4. **Type 1:** 07. **Type 2:** F01. **P/Class:** 2.

Project: Casework Upgrade



Project Description

General storage and classroom storage is not adequate.

Install lockable wardrobe casework with shelving in the administration office. Install multi-functional casework along the short wall of classrooms. The casework is to include wardrobe cabinet, flat file shelves and two sliding marker boards which enclose shelving. Relocate electrical outlet for access.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Install classroom casework	4.625	72.0	LF	1.0000	\$448.62	\$32,301
2 Install administration casework	4.625	24.0	LF	1.0000	\$448.62	\$10,767
Maximum Allowable Construction Cost						\$43,068
Total Project Cost						\$43,580

Facility: Dzil Ditlooí School of Empowerment Action and Perseverance **ID:** 110 **Project Number:** 110.2013

Category: 4. **Type 1:** 03. **Type 2:** F07. **P/Class:** 1.

Project: Modular Building Kitchen Purchase

Project Description

The school prepares breakfast and lunch off-site at the Lutheran Church. Kitchen square footage is limited and refrigerated food is kept at the school. The cook must travel back and forth to prepare and deliver food.

Purchase a modular building kitchen with dinning seating.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Purchase modular building kitchen	2.312	1.0	Per Portab	1.7500	\$201,600.00	\$352,800
2 Install basic infrastructure	2.501	1.0	Per classr	1.0000	\$52,057.66	\$52,058
Maximum Allowable Construction Cost						\$404,858
Total Project Cost						\$516,194

Facility: Dzil Ditlooí School of Empowerment Action and Perseverance **ID:** 110 **Project Number:** 110.2014

Category: 4. **Type 1:** 00. **Type 2:** F02. **P/Class:** 3.

Project: Alternate: Intermediate-Range New Portables

Project Description

The school cannot expand grade levels without an additional two classrooms. The school emphasizes academics through science-based curriculum and does not have a science lab with prep room. Currently, one period a day, one classroom must be shared between two classes.

Purchase a modular building with two classrooms. Equip one classroom with science lab stations and a prep room for chemical storage. Cost adjustment 1.5 for one science lab classroom and one regular classroom.

Estimated total project cost is \$903,867.

	Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1	Purchase modular building classroom	2.312	2.0	Per Portab	0.0000	\$201,600.00	\$0
2	Install basic infrastructure	2.501	2.0	Per classr	0.0000	\$52,057.66	\$0
Maximum Allowable Construction Cost							\$0
Total Project Cost							\$0

Facility: Dzil Ditlooí School of Empowerment Action and Perseverance **ID:** 110 **Project Number:** 110.2015

Category: 1. **Type 1:** 00. **Type 2:** F01. **P/Class:** 3.

Project: Alternate: Long-Range New School

Project Description

The new school will house seven general classrooms, a technology classroom, two science classrooms, a consumer science classroom, a media center, a multi-purpose room with a serving kitchen and an administration suite. Site development will include a student drop-off, staff, student and parent parking, recreational area and a cultural outdoor area. The estimated size of the school is 24,933 GSF.

Estimated total project cost is \$9,051,926.

						Subtotal
Description	Cost Code	Quantity	Unit	Adjustment	Cost	Cost
1 Construct new school	0.000	24,933.0	Project	0.0000	\$265.00	\$0
Maximum Allowable Construction Cost						\$0
Total Project Cost						\$0

Facility: Dził Ditłooí School of Empowerment Action and Perseverance **ID:** 110 **Project Number:** 110.2016

Category: 1. **Type 1:** 06. **Type 2:** E07. **P/Class:** 3.

Project: Allowance: Utility Improvements

Project Description

Dził Ditłooí School of Empowerment, Action, and Perseverance's future school site utility locations are unknown. Electrical, natural gas, water and waste-water connections are needed. An elevated water tank is needed for the new school fire suppression system and fire hydrants. Data connections are needed to support WIFI and technology.

ARC recommends an allowance is provided for site utility improvements.

Estimated total project cost of construction is \$3,825,000.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Allowance: utility improvements	0.000	1.0	Project	0.0000	\$3,000,000.00	\$0
Maximum Allowable Construction Cost						\$0
Total Project Cost						\$0

Appendix

Attachment A: written request to Gallup-McKinley County Schools to locate in existing facilities, per Charter - Alternative School Standards, Section 22-9 B-4, NMSA 1978



DZIL DIT'LOOI SCHOOL OF EMPOWERMENT, ACTION AND PERSEVERANCE (DEAP)

Empowering students and communities through education, culture, wellness and service

PO BOX 156 Navajo, NM 87328 ♦ (505) 777-2053 ♦ www.deapschool.org

September 19, 2018

Tim Bond, Facilities & Technology Director
Gallup-McKinley County Schools
P.O. Box 1318
640 S. Boardman
Gallup, New Mexico 87301

Re: Facilities Availability

Dear Mr Bond:

I am writing to inquire about any available Gallup-McKinley County Schools facilities, per requirements of the State of New Mexico Public Schools Facilities Authority (PSFA), that are currently unoccupied or will become unoccupied within the next 10-12 months and are within the Navajo, New Mexico community. Our school is in our 4th year of operation and we have a great need to expand our facilities. While we are interested in any facilities you might have available, we are particularly interested in facilities that have “e-occupancy”.

Thank you for your assistance and cooperation and I look forward to hearing from you. If you have any questions, please feel free to reach out to me at pgarnenez@deapschool.org or (505)777-2053. Thank you.

Sincerely,

Prestene S. Garnenez
Director of Operations

Cc: Louella Poblano, Head Administrator, DEAP



DZIL DITŁ'OOÍ SCHOOL OF EMPOWERMENT, ACTION AND PERSEVERANCE (DEAP)

Empowering students and communities through education, culture, wellness and service

PO BOX 156 Navajo, NM 87328 ♦ (505) 777-2053 ♦ www.deapschool.org

September 25, 2018

Ms. Michele Pfeiffer
Architectural Research Consultants, Incorporated
220 Gold Avenue, SW
Albuquerque, New Mexico 87102

Re: Facility Master Plan, Educational Specifications, & Condition Assessment 2018-2023

Dear Ms. Pfeiffer:

The Dził Dítł'ooí School of Empowerment, Action and Perseverance (DEAP) Governing Council approved the DEAP Facilities Master Plan, Educational Specifications & Condition Assessment 2018-2023 on September 23, 2018.

Thank you for your efforts in preparing this document for DEAP; it is greatly appreciated. If you have questions, please do not hesitate to contact the DEAP's Director of Operations, Prestene Garnenez, at (505)777-2053.

Sincerely,

Benita Litson
President of DEAP Governing Council



 **Architectural Research Consultants, Incorporated**

21725.0000

STATE OF NEW MEXICO
REGULATION AND LICENSING DEPARTMENT
CONSTRUCTION INDUSTRIES DIVISION
GENERAL CONSTRUCTION BUREAU

20835

THIS BUILDING HAS BEEN OCCUPIED BEFORE A FINAL INSPECTION HAS BEEN CONDUCTED.
☒ PERMANENT ☐ TEMPORARY, _____ EXPIRATION DATE

~ CERTIFICATE OF OCCUPANCY ~

THE FOLLOWING BUILDING OR PORTION THEREOF HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF
OCCUPANCY GROUP E AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

Corner of Shepherd Spring Blvd & Mills Rd, Abasco, N.M.

BUILDING ADDRESS

Dist. Director, School of Empowerment, Action and Performance (SEAP), P.O. Box 156, Abasco, N.M. 87005

NAME AND ADDRESS OF OWNER

Spring Creek Company

NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S)

GenC 10,501,478

BUILDING PERMIT NUMBER

Ron Hiben

INSPECTOR'S NAME

When into original call # 20835

COMMENTS

N/A

IF NO LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S)

Public Bldg

PORTION OF BUILDING

Oct 1, 2013

DATE



State of New Mexico
Public School Facilities Authority

Jonathan Chamblin, Director; Martica Casias, Deputy Director

1312 Basehart Road, SE, Suite 200, Albuquerque, NM 87106
(505) 843-6272 (Phone); (505) 843-9681 (Fax)
Website: www.nmpsfa.org

September 27, 2019

Prestene S. Garnenez
Director of Operations
Dzil Diti' ooi School of Empowerment, Action and Perseverance
P.O. Box 156
Navajo, NM 87328

Dear Ms. Garnenez,

Per your request PSFA is providing you with your current weighted New Mexico Condition Index (wNMCI) score. Your current wNMCI is 55.82% and is below the current average of 23.07%.

Pursuant to 22-8B-4.2 NMSA 1978; if a charter school is opening or relocating their facility, it must meet or exceed the average wNMCI. Based on your current wNMCI score of 55.82% you do not exceed the current average wNMCI.

If there have been any improvements to the systems or facility, please report them to us. Unreported improvements are not included in the wNMCI score. Improvements made may improve the current score.

If you have any questions regarding your score, please contact me at 505-468-0274.

Regards,



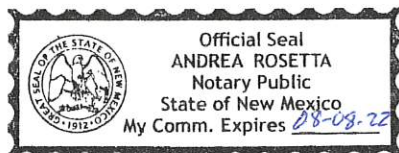
Martica Casias
Deputy Director
Public School Facilities Authority

Cc: Mona Martinez, PSFA

CERTIFICATION B
No Public Facility Available

The undersigned hereby certify under penalty of perjury that **Dzil Diti'ooi School of Empowerment, Action and Perseverance** has diligently sought space in public buildings and that such public buildings are not available or have been determined not to be adequate for the education program of **Dzil Diti'ooi School of Empowerment, Action and Perseverance**.

In addition, the undersigned hereby certify under penalty of perjury that the owner of the facility is fully be responsible for maintaining the facility to the statewide adequacy standards applicable to charter schools, at no cost to the lessee school or to the state, as set forth in NMSA 1978 Section 22-8B-4.2(D)(2)(a), or a successor statute.



Charter School Governing Board

By: Benita Litson
Print Name: Benita Litson
Print Title: GC President
Date: 9-25-2019

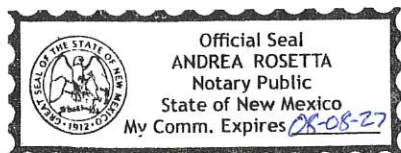
STATE OF NEW MEXICO)
COUNTY OF MCKINLEY) ss. Mckinley Co.
NR

On this 25th day of September, 2019, before me, the undersigned officer, personally appeared Benita Litson, known to me to be the person whose name is subscribed to the within instrument, and acknowledged executing the same for the purpose therein contained.

Andrea Rosetta
Notary Public

My Commission Expires:

08-08-22 NR



Charter School Principal / Administrator

By: Louella Poblano
Print Name: Louella Poblano
Print Title: Head Administrator
Date: 9/25/2019

STATE OF NEW MEXICO)
COUNTY OF MCKINLEY) ss. Mckinley Co.
NR

On this 25th day of September, 2019, before me, the undersigned officer, personally appeared Louella Poblano known to me to be the person whose name is subscribed to the within instrument, and acknowledged executing the same for the purpose therein contained.

Andrea Rosetta
Notary Public

My Commission Expires:

08-08-22