Providing a well-rounded, rigorous curriculum with high academic standards for Kindergarten through 8th grade students.

Aurora Academy

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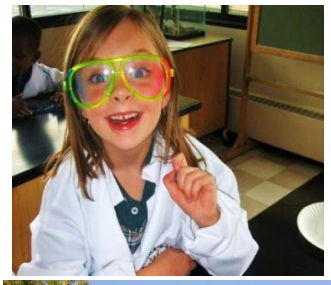

Educational Facility Master Plan

February 2016

Strive Own It Achieve
SOAR
Respect
Aurora Academy

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ACKNOWLEDGEMENTS

Special acknowledgement is given to the Growth Feasibility Committee, Board of Education members and staff. The following individuals earned commendation for the many long hours spent studying, researching and envisioning the strategies and actions recommended in the Facility Master Plan. Their time and commitment have made a dramatic contribution to the community's responsibility to maintain and improve the education environment for students and staff in the Aurora Academy Charter School.

Board of Directors

Anne-Marie Pitcock, President, Amanda Jakl, 1st Vice President
Mark Brazee, 2nd Vice President, Julie Moore, Secretary, Bernadette Fleming, Treasurer,
Courtnay Hazim, Director, Joanna Kingsbury, Director, Christina Montez-da Silva, Director
Reyna Herrera, Director

AACS Administration

Pat Leger, Principal, Angela Fundaro, Assistant Principal, Amy Hoen, Assistant Principal

Growth Feasibility Committee

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Aurora Academy Charter School Community

Teachers, Staff, Students, Parents and Families

Aurora Public Schools

Josh Hensley, Amy Spatz, Wendy Sullivan

Other

Dustin Jones, Educational Facility Solutions
Cheryl Honigsberg, CDE Capital Construction Assistance Division
Michelle Sanchez, Matt Porta

Mission, Vision and Values of Aurora Academy Charter School

Mission

Aurora Academy Charter School's mission is to provide a well-rounded, rigorous curriculum with high academic standards for Kindergarten through 8th grade students.

Vision

Aurora Academy Charter School is a collaborative community dedicated to ensuring high academic achievement and positive character development.

Values

1. Learners mastering academic standards through a rigorous curriculum in preparation for high school and post-secondary readiness, utilizing Core Knowledge, Saxon Math and other proven curricula.
2. A collaborative community of students, parents, and faculty who show respect and accept responsibility to sustain high standards of learning.
3. A stable and safe learning environment.
4. Positive character development.
5. Being highly regarded as a top performing school compared to other district and state schools.
6. Acting with integrity, communicating effectively and attending to our stewardship functions.
7. A board, administration and faculty which keep fidelity to the mission, vision and values.
8. Fiscal Responsibility: Growing revenue streams beyond state funding, maintaining a balanced budget and being prepared for emergencies.

Goals and Objectives of the Facility Master Plan

1. Assess the existing educational program delivery of the school.
2. Assess the existing facilities.
3. Determine the future needs and growth.
4. Determine the future educational program delivery of the school and the ability of the facilities to service it.
5. Determine the feasibility of various future locations of the school.
6. Provide goals and objectives for the future facilities of the school.

Guiding Principles for development of the Facility Master Plan

1. Health, Safety and Security
2. Academics and Co-curricular supports
3. Protection of Financial Investment
4. Optimal Utilization
5. Environmental Stewardship and Sustainability
6. Communication and Community Engagement

Purpose

The intent of this document is to establish the challenges facing the Aurora Academy Charter School at present, as well as to establish guidelines for facility upgrades that will support the ongoing educational needs of the community. The school retained the services of Kenny Davis Architects who was hired to conduct an analysis of the current educational programs, assess the facilities, and study options and priorities for resolving the school's challenges and needs for continued growth and success. Aurora Academy Charter School is now prepared to take the necessary steps to renovate and add to their current building as a result of this study. The purpose of this Master Plan is to develop a plan of action that will guide future decisions.

Format

This report is formatted in sections as recommended by the Colorado Department of Education's Facility Master Plan Guidelines, which includes facility assessment, compiled regional information, options for future growth and recommendations to help meet future goals.

School Overview

Aurora Academy Charter School (AACS) is a K-8 charter school with 540 students in its 16th year of operation. AACS has consistently been a proficient school in a failing school district and plays a vital role in the community.

AACS has created a long-term plan after meeting with the City of Aurora and with the School District to explore our options including a new build or moving to an existing building and it has been determined that this is not feasible due to the lack of appropriate available buildings and/or land within the district boundaries. Therefore, it must remain in our current location and correct existing deficiencies.

During the 16 years of the schools' existence, the school has completed many capital improvements to improve the quality of the educational environment. In 2004, the school remodeled part of the building to accommodate additional classrooms and a kitchen. In 2005, a gymnasium was added to the west end of the building. In 2007, the kitchen was remodeled. In 2009, the roof on the two-story building was replaced and in 2010, a new playground was

constructed. In 2013, a new phone system was installed and in 2014, a new public address system, camera system, new high-speed internet cables from the street were installed. Also in 2014, the South Parking Lot was repaved and the North Parking Lot completely removed and paved on top of a new base. In 2015, the school continued to improve the educational infrastructure by increasing wireless computer access and improving the appearance of the exterior by replacing an old monument sign with a digital one and improving the landscaping along First Avenue.

Adequacy & Conditions
Immediate needs have been identified, they are: a safe and secure school environment, complete ADA compliance, additional classrooms and office/meeting spaces.

Security - Critical security risks exist in the building due to multiple entrances and lack of a clear line of sight with the front door. Currently the main office is located on the second floor of our building. For appropriate security measures the office must be relocated to the main floor.

ADA Compliance - Presently we are not completely ADA compliant as there are stairs to access the elevator to the second floor and main office.

Additional Classroom and Meeting Space - Classrooms are needed for teachers who presently do not have a classroom and for our increased numbers of English as a second language (ESL) students. A mandate by the Office of Civil Rights which states ESL students must receive 40 minutes each day of specific instruction separate from the general population requires additional instructional space. In addition, more offices/meeting spaces are needed for; the school psychologist, speech/language pathologist, occupational therapist and special education support staff.

Proposed Solution / Future Use Analysis
A new addition that houses a new secure entry vestibule would be constructed. The administration would be relocated to the first floor with direct physical and visual connection to the vestibule. This new entry would also rectify the lack of ADA access to and from the public way from the main entrance to the school. The existing administration area would be renovated into classrooms.

FACILITY MASTER PLAN INTENT AND METHODOLOGY

A facility master plan is a document describing a strategy to address the need for facility improvements and for capital investments to support current and future educational programs. The school's educational plan drives the development of the facility master plan, and the community is involved in its execution. The facility master plan assesses the need for repairs, modernization, upgrades or new construction, and identifies options and solutions to address this need. It also evaluates the availability of federal, state and local funding and other sources to finance improvements and capital investments and provides an overview of the scope of projects that the school may reasonably accomplish with available funds.

Facility master planning is a process aimed at encouraging school planning authorities to undertake a careful and detailed examination of all factors involved in planning, building, and managing a school. Facility master plans are dynamic. They require regular updating in response to changing educational requirements and the need for repair and maintenance of the school facilities. (Myers, Nancy and Robertson, Sue, The CEFPI Guide to Educational Facility Planning, Scottsdale, 2004, The Council for Educational Facility Planners International,)

A facility master plan is developed in four phases. The first phase, is to clearly understand the school's educational philosophy and beliefs. This is articulated in the school's mission statement. The second phase, is to assess all aspects of the school; including, but not limited to, the physical condition of the facilities, the educational adequacy, demographic information, educational performance, its location, and operation costs. The third phase, is the analysis and decision-making phase. All of the information gathered in the assessment phase is analyzed and then used to make informed decisions about the future of the school's facilities. The fourth and final phase, the creation of a strategic plan, sets specific, measurable, assignable, realistic and time-related goals based on the decisions made for the future of the school's facilities.

In the Spring of 2014, the Aurora Academy Charter School Board assigned the Growth Feasibility Committee with the task of creating a facility master plan for the school. This document is the result of many hours of work by the committee members, the administration and the board. This document directly reflects the input from teachers, staff, students, and parents.

III - HISTORY

Aurora Academy Charter School, AACS, was the first charter school in the Aurora Public School District, opening its doors in the fall of 2000. A small but dedicated group of parents and community members brought the school from the initial vision to the thriving school it is today. The founding members saw a need for a K-8 school of choice dedicated to academic excellence and they set to work to make it happen. They worked to lease and then renovate the building (eventually it would be purchased), even doing the bulk of the renovation themselves. This small group acquired the school's facilities, completed the charter application (despite substantial political resistance), and collaborated with one another to develop the school's curriculum and standards basing it on the Core Knowledge model and an integrated learning concept.

Since the school's inception, Aurora Academy has proven to be an exemplary place to learn and grow. With a student population near 500 each academic year, 90% of its students stay with the school to complete their elementary and middle school education. Aurora Academy consistently outperforms district and state schools in producing high scores in nationwide assessments. Aurora Academy was the top-ranked charter school in Aurora in literacy and mathematics in 2014-2015, according to the most recent standardized test data (Partnership for Assessment of Readiness for College and Careers, or PARCC). The school has been recognized by the Colorado Department of Education as a School of Distinction. Aurora Academy has also been honored three times with the Governor's Distinguished Improvement Award, an honor presented for having some of the highest rates of growth on student assessments. As the first charter school in Aurora Public Schools, Aurora Academy Charter School was named after its associated district.

In 1999, Aurora Academy's founding parents met with the Aurora Board of Education to set goals for opening. In January 2000, the school site for AACS was announced. Before opening in the fall of 2000 the board fulfilled enrollment qualifications, which required a minimum of 440 students, and held a hiring fair to staff the building. Since opening its doors, AACS has continued to experience substantial growth and minimal decline.

The school opened its doors to students enrolling in preschool to 8th grade. Each grade level had two classes. From 2000 to 2008, AACS saw enrollment grow to 488 students in kindergarten through eighth grade. During this time, in response to heavy demand, a third kindergarten class was added. This "bubble" class traveled through each grade level, increasing each grade level by one class for that year. This ended after the 2011-2012 school year, when the group reached seventh grade. A third kindergarten class was again added for the 2012-2013 school year, and likewise in the 2013-2014 and 2014-2015 school years, thus expanding the school's two classes per grade to an additional three classrooms for grades K-2. Unfortunately, the school was unable to continue this growth trend despite the demand for more classes. The decision was made by the

board not to add a third class to kindergarten during the 2015-2016 school year due to the building's capacity restrictions.

Aurora Academy Charter School services a population within Aurora Public Schools which has a large number of children where English is a second language and the families qualify for free and reduced lunch. Despite this, the school's test scores consistently outperform other schools which service a similar demographic. As a result, there is a high demand for student placement at AACS. Since the school draws its student body from a lottery system, this demand has resulted in a smaller percentage of applicants gaining admittance each year. The school would like to continue growing its size in order to provide placement for these hopeful families and service the community at large. Unfortunately, as of the 2014-2015 school year, AACS has reached the maximum enrollment number of 540 students and thus will not be able to add any more classrooms.

Financial History:

Since opening in 2000, Aurora Academy Charter School has steadily grown their fund balance to its present position of nearly $2 million in combined General and Building Corporation funds. Currently, the General Fund balance has total cash and investments of $1.3 million, of which over $900k is invested in a mix of instruments of varying maturity. Income is derived primarily from tax revenue received under the State School Finance Act.

The school property was purchased in 2004 with the issuance of Colorado Educational and Cultural Facilities Authority (CECFA) bonds. The net position of the Building Corporation as of June 30, 2015 is $843,407. The Building Corporation Fund includes approximately $650k in various long and short term investments. In June of 2013, the building debt was refinanced through the issuance of CECFA advance refunding bonds in the amount of $6,246,000.00 to reduce the school's debt payments. This new issuance decreased the total debt service payments by approximately $1.6 million.

Major building or site renovations completed since 2004 include the addition of a full-size gymnasium and locker room, the construction of a commercial kitchen, the redesign and expansion of playground areas and a complete asphalt replacement of the exterior parking and drives as well as continuous building systems improvements.

The school's annual budget allows room for well-timed implementation of staffing increases, room remodels, and curriculum and technology upgrades in order to quickly respond to changing student demographics and ensure that the school remains competitive. Future financial plans will continue to balance instructional priorities with facility needs to offer students a positive educational experience.

The school is financially stable and holds excellent credit with their bank, Wells Fargo.

School Community Involvement:

Families continue to play a vital role in making Aurora Academy a success. The volunteer program is overwhelmingly successful and averages over 13,500 hours of parent volunteer time annually. Families assist in the overall maintenance of the school, provide regular assistance in the classroom and prepare materials for teachers outside of the classroom.

AACS requests 40 hours of volunteer work from two-parent homes each school year, double the required hours at other local charter schools. The school believes this heavy parental involvement, set out from the inception of the school sixteen years ago, is a key reason for the success of its academic program. Involved parents help to ensure successful students.

Connection to the Greater Community:

The school supports the Cub and Girl Scouts, which meet on a regular basis at the school. The school has also organized fundraisers at local restaurants and has received donations from a variety of businesses. AACS has rented space to various other organizations in the past, such as a local food bank and the gymnasium to our neighbor, Common Ground Golf Course. For the most part, the school does not have a significant amount of relationships within the community from which to garner support.

IV- LOCATION

Aurora Academy Charter School (AACS) is located in the state of Colorado and within the northeastern city of Aurora (See Map 1). The city population is 351,200. The city of Aurora is located to the east of Denver and spans Arapahoe County, Adams County, and Douglas County. To the south of Aurora are the cities of Centennial, Greenwood Village and Parker. The Denver International Airport is located to the north of Aurora. Aurora is located on the eastern side of the Denver, Colorado metropolitan area with an elevation of 5,471 feet. In 2010, the city had a total area of 154.7 square miles. The Buckley Air Force Base, University of Colorado Hospital, Children's Hospital, Veteran's Administration Hospital are the major employers located in Aurora. University of Denver, University of Colorado Denver, Metropolitan State University of Denver and Regis University are higher education facilities in the Denver metro area. Additionally, Arapahoe Community College, Red Rocks Community College, Community College of Denver and the Community College of Aurora are several of the local community colleges in the area. The Regional Transportation Department provides local bus and light rail service in Denver and the surrounding cities. Sixty-percent of employed people living in Aurora work in either retail or a service-related field. The racial makeup of the city in 2010 was 61.1% Caucasian, 15.7% African American, 4.9% Asian (1.1% Korean, 0.8% Vietnamese, 0.5% Filipino, 0.5% Chinese, 0.5% Indian, 0.2% Japanese, 0.1% Thai, 0.1% Cambodian, 0.1% Burmese, 0.1% Nepalese, 0.1% Pakistani, 0.1% Indonesian), 1.0% Native American, 0.3% Pacific Islander, 11.6% from other races, and 5.2% from two or more races. Hispanic or Latino of any race were 28.7% of the population. AACS has a charter granted by Aurora Public School District (See Map 2). The city government recently was recognized by the League of American Bicyclists with a Silver Level Bicycle Friendly Business SM award for integration of bicycling and sustainability practices into the workplace. Also, a recent report by the Federal Bureau of Investigation listed Aurora as the safest large city in Colorado and the 16th safest large city in the United States. As part of its 2009 Comprehensive Plan, the city developed a Sustainability Plan which focuses on energy efficiency, conservation, renewable energy and economic growth.

The school is located at 10251 E. 1st Avenue, to the west of the intersection of Havana and First Streets in Northwest Aurora. The school is located in a diverse neighborhood, with an open space, a nursing home and residential neighborhood to the north, an open area and apartment complex to the west, a nursing college in a converted warehouse building to the east and a golf course across First Avenue to the south (see Map 3). The school is surrounded on three sides by the Havana North Urban Renewal District (see Map 4). The neighborhood and the greater area of northwest Aurora has seen a broad change in ethnicity in the last 20-30 years, becoming more ethnically diverse. However, there are now indications that northwest Aurora may be entering a pre-gentrification phase: many of the lower income families are moving to other, more affordable areas of the Denver metro region.

The adjacent open property, on the west, north and east is owned by a Southern California investment company. In the past, the school has approached them about acquiring the open property to the west and east of the school. They have been unwilling to sell the property and would prefer to lease it. The school would prefer to own the property; accordingly, talks about the property have never progressed any further.

In December 2010, the Havana North Urban Renewal Plan was prepared for the Aurora Urban Renewal Authority. In the 2010 Havana North Blight Study by Clarion Associates, it was found that the area was blighted and is appropriate for one or more urban renewal projects. As part of this study, it was recommended that the open property to the west and north of the school be retained as an open space.

Aurora experiences a semi-arid climate, with four distinct seasons and modest precipitation year-round (see Table 1). Summers range from mild to hot, with generally low humidity and frequent afternoon thunderstorms. Aurora also averages about one dozen tornado warnings throughout tornado season, running from April–July. Although a touchdown does occur every couple of years, tornadoes are typically weak and short lived. However, there is a long history of dangerous and devastating tornadoes. Aurora residents typically hear the tornado sirens go off numerous times more than residents in Denver, to the West. All of Aurora is located east of I-25, where tornado alley begins. Hailstorms, at times 1-2'+ deep, happen on occasion, and are very common throughout these months. July is the warmest month of the year, with an average high of 89 °F (32 °C) and an average low of 57 °F (14 °C). Winters range from mild to occasional bitter cold, with periods of sunshine alternating with periods of snow, high winds and very low temperatures. December is the coldest month of the year, with an average high of 43 °F (6 °C) and an average low of 17 °F (−8 °C). The average first snowfall in the Aurora area occurs in late October and the average final snowfall occurs in late April, although snow has fallen as early as September 4 and as late as June 1st. Generally, deciduous trees in the area are bare from mid-October to late April/early May.

The climate in Aurora is excellent for solar energy production with an average of 300 days a year of sunshine. Local solar materials and equipment are competitively marketed and readily available. The Solar Foundation released a report in 2014 titled *Brighter Future: A Study on Solar in U.S. Schools*. The study found that investments in solar energy provide schools with a number of benefits that appeal to a broad set of stakeholders. Facilities managers recognize the value of solar energy in providing a long-term hedge against increases in utility rates while school boards and administrators are attracted to the technology's ability to deliver cost savings. Solar also presents teachers with a number of educational opportunities in science, technology, engineering and mathematics (STEM) subjects. The increased use of clean energy technologies like solar can help significantly reduce emissions of pollutants that harm human health and the environment. The building orientation, east to west, and location of the school, with no surrounding buildings or large trees to the south, lends itself well to the installation of a solar

power installation. In addition, the building orientation and massing is ideally suited to take advantage of passive solar heating opportunities.

Wind as a renewable energy resource in the Aurora area can be intermittent at best. Unlike locations in the Rocky Mountain foothills or further east on the plains where large-scale wind farms exist, Map 5 (Colorado 50M Wind Power) shows the Aurora area has a Wind Power Class of 1 and a poor power potential. However, there are small local businesses, such as Quantum Renewable Energy Systems, that are developing small-scale wind turbines for individual building energy production. The technology is relatively new, and it remains to be seen whether it will be as viable as building-mounted solar panels.

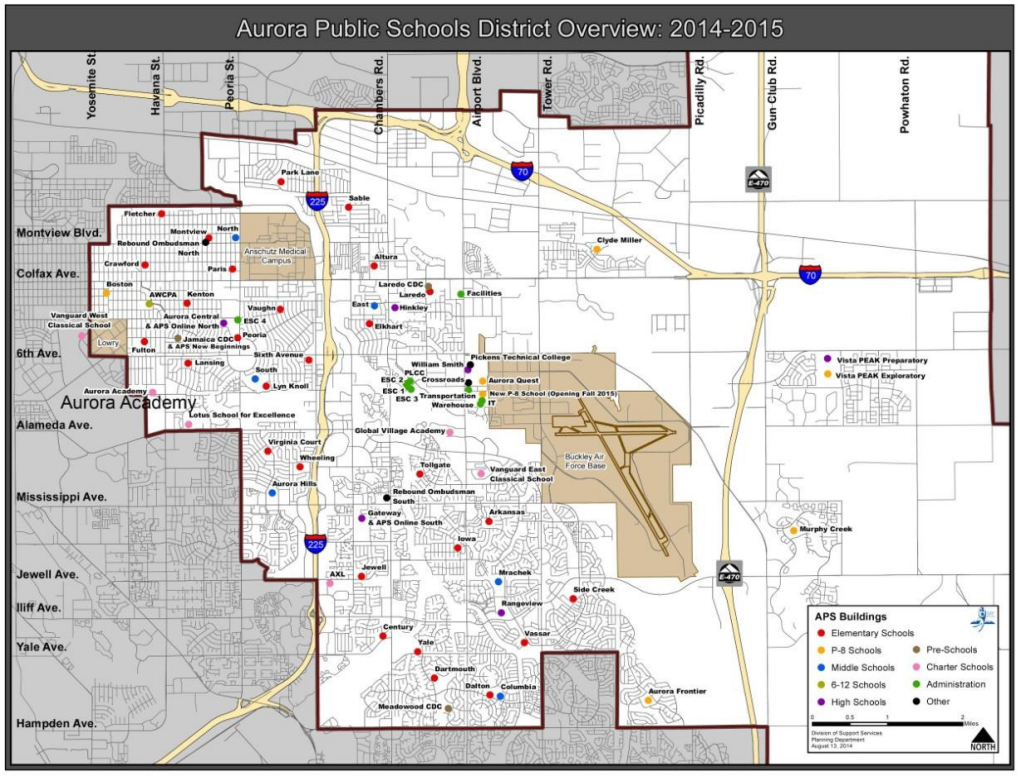
Geoexchange systems in Colorado are popular and have been successfully installed and used in many schools throughout the state. GeoExchange is the most energy-efficient, environmentally clean and cost-effective space conditioning system available, according to the Environmental Protection Agency (EPA). The EPA confirmed the superior efficiency of GeoExchange, finding that even on a source fuel basis – accounting for all losses in the fuel cycle including electricity generation at power plants – GeoExchange systems average 40% greater efficiency than air source heat pumps, 48% greater efficiency than gas furnaces, and 75% higher efficiency than oil furnaces. Today's best GeoExchange systems outperform the best gas technology (gas heat pump) by an average of 36% in the heating cycle and 43% in the cooling cycle.

GeoExchange systems use the Earth's energy storage capability to heat and cool buildings, and to provide hot water. The earth is a huge energy storage device that absorbs 47% of the sun's energy — more than 500 times more energy than mankind needs every year — in the form of clean, renewable energy. GeoExchange systems take this heat during the heating season at an efficiency approaching or exceeding 400%, and return it during the cooling season.
In addition to operating cost benefits, GeoExchange provides heating without combustion of fossil fuels, no carbon monoxide or carbon dioxide, increased safety, simpler design, maintenance and operation, free hot water in the summer and no unsightly and noisy air conditioning or air source heat pumps on the site.

Anaerobic digestion or biogas recovery systems are a relatively new ideas for the state. The Colorado Energy Office is actively encouraging dairy farmers, food processors and sewage treatment plants to incorporate digesters into their facilities to recover biogas and in-turn purified natural gas. Ideally, local waste disposal sites, such as the Denver Arapahoe Disposal Site, have a unique opportunity to start a waste-to-energy program. However, this site only burns off the gases collected from the landfill and doesn't use it for energy production.

Map 1. Colorado and City of Aurora

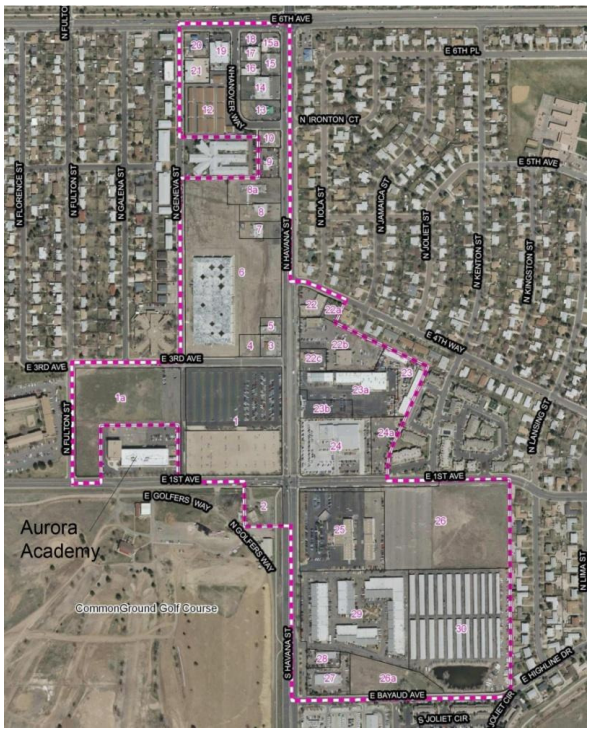
Map 2. Aurora Public Schools District Overview



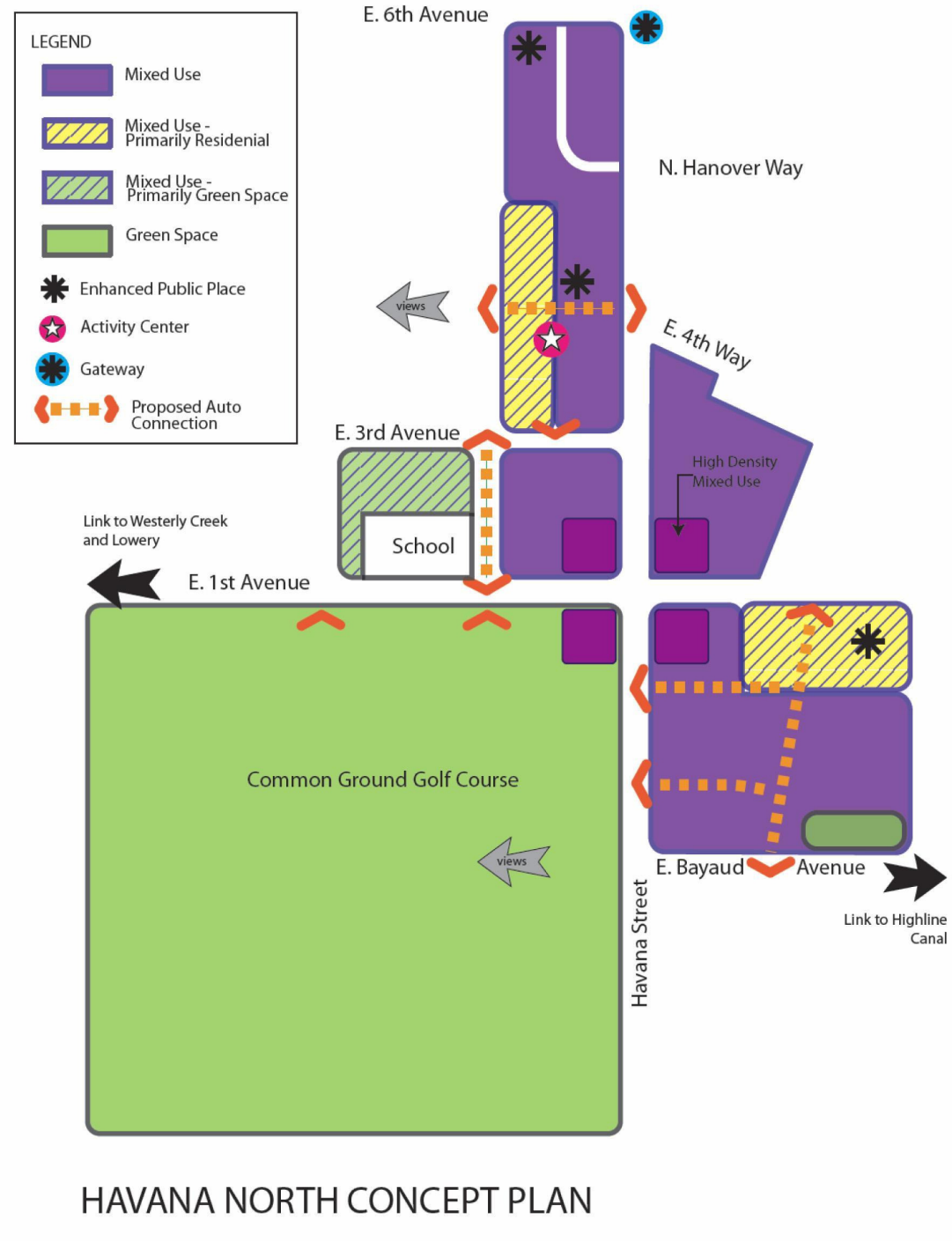
Source APS K-12 website.

Map 3. Local Area Map

Map 4: North Havana Urban Renewal District



Map 5: Havana North Concept Plan



Map 6

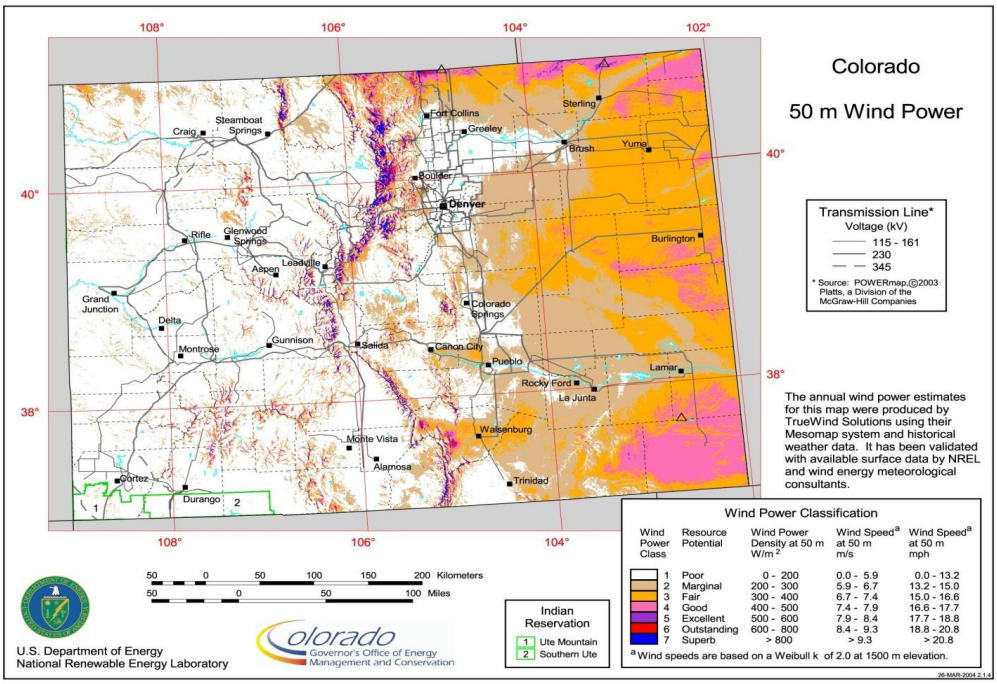


Table 1. Climate Data for Aurora, Colorado

Climate data for Aurora, Colorado													
Month	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Year**
Record high °F (°C)	76 (24)	75 (24)	83 (28)	89 (32)	97 (36)	105 (41)	108 (42)	104 (40)	100 (38)	96 (36)	81 (27)	73 (23)	108 (42)
Average high °F (°C)	45 (7)	47 (8)	55 (13)	62 (17)	71 (22)	82 (28)	89 (32)	86 (30)	78 (26)	67 (19)	53 (12)	43 (6)	64.8 (18.3)
Average low °F (°C)	18 (−8)	20 (−7)	26 (−3)	33 (1)	42 (6)	51 (11)	57 (14)	55 (13)	47 (8)	35 (2)	26 (−3)	17 (−8)	35.6 (2.2)
Record low °F (°C)	−32 (−36)	−24 (−31)	−14 (−26)	−7 (−22)	17 (−8)	30 (−1)	41 (5)	36 (2)	15 (−9)	−2 (−19)	−14 (−26)	−27 (−33)	−32 (−36)
Precipitation inches (mm)	0.49 (12.4)	0.47 (11.9)	1.50 (38.1)	2.08 (52.8)	2.85 (72.4)	2.00 (50.8)	2.46 (62.5)	2.05 (52.1)	1.44 (36.6)	1.03 (26.2)	1.18 (30)	0.65 (16.5)	18.20 (462.3)
Source: Weather.com[19]													

EVALUATION AND ANALYSIS

The city of Aurora is projected to grow at an annual rate of 1.4% for the next 50 years. That equates to approximately 100,000 more people by 2030 and possibly a near doubling of today's population to 680,000 by 2065. The city's long range plans do encourage greater density in many areas, including new transit area developments along the new light-rail stations along the I-225 corridor and at commercial and business centers, such as the Fitzsimmons health care campus, Aurora City Center and the Havana Business District; however, much of the growth will occur along and east of the E-470 corridor where there is ample land for development.

It is difficult to predict what the neighborhood around the school will look like in the future. In the near future, a development may begin on the old Fanfare property to the northeast of the school along Havana. Proposals for that site include a mix of retail and medium density housing. When this begins, it may be an incentive for our neighbors to develop their properties, on the west, north and east of the school. They will most likely do the same and develop some retail along Havana and build medium density housing, most likely multi-floor apartments or condominiums, to the north and west of the school. The rest of the neighborhood may also begin to gentrify, once development begins along Havana.

It is clear the center of Aurora is shifting east. The current center of the Aurora Public School District is near the City Municipal Building at Alameda and Chambers, If projections are correct and a majority of growth in Aurora happens along and east of the E-470 corridor, then the center of the district will continue to move east. Currently, over 55% of the student population travels over three miles, one-way, each day to get to school and the school is located on the far west side of the school district. Historically, until this last year, the location of the school had not been a factor for families attending AACS; however, when a new charter school, offering a similar program to Aurora Academy, opened near Alameda and Buckley, a significant number of students moved to the new school. Despite many students leaving, Aurora Academy was able to fill those vacated enrollment spots, but it did raise a question about the location of the school and how other future charter schools' locations may impact Aurora Academy.

If the school remains at its existing location and medium density housing is built to the north, east and west of it, there could be many serious impacts to it. The current residents in the neighborhood have already complained about the vehicular traffic along 3rd Avenue, but if retail was added near the intersection of 3rd and Havana, more vehicular traffic may be forced into the neighborhood to the north after school releases for the day, exacerbating the problem. In addition, vehicular traffic into and out of the school parking lot uses easements across the neighbor's property to the east and north of the building before and after school for the morning and afternoon drop off and pick up. It is also possible that our neighbors, in order to fully develop their property, may seek to revoke the easements along the north and to 3rd Avenue. If this happens, the carlines, especially in the afternoon, would be severely impacted. Also, if the

properties to the north and west are developed by the neighbor, it will seriously hinder the possibility for future growth at the existing location.

The neighbors have presented us with one possible solution to this growth problem. They have offered to lease the adjacent property to the school and build a building for the school to use. This would allow the school to grow and possibly have a soccer field. This option, however, is in its infancy and still needs to be explored before a decision on it is made.

In June and July of 2015, the school explored the possibility of purchasing property. With the assistance of a realtor, they explored the area of land east of Tower Road and north of Jewell Avenue, on the west and east sides of Buckley Air Force Base. The criteria for the search was: 10-15 acres of open property, access to road and utility infrastructure, close access to the residential areas on the west side of the base and minimal disruption from the jet noise at the base. The prices, at that time, for land ranged from $0.60/sf to $3.00/sf. That would be $26,136 per acre, $260,136 for 10 acres and $39,204 for 15 acres at $0.60/sf or $130,680 per acre, $1,306,800 for 10 acres and $1,960,200 for 15 acres at $3.00/sf. The seven properties did present some opportunities but the lack of infrastructure, the distance from residential neighborhoods (especially on the east side of the base) and the noise from departing jets significantly reduced the appeal of these properties.

In August and October of 2015, the school held meetings with the City of Aurora and the Aurora Public School District. We discussed our current location, the future of the the Havana North Urban Renewal area, the growth of the city and a future location of the school. City officials were not encouraging. They were unable to come up with any ideas on available properties within the developed part of the city and agreed with us that development east of E-470 is slow to start and there is minimal infrastructure to tie into. The meeting with the school district echoed the sentiments of the city. The only sizable piece of land they own, which could possibly be available to the school, is on the west side of E-470 and adjacent to two other K-8 schools on their central campus. That would not be ideal.

It is evident that the student population in the Aurora Public School District will continue to grow and thus exacerbate an already established capacity issue. Aurora Academy is in the position to help with this problem by growing itself. However, without any affordable available land within the city (west of the air force base) and minimal growth and infrastructure located along and east of the E-470 corridor, it does not make sense to move at this time.

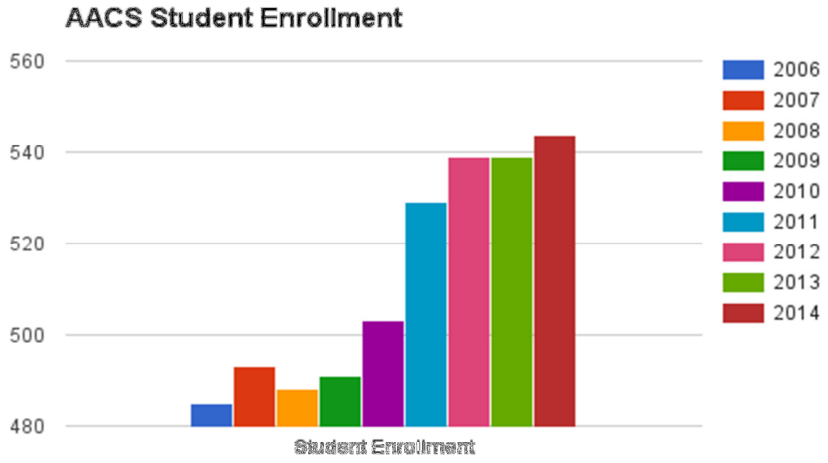
The opportunities for the use of renewable energy systems at the current school location are mixed. It is very clear, due to the location and orientation of the building, incorporation of a solar power system could prove beneficial to the school, not only for energy use, but also as an educational tool. As noted in the location assessment, wind at the school is probably too inconsistent to rely on a wind power system to provide significant power to make it economical for the school to install. However, a geoexchange system, to heat or cool the school, is a

possibility. It is not clear if there is enough space under the playground and the north parking lot to install a system which would be adequate for the building. If the adjacent land is acquired, however, and converted to an athletic field, there would probably be adequate space to install the loop field. If the school decides to relocate in the future, these same renewable energy strategies would be applicable to most sites in Aurora. In addition, if the school selects a site along the E-470 corridor, the ability to use wind power as an energy source increases the further east you travel in the city. Therefore, it may be worth researching the possibility of its installation at that time. As mentioned in the assessment phase, it appears the only use of biogas as a renewable energy source would be from the production of energy at the Denver Arapahoe Disposal Site. As there doesn't appear to be any short-term plans to create a waste-to-energy production facility at the site, there is then no opportunity for anyone, including the school, to receive energy from this renewable energy source.

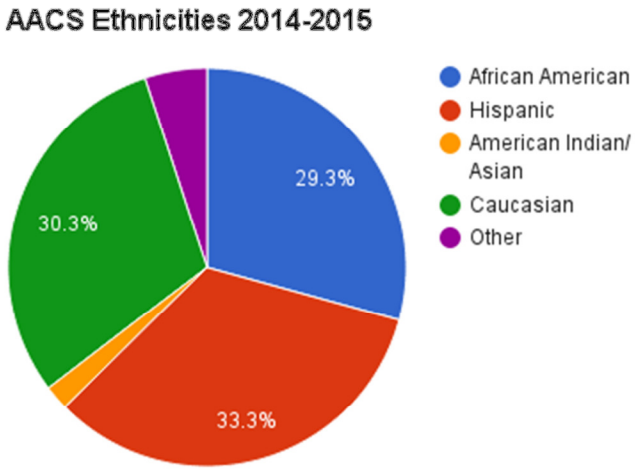
The current building and property of Aurora Academy has served the school well for its first fifteen years. The current negative state of the building's systems and the limitations of options for expansion combined with the projected future growth of the city and the school district strongly indicate that Aurora Academy must plan for a new sustainable facility in the future.

V- SCHOOL AND DISTRICT POPULATION STATISTICS AND DEMOGRAPHICS

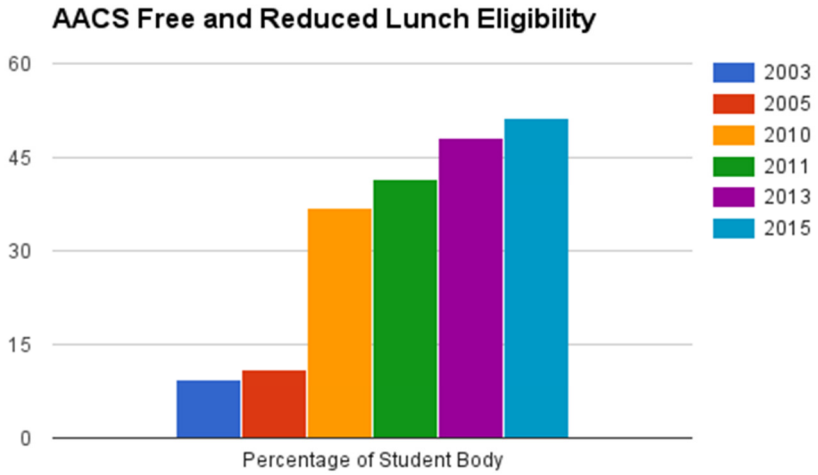
Since opening its doors, AACS has continued to experience substantial growth and minimal decline. The school opened up with students in preschool up to 8th grade. Each grade level held two classes of students. The preschool program was removed in 2007. From 2000 to 2008, AACS saw enrollment grow to 488 students in kindergarten through eighth grade. During this time a third class was added to kindergarten in order increase enrollment. This class traveled through each grade level, increasing each grade level by one class for that year. This ended after the 2011-2012 school year when the group reached seventh grade. Another third class was then added to kindergarten for the 2012-2013 school year, and again in the 2013-2014 and 2014-2015 school years. In the 2014-2015 school year AACS had 529 students enrolled. The decision was made by the board to not add a third class to kindergarten during the 2015-2016 school year due to the building's capacity restrictions. As a 'commuter school,' the school draws students from all over the Aurora Public School District, and from portions of neighboring Cherry Creek and Denver Public School Districts. However, the school does retain some semblance to a neighborhood school, as over 45% of the students residing within a 3 mile radius attend the school.



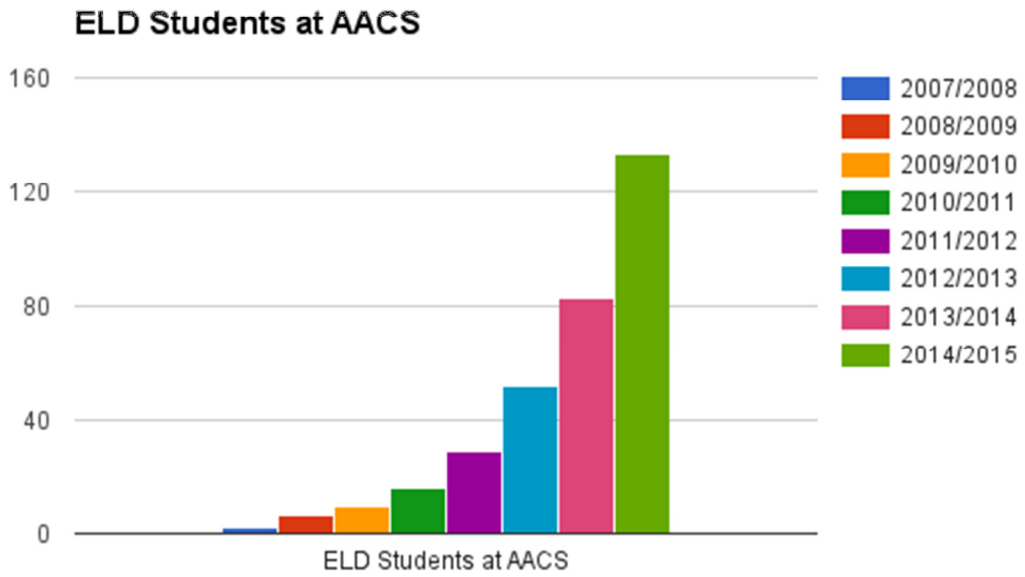
AACS embodies a culturally and racially diverse student and family population who together create an important fusion of rich cultural, social, and economic backgrounds that assist in the learning process of acceptance, respect, and opportunity. During the 2014-2015 school year there were 544 students enrolled at AACS. Within the student body 29% were African American, 33% were Hispanic, 2% were American Indian/Asian, 30% were Caucasian, and 5% qualified as Other.



Today, AACS' student rates for free and reduced lunch and English Language Development, ELD, students has followed the growth pattern of Aurora Public Schools. In 2003 AACS had 9.58% of students qualify for free and reduced lunch. In the 2014-2015 school year this statistic grew to 51.29% of the student body qualifying for these same lunch services.



In the 2007-2008 school year there were two ELD students, yet in the 2014-2015 school year AACS saw the number of ELD students grow to 133 or 24.44% of the student body.



Aurora Public School (APS) students come from 132 different countries and speak 133 different languages. In 2013, 71% of the district's students are eligible for free and reduced lunch. APS projects an average of 280 to 480 new elementary students and 100 to 175 new middle school students each year from 2015 to 2019 (See Table 1). The district ethnicity breakdown will continue, for the next few years, to be about 56% Hispanic, 17.5%, African American, 16%, Caucasian and 10.5% Other. English is a second language for 36% of students with 86% native Spanish speakers. The greatest concentration of minors (under 18 years of age) are located in the northwest section of the district. The northwest section generally includes the area northwest of the intersection of Mississippi Avenue and Buckley/Airport Boulevard. Aurora Academy Charter School currently resides in this quadrant of the district. The schools in this part of the district are currently experiencing overcrowding conditions.

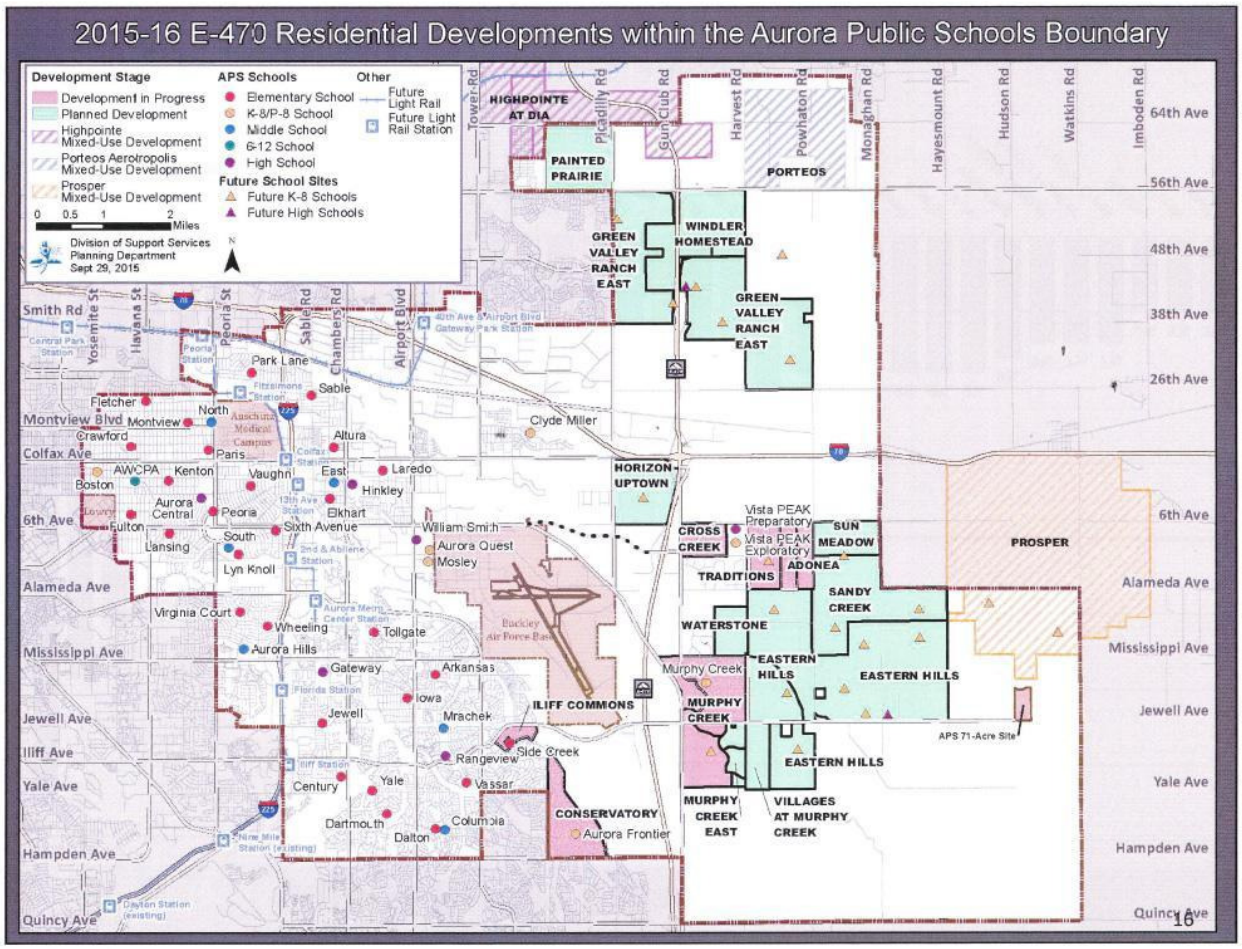
Student Enrollment Change by Level - 2010 to 2014 Historical and 2015 to 2019 Projected

	Historical Data					Projected Data				
	2010	2011	2012	2013	2014	2015 Proj.	2016 Proj.	2017 Proj.	2018 Proj.	2019 Proj.
Elementary and K-8 Historical Enrollment	**17,446**	**17,665**	**18,088**	**18,474**	**18,588**					
Elementary and K-8 Historical Change	*763*	*219*	*423*	*386*	*114*					
Elementary and K-8 Historical Percent Change	*4.6%*	*1.3%*	*2.4%*	*2.1%*	*0.6%*					
Elementary and K-8 Enrollment @ 1.5% Growth						**18,867**	**19,150**	**19,437**	**19,729**	**20,025**
Elementary and K-8 Change @ 1.5% Growth						*279*	*283*	*287*	*292*	*296*
Elementary and K-8 Enrollment @ 2% Growth						**18,960**	**19,339**	**19,726**	**20,120**	**20,523**
Elementary and K-8 Change @ 2% Growth						*372*	*379*	*387*	*395*	*402*
Elementary and K-8 Enrollment @ 2.5% Growth						**19,053**	**19,529**	**20,017**	**20,518**	**21,031**
Elementary and K-8 Change @ 2.5% Growth						*465*	*476*	*488*	*500*	*513*
Middle School Historical Enrollment	**5,745**	**6,042**	**6,153**	**6,479**	**6,637**					
Middle School Historical Change	*-72*	*297*	*111*	*326*	*158*					
Middle School Historical Percent Change	*-1.2%*	*5.2%*	*1.8%*	*5.3%*	*2.4%*					
Middle School Enrollment @ 1.5% Growth						**6,737**	**6,838**	**6,940**	**7,044**	**7,150**
Middle School Change @ 1.5% Growth						*100*	*101*	*103*	*104*	*106*
Middle School Enrollment @ 2% Growth						**6,770**	**6,905**	**7,043**	**7,184**	**7,328**
Middle School Change @ 2% Growth						*133*	*135*	*138*	*141*	*144*
Middle School Enrollment @ 2.5% Growth						**6,803**	**6,973**	**7,147**	**7,326**	**7,509**
Middle School Change @ 2.5% Growth						*166*	*170*	*174*	*179*	*183*
High School Historical Enrollment	**8,397**	**8,444**	**8,646**	**9,003**	**9,379**					
High School Historical Change	*-102*	*47*	*202*	*357*	*376*					
High School Historical Percent Change	*-1.2%*	*0.6%*	*2.4%*	*4.1%*	*4.2%*					
High School Enrollment @ 1.5% Growth						**9,520**	**9,662**	**9,807**	**9,955**	**10,104**
High School Change @ 1.5% Growth						*141*	*143*	*145*	*147*	*149*
High School Enrollment @ 2% Growth						**9,567**	**9,758**	**9,953**	**10,152**	**10,355**
High School Change @ 2% Growth						*188*	*191*	*195*	*199*	*203*
High School Enrollment @ 2.5% Growth						**9,613**	**9,854**	**10,100**	**10,353**	**10,611**
High School Change @ 2.5% Growth						*234*	*240*	*246*	*253*	*259*
Total Traditional School Historical Enrollment	**31,588**	**32,151**	**32,887**	**33,956**	**34,604**					
Total Traditional Historical Change	*589*	*563*	*736*	*1,069*	*648*					
Total Traditional School Historical Percent Change	*1.9%*	*1.8%*	*2.3%*	*3.3%*	*1.9%*					
Total Traditional School Enrollment @ 1.5% Growth						**35,123**	**35,650**	**36,185**	**36,727**	**37,278**
Total Traditional School Change @ 1.5% Growth						*519*	*527*	*535*	*543*	*551*
Total Traditional School Enrollment @ 2% Growth						**35,296**	**36,002**	**36,722**	**37,456**	**38,206**
Total Traditional School Change @ 2% Growth						*692*	*706*	*720*	*734*	*749*
Total Traditional School Enrollment @ 2.5% Growth						**35,469**	**36,356**	**37,265**	**38,196**	**39,151**
Total Traditional School Change @ 2.5% Growth						*865*	*887*	*909*	*932*	*955*

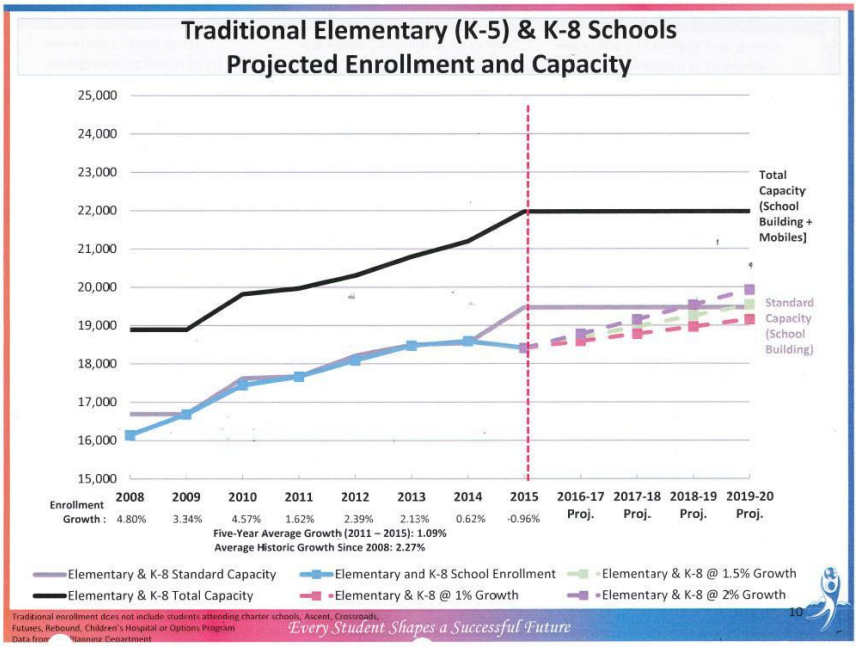
5-Year Elementary and K-8 Growth Average	**2.2%**
5-Year Middle Growth Average	**2.7%**
5-Year High Growth Average	**2.0%**
5-Year Total Growth Average	**2.2%**

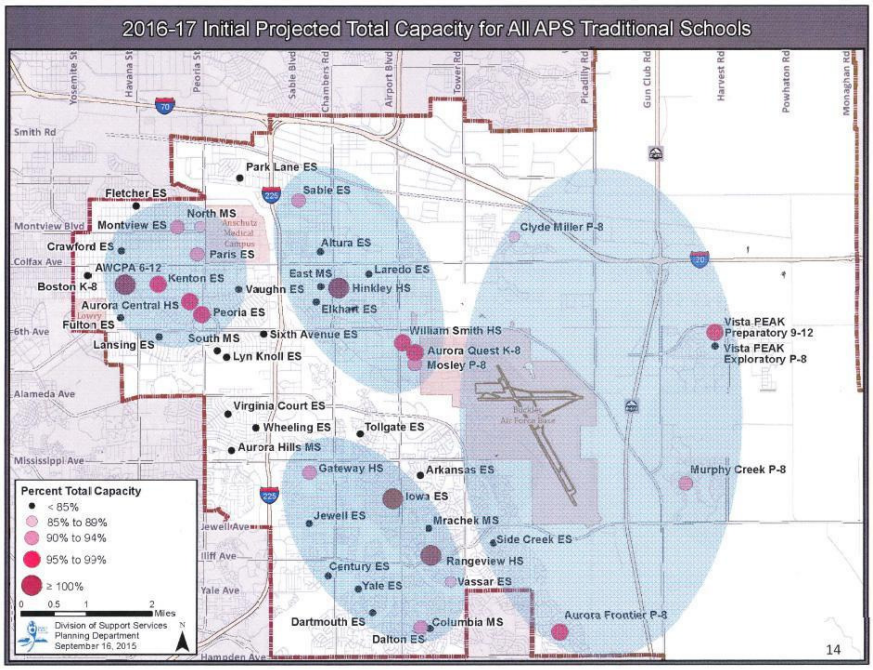
Division of Support Services
Planning Department
12/12/2014

The City of Aurora continues to grow in increments. The majority of land west of the Buckley Air Force Base and the High Plains Conservation Center has been developed. The city and the school district anticipate most of the future development will occur east of the air force base; however, development in this area has been slow due to the lack of infrastructure and demand. Once this area begins developing, the city and the district anticipate 100,000 new residents in this area by 2030 and possibly 300,000 residents by 2065. This will put a huge burden on the school district to accommodate new students.



In 2008 a school bond referendum was passed to build new schools and renovate and remodel many others within the district. This allowed the district to keep pace with student growth through 2014. In 2015 the district added an additional K-8 school through a Certificate of Participation and alleviated the overcrowding that was happening in many of the district's' schools in the northwest part of the district. However, as the graphs below indicate, without further expansion the district will once again face capacity issues in their schools in the near future.





EVALUATION AND ANALYSIS

As a School of Choice school, and one that selects applications for enrollment by a lottery system, it is difficult to predict the demographic of future cohorts; however, in the 15 year history the school demographic has for the most part, mirrored the demographic population of the Aurora Public School District. Over these 15 years, our student population has shifted to a majority of the children being less affluent. This has led to a steady increase in learning interventions in the last seven years and the need for more interventionists to assist those students. A more in-depth evaluation and analysis on this issue is explored in the Educational Programming Evaluation and Analysis.

VI - HISTORICAL SIGNIFICANCE

The evaluation determined no historical significance of the Aurora Academy Charter School facility located at 10251 E. 1st Avenue, Aurora, CO 80010. The original building and property was constructed in 1974 as a telecommunication building.

VII - BEST (BUILDING EXCELLENT SCHOOLS TODAY) FACILITY ASSESSMENT

The Executive Summary of the CDE assessment consists of 11 metrics to measure the school and building. They are Replacement Value, Condition Budget, Total Facility Condition Index (FCI), Energy Budget, Suitability Budget, Total Remaining Service Life Index (RSLI), Total Colorado Facility Index (CFI), Condition Score, Energy Score, Suitability Score, and School Score. The following are the assessed values of the school for each metric and their definition.

Replacement Value - $20,392,250
The Replacement Value represents the hypothetical total cost of rebuilding or replacing an existing facility in current dollars to its optimal condition (excluding auxiliary facilities) under current codes and construction standards.

Condition Budget - $14,645,819
The Condition Budget Value represents the hypothetical total cost of the maintenance, repair and replacement of deficiencies of the existing facility in current dollars to its optimal condition (excluding auxiliary facilities) under current codes and construction standards.

Facility Condition Index (FCI) - 71.82%
FCI is an industry standard measurement of a facility's condition that is the ratio of the cost to correct a facility's deficiencies to the Replacement Value of the facilities. The higher the FCI the poorer the condition of a facility.

Energy Budget - $22,201
This is the cost of a comprehensive energy audit to identify detailed options for energy retrofit, renovation, and recommissioning services.

Suitability Budget - $2,152,500
This is the cost estimate of correcting the overall educational suitability needs of a facility. It does not include the development of cost estimates for individual facility deficiencies.

Total Remaining Service Life Index (RSLI) - 5%
RSLI, also known as the Condition Index (CI), is calculated by the sum of Renewable Systems Remaining Service Life (RSL) value divided by the sum of System Replacement Value, where both values exclude softcost to simplify calculation updates. It is expressed as a percentage ranging from 0.00-100.00%. The lower the RSLI is, the poorer the condition of a facility.

Total Colorado Facility Index (CFI)- 82.5%
CFI is the ratio of condition needs plus suitability needs plus energy audit needs, to Replacement Value. The higher the CFI is, the poorer the condition of a facility.

Condition Score - 3.28

Condition Score is a factor used in the calculation of the School Score. The Condition Score is developed from criteria questions addressing facility condition referenced in SchoolHouse from the CDE Construction Guidelines. Each criteria question is database administered with points ranging from 0-5 and are scored by an assessor as a percentage of the possible points. The points established are as follows:

NA = No points are awarded and that question's possible points nullified
1 = 20 of the possible points awarded
2 = 40 of the possible points awarded
3 = 60 of the possible points awarded
4 = 80 of the possible points awarded
5 = 100 of the possible points awarded

The Condition Score is the sum of all points awarded divided by the sum of all possible points.

Energy Score - 2.21

Energy Score is a factor that may be used in the calculation of the School Score. The Energy Score is developed from criteria questions addressing facility energy issues referenced in SchoolHouse from the CDE Construction Guidelines. Each criteria question is database administered with points ranging from 0-5 and are scored by an assessor as a percentage of the possible points. The points established are as follows:

NA = No points are awarded and that question's possible points nullified
1 = 20 of the possible points awarded
2 = 40 of the possible points awarded
3 = 60 of the possible points awarded
4 = 80 of the possible points awarded
5 = 100 of the possible points awarded

The Energy Score is the sum of all points awarded divided by the sum of all possible points.

Suitability Score - 3.63

The Suitability Score is developed from the scoring of those criteria questions addressing facility suitability referenced in SchoolHouse from the CDE Construction Guidelines, or from best practices generally referenced from Council of Educational Facility Planners International (CEFPI). Each criteria question is database administered with points ranging from 0-5 and are scored by an assessor as a percentage of the possible points. The points established are as follows:

NA = No points are awarded and that question's possible points nullified
1 = 20 of the possible points awarded
2 = 40 of the possible points awarded
3 = 60 of the possible points awarded
4 = 80 of the possible points awarded
5 = 100 of the possible points awarded

The Suitability Score is the sum of all points awarded divided by the sum of all possible points.

School Score - 3.42
The School Score is calculated as the combined scores of the criteria groups of Facility Condition, Educational Suitability, and Energy Criteria referenced in SchoolHouse from the CDE Construction Guidelines.

All of the mechanical systems, except one, are past the end of their service life. The following systems should be replaced due to the probability of failure and increasing repair and replacement costs:

- Boiler - *$365,000*
- Rooftop Evaporative Cooling Units (4 units on Main Bldg.) - *$2,660,000*
- Air Distribution System (ductwork) - *$932,000*
- Radiant Heating System - *$61,216*
- Controls and Instrumentation - *$223, 851*
- Systems Testing and Balancing - *$63,957*

Mechanical system repair or replacement cost TOTAL: *$4,306,024*

All of the plumbing systems are at least halfway or past the end of their service life. All of the following systems should be replaced due to the probability of failure and increasing repair and replacement costs:

- Plumbing Fixtures - *$677,035*
- Domestic Water Distribution - *$70,353*
- Sanitary Waste - *$174,512*
- Rain Water Drainage - *$40,202*
- Sprinkler System - *$456,839*
- Fire Protection Specialties - *$9,137*
- Other Fire Protection Systems - *$56,648*

Plumbing system repair or replacement cost TOTAL: $1,484,726

The electrical systems, except the public address system, wiring and lighting systems added in 2000, 2004 and 2005, are past the end of their service life. All of the following systems should be replaced due to the probability of failure and increasing repair and replacement costs:

- Electrical Service/ Distribution - *$265,880*
- Lighting and Branch Wiring - *$1,249,911*
- Communications and Security - *$437,536*
- Other Electrical Systems - *$39,554*
- Other Equipment - *$81,317*

Electrical system repair or replacement cost TOTAL: $2,074,198

Mechanical/ Electrical/ Plumbing Systems repair or replacement costs TOTAL: $7,864,948. $7,864,948 is 54% of the $14,645,819 Condition Budget.

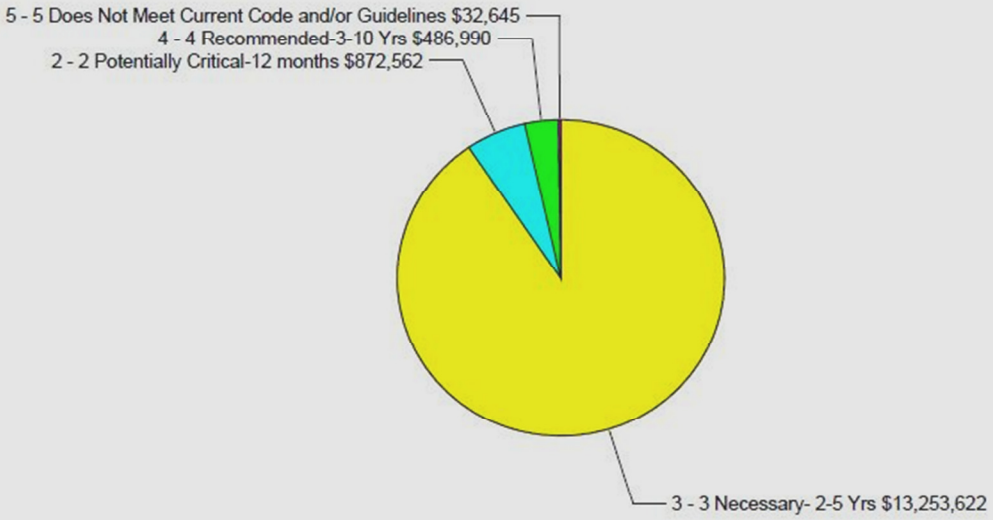
Financial Condition Summary

Building condition is evaluated based on the functional elements of a building and organized according to the UNIFORMAT II Elemental Classification. The grouping of these elements is known as a building cost model. Models are developed for similar building types and function. Systems are evaluated based on their costs, design life, installation date and next renewal. Systems that are within their design life are further evaluated to identify current deficient conditions which may have a significant impact on the system's remaining service life. The system value is based on RS Means Commercial Cost Data. Following are the details for this facility's systems.

Uniformat Classification	RSLI	SCI	Condition Budget
A10 Foundations	0%	0.00%	$0
B10 Superstructure	0%	0.00%	$0
B20 Exterior Enclosure	0%	46.27%	$946,570
B30 Roofing	72%	3.59%	$52,080
C10 Interior Construction	0%	100.92%	$1,079,634
C20 Stairs	0%	0.00%	$0
C30 Interior Finishes	0%	110.00%	$2,263,179
D10 Conveying	0%	110.00%	$132,483
D20 Plumbing	0%	110.00%	$1,023,319
D30 HVAC	0%	110.00%	$5,040,758
D40 Fire Protection	0%	110.00%	$522,623
D50 Electrical	0%	109.75%	$1,992, 880
E10 Equipment	10%	96.93%	$81,317
E20 Furnishings	0%	110.00%	$183, 649
F10 Special Construction	-	-	$32,645
G20 Site Improvements	4%	100.71%	$881, 699
G30 Site Mechanical Utilities	14%	30.73%	$63,044
G40 Site Electrical Utilities	0%	110.00%	$349,938
		Total:	$14,645,819

Condition Deficiency Priority

Building /Site	GSF	FCI	Condition Budget					
			Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Total
Site		92.6%	$0	$0	$807,691	$486,990	$0	$1,294,681
Main	63,430	70.3%	$0	$872,562	$12,445,932	$0	$32,645	$13,351,138
Total:	63,430	71.8%	$0	$872,562	$13,253,622	$486,990	$32,645	$14,645,819



School Condition Budget: $14,645,819

VIII - EDUCATIONAL PROGRAMMING, ADEQUACY AND DELIVERY

Aurora Academy Charter School offers many of the courses and programs included in the Colorado Model Content Standards. Currently, AACS is deficient in meeting the state requirement in the educational dance, theater, foreign language and new media programs. AACS could be proficient in meeting the Colorado Model Content Standards given adequate facilities, staff, technology, and funding.

Civics
Civics is taught embedded in the social studies programming. The current facilities meet the majority of the needs of our social studies programming. AACS does not meet standards in respect to the use of technology necessary for students to study civics in a more modern, interactive manner.

Dance
Dance is not offered at AACS. Currently, the school has funding for one designated physical education teacher. The physical education teacher is also the Athletic Director for AACS. No additional room for educational programming is currently available in the schedule in order to add dance classes. There is no dedicated dance location and the gym is occupied full-time for physical education classes, indoor recess, sports and school celebrations. AACS does offer an after-school dance club that is open to 4th-8th grade on an optional and fee basis.

Economics
Economics is taught embedded in the social studies programming. The current facilities meet the majority of the needs of our social studies programming. AACS does not meet standards in respect to the use of technology necessary for students to study economics in a more modern, interactive manner.

Foreign Language
Foreign language is not offered at AACS currently. It has been added and removed multiple times as a course at AACS. Since the new state testing is completed electronically, the AACS board and administration believe it is imperative to offer keyboarding classes. With the addition of keyboarding, foreign language was removed. No additional room for educational programming is currently available in the schedule to fit foreign language. There is no dedicated foreign language location and all classrooms are occupied full-time.

Geography
Geography is taught embedded in the social studies programming. The current facilities meet the majority of the needs of the social studies programming. AACS does not meet standards in

respect to the use of technology necessary for students to study geography in a more modern, interactive manner.

History
History is taught embedded in the social studies programming. The current facilities meet the majority of the needs of our social studies programming. AACS does not meet standards in respect to the use of technology necessary for students to study history in a more modern, interactive manner.

Mathematics
AACS offers a comprehensive mathematics program from kindergarten through 8th grade. In addition, AACS offers algebra to our upper level students. The current facilities meet the majority of the needs of our mathematics programming. AACS does not meet standards in respect to the use of technology necessary for students to study mathematics in a more interactive manner.

Music
AACS offers a comprehensive music program from kindergarten through 8th grade, based on the Core Knowledge curriculum as aligned with Colorado Academic Standards. AACS does not have any dedicated facilities in which to teach music. The music teacher is mobile, using a cart to transport materials from classroom to classroom. The facilities are grossly deficient in meeting the needs of the music program.

Physical Education
AACS offers a comprehensive physical education program from kindergarten through 8th grade aligned with Colorado Academic Standards. The current facilities meet the needs of most of the physical education programming. AACS has a large gymnasium which includes wood floors, a climbing wall, bleachers and six basketball hoops.

Reading and Writing
AACS offers a comprehensive reading and writing program from kindergarten through 8th grade. AACS teaches Colorado Academic Standards aligned with Core Knowledge curriculum. In the elementary grades, the SRA Open Court Reading curriculum is utilized for reading. In the middle school grades, Realms of Gold for is utilized for literary texts. School-wide, AACS uses the writing curriculum Thinking Maps: From the Beginning and Beyond. The facilities meet the majority of the needs of our reading and writing programming; however, AACS does not meet standards in respect to the use of technology necessary for students to help enhance their reading and writing skills.

Science
AACS offers a comprehensive science program from kindergarten through 8th grade. AACS teaches Colorado Academic Standards aligned with the Core Knowledge curriculum. The

facilities are deficient in meeting the needs of the science programming. The school has one science lab for the use of 7th and 8th grade science classes. Kindergarten through sixth grade teachers must teach science in a regular classroom and have little to no specialized science materials to aid them in their teaching. There is little to no technology with which to teach science in these grades; there are no interactive science software programs and no technology in the classrooms with which to offer simulated science experiments.

Theater

Theater is not offered at AACS. There is no specific funding to support a theater teacher or learning area. There are no available classrooms throughout the day. No additional room for educational programming is currently available in the schedule. We do offer an optional, after-school theater experience for 4th and 5th grade students who have been designated Gifted and Talented. In 2015, several students from AACS presented at the Shakespeare Festival in Denver, Colorado. AACS plans on attending in 2016 and future years.

Visual Art, Technology, New Media

Visual art and technology are offered at AACS; however, new media is not. There is a comprehensive art program from kindergarten through 8th grade, based on the Core Knowledge curriculum as aligned with Colorado Academic Standards. The current building facilities meet the majority of the needs for our visual art program. Since there are no designated Colorado Academic Standards for technology, AACS adopted the Massachusetts technology standards. The standards are coordinated to be taught between the technology and keyboarding classes. There is a scope and sequence for kindergarten through 8th graders. AACS does not have any dedicated facilities or technologies in which to teach new media programs. No additional room for educational programming is currently available in the schedule to fit new media courses.

As illustrated above, AACS has adequate educational programming for many of the necessary Colorado Model Content Standards. However, due to the current facilities, AACS is not able to meet the needs of all of the standards. This leaves significant gaps in the students' learning. Some of the biggest deficiencies are classroom space, scheduling of teachers and lack of technology, such as computers and interactive simulations.

Delivery of the Education Program

In addition to the programming that is offered at Aurora Academy, the delivery of that programming is now under some strain due to the lack of available space. The need for additional staff and spaces for them to use are now at a premium. The school takes pride in helping students who need additional assistance in literacy and mathematics. Interventionists will assist a student or group of students outside the classroom with these topics. The recent growth in the need for interventionists has led to a lack of additional space outside the core classrooms. The lack of space is not limited to interventionists. Due to recent growth, the school was forced to change the Band/ Music room into a classroom. The Band/ Music program now shares a classroom with the middle school mathematics teacher.

IX- FACILITY INVENTORY

Aurora Academy Charter School is located at 10251 E. First Avenue, Aurora, Colorado, 80010, in a two-story pre-cast concrete building. The original building and property was constructed in 1974, a cafeteria and additional classrooms were added in 2004 and a pre-cast concrete gym addition was constructed in 2005. The current building is 63,430 square feet and is located on 3.123 acres. The building and property are well-maintained, however; most of the systems are near or beyond life expectancy and need replacement.

First Floor- 36,630 S.F.
Second Floor- 26,800 S.F.
Total Building Square Footage- 63,430 S.F.
Building Height- 34'
Structure:

Foundation: 1974 Building- concrete slab-on-grade. Gymnasium- concrete floor on concrete piles.
Walls/ Columns: 1974 Building- pre-cast concrete columns and wall panels. Gymnasium- pre-cast concrete wall panels.
Floor: 1974 Building- pre-cast concrete double-tees.
Roof: 1974 Building- pre-cast concrete double-tees. Gymnasium- open web steel joists.

Existing Facility Photographs

<u>Exterior</u>


South Elevation


South Elevation

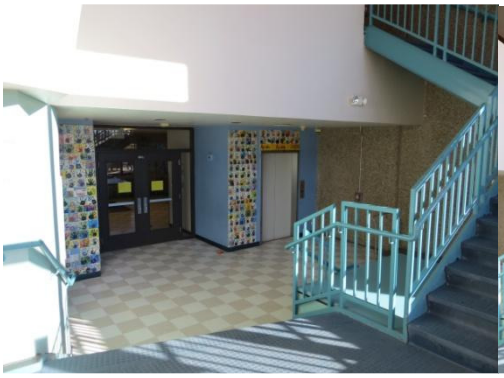
Exterior

South and East Elevation

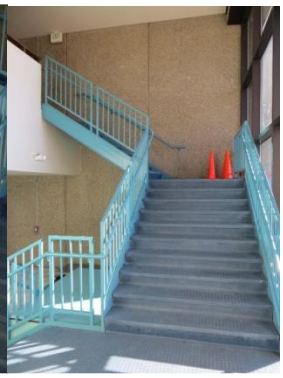
North Elevation

North and West Elevation

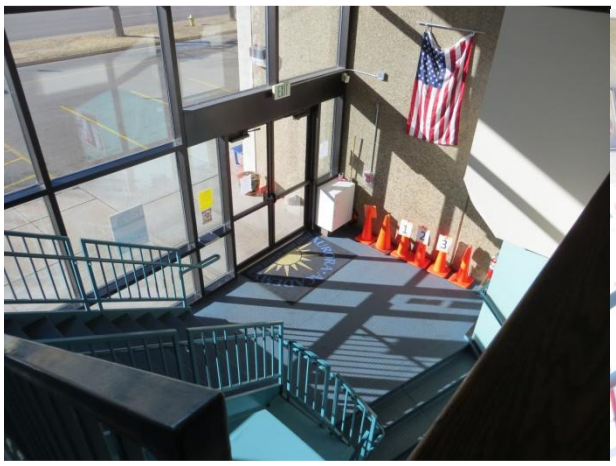
Interior



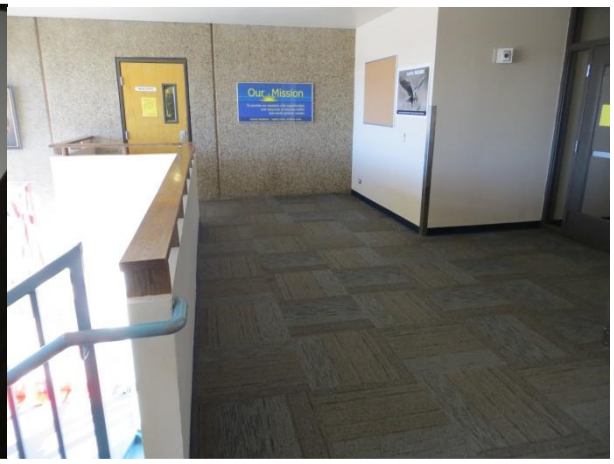
Main Entry Lobby- First Floor



Main Entry Stairs

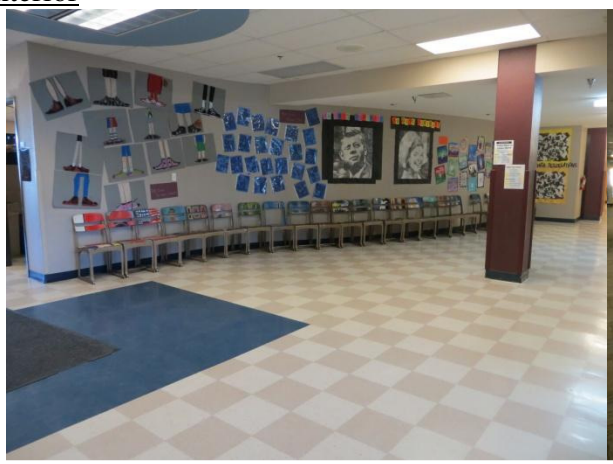


Main Entry Lobby from Second Floor



Main Entry Lobby- Second Floor

Interior



First Floor Lobby

Second Floor- Middle School/ Lockers

Library

Second Grade Classroom

Kindergarten Classroom

Interior

Gymnasium

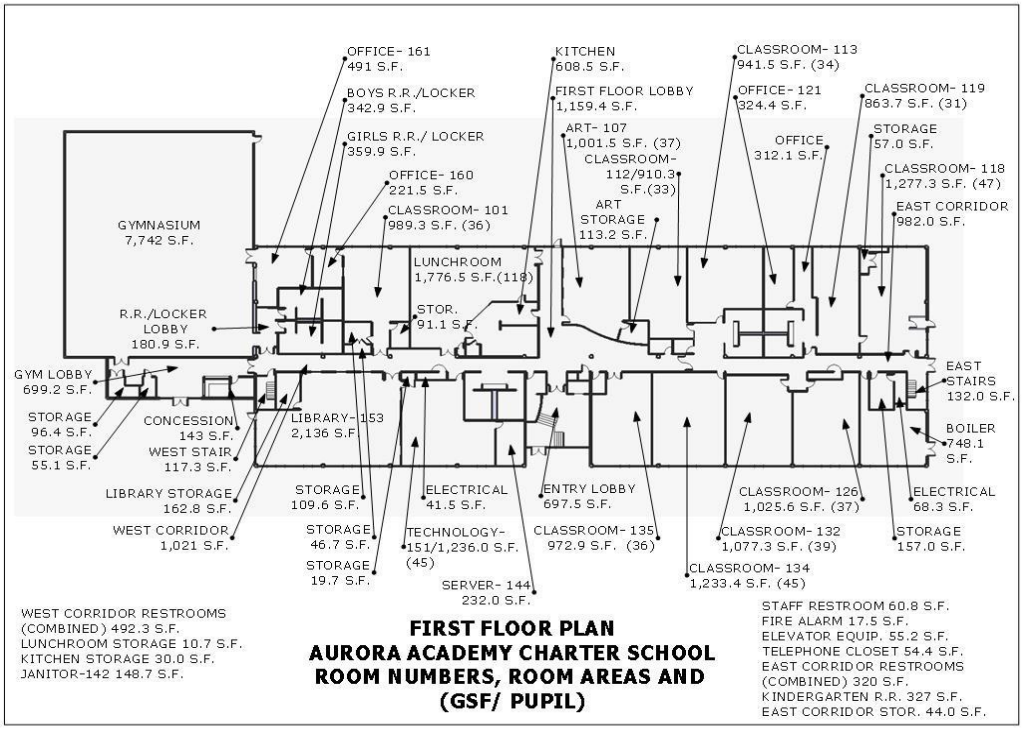
Interior

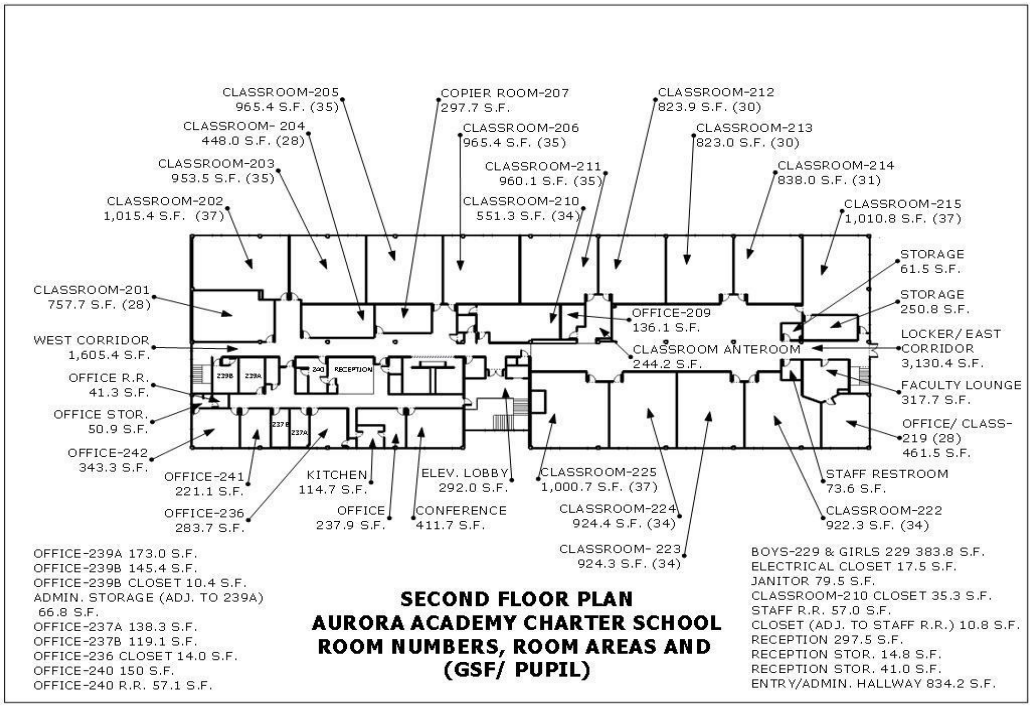
Middle School Classroom

Lunchroom/ Kitchen


Staff and Event Parking
Trash Enclosure
Main Playground
Kindergarten Playground
2005 Gym Addition
1974 Building
Aurora Academy Charter School
E 1st Ave
E 1st Ave
Gym Entrance
Main Entrance
Monument Sign
Visitor and Event Parking
Garden and Flag Pole
N

Site Plan


OFFICE- 161
491 S.F.
BOYS R.R./LOCKER
342.9 S.F.
GIRLS R.R./ LOCKER
359.9 S.F.
OFFICE- 160
221.5 S.F.
CLASSROOM- 101
989.3 S.F. (36)
GYMNASIUM
7,742 S.F.
R.R./LOCKER
LOBBY
180.9 S.F.
GYM LOBBY
699.2 S.F.
STORAGE
96.4 S.F.
STORAGE
55.1 S.F.
CONCESSION
143 S.F.
WEST STAIR
117.3 S.F.
LIBRARY- 153
2,136 S.F.
LIBRARY STORAGE
162.8 S.F.
WEST CORRIDOR
1,021 S.F.
STORAGE
109.6 S.F.
STORAGE
46.7 S.F.
STORAGE
19.7 S.F.
ELECTRICAL
41.5 S.F.
TECHNOLOGY-
151/1,236.0 S.F.
(45)
SERVER- 144
232.0 S.F.
LUNCHROOM
1,776.5 S.F.(118)
STOR.
91.1 S.F.
KITCHEN
608.5 S.F.
FIRST FLOOR LOBBY
1,159.4 S.F.
ART- 107
1,001.5 S.F. (37)
CLASSROOM-
112/910.3
S.F.(33)
ART
STORAGE
113.2 S.F.
ENTRY LOBBY
697.5 S.F.
CLASSROOM- 135
972.9 S.F. (36)
CLASSROOM- 113
941.5 S.F. (34)
OFFICE- 121
324.4 S.F.
OFFICE
312.1 S.F.
CLASSROOM- 132
1,077.3 S.F. (39)
CLASSROOM- 134
1,233.4 S.F. (45)
CLASSROOM- 119
863.7 S.F. (31)
STORAGE
57.0 S.F.
CLASSROOM- 118
1,277.3 S.F. (47)
EAST CORRIDOR
982.0 S.F.
CLASSROOM- 126
1,025.6 S.F. (37)
EAST
STAIRS
132.0 S.F.
BOILER
748.1
S.F.
ELECTRICAL
68.3 S.F.
STORAGE
157.0 S.F.
WEST CORRIDOR RESTROOMS
(COMBINED) 492.3 S.F.
LUNCHROOM STORAGE 10.7 S.F.
KITCHEN STORAGE 30.0 S.F.
JANITOR-142 148.7 S.F.
FIRST FLOOR PLAN
AURORA ACADEMY CHARTER SCHOOL
ROOM NUMBERS, ROOM AREAS AND
(GSF/ PUPIL)
STAFF RESTROOM 60.8 S.F.
FIRE ALARM 17.5 S.F.
ELEVATOR EQUIP. 55.2 S.F.
TELEPHONE CLOSET 54.4 S.F.
EAST CORRIDOR RESTROOMS
(COMBINED) 320 S.F.
KINDERGARTEN R.R. 327 S.F.
EAST CORRIDOR STOR. 44.0 S.F.


CLASSROOM-205
965.4 S.F. (35)
CLASSROOM- 204
448.0 S.F. (28)
CLASSROOM-203
953.5 S.F. (35)
CLASSROOM-202
1,015.4 S.F. (37)
COPIER ROOM-207
297.7 S.F.
CLASSROOM-206
965.4 S.F. (35)
CLASSROOM-211
960.1 S.F. (35)
CLASSROOM-210
551.3 S.F. (34)
CLASSROOM-212
823.9 S.F. (30)
CLASSROOM-213
823.0 S.F. (30)
CLASSROOM-214
838.0 S.F. (31)
CLASSROOM-215
1,010.8 S.F. (37)
CLASSROOM-201
757.7 S.F. (28)
WEST CORRIDOR
1,605.4 S.F.
OFFICE R.R.
41.3 S.F.
OFFICE STOR.
50.9 S.F.
OFFICE-242
343.3 S.F.
OFFICE-241
221.1 S.F.
OFFICE-236
283.7 S.F.
KITCHEN
114.7 S.F.
OFFICE
237.9 S.F.
ELEV. LOBBY
292.0 S.F.
CONFERENCE
411.7 S.F.
OFFICE-209
136.1 S.F.
CLASSROOM ANTEROOM
244.2 S.F.
CLASSROOM-225
1,000.7 S.F. (37)
CLASSROOM-224
924.4 S.F. (34)
CLASSROOM- 223
924.3 S.F. (34)
STORAGE
61.5 S.F.
STORAGE
250.8 S.F.
LOCKER/ EAST
CORRIDOR
3,130.4 S.F.
FACULTY LOUNGE
317.7 S.F.
OFFICE/ CLASS-
219 (28)
461.5 S.F.
STAFF RESTROOM
73.6 S.F.
CLASSROOM-222
922.3 S.F. (34)
OFFICE-239A 173.0 S.F.
OFFICE-239B 145.4 S.F.
OFFICE-239B CLOSET 10.4 S.F.
ADMIN. STORAGE (ADJ. TO 239A)
66.8 S.F.
OFFICE-237A 138.3 S.F.
OFFICE-237B 119.1 S.F.
OFFICE-236 CLOSET 14.0 S.F.
OFFICE-240 150 S.F.
OFFICE-240 R.R. 57.1 S.F.
SECOND FLOOR PLAN
AURORA ACADEMY CHARTER SCHOOL
ROOM NUMBERS, ROOM AREAS AND
(GSF/ PUPIL)
BOYS-229 & GIRLS 229 383.8 S.F.
ELECTRICAL CLOSET 17.5 S.F.
JANITOR 79.5 S.F.
CLASSROOM-210 CLOSET 35.3 S.F.
STAFF R.R. 57.0 S.F.
CLOSET (ADJ. TO STAFF R.R.) 10.8 S.F.
RECEPTION 297.5 S.F.
RECEPTION STOR. 14.8 S.F.
RECEPTION STOR. 41.0 S.F.
ENTRY/ADMIN. HALLWAY 834.2 S.F.

X- FACILITY ASSESSMENT, EVALUATION AND FUTURE USE ANALYSIS

The assessment of the facility was done from the Spring of 2014 through the Spring of 2015. The following assessments were used:

- Americans with Disabilities Act Accessibility Guidelines
- 2009 International Building Code
- Stakeholder Surveys
- Health, Safety and Security

AMERICANS WITH DISABILITIES ACT ACCESSIBILITY GUIDELINES ASSESSMENT

Aurora Academy Charter School is partially in compliance with the American with Disabilities Act. A review by Mark Brazee has revealed that many of the exterior and interior systems are in compliance with the act, but there also many systems that are not. The following systems do not meet the accessibility guidelines of the act:

1. Section 206.2.1, Site Arrival Points: At least one accessible route shall be provided within the site from accessible parking spaces and accessible passenger loading zones; public streets and sidewalks; and public transportation stops to the accessible building or facility entrance they serve. *Although there is an accessible route from accessible parking spaces, there is no accessible route from the public street and sidewalk.*
2. Section 206.2.2 (Accessible Routes) Within the Site: At least one accessible route shall connect accessible buildings, accessible facilities, accessible elements, and accessible spaces that are on the same site. *There are no accessible routes to either playgrounds.*
3. Section 206.2.17 Play Areas: Play areas shall provide accessible routes in accordance with Section 206.2.17. Accessible routes serving play areas shall comply with Chapter 4 except as modified by 1008.2. *The Play Areas are not along any accessible route*.
4. Section 206.3 Location: Accessible routes shall coincide with or be located in the same area as general circulation paths. Where circulation paths are interior, required accessible routes shall also be interior. *For the most part the accessible routes coincide with the general circulation paths; however, two of the four primary entrances are not accessible and the main entrance, the primary entrance during school hours is not accessible.*
5. Section 216.3 Directional and Informational Signs: Signs that provide direction to or information about interior spaces and facilities of the site shall comply with Section 703.5. *There very few directional and informational signs within the school. There are signs, with braille, at a couple of restrooms that do meet the accessibility guidelines.*
6. Section 240.1 (General) Play Areas: Play areas for children ages 2 and over shall comply with Section 240. Where separate play areas are provided within a site for specific age groups, each play area shall comply with Section 240. *Although the Main Playground is*

on a level surface, it is not on an accessible route and the equipment is not accessible. The Kindergarten surface is only partially level and the sloped surface exceeds the maximum accessibility slope. The Kindergarten equipment is also not accessible.

7. Section 304.3 (Turning Space) Size: Turning space shall comply with Sections 304.3.1 or 304.3.2. *In general, all rooms, except the Health Office, have adequate turning space in their rooms.*
8. Section 307.4 (Protruding Objects) Vertical Clearance: Vertical clearance shall be 80 inches (2030 mm) high minimum. Guardrails or other barriers shall be provided where the vertical clearance is less than 80 inches (2030 mm) high. The leading edge of such guardrail or barrier shall be located 27 inches (685 mm) maximum above the finish floor or ground. *There is no barrier underneath the East Stairs. There is also no barrier underneath the Exterior East Stairs.*
9. Section 404.2.4 (Doors, Doorways and Gates) Maneuvering Clearances: *All of the exterior doors and most of the interior doors met the minimum dimensions for push and pull clearances. However, a few doors, including the Health Office door, did not meet the required pull or push clearance. In most cases, this was due to furniture or equipment located too close to the door.*
10. Section 606.5 (Exposed Pipes and Surfaces) Water supply and drain pipes under lavatories and sinks shall be insulated or otherwise configured to protect against contact. There shall be no sharp or abrasive surfaces under lavatories and sinks. *Some of the student restroom water supply and drain pipes to and from the lavatories are exposed.*
11. Section 703.1 (Signs- General) Signs shall comply with Section 703. Where both visual and tactile characters are required, either one sign with both visual and tactile characters, or two separate signs, one with visual, one with tactile characters, shall be provided. *There is very little signage throughout the building, either as wayfinding or room indicator signs. There are a few signs at a couple of restrooms that have a pictogram and braille sign, but that is the limit of the signage that meets accessibility standards.*
12. Section 1008 (Play Areas) Playground access and equipment. *Access from the first floor does not meet Americans with Disabilities Act Accessibility Guidelines. There are no direct paths of travel from the first floor to the playground. There are only two at-grade paths of travel to the playground from the first floor (from west and east entrances), both require travel in vehicular lanes. The equipment and surfaces surrounding the equipment do not meet any of the accessibility guidelines.*

EVALUATION AND ANALYSIS

The school has done a fair job of addressing the physical obstacles outlined in the Americans with Disabilities Act Accessibility Guidelines (ADAAG). For the most part, access to the classrooms and restrooms and supporting spaces meet all of the clearances, heights, reach-distances and opening-forces; however; the school does not meet some very important aspects of the ADAAG. Historically, there has rarely been the need for disability access; however; that

could quickly change with the acceptance of a new student or regular visitor that has such a disability.

First, there are many site access issues that do not meet the guidelines. Although there are adequate accessible parking spaces, there is not an accessible route from the First Avenue sidewalk. In addition, once you do enter the main entrance of the building the route to either floor is not accessible. A wheelchair-bound person must enter either the west or east entrances with assistance from a school employee. Although this works as an accessible route, neither of those entrances are unlocked during school hours and it doesn't meet the spirit of the American with Disabilities Act, in which a disabled person must have access to the facilities without, or with very little assistance. Also, the primary access to the playground is not an accessible route and the 'at grade' route is unacceptable because it requires a wheelchair-bound person to use one of two vehicular lanes. This would need to addressed immediately if the need arose. Finally, the playground equipment and surrounding access surfaces are non-compliant and would need to be replaced if a disabled student attended the school.

Maneuvering clearances throughout the building, for the most part, meet the guidelines; however, the school needs to remain vigilant and minimize the furniture and equipment that impedes the required clearances. All doors should have a clear space 12" from the strike on the push side and 18" from the strike on the pull side of the door. In addition, there should be 60" of clear space on the pull-side and 48" of clear space on the push side of a door. The most egregious infractions of maneuvering clearances happen, ironically, in the Health Office and adjacent restroom. The required turning spaces and door clearances don't exist and must be rectified if a disabled student does attend the school in the future.

One additional issue needs to be addressed throughout the building. This is not only an accessibility issue but also a way-finding problem. The signage throughout the building is sparse and finding a direction to go or a particular room for the first time is a problem for everyone. This issue should be fixed as soon as possible. All signage, starting from the main entrance to the classroom door, should have-navigational information in text or graphic form and in braille. Although, there may never be a blind student attending the school, there may be a visitor who may like to find their way around the building without assistance.

BUILDING CODE ASSESSMENT

The building code assessment was done by Mark Brazee in 2015. The review was done using the 2009 International Building Code, however; since the review was done, the State of Colorado has adopted the 2015 International Building Code. In addition, the City of Aurora, which currently uses the 2009 code, will adopt the 2015 code by the end of the 2015.

Building statistics:

- Educational Group E Occupancy- No additional occupancies, all Accessory spaces are less than 10% of the total square footage.
- Type III-A- Precast Concrete Construction, 34' height from grade to top of parapet on the north side of the building.
- All Mechanical and Electrical spaces are separated from the educational occupancy by one-hour fire barrier construction.
- Full fire protection systems: Monitored fire alarm and fully-sprinklered throughout the entire building (reviewed annually by Aurora Fire Department).

There were no major building code issues noted, except for the following:

The occupant loads within each room of the school are not exceeded, except in the Lunchroom, where, per code, 118 occupants are allowed. The lunchroom, at times, has six full classes in the room, the equivalent of 162 students. An additional, five to eight staff and volunteers may also be in the room at the same time, bringing the total to 170 occupants. The egress width for the Lunchroom is 144", which provides adequate egress width, even with 140+ occupants.

The restroom fixture count for the building is acceptable, per code, however; only 20% of the fixtures are located on the second floor, where about 60% of the student population attend their core classes.

EVALUATION AND ANALYSIS

As noted, there were no major issues discovered in the building code assessment, the excess number of occupants in the lunchroom is a concern, but the egress width from the room is adequate and exterior exit access is directly adjacent to it. The access to restrooms, especially on the second floor, will continue to be a problem until additional ones are added in the future.

Both of these issues can be addressed in the future when the school decides to increase the Lunchroom size and add additional restrooms by remodeling or adding onto the building.

STAKEHOLDER ASSESSMENT: TEACHER SURVEY

In the fall of 2014, teachers collaboratively completed a survey that started, "I wish…." and the following represents the responses and topics of concern:

Topic and Keyword	Number of Responses
Exterior of the Facility	
new playground / equipment	23
athletic field	19
trees	11
grass play area	10
garden	8
creative building design	6
secure entrance	5
welcoming entrance	4
windows	4
Learning Environment	
more classrooms	9
larger classrooms	6
learning labs	5
more technology	4
storage	4
auditorium	4
natural light	3
new furniture	3
centrally located reading / intervention rooms	3
grade-level spaces	3

STAKEHOLDER ASSESSMENT: SCHOOL COMMUNITY SURVEY OF THE BUILDING AND PROPERTY

A building and property survey was conducted between November 3, and December 16, 2014, to ask stakeholders their impressions of Aurora Academy Charter School's building and property. There were 198 participants: 108 parents, 44 staff members, and 46 students in grades 5-8. The survey consisted of 52 questions in 10 categories. The categories were:

Physical Features
Outdoor Areas
Learning Environments
Social Areas
Media Access
Signage
Visual Appearance
Safety and Security
Overall Impression

The survey concluded with a final open-ended prompt for stakeholders to complete: "I Wish My School…" The rating system used in the survey was as follows: Very Poor - 1 point, Poor - 2 points, Fair - 3 points, Good - 4 points, Very Good - 5 points.

Below is a list of the responses with the average score of each question, followed by an average overall score for each section:

Physical Features:
1- Appropriate building for learning: 3.78
2- Accessibility for people with disabilities: 2.89
3- Building designed for children: 3.42
4- Control of internal and external noise level: 3.37
5- Views and natural light through windows: 3.94
6- Visibility of the main entrance for students and visitors: 3.51
Overall score: 3.485

Outdoor Areas:
1- Appropriate outdoor areas for learning: 2.66
2- Green areas adjacent to the learning environments: 2.23
3- Outdoor play areas for students: 2.84
4- Outdoor learning environments with natural elements: 2.37
5- Outdoor learning areas for social interaction: 2.97
6- Variety of outdoor learning and play areas: 2.49
Overall score: 2.593

Learning Environments:
1- Variety of indoor learning and play areas: 3.10
2- Centralized grouping of administration areas: 3.84
3- Workrooms adjacent to classrooms: 3.30
4- Areas of instruction for the Arts: 3.22
5- Areas of instruction for sciences: 3.43
6- Teachers' workspace: 3.36
7- Comfortable and stress-free classrooms: 3.34
8- Stimulating classroom atmosphere for learning: 3.68
9- Size of learning groups in classrooms: 3.60
10- Comfortable classroom temperature: 3.31
11- Indoor air quality and circulation in classrooms: 3.46
12- Adaptability of classrooms to changing uses: 3.39
13- Lighting quality in classrooms: 3.88
14- Classroom walls conducive to displaying student's' work: 3.91
15- Hallways conducive to displaying student work: 4.03
Overall score: 3.523

Social Areas:
1- Cafeteria environment: 3.21
2- Inside quiet areas for eating: 2.65
3- Outside quiet areas for eating: 2.10
4- Private spaces for students, both inside and outside the building: 2.44
5- Private spaces for teachers and staff, both inside and outside the building: 2.76
6- Places where students can be noisy and engage in physical activity: 3.45
7- Public areas fostering a sense of community: 2.99
Overall score: 2.8

Media Access:
1- Media and technology access for students in the learning environments: 3.31
2- Media and technology access for teachers in the learning environments: 3.52
3- Communication access in the learning environments: 3.56
Overall score: 3.463

Signage:
1- Clear signage for wayfinding inside the building: 2.91
2- Clear signage for wayfinding outside the building: 2.85
Overall score: 2.88

Visual Appearance:
1-Visual appearance of the exterior of the school: 3.07
2- Visual appearance of the inside of the school: 3.37
3- Visual stimulation of the school building: 3.07
Overall score: 3.17

Degree of Safety and Security:
1-Safe location of learning environments: 3.30
2- Safe indoor environments for students to learn: 3.90
3- Safe outdoor environments for students to learn: 3.21
4- Secured storage for students: 3.33
5- Secured storage spaces for teachers: 3.22
6- Places designed for personal items of each student: 3.42
Overall score: 3.396

Overall Impression:
1- Student friendly learning environments: 3.74
2- Teacher friendly learning environments: 3.77
Overall score: 3.755

As one can see from the above scores, not a single overall score in any category reaches 4 which correlates to a rating of "Good." The "Outdoor Areas" section ranks especially low with an average score of 2.593, squarely between "Fair" and "Poor."

Below is a list of keywords and the number of times they were mentioned in response to the open-ended prompt, "I wish my school…" These results are from parent and student surveys.

"I wish my school…" keyword results

Topic	**# times mentioned**
Better playground	29
Not Enough/More space	29
Trees and grassy areas/Natural setting	24
More/Better technology	18
Negative appearance of the building (inside and out)	18
High School	12
Better Lunchroom/ Kitchen	12
Better/ larger parking lot	8
Better safety/security	7
Carline- negative	6
Athletic Fields	6
Music room	6
Location/ neighborhood- negative	5
High Performance/ Sustainable Bldg. & property	5
More emphasis on the Arts	5
New building	4
Better HVAC system	3
Auditorium	3
Quiet place to read	3
Better lockers	3

A survey was also completed by teachers in answer to the open-ended prompt "I wish my school…" during a staff meeting. The following is a list of keywords and the number of times they were mentioned in response to this prompt by teachers.

"I wish my school…" keyword results

Topic	**number times mentioned**
Outdoor's Building	
New Playground/ Equipment	23
Athletic Fields	19
Trees	11
Grass Play Area	10
Garden	8
Creative Building Design	6
Secure Entrance	5
Windows	5
Welcoming Entrance	4

Learning Environment	
More classrooms	9
Larger Classrooms	6
Learning Labs	5
More Technology	4
Storage	4
Auditorium	4
Natural Light	3
New Furniture	3
Centrally-located Reading Rooms	3
Social Areas	
Teacher's Lounge	6
Auditorium	4
Larger Cafeteria	3
Transition Spaces	
Grade-level Spaces	10
Wider Halls	3
Visual Appearance (Indoors)	
New Finishes	4
Natural Light	4
Extracurriculars	
Athletics	7
Drama Club	5
Dance Club	3

STAKEHOLDER ASSESSMENT EVALUATION AND ANALYSIS

The building and property survey from 2014 identified a strong need for improved outdoor spaces. This was the lowest ranked area within the ten categories given. This ranged from a lack of appropriate outdoor areas for learning and/or having any quiet space for students or staff to a lack of play areas for social interactions and athletic events and games. Currently, there are no outdoor athletic field spaces, no green zones and no trees within the play areas. This lack of a healthy outdoor environment was marked very low by the community of parents and teachers. Anything related to this received the lowest grade on the survey, between poor and fair. Additionally, the safety of the outdoor space received a very low mark. The close proximity to traffic, the unsecured fence surrounding the playground area, the car-line running immediately next to the student pedestrian zone and the winter-time icy zones within the playground area all contribute to this low mark.

A lack of private space was noted also for the indoors of the building, both for students and staff. Due to the maximum capacity being met in each classroom, and even creating one mobile classroom as a result, all previously undesignated spaces have now been assigned a use and thus there are very limited options for students or teachers to gather privately. The administrative offices, the Board Room and the area behind the main lobby serve as make-shift meeting places when a private conversation is required. This is not ideal, as these spaces are in high-demand and thus often being used; additionally, staff are occupied at their computers in the room itself or within auditory vicinity. There are times when this seriously undermines the smooth functioning of the school's operations due to a lack of secure confidentiality. It can also create more stress when a student or staff member has no option to regroup or have some needed quiet time. As the number of students with sensory problems and other behavioral concerns increases, this lack of space becomes more problematic.

The third lowest-ranked category was the school's signage, both indoor and outdoor. It is not immediately clear to new parents where the main entrance is and then, upon entering, where to go to get to the main office (up the stairs). This was closely followed by a very low (almost "poor") ranking on the outdoor visual appeal. Additionally, the lack of handicapped accessible entrances received a "poor" mark. As mentioned before, were the need to arise, this problem would have to be solved immediately. It seems clear there is a strong need to reconsider not only the school's public appearance but also its true functionality in terms of easy or clear access.

On a positive note, those categories where the community was asked to judge how well a space was used for its intended purpose were the highest ranked. Good lighting and a stimulating atmosphere for learning received good marks (high end of "fair") with the two highest marks for how well teachers and staff display students' artwork, both in the classrooms and the school hallways. The overall impression was the highest-scored category, coming in just under "good," despite the median and average scores being only barely above "fair." This speaks well for how innovatively and creatively the school's teachers and staff use the space they are responsible for and how the community of parents and staff feel about the school, despite their afore-mentioned concerns.

Overall, due to an ever-expanding student body and the fixed limited facility space, the school has been forced to push each zone to its maximum usage. This growth has occurred at the expense of student and staff safety, aesthetic appeal, accessibility, privacy and green space.

HEALTH, SAFETY AND SECURITY ASSESSMENT

A security review was conducted by the Aurora Public School District Safety Office, April 14, 2015 of Aurora Academy Charter School located at 10251 E 1st Avenue, Aurora CO. 80011.

The following suggestions for you to consider reference the safety and security of the staff, students and visitors to your school.

A good portion of school safety is procedural. Training staff on proper procedures that are diligently followed each day may deter unsafe activity from happening at the building.

SECURITY COMPLIANCE AND EMERGENCY PREPAREDNESS SUGGESTIONS

- Establish a room in the main office area as your building's Command Center in an emergency. The Board Room already has a phone and a computer and appears to be the best room for this. In a lockdown or lockout, administration and clerical staff in the main office would respond to the Command Center. Command Center staff would be monitoring cameras, emails from staff, account for all of the students and communicate with law enforcement. We also ask that someone in the Command Center calls APS security to notify us of the lockdown or lockout so we may offer our resources to assist you. The security dispatch number is 303-367-3000.
- Main office staff should take both the volunteer and visitors sign-in sheets into the Command Center with them.
- Any visitors or students in the main office at the time of the lockout or lockdown would also be taken to the Command Center.
- All staff in the building should establish an Office Group in their Outlook contacts. In the event of a lockdown, staff are to email the Office Group where they are, who is with them and names of any missing students.
- If staff is locked down in a room with no computer, they are to call the Command Center to report their location and who is with them. The number being used for the Command Center should be in the Emergency Plans posted in each room.
- All staff should wear a visible ID card at all times while in the building.
- All visitors/vendors should be required to register at the main office and are required to display a pass/badge. The visitor badges should not be stored on the counter or where unauthorized persons can access them. If the visitor's badges are the "stick-on" kind, the day's date should be written on them so that if the visitor does not check back out with the main office, he or she will not be able to bypass the main office and use the same badge the next day. APS requires visitors to leave their car keys or ID with the main office when getting a visitor's badge. This forces the visitor to sign back out in the main office and relinquish their visitor's badge.
- Signs should be posted at the main entrance directing visitors to the main office.

- Any staff member contacting a visitor in the school who is not wearing a pass/badge should personally escort this person to the main office to be checked in. If all they do is tell them they need to go to the main office, there is no guarantee they will.
- Main office staff should request identification from people/strangers requesting contact with students. Office staff will verify in Infinite Campus if the person is authorized to pick up the student.
- Emergency Plans that address lockdowns, evacuation, fire, weather emergencies, special needs students/staff and the parent reunification process should be posted in all rooms. All staff and students in the building should be trained annually on the procedures outlined in the Emergency Plans. Quarterly refresher training is also suggested.
- Your classrooms doors are kept unlocked. APS classroom doors can be opened from the inside while remaining locked on the outside at all times. This way in an emergency the teacher shuts the door and does not have to remember to lock it in a stressful situation. In APS, classroom/office doors are required to be in the locked position at all times. Doors may be open or propped open, but in the locked position when the classroom/office is occupied. When the classroom/office is vacant, lights will be off and doors will be shut and locked.
- Appropriate staff is to be trained on procedures to follow during a Threat Assessment or Suicide Threat Assessment process.
- The building is required to meet the fire codes combustible materials requirements in classrooms and hallways. Effective August 1, 2012, the Aurora Fire Department will enforce fire safety codes related to the use of decorative materials in school buildings. Artwork and teaching materials shall be limited on the walls of corridors to not more than 20 percent of the wall area. (International Fire Code Section 807.4.3.2).
    - ➢ Combustible decorative material (such as paper surface coverings, fabric, streamers, vines, leaves, trees) and all other materials utilized for decorative effect will not be allowed in corridors.
    - ➢ Artwork and teaching materials in classrooms shall not exceed 50 percent of the wall if there is an approved automatic sprinkler system in the room. If there is no sprinkler system in the classroom, the materials shall not exceed 20 percent.
    - ➢ Combustible decorative material (such as paper surface coverings, fabric, streamers, vines, leaves, trees) and all other materials utilized for decorative effect will not be allowed in classrooms.
    - ➢ Artwork and teaching materials being displayed shall be attached directly to the walls and shall not be permitted to cover an egress door or be placed within 5 feet of an egress door whether in the corridor or in the classroom. (The fire department does allow paper to cover door windows in a lockdown if there are no blinds).
    - ➢ Bulletin boards attached to the corridor walls must meet the appropriate flame-spread ratings for educational occupancies. Artwork and teaching materials shall be limited to 20 percent of the surface area of the bulletin boards. You might

consider adding the map rails or tack strips to the bulletin boards so teachers and staff are aware of this limitation.
    - ➢ For more information you can contact Captain Steve Beumer with the Fire Department, 303-326-8999.
- Designated staff per state law are to complete the online NIMS (National Incident Management) courses. "Designated staff" means staff who are involved in safety planning for the school; principal, secretary, deans, etc.). You can find the courses at the following website: http://training.fema.gov/is/nims.asp. Click on NIMS courses, then scroll down and click on: IS-100.b - Introduction to Incident Command System, ICS-10. Once you have completed this course, scroll down and complete: IS-100.SCa Introduction to the Incident Command System for Schools.
- There should be adequate flashlights, batteries, radio chargers and cell phones to ensure emergency lighting and communication in the event of a power outage.
- The main office has a weather alert radio but it was not plugged in. The weather radio should be monitored by main office staff. The National Weather Service conducts test every Wednesday at 11:30 to let radio users know the radio is working appropriately. As a reminder, even though the radio plugs into the wall, the batteries need to be periodically replaced or the radio won't work even if plugged in.
- Medicine in the health clinic should be kept in a locked cabinet. A record is kept of medications dispensed to students (time, date, dosage and who administered the medication).
- Appropriate personnel should know how to shut off HVAC, gas/water and utilities. Appropriate personnel should also know how to reset the fire alarm panel.
- Staff should be trained on how to use a fire extinguisher. The following link will provide training for your staff. http://safety.blr.com/safety_docs/10022800/player.html
- The boiler and electrical rooms are not to be used for storage. Items in the electrical room need to be 36 inches away from fire panels.
- Consider locking the gates to the playground areas during the school day. Staff should be issued keys to the padlocks in the event a fire evacuation is necessary. Parents should only be allowed to enter through the front main entrance during the school day to ensure they sign in, are authorized access to a student, and receive a visitor's badge.
- Covers over exterior light fixtures are to be kept clean to allow for efficient lighting.
- Landscape surrounding the building should be tidy, trimmed and structured to enhance visibility of windows, doors, etc. and minimize chance of suspicious visitors hiding.
- The perimeter of the building should be checked for safety hazards daily.
- Do you have a food supply plan? (These are procedures you follow to ensure no one has access to food to poison it, etc.). If you have freezers/refrigerator in your kitchen do they have emergency release buttons on the inside to prevent anyone from being locked inside?
- Four additional cameras are being installed on the exterior of the building. The cameras should be monitored by main office staff. The camera system should have the capability of recording activity in the event you need it for an investigation and/or to give to law

enforcement. If you will be staying at that building in the future, I suggest more cameras be installed on the exterior of the building to provide better coverage to include the north and west parking lots and on the outside of all exterior doors. Also consider installing additional cameras in the hallways and the cafeteria inside the building.

- Consider installing a door buzzer system on the front entrance in order for this door to be kept locked during the school day. A camera and speaker system would be installed on the outside of this door, and persons requesting entry can be verified by the main office before they are buzzed into the building.
- The exterior door leading to the kindergarten playground is kept unlocked when students are on the playground to allow them access to the bathrooms. All exterior doors should be kept locked at all times. A suggestion would be to install proximity access to all exterior doors. Staff monitoring the students on the playground would have prox cards on a lanyard for a student to use to enter the building to use the restroom, and then would be retrieved from the student when they return. For further information on the proximity access systems used by Aurora Public Schools contact Robert Mclean at remclean@aps.k12.co.us or 303-367-3000 ext. 28669.
- The Aurora Fire Department requires schools to notify them anytime a student plays with or ignites an incendiary device. The phone number to call is 303-326-8975.
- You have emergency buttons in each classroom that can be used to alert the main office in an emergency. These buttons should be tested at least quarterly to ensure they are working correctly. The Aurora Public Schools installed PA access to all phones in the buildings. This way any staff member in the building can access the PA and put the building into a lockdown in the event of a serious threat inside the building. You do not have this capability, so it is suggested that all staff be trained to use their radio to put the building in lockdown if they observe a serious threat inside the building. Example would be if a staff member saw a person in the hallway with a gun.
- Cleaning liquid bottles stored in custodial closets/offices should be labeled as to what the liquid is.
- Staff personal items such as purses, wallets, electronic devices should be stored in a locked cabinet during the school day. There were incidents in school districts across the metro area a couple years ago where two females were slipping past front office staff and going into classrooms that were empty and the door was not shut. Teachers' wallets were stolen and their credit cards were used while the teacher was still at the school and didn't know their wallets were missing. There was also a case where a student stole a teacher's credit card and then asked to use the main office phone to call his mother who responded to the school and took the credit card and used it.
- Any monies accrued from fund raising activities etc., should be kept in a safe. The safe needs to be bolted to the floor so it cannot be carried out and also needs to be stored where it is not visible. Daily bank deposits are suggested. Do not carry the money out of the building in a bank bag. Use a garbage bag or something along that line so anyone watching does not know you are carrying money. APS uses an armored guard service to pick up the money from school sites.

- I noticed that a paper that is taped over the staff lounge door window did not cover the window enough to prevent someone from seeing in during a lockdown. I suggest a larger piece of paper be used.

In addition to the review by the Aurora Public School District, the following issues are also health, safety and security issues:

- The Administration Office is located on the second floor. A visitor must enter the main entry doors on the first floor, ascend the stairs, in the two-story lobby, and enter the office door on the second floor. In the two-story lobby there are two additional sets of doors, one leading to the first floor corridor and another to the second floor corridor. Both of these sets of doors may be open in-between class periods. Even though these doors are always locked and opened/closed by staff or teachers, they are, for the majority of the time, unattended and isolated and possibly a target for a determined intruder.
- Also, the Administration Office's location on the second floor, removed from the entry lobby, severely limits the office staff ability to monitor who arrives and departs from the school.
- The school only has one one set of restrooms on the second floor. This has created a safety issue as some of the elementary students, from classrooms at the west end of the floor, have been bullied or harassed by middle school students, from the east end of the floor. As a result, the middle school students are no longer allowed to use the restrooms during classes. They must use the single, unisex restroom in the Nurse's Office in the Administration Offices during classes.
- The 2013 Asbestos Hazard Emergency Response Act (AHERA) tri-annual re-inspection by D&D Environmental Consulting noted that asbestos containing materials are found in three locations in the building. The report identified drywall mud on the walls in the Administration Offices, Floor Tile and Mastic throughout the building and insulation/ refractory brick in the boiler. All of these materials remain in-place and have not been disturbed.
- The aging and defective mechanical system may also contribute to health issues, with poor air circulation and the lack of fresh air. There has not been a formal study of the quantity and quality of the air, but constant complaints of hot stuffy rooms and conversely cold rooms may be adversely affecting the health of the students and staff.

EVALUATION AND ANALYSIS

The security review conducted by the district safety office focused on the procedures and possible improvements to the safety and security of the school. In addition, the review also highlighted some physical safety and security issues of the facilities and how to address them. A few of the recommendations listed in the review have been implemented, such as the Command Center. However, there are many recommendations that-require further discussion, such as keeping all of the classroom doors locked at all times, keeping the playground gates locked

during school hours and controlling the exterior doors, and possibly interior doors, with a proximity card reader system.

In addition to the district review, the school has identified three issues that need to be rectified to improve the health, safety and security of the school. The location of the Administration Offices on the second floor, removed from the main entrance on the first floor, is a major security issue. The school has recognized the need to move the offices to the first floor and locate the main entrance adjacent to them. This will eliminate the lack of supervision of the main entrance and secure the existing two story lobby for use by the students and staff.

The second issue is due to the lack of restrooms on the second floor and bullying that has happened within those facilities. Although, there are plenty of restroom fixtures in the building, a majority of them are located on the first floor and not accessible to students on the second floor during class. There is a clear need to add additional fixtures on the second floor and if the proposal to move the Administration Offices to the first floor and the relocation of the second-grade classrooms to the second floor, the need will become even more apparent.

The next issue, a health concern, is a remnant of the original 1974 construction. A few of the materials used in the original construction contained asbestos and were left intact and undisturbed when the building was first used as a school in 2000. The materials have not been disturbed since, but the necessity to remediate them should be discussed. If the Administration Offices are remodeled into classrooms the tainted wall mud will be removed and that will only leave the floor tile and mastic in one first floor classroom and the boiler to address.

It is clear the aging and defective mechanical system is not providing the best environment for the students and staff. The mechanical systems within the school must be assessed. analyzed and the corrected to improve the indoor air quality within the facility.

The following information is from the Environmental Protection Agency Indoor Air Quality web page for schools:

In recent years, comparative risk studies performed by EPA and its Science Advisory Board (SAB) have consistently ranked indoor air pollution among the top five environmental risks to public health. Good IAQ is an important component of a healthy indoor environment, and can help schools reach their primary goal of educating children.
Failure to prevent or respond promptly to IAQ problems can:

- *Increase long- and short-term health problems for students and staff such as:*
- *Cough*
- *Eye irritation*
- *Headache*
- *Allergic reactions, and*

- *in rarer cases, life-threatening conditions such as Legionnaire's disease, or carbon monoxide poisoning*

Aggravate asthma and other respiratory illnesses. Nearly 1 in 13 children of school-age has asthma, the leading cause of school absenteeism due to chronic illness. There is substantial evidence that indoor environmental exposure to allergens, such as dust mites, pests and molds, plays a role in triggering asthma symptoms. These allergens are common in schools. There is also evidence that exposure to diesel exhaust from school buses and other vehicles exacerbates asthma and allergies. These problems can:

- *Impact student attendance, comfort and performance.*
- *Reduce teacher and staff performance.*
- *Accelerate the deterioration and reduce the efficiency of the school's physical plant and equipment.*
- *Increase potential for school closings or relocation of occupants.*
- *Strain relationships among school administration, parents and staff.*
- *Create negative publicity.*
- *Impact community trust.*
- *Create liability problems.*

Indoor air problems can be subtle and do not always produce easily recognized impacts on health, well-being, or the physical plant. Symptoms, such as:

- *Headache*
- *Fatigue*
- *Shortness of breath*
- *Sinus congestion*
- *Coughing*
- *Sneezing*
- *Dizziness*
- *Nausea*
- *and irritation of the*
    - *Eye*
    - *Nose*
    - *Throat*
    - *and skin*

are not necessarily due to air quality deficiencies, but may also be caused by other factors—poor lighting, stress, noise and more. Due to varying sensitivities among school occupants, IAQ problems may affect a group of people or just one individual. In addition, IAQ problems may affect people in different ways.

Individuals that may be particularly susceptible to effects of indoor air contaminants include, but are not limited to, people with:

- *Asthma, allergies, or chemical sensitivities;*
- *Respiratory diseases;*
- *Suppressed immune systems (due to radiation, chemotherapy, or disease); and*
- *Contact lenses.*

Certain groups of people may be particularly vulnerable to exposures of certain pollutants or pollutant mixtures. For example:

- *People with heart disease may be more adversely affected by exposure to carbon monoxide than healthy individuals.*
- *People exposed to significant levels of nitrogen dioxide are at higher risk for respiratory infections.*

In addition, the developing bodies of children might be more susceptible to environmental exposures than those of adults. Children breathe more air, eat more food and drink more liquid in proportion to their body weight than adults. Therefore, air quality in schools is of particular concern. Proper maintenance of indoor air is more than a "quality" issue; it encompasses safety and stewardship of your investment in students, staff and facilities.

XI - ENERGY, MECHANICAL, ELECTRICAL, PLUMBING AND OPERATIONS AND MAINTENANCE ASSESSMENT, EVALUATION AND ANALYSIS

ENERGY

A thorough, professional energy audit of the school building has never been done; however, a preliminary review, as part of a work proposal by a mechanical engineer, did find that the existing mechanical system, with a split air delivery system and a hydronic system, is no longer code-compliant and probably isn't very energy efficient.

MECHANICAL, ELECTRICAL AND PLUMBING (MEP) ASSESSMENT

The following review is based upon a cumulative XCEL Energy Assessment, 2008, a Colorado Department of Education School Assessment Report, revised March 3, 2014; and numerous discussions with Steve Snyder, Maintenance Supervisor, who has expressed concern on the age of all of the systems in the school. He is constantly repairing and/or replacing parts of systems that have previously failed. His primary concern is the mechanical, electrical and plumbing systems.

The primary mechanical, electrical and plumbing systems in the school are near or past the end of their service life. Most of them are original to the building when it was constructed in 1974. The mechanical systems are: the heat generating system (the boiler), the cooling generating system (four rooftop evaporative cooling units and two terminal package units), the air distribution system (supply and return air ducts), the radiant heating system (window/baseboard radiators and plumbing) and the controls and instrumentation system. The electrical systems are comprised of the main electrical service and distribution system, lighting and branch wiring, fire protection system, and communications and security systems. The plumbing systems are: the domestic water distribution systems, the plumbing fixtures, the sanitary waste system, the rainwater drainage system, and the fire sprinkler system.

The mechanical systems estimate may be underestimated. The air distribution system is zoned incorrectly. A properly designed and installed air distribution system for a building that has east-west orientation would service the south and north sides of the building independently. This would allow for the system to cool the south side of the building as it heats up and keep the north side at a moderate temperature. However, the building is zoned in a east-west orientation and, therefore, when the temperature on the south side of the building rises and cool air is introduced to moderate it, it also cools the north side of the building and makes the occupants on that side of the building cold and uncomfortable. Also, the return-air depends on an open plenum design. This system is not the most efficient due to numerous walls constructed to the underside of the

structure, thereby impeding air flow, and the possible movement of air back-and-forth in the plenum, based on the food odors that derive from the kitchen. In addition, the kitchen does not have an independent exhaust system, which would reduce the odors and heat produced in the kitchen. If the system was to be replaced, additional funds, on top of the current estimate, would need to be included to redesign it and provide a ducted return-air system to eliminate the existing issues.

The electrical system estimate may be overestimated due to current communications and security upgrades and the remodeling done prior to the school opening in 2000 and remodels done in 2004 and 2005. However, a majority of the electrical system is past its service life. The system is also 'maxed out' and no more service can be added within the building. In addition, Steve Snyder was advised that parts of the system may be susceptible to failure and fire.

The plumbing system estimate may be overestimated due to the remodeling done prior to the school opening in 2000 and remodels in 2004 and 2005. However, the plumbing fixtures are an older model. Despite most of them having automatic flush or activation sensors, they are not as efficient as current models.

MEP EVALUATION AND ANALYSIS

The assessment done by the CDE in 2008, and revised in 2014, highlighted the need for a serious examination of our state of affairs by the school's Board and Administration. The realization that most of the building systems were reaching or had passed their designed life expectancy launched the discussion on the future of the school facilities in 2013.

One metric stands out amongst all of the others compiled in the assessment; that is, the Facility Condition Index. The school Facility Condition Index is listed at 71.82%. This very high percentage/ratio (the cost to correct a facility's deficiencies to the Replacement Value of the facility) mandated the school Board and Administration ask questions about where the school was headed: either we continue to invest in the current facilities or we look into relocating.

In addition to the CDE report, other professionals, primarily mechanical and electrical engineers and contractors, have made preliminary assessments of the physical facilities of the school. They too concur that the building systems are reaching or are past their designed lifespan, and are inefficient, non-code compliant and need to be replaced.

OPERATIONS AND MAINTENANCE ASSESSMENT, EVALUATION AND ANALYSIS

The operation of the school building and property is done fairly well and economically. Although many of the building systems are aging they have never been an impediment to the operation of the school. The largest support service, the cafeteria (lunchroom and kitchen), does an adequate job providing the students with a healthy lunch. It does not serve breakfast.

However, the kitchen is not a full-service kitchen and only offers a small variety of lunches due to its limited preparation facilities and storage capacity. If it was a full-service kitchen, with adequate storage, the staff would be able to serve a greater variety of lunches, with healthier entrees and fresh foods.

The building and property are well-maintained. The Maintenance Supervisor is the only full-time employee and caretaker of the facility. He has assistance, on small maintenance projects, from parent-volunteers who have specific professional backgrounds in electrical, painting, etc. However, when a larger project requires professional expertise, or needs to done quickly, he will solicit bids for the work and manage its implementation. Many of the building systems are automated; however, he is often making adjustments to the mechanical system with frequent complaints about the air circulation and temperature throughout the building. Much of his routine is spent simply maintaining the building systems. This does not allow him time to get ahead of things or pre-emptively fix or upgrade systems before they are in need of repair. There have been discussions of composing and implementing a Capital Renewal Plan, but the process to do so has not yet begun.

XII - SQUARE FOOTAGE ASSESSMENT, EVALUATION AND ANALYSIS

ASSESSMENT
Colorado Department of Education Facility Construction Guidelines

These guidelines are not mandatory, but are standards that each school should strive to meet. Section 4.3.1.1- Minimum occupancy requirements for schools:

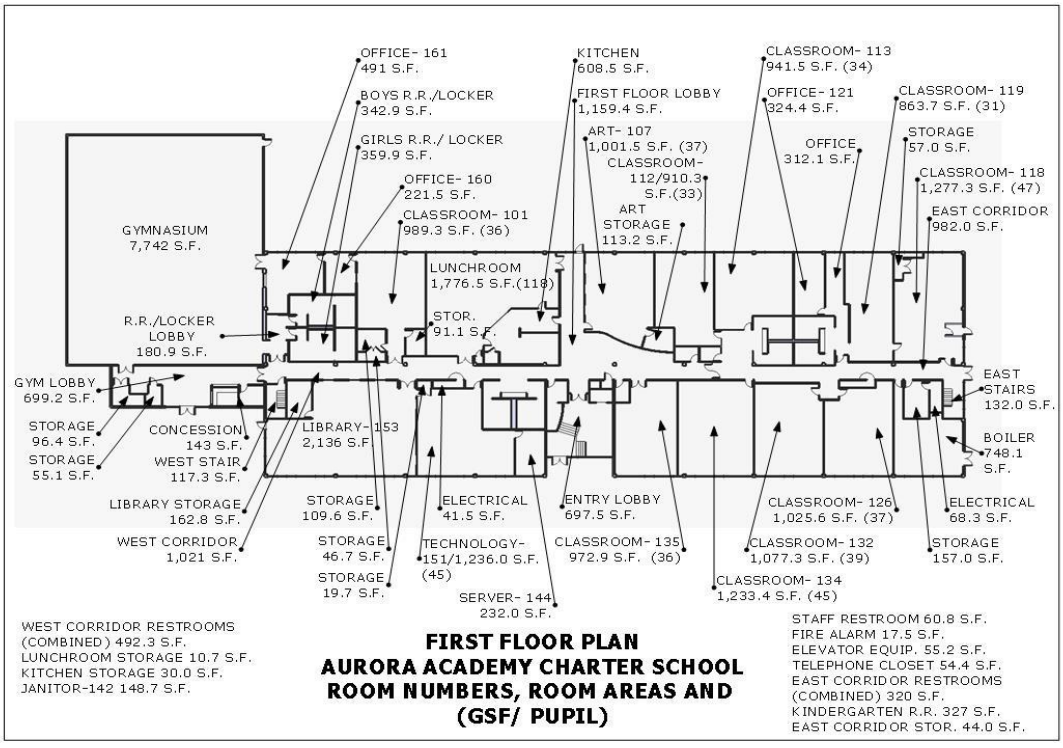
Median Gross Square Foot (GSF) Per Pupil								
	Traditional ES (K-5)		Traditional MS (6-8)		Traditional HS (9-12)		Traditional K-12	
F.T.E.s	GSF/Pupil	Total GSF	GSF/Pupil	Total GSF	GSF/Pupil	Total GSF	GSF/Pupil	Total GSF
100	151	15,064	161	16,102	192	19,183	164	16,393
200	146	29,197	159	31,813	190	38,030	161	32,298
300	141	42,401	157	47,136	188	56,540	159	47,715
400	137	54,674	155	62,068	187	74,713	157	62,645
500	132	66,017	153	76,610	185	92,550	154	77,087
600	127	76,429	151	90,763	183	110,050	152	91,041
700	123	85,912	149	104,526	182	127,214	149	104,508
800	118	94,464	147	117,899	180	144,041	147	117,488
900	113	102,086	145	130,883	178	160,531	144	129,979
1000	109	108,778	143	143,476	177	176,685	142	141,984
1100	104	114,540	142	155,680	175	192,502	140	153,500
1200	99	119,371	140	167,494	173	207,982	137	164,529

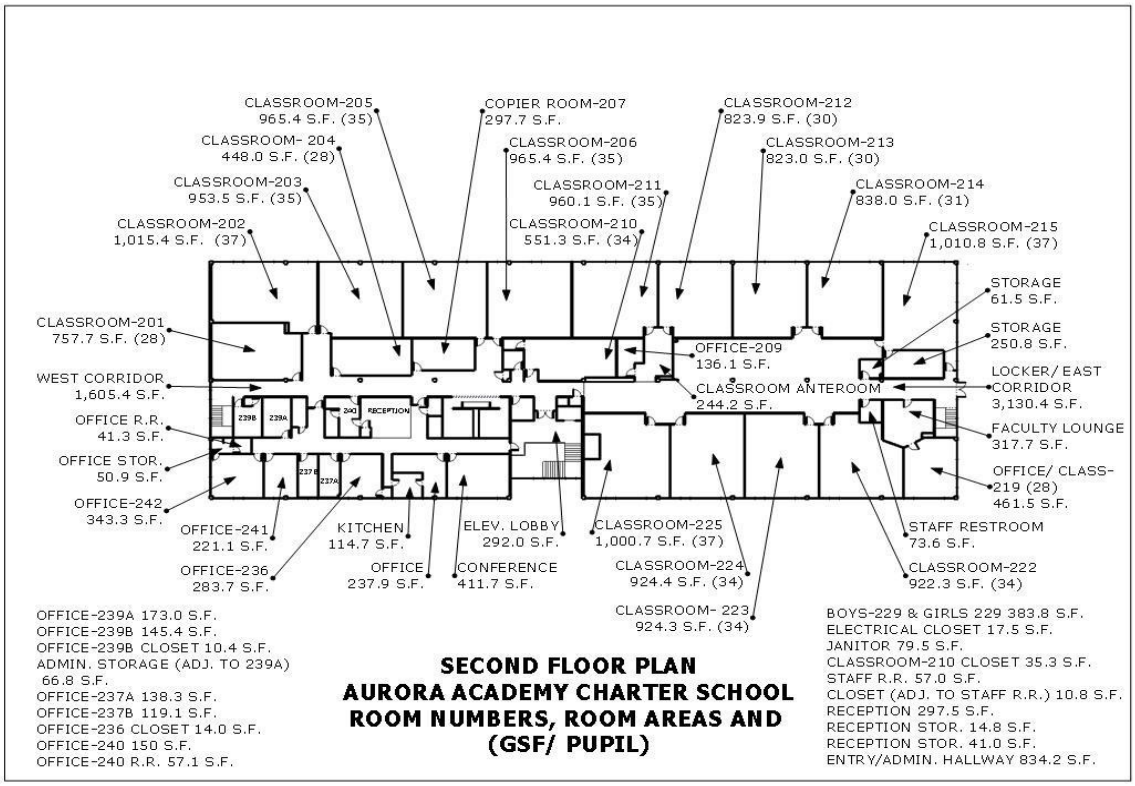
Aurora Academy is a K-8 school with many shared spaces between the Elementary and Middle Schools.The total Gross Square Footage of the facility is 63,430 Square Feet. The occupancy during the 2014-15 school year was 540 students or 524 Full-Time Equivalent (FTE). The Elementary school had 362 FTE and the Middle School 162 FTE. Per the table, an Elementary school with a 362 FTE, should have approximately 137-141 gross square feet per pupil and the Middle School with a 162 FTE should have approximately 159-161 gross square feet per pupil. The Gross Square Footage per Pupil in the facility is 121 (63,430 Square Feet/ 524 FTE). As noted earlier, both schools share many spaces within the building; therefore, it is difficult to separate the gross square footage of the building into either the Elementary or the Middle School; thus, it is hard to make a direct comparison between what is required, per the table, and the GSF/ Pupil in the building.

Square Foot (SF) Values - Core Classrooms (Minimum (Min) classroom size = 675 sf)								
	ES Min (24-30 FTES)		MS Min (24-30 FTES)		HS Min (24-30 FTES)		K12 Min (24-30 FTES)	
F.T.E.s	SF/Pupil	Total SF	SF/Pupil	Total SF	SF/Pupil	Total SF	SF/Pupil	Total SF
Kindergarten	38	1,140	-	-	-	-	38	1,140
Grade 1	32	960	-	-	-	-	32	960
Grade 2	32	960	-	-	-	-	32	960
Grade 3	32	960	-	-	-	-	32	960
Grade 4	30	900	-	-	-	-	30	900
Grade 5	30	900	-	-	-	-	30	900
Grade 6	-	-	30	900	-	-	30	900
Grade 7	-	-	28	840	-	-	28	840
Grade 8	-	-	28	840	-	-	28	840
Grade 9	-	-	-	-	28	840	28	840
Grade 10	-	-	-	-	28	840	28	840
Grade 11	-	-	-	-	28	840	28	840
Grade 12	-	-	-	-	28	840	28	840
Montessori	40	1,200	40	1,200	40	1,200	40	1,200
Expeditionary	36	1,080	36	1,080	36	1,080	36	1,080

Despite the low overall calculation of gross square footage per pupil, ¾ of the core classrooms (17 out of 22), based on 27 students per room, have a greater gross square footage per pupil than the required amount listed in the table above.

Existing building floor plans





EVALUATION AND ANALYSIS

The review of the school's median gross square footage per pupil, 121 gsf/ pupil, indicates that the square footage per pupil is significantly less than what is recommended by the Colorado Department of Education Guidelines. As noted in the assessment, since the school serves Kindergarten through Eighth grade, and nearly all of the supplemental instruction spaces, such as music, technology, etc., are used by all of these grades, it is difficult to separate the gross square footage of the building into either the Elementary or the Middle School. Thus, it is difficult to make a direct comparison between what is required, per the guidelines, and the GSF/ Pupil in Aurora Academy's building. However, the square footage of the core classrooms within the school, for the most part, are adequate, based on the CDE guidelines. Seventeen of the twenty-two core classrooms meet or exceed the minimum square footage for a core classroom. Of those five classrooms which do not meet the minimum classroom square footage, only one (a Kindergarten classroom) is significantly smaller than the recommended size. Therefore, based on this analysis, despite the lower than recommended gross square footage per pupil, the students have enough space in the core classrooms except for the aforementioned, and thus there is no need to remodel classrooms to gain additional space.

XIII - SITE ASSESSMENT, EVALUATION AND ANALYSIS

SITE ASSESSMENT

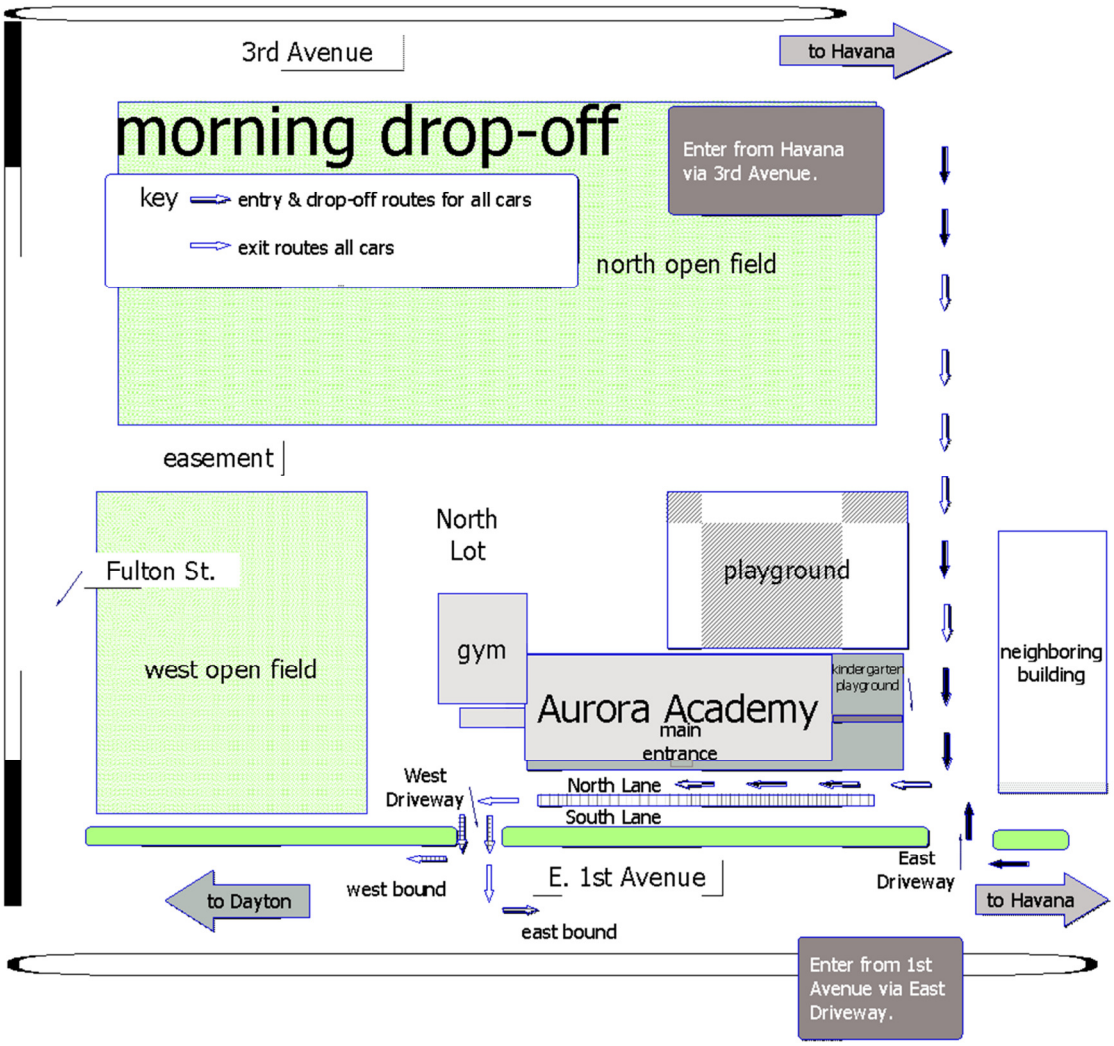
Site Plan

Aurora Academy Charter School occupies 3.213 acres of land at 10251 East First Avenue. The building occupies .8 acres of land with about .9 acres of parking, 1 acre of playgrounds and the remainder as sidewalk and landscaping. The site slopes from south to north with a difference of six feet six inches from the elevation at the Main Entrance doors on the south side of the building to the playground on the north side of the building.

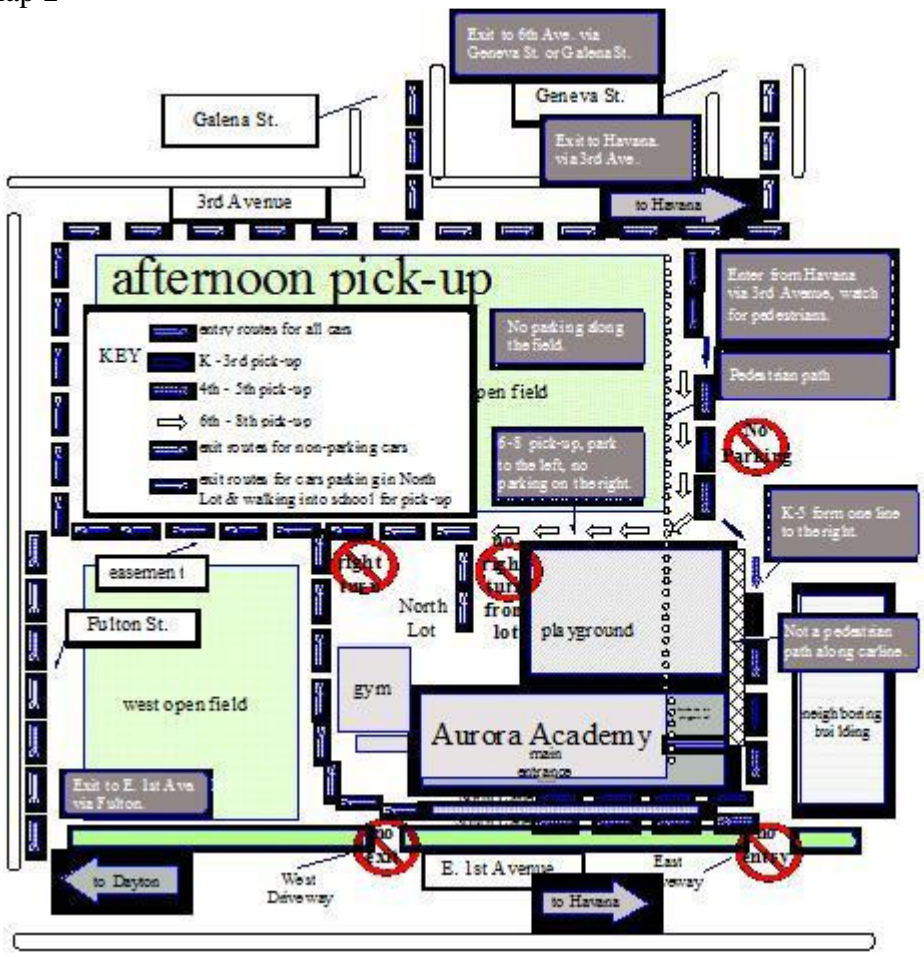
Access to the building from the South Parking Lot is by the sidewalk, directly adjacent to the building, to the Main Entrance, the Gym Entrance, or to the East Entrance. The sidewalk ramps down from the elevation along the building two and half feet to the Gym and East Entrance doors to meet the first floor level. Accessible parking spaces, which meet the American with Disability Act Accessibility Guidelines (ADAAG), are located at the west end of the South Parking Lot. The best path of travel to enter the building for a disabled person is from these parking spaces to the Gym Entrance doors. The sidewalk slope does not exceed the maximum permitted by the ADAAG. Pedestrian accessibility access from the sidewalk along First Avenue does not meet the ADAAG. ADAAG Section 206.2.1, Arrival Points, notes that one accessible route from a public street and sidewalk be provided to an accessible building entrance. The primary access from the North Parking Lot and the Playground is the exterior 'back door' located between the Art Room and the Cafeteria. This door is not on an accessible route and is reached by a set of stairs.

The majority of vehicular traffic on the property happens at two times each school day. The morning carline in the South Parking Lot in front of the building and along the main playground fence and in the North Parking lot begins around 7:30 am and lasts until 8:00 am, see map 1. The afternoon carline begins as early as 2:30 pm and lasts until 3:30 pm, see map 2. During both times no parking is allowed in the South Parking Lot and ingress and egress points to the property are limited, especially in the afternoon.

Map 1


3rd Avenue
to Havana
morning drop-off
Enter from Havana via 3rd Avenue.
key
entry & drop-off routes for all cars
exit routes all cars
north open field
easement
Fulton St.
west open field
North Lot
gym
playground
kindergarten playground
Aurora Academy
main entrance
neighboring building
West Driveway
North Lane
South Lane
East Driveway
to Dayton
west bound
E. 1st Avenue
east bound
to Havana
Enter from 1st Avenue via East Driveway.

Map 2



The afternoon 'carline' poses some problems for the surrounding neighborhood streets. As dismissal time approaches at 3:15 pm, the vehicle queue will back up in both directions on 3rd Avenue, many times reaching as far as Havana Avenue. This backup may last for only 15 minutes, but it has resulted in some complaints from neighborhood residents. In addition, vehicular traffic leaving the property often backs up at the Fulton and First Avenue intersection. There is significantly more traffic in the afternoon along First Avenue, making it difficult to turn left from Fulton onto First Avenue eastbound. This often results in a line of vehicles back to the gym. Also, many parents park their vehicles along Fulton Street, near First Avenue, adding to the congestion. As a commuter school, with only a few students who either live in the neighborhood or take an RTD bus, there is only a low level of pedestrian traffic around the school. Pedestrian traffic in the morning is sporadic and arrives within a half hour window and thus there is not much vehicular and pedestrian interaction. However, in the afternoon many students leave school

and walk along the parking lot edge to 3rd Avenue. The pedestrian crossing and the control of vehicular traffic at Third Avenue and Geneva Street is controlled by a school staff member.

The school has two playgrounds. The main playground is for first through eighth grades on the north side of the building and a smaller playground on the east side of the building is for the kindergarten students. The main playground is primarily asphalt and has a play structure with artificial grass, a basketball court, a kickball court, four four-square courts and three picnic tables. The Kindergarten playground has a play structure with artificial grass and some painted asphalt. Both playgrounds are enclosed by an 8' tall chain-link fence and securable gates. Neither of the playgrounds meet ADAAG for accessibility. Neither playground is on an accessible route and the play structures do not meet the guidelines.

The school property is not large enough for any grass area or athletic fields. The physical education curriculum, school events, outdoor recess, and school soccer teams are hindered by the lack of adequate facilities. The soccer team practices at a small public park a block away and the end of the school year 'field day' is held on the neighbors' open land.

Site lighting is generally adequate. Lighting on the south, west and east sides of the building are provided by wall-mounted fixtures. Lighting on the north side of the building is provided by wall-mounted fixtures and three pole-mounted fixtures, two in the parking lot and one in the main playground.

Drainage of the site is only fair and has caused problems in the North Parking Lot in the past years. All drainage is directed to the north. Roof drainage from the main building is directed by pipe to the east side of the property where the water discharges from a drain pipe outside of the Kindergarten fence into a concrete pan. That water runs north along the east property line and connects with the neighbors' concrete pan which runs to the corner of 3rd Avenue and Geneva Street. The water on the south side of the building drains either to the east or the west of the building. The water from the gym roof drains directly onto the west side drive and the North Parking Lot where the water sheet flows to the north and either collects in the parking lot or finds its way to the neighbor's property. During the winter, this causes areas of ice which are a constant hazard and maintenance problem.

There are two other significant site issues. The building does not have a loading dock; thus, loading and unloading is done near the Gym Entrance. This causes traffic-flow problems, especially if it happens right before the start of school. Also, the distance for deliveries, especially to the kitchen, is a fair distance down the main first floor corridor. The trash enclosure, located on the north side of the building about 20 feet from the 'back door,' attracts mice from the surrounding fields. This has led to a few of them finding their way into the building.

Emergency and fire department access to the property and building is adequate. The fire department has access to all four sides of the building with parking lots and drives coming within a few feet of the building. Two large gates, one at the east and another at the west end of the playground, allow for fire department vehicle access to the north side of the building.
The electrical, water and gas service enter the property approximately 50' west of the east driveway along First Avenue. These services enter the mechanical and electrical rooms on the first floor in the southeast corner of the building. An electrical transformer box and natural gas pipes are located outside the southeast corner of the building next to or in the sidewalk leading to the East Entry doors. The telecommunications service, including fiber-optic service, enters the property at approximately 30' from the east driveway at First Avenue, but continues north, under the kindergarten playground, until it reaches the northeast corner of the building where it enters the telecommunications closet.

EVALUATION AND ANALYSIS

It is clear that the property of the school is too small. The number of vehicular parking spaces barely meets the minimum required by the zoning code. In addition, during afternoon recess and major events, parents park in our neighbor's parking lot and along the adjoining streets. More importantly, the main playground is only a modest size and can get quite congested when five or six classrooms are using it during the lunch recess. During the winter and after a snowstorm, the size of the playground is further reduced as the shade from the building hinders the melting of the snow. Furthermore, there are no natural amenities, such as grass or trees, for the students to use during these periods. The size of the property does not allow for a large grass field to accommodate physical education, interscholastic sports and major events, such as Falcon Fest (the annual field day). The desire for more property to provide better vehicular parking spaces and physical education amenities has been discussed for many years and is at the top of the "wish list" when the school has the opportunity to obtain additional property.

"Carline" in the morning and afternoons, before and after school, will continue to be a minor issue in the surrounding streets and neighborhood. As previously noted, parking spaces are limited, especially in the afternoon and this will continue until additional land is acquired and additional parking is added to alleviate the problem. However, as stated earlier, the neighbor may decide to develop the adjacent property and then there will be an even larger problem with traffic congestion and parking. This would likely hinder the smooth operation of the school; however, if the school were to obtain the surrounding property, this issue would no longer be a threat.

The site drainage on the property is not ideal. Water draining from the parking lots or from the roof of the building ends up in a concrete pan along the east side of the property or 'sheet flows' across the parking lot north of the gym and onto the neighbor's property. Thus, during the winter, a section of the parking lot shaded by the gym, becomes icy and is then a liability and maintenance issue. The best solution to these problems is to direct the runoff into natural

vegetated swales and move the parking spaces further north out of the shade of the building. The only possibility to make this move is to purchase the property to the north.

The lack of a loading dock is also a minor problem. Deliveries, primarily of food for the cafeteria, must be done through the Gym entrance and sometimes coincide with the morning drop off. Though the delivery trucks are rarely an impediment to vehicular traffic, it would be ideal to dedicate a safe area for deliveries and remove them completely from the flow of traffic.

One potential site hazard, noted in the Colorado Department of Education Facility Assessment, are the utilities located at the southeast corner of the building. The natural gas piping and the electrical transformer box should be better secured and separated from the adjacent pedestrian paths.

There are a few site improvements that could be made in the short-term, such as the roof drainage and providing better protection to the utilities at the southeast corner of the building, but most of the site issues are directly related to the size of the property and the need for more space. The school should continue a dialog with the neighbors about their plans for their property and possibly acquiring it in the near future.

XIV - TECHNOLOGY

Technology Infrastructure and Network Topology

- Source of bandwidth and internet connectivity: Integra at 50 M
- Cabling: CAP5e
- Age of hardware: classroom equipment is on average 5 years or newer; teacher machines are 3 years or newer; backup appliance is 3 years old

Network Infrastructure

- Data network equipment: one Dell PowerEdge student server is 6 years old; two Aberdeen QuadCore faculty servers (one for email and one for data) are 2 years old; 13 unmanaged GigE switches are 2 years old
- Voice network equipment: NEC digital system is 2 years old
- Firewall and security: FortiNet 60D router firewall and content filter
- Backup and recover: OBIE Cloud backup (local backup and off site cloud)
- Availability and campus connectivity: none

System Standards and Specifications

- Operating system: Microsoft 2008 R2 3 servers; desktop operating system is Microsoft Windows 7 Pro; Microsoft Active Directory
- Email services: Exchange 2010
- Wireless services: Over the Counter EnGenius with 9 access points

Educational Technology

- Student equipment: every 22 grade-level classrooms have 5 student computers with Windows 7 Professional, totaling approximately 110 computers; 5 special services classrooms have 1 student computer with Windows 7 Professional; 2 mobile carts with 54 laptops with Chrome OS
- Student laboratory equipment: one lab with 29 computers with Windows 7 Professional; one lab with 29 computers with Chrome OS2
- Other classroom equipment: overhead mounted projectors and document cameras in every major classroom, totaling over 27 of each
- SmartBoard: none

XV - FUTURE USE ANALYSIS WITHIN THE COMMUNITY

As a charter school, semiautonomous from the Aurora Public School District, there has never been an in-depth discussion with the district or the public about the schools' role within the community. As a public entity, the school does provide an education to those students, who are selected through the lottery process, and it has hosted a variety of community organizations, such as the Cub and Girl Scouts, but it has never been the center of the neighborhood or community, hosting community meetings or hosting health, recreational or library services.

As a result of this planning process, the future use of the facilities will primarily remain for educational use. The school will continue to host student-oriented organizations, such as the Cub and Girl Scouts, but the lack of space, the security, and liability issues has led the school to the conclusion that opening up the facilities to greater community use would be infeasible.

XVI- STRATEGIC PLAN FOR IMPLEMENTATION

OPTIONS FOR FACILITIES

A thorough evaluation and analysis of the assessment data have revealed five different options for the future of the school facilities. They range from remaining at the current building and property (and continuing to maintain it) to buying vacant property and building new facilities. Option #3 has three sub-options, which are related to the acquisition of the adjacent land to the existing school location. Each option includes the pro's and con's of each choice and a rough cost estimate to renovate the existing facilities, construct a new facility or a combination of options in-between.

	PROS	CONS
Option #1: Remain in the existing building and property- $14,645,819. This budget is based on the original CDE Assessment done in 2008. Although we have made some significant improvements in the building since 2008, we haven't addressed the largest systems, such as the Heating, Ventilation and Air Conditioning (HVAC), Electrical and Plumbing systems. These systems are either reaching or have already reached the end of their designed service life. In addition, the HVAC system no longer meets the mechanical code and is inefficient compared to today's mechanical systems. The electrical system, for the most part, is past its designed service life and also probably does not meet	• Everyone knows location • No moving worries • Own the building and property • Short-term: central for student population • Have developed relationship with Common Ground Golf Course. Students have had golf lessons and Science classes have had access to the golf course wetlands.	• Short term? • Building FCI is high • Putting more $ into an old building • Not enough space in current building • No field(s) • Insufficient for desired educational programming • Difficult to bring facility into the 21st century • MEP systems budget is around $7 million – to upgrade/replace as necessary • Quality of the Neighborhood • Some flooring has asbestos • Little room for expansion • Exterior is not aesthetically pleasing • No green space - all concrete

today's codes. The same can be said of the plumbing system. The estimated costs to redesign and replace these systems is approximately $7,864,948. Also, the school has outgrown the building as some programs and services do not have a permanent home within the building. In addition, the kitchen and cafeteria are too small to efficiently serve the students. The kitchen does not have an oven.		● Long-term (10 years+) the center of student population will be moving east with growth along the E-470 corridor ● Will our neighbor develop their land to the west, north and east? What impact will this have on the school?
Option #2: Remain in the existing building and property and add 12, 000 s.f. on to the east end of the building, plus remodel approximately 12,000 s.f. within the building: This option includes the scope of work in option #1, plus adding an additional 12,000 square feet of space. An addition to the east end of the building would add an additional classrooms, a new cafeteria and multi-purpose room to the building. However, the garden and kindergarten playground would be lost. In addition, all of the utilities enter at this end of	● Everyone knows location: continuity of student / family community ● Addition of a new cafeteria w/ full kitchen ● Add a multi-purpose room ● Remodel eliminates the Main Entry security problem. Consolidate the Gym and Main Entries into one.	● Putting more $ into an old building ● Limitations as to what we can do because of building FCI and age ● Where to have school during remodel? ● Not a lot of room to remodel ● still not enough space for desired educational programming ● no field(s) ● no green space ● landlocked

the building. There would be a significant cost to relocating them to accommodate the new addition. Remodel to relocate the Administration Offices to the Library space, the Library would move to the Second Grade space and Second Grade classrooms would move to the Administration Office space.		
Option #3a: Remain in the existing building and property , purchase the property to west and construct an addition - $18,870,000. **Addition only- $4.5 million** This option includes the scope of work in Option #1, plus the purchase of the one plus acre of open property to the west of the school property and a 20,000 s.f. two-story addition including a new entry lobby, library, kitchen, cafeteria, music room, conference room and parking lot. **Option #3b: Remain in the existing building and property, purchase the property to the north and west, construct addition and soccer field- $20,200,000.**	a. ● Familiar location ● Carline would be better ● New facility matching our educational programming needs b. ● Same pros/cons as do nothing ● Gain fields and a little bit more parking	a. ● Tight footage/acreage ● Concorde neighbor issues ● City of Aurora street issues? b. ● Tight to fit onto land

This option includes the scope of work in Option #1, plus the purchase of almost six acres of open property to the north and west of the school property, a 20,000 s.f. two-story addition including a new entry lobby, library, kitchen, cafeteria, music room, conference room, parking lot and soccer field. **Option #3c: Remain in the existing building and property, purchase the property to the north and west, construct a new building, to the north along Third Avenue, demolish the existing building after the new building is occupied and construct a soccer field on the old building site- $20,300,000.**		
Option #4: Move and acquire an existing structure with adjacent land for expansion and a field; remodel	● Build to suit ● More economical than a brand new building? ● New neighborhood	● Do not have complete freedom in what to do in space ● Inheriting another old building ● New neighborhood ● More time consuming to find and remodel existing building than to find and build from scratch
Option #5: Move,	● Build to suit	● More expensive than

purchase an open property and build-to-suit new building and property- $20,000,000. This is based on work done by Dustin Jones and his review of available property in Aurora. The advantages of this option are the land costs would be significantly less if the school purchases land in east Aurora, allowing more money to go into the building and infrastructure. However, the location in east Aurora would be a disadvantage due to its distance and access for most of the students. See Appendix A for proposed program for a 80,000 and 90,000 square foot building.	• Can design and build building to meet our educational programming needs exactly • New neighborhood • More flexibility with land	using an existing building? • New neighborhood

HIGH PERFORMANCE OBJECTIVES

The mission and values of Aurora Academy Charter School are centered around the ideals of high performance standards. The school strives to meet its mission and values by providing a well-rounded, rigorous curriculum with high academic standards, mastering advanced academic standards and providing a stable and safe learning environment. This cannot be accomplished with an environment that is not conducive to learning. As the assessment, evaluation and analysis of the building and property have revealed, the facilities should be improved to 1) maximize the health and performance of the students and staff, 2) minimize material waste, pollution and environmental degradation created by the school, and 3) conserve energy, water and other resources to save operating dollars. Currently, the school has not adopted a set of standards and formulated a set of goals in order to achieve the level of a "high performing" school. The following standards, guidelines and frameworks from the Collaborative for High Performing Schools, the United States Department of Education Green Ribbon Schools Program and the United States Green Building Council Center for Green Schools should provide the basis for new high performing school standards and goals.

The Collaborative for High Performing Schools Criteria Summary:
http://www.chps.net/dev/Drupal/node/212

Integration
Integrated Design
    Integrated Design 1 and Enhanced Integrated Design 2
District Level Commitment
School Master Plan
High Performance Transition Plan
Educational Display
Educational Integration
Demonstration Area
Climate Change Action / Carbon Footprint Reporting
Crime Prevention Through Environmental Design
Innovation

Indoor Environmental Quality
HVAC Design – ASHRAE 62.1
    HVAC Design – ASHRAE 62.1
    Enhanced Filtration
    Dedicated Outdoor Air System
Pollutant & Chemical Source Control
Outdoor Moisture Management
Ducted Returns

Construction Indoor Air Quality Management
    Construction Indoor Air Quality Management
    Moisture Management
Post Construction Indoor Air Quality
Low Emitting Materials
    Low Emitting Materials
    Additional Low Emitting Materials
Low Radon
Thermal Comfort – ASHRAE 55
Controllability of Systems
    Individual Controllability
    Controllability of Systems
Daylighting
    Daylighting: Glare Protection
    Daylight Availability
Views
Electric Lighting Performance
    Electric Lighting Performance
    Superior Electric Lighting Performance
Acoustical Performance
    Acoustical Performance
    Enhanced Acoustical Performance
Low-EMF Best Practices
    Low-EMF Wiring
    Low-EMF Best Practices

Energy

Energy Performance
    Energy Performance
    Superior Energy Performance
Zero Net Energy (ZNE) Capable
Commissioning
    Commissioning
    Additional Commissioning Qualifications
    Building Envelope Commissioning
Environmental Preferable Refrigerants
Energy Management System
    Energy Management System
    Advanced Energy Management System and Submetering
Natural Ventilation & Energy Conservation Interlocks

Water

Minimum Reduction in Indoor Potable Water Use
Reduce Potable Water Use for Sewage Conveyance

Irrigation & Exterior Water Budget - Use Reduction
Reduce Potable Water Use for Non Recreational Landscaping Areas
Reduce Potable Water Use for Recreational Landscaping Areas
Irrigation Systems Commissioning

Sites
Site Selection
Environmentally Sensitive Land / Preserve Greenspace & Parklands
Minimize Site Disturbance
Construction Site Runoff Control / Sedimentation
Post Construction Stormwater Management
Central Location
Located Near Public Transportation
Joint-Use of Facilities
Human Powered Transportation
Reduce Heat Islands – Landscaping
Reduce Heat Islands – Cool Roofs / Vegetated
Avoid Light Pollution and Unnecessary Lighting
School Gardens
Use Locally Native Plants for Landscape
Storage & Collection of Recyclables
Construction Site Waste Management
Single Attribute – Recycled Content
Single Attribute – Rapidly Renewable Materials
Single Attribute – Certified Wood
Single Attribute – Materials Reuse
Multi-Attribute Material Selection
Building Reuse – Exterior
Building Reuse – Interior
Health Product Related Information Reporting for Building Products

Operations & Metrics
Facility Staff & Occupant Training
Post-Occupancy Transition
Performance Benchmarking
High Performance Operations
Systems Maintenance Plan
Indoor Environmental Management Plan
Green Cleaning
Integrated Pest Management
Anti-Idling Measures
Green Power

United States Department of Education Green Ribbon Schools Framework:
http://www2.ed.gov/programs/green-ribbon-schools/index.html

Reduced Environmental Impact and Costs
Reduced greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements and on-site renewable energy and/or purchase of green power.
Improved water quality, efficiency, and conservation.
Reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste streams.
Expanded use of alternative transportation to, during, and from school, through active promotion of locally-available options and implementation of enabling projects and policies.

Improved Health and Wellness
An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds.
High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.

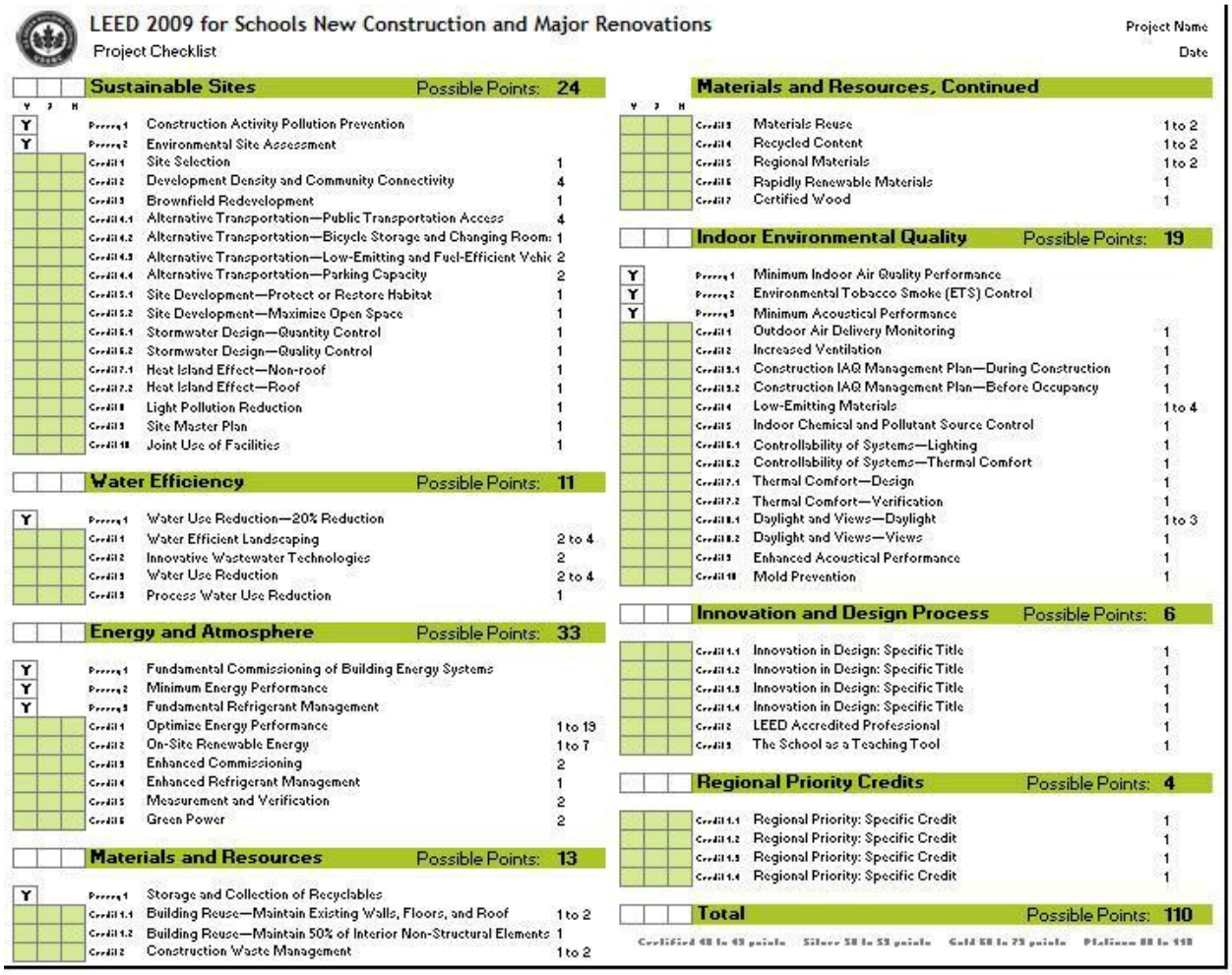
Effective Environmental and Sustainability Education
Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems.
Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy.
Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community.

United States Green Building Council Center for Green Schools The Whole School Sustainability Framework
http://www.centerforgreenschools.org/sites/default/files/resource-files/Whole-School_Sustainability_Framework.pdf

About the Whole-School Sustainability Framework
The framework is founded on the imperative that in order to be successful, sustainability requires a whole-system approach. A Whole-School Sustainability approach requires individuals from across an organization to work together—it cannot be accomplished in a silo. This system

framework is organized into the three components of schools: organizational culture, physical place, and educational program. Within these three components, we have identified a total of nine principles. This report defines each principle and utilizes literature from across the disciplines of social science, business, education, and building science to illustrate how each principle manifests in a school and why it is critical to success. To further illustrate each principle, we have included a short case study on a school or district that exemplifies the principle. Though we present just one aspect of a school or district in each case study, we believe each is practicing whole-school sustainability.

United States Green Building Council LEED for Schools Project Checklist



LEED 2009 for Schools New Construction and Major Renovations

Project Checklist

Project Name

Date

Y	?	N			
Sustainable Sites				Possible Points:	**24**
Y			Prereq 1	Construction Activity Pollution Prevention	
Y			Prereq 2	Environmental Site Assessment	
			Credit 1	Site Selection	1
			Credit 2	Development Density and Community Connectivity	4
			Credit 3	Brownfield Redevelopment	1
			Credit 4.1	Alternative Transportation—Public Transportation Access	4
			Credit 4.2	Alternative Transportation—Bicycle Storage and Changing Room	1
			Credit 4.3	Alternative Transportation—Low-Emitting and Fuel-Efficient Vehic	2
			Credit 4.4	Alternative Transportation—Parking Capacity	2
			Credit 5.1	Site Development—Protect or Restore Habitat	1
			Credit 5.2	Site Development—Maximize Open Space	1
			Credit 6.1	Stormwater Design—Quantity Control	1
			Credit 6.2	Stormwater Design—Quality Control	1
			Credit 7.1	Heat Island Effect—Non-roof	1
			Credit 7.2	Heat Island Effect—Roof	1
			Credit 8	Light Pollution Reduction	1
			Credit 9	Site Master Plan	1
			Credit 10	Joint Use of Facilities	1
Water Efficiency				Possible Points:	**11**
Y			Prereq 1	Water Use Reduction—20% Reduction	
			Credit 1	Water Efficient Landscaping	2 to 4
			Credit 2	Innovative Wastewater Technologies	2
			Credit 3	Water Use Reduction	2 to 4
			Credit 4	Process Water Use Reduction	1
Energy and Atmosphere				Possible Points:	**33**
Y			Prereq 1	Fundamental Commissioning of Building Energy Systems	
Y			Prereq 2	Minimum Energy Performance	
Y			Prereq 3	Fundamental Refrigerant Management	
			Credit 1	Optimize Energy Performance	1 to 19
			Credit 2	On-Site Renewable Energy	1 to 7
			Credit 3	Enhanced Commissioning	2
			Credit 4	Enhanced Refrigerant Management	1
			Credit 5	Measurement and Verification	2
			Credit 6	Green Power	2
Materials and Resources				Possible Points:	**13**
Y			Prereq 1	Storage and Collection of Recyclables	
			Credit 1.1	Building Reuse—Maintain Existing Walls, Floors, and Roof	1 to 2
			Credit 1.2	Building Reuse—Maintain 50% of Interior Non-Structural Elements	1
			Credit 2	Construction Waste Management	1 to 2

Y	?	N			
Materials and Resources, Continued					
			Credit 3	Materials Reuse	1 to 2
			Credit 4	Recycled Content	1 to 2
			Credit 5	Regional Materials	1 to 2
			Credit 6	Rapidly Renewable Materials	1
			Credit 7	Certified Wood	1
Indoor Environmental Quality				Possible Points:	**19**
Y			Prereq 1	Minimum Indoor Air Quality Performance	
Y			Prereq 2	Environmental Tobacco Smoke (ETS) Control	
Y			Prereq 3	Minimum Acoustical Performance	
			Credit 1	Outdoor Air Delivery Monitoring	1
			Credit 2	Increased Ventilation	1
			Credit 3.1	Construction IAQ Management Plan—During Construction	1
			Credit 3.2	Construction IAQ Management Plan—Before Occupancy	1
			Credit 4	Low-Emitting Materials	1 to 4
			Credit 5	Indoor Chemical and Pollutant Source Control	1
			Credit 6.1	Controllability of Systems—Lighting	1
			Credit 6.2	Controllability of Systems—Thermal Comfort	1
			Credit 7.1	Thermal Comfort—Design	1
			Credit 7.2	Thermal Comfort—Verification	1
			Credit 8.1	Daylight and Views—Daylight	1 to 3
			Credit 8.2	Daylight and Views—Views	1
			Credit 9	Enhanced Acoustical Performance	1
			Credit 10	Mold Prevention	1
Innovation and Design Process				Possible Points:	**6**
			Credit 1.1	Innovation in Design: Specific Title	1
			Credit 1.2	Innovation in Design: Specific Title	1
			Credit 1.3	Innovation in Design: Specific Title	1
			Credit 1.4	Innovation in Design: Specific Title	1
			Credit 2	LEED Accredited Professional	1
			Credit 3	The School as a Teaching Tool	1
Regional Priority Credits				Possible Points:	**4**
			Credit 1.1	Regional Priority: Specific Credit	1
			Credit 1.2	Regional Priority: Specific Credit	1
			Credit 1.3	Regional Priority: Specific Credit	1
			Credit 1.4	Regional Priority: Specific Credit	1
Total				Possible Points:	**110**

Certified 40 to 49 points Silver 50 to 59 points Gold 60 to 79 points Platinum 80 to 110

FUNDING

Since the purchase of its building in 2000, Aurora Academy Charter School (AACS) has maintained a sound financial structure, keeping its focus on the students and the school's mission and vision. Despite the recession of 2008 and the resulting cuts to most educational institutions' budgets (letting go of faculty and staff, not moving forward on auxiliary programs, etc.), AACS has always kept its budget by focusing on the essential needs of the students.

Due to decisions made by the Colorado legislature, Colorado schools remain underfunded. Aurora Academy has responded to these difficult financial times with fiduciary diligence and a sharp focus on its dedication to the academic welfare and advancement of its students. The outcome of this perseverance is a continued strong academic program and missional integrity; however, it has occurred at the expense of maintaining proper upkeep and care of its facilities. The building is at a critical point and its needs must be addressed or the school's main function, as an academic institution, will begin to be compromised.

Currently AACS receives funding from several state sources:

Source	Projected 2015-2016 (n=521.2)	2014-2015 (n=510.8)
Per Pupil Funding	$7,626.71	$7,304.00
Mill Levy (2008)	$46,300.00	$46,300.00
Mill Levy (2012)	$211,700.00	$211,452.00
Capital Construction Educ Fund	$134,719.41	$86,475.00
English Language Proficiency Act	$43,000.00	$43,102.77

AACS has begun the process of looking for outside grants to supplement funding:

- BEST grant – AACS is working toward applying for a BEST grant in February 2016.
- Gates Family Foundation – outreach to the Gates Family Foundation has begun
- Grant Writing assistance – research is being done to learn more about services available to schools for writing and securing grants

CAPITAL RENEWAL

A Capital Renewal Program (CRP) is essential for any entity who owns and maintains a facility or facilities. The need for a school to develop and implement a program is critical, not only to address aging building systems, but to ensure the students, faculty and staff have a safe and hygienic environment in which to learn and teach. Capital renewal is the planned replacement of building subsystems such as roofs, electrical systems, HVAC systems, and plumbing systems that have reached the end of their useful lives. Without significant reinvestment in building subsystems, older facilities will fall into a state of deteriorating condition and functionality, and the repair and maintenance costs will increase. In other words, assets have a predictable lifespan and we should be able to forecast the facilities needs over a period of years (The Need for Capital Renewal Planning – Scott Leadbetter, CFM 06/27/2014 by John Rimer, International Facility Management Association Northern Rockies Chapter web article).

The school has not developed a Capital Renewal Program, but plans to begin one in the Spring of 2016.

GOALS

Short-term Goals, 1 to 5-years

1. Goal: Advertise, interview and hire an Owner's Representative and Design/Build team.
   Resources Needed: Compose Request for Qualifications/ Proposal (RFQ/P), advertise and chose a team.
   Time Frames: November and December 2015
   Owner: GFC

2. Goal: Finish the first draft of the Facility Master Plan
   Resources Needed: Reviewers
   Time Frames: Finish January 2016
   Owner: GFC

3. Goal: Plan financial future, 1-5 years and 5-10 years.
   Resources Needed: Begin discussions with a financial advisor. Input from Growth Feasibility Committee, RDC, Finance, Administration and Board.
   Time Frames: January 2016, reviewed every 3-5 years
   Owner: Finance

4. Goal: Conceptual design for remodeling and additions with Architect and budget estimate from a Contractor.
   Resources Needed: Input from Growth Feasibility Committee, Administration and Board.
   Time Frames: January 2016
   Owner: GFC

5. Goal: BEST Grant Application.
   Resources Needed: Input and time to complete application from GFC, RDC, Finance, Administration and Board.
   Time Frames: January- February 2016
   Owner: GFC, RDC

6. Goal: Matching Fund Program
   Resources Needed:
   Time Frames: January- July 2016
   Owner: RDC, Finance

7. Goal: Design, production of the Remodel Construction Documents and permitting.
   Resources Needed:
   Time Frames: June- December 2016
   Owner: GFC

8. Goal: Construction
   Resources Needed:
   Time Frames: January- August 2017
   Owner: GFC

9. Goal: Receive BEST Grant Funds
   Resources Needed:
   Time Frames: August 2016
   Owner: GFC, RDC, Finance

10. Goal: Begin planning for additional spaces
    Resources Needed:
    Time Frames: Begin July 2016
    Owner: GFC

11. Goal: Design East Addition and additional remodeling spaces.
    Resources Needed:
    Time Frames: Fall 2017
    Owner: GFC

12. Goal: Develop a Sustainability Plan
    Resources Needed:
    Time Frames: Spring 2016
    Owner: GFC

13. Goal: Develop an Operations and Maintenance Plan
    Resources Needed:
    Time Frames: Spring 2016
    Owner: GFC

14. Goal: Review and amend the Facility Master Plan
    Resources Needed: Input from all stakeholders
    Time Frames: Yearly
    Owner: GFC

15. Goal: Begin development of a Capital Renewal Program
    Resources Needed:
    Time Frames: March 2016-
    Owner: GFC

Long-term Goals, 5 to 10-years

16. Goal: Develop Educational Specifications
    Resources Needed: Input from Administration, Staff and Board
    Time Frames:
    Owner: GFC

17. Goal: New or additional school facility
    Resources Needed: Input from all stakeholders
    Time Frames: Mid 2020's
    Owner: GFC

XVII- CONCLUSION

The master planning effort originated from the need of an analysis of the entire Aurora Academy Charter School facility, the state of the building and the needs and deficiencies that still existed after a number of addition and renovation projects. This began a process that included cost estimating by JHL Constructors and review by Kenny Davis Architects along with a building assessment by structural engineer Next Level Inc. and mechanical/electrical engineer, MDP Engineering Inc. From this facility assessment the master plan took shape and was completed by the team to meet the 2016 BEST Grant Application deadline.

The immediate needs have been identified, they are: a safe and secure school environment, complete ADA compliance, additional classrooms and office/meeting spaces. The conclusion of this Master Plan effort and proposed project addresses all of these issues.

Pending funding ability and the application and selection of this project for a 2016 BEST Grant, the school will be prepared to move forward and realize this master plan. This master plan is intended to help the school with short term decisions that provide for long term solutions that will serve this community in future years.

VIII- APPENDIX

Appendix A

OPTION #5- 80,000 S.F. NEW BUILDING

Existing Square Footage/ Occupancy						New Square Footage- 80k/ Occupancy				
Room #	Room Name	Room Type	Square Footage	Occ. Load	Occupants	Room Name	Room Type	Square Footage	Occ. Load	Occupants
	Classrooms					**Classrooms**				
118	Kindergarten	Classroom	1,277.30	20	63.00	Kindergarten	Classroom	1,000.00	20	50.00
119	Kindergarten	Classroom	863.70	20	43.00	Kindergarten	Classroom	1,000.00	20	50.00
126	Kindergarten	Classroom	1,025.60	20	51.00	Kindergarten	Classroom	1,000.00	20	50.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
112	1st Grade	Classroom	910.30	20	45.00	1st Grade	Classroom	900.00	20	45.00
113	1st Grade	Classroom	941.50	20	47.00	1st Grade	Classroom	900.00	20	45.00
132	1st Grade	Classroom	1,077.30	20	53.00	1st Grade	Classroom	900.00	20	45.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
101	2nd Grade	Classroom	989.30	20	49.00	2nd Grade	Classroom	900.00	20	45.00
134	2nd Grade	Classroom	1,233.40	20	61.00	2nd Grade	Classroom	900.00	20	45.00
135	2nd Grade	Classroom	972.90	20	48.00	2nd Grade	Classroom	900.00	20	45.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
						K-2 Teacher Collaboration	Business	450.00	50	9.00
205	3rd Grade	Classroom	965.40	20	48.00	3rd Grade	Classroom	900.00	20	45.00
206	3rd Grade	Classroom	965.40	20	48.00	3rd Grade	Classroom	900.00	20	45.00
						3rd Grade	Classroom	900.00	20	45.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
202	4th Grade	Classroom	1,015.40	20	50.00	4th Grade	Classroom	900.00	20	45.00

203	4th Grade	Classroom	953.50	20	47.00	4th Grade	Classroom	900.00	20	45.00
						4th Grade	Classroom	900.00	20	45.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
211	5th Grade	Classroom	960.10	20	48.00	5th Grade	Classroom	900.00	20	45.00
212	5th Grade	Classroom	823.90	20	41.00	5th Grade	Classroom	900.00	20	45.00
						5th Grade	Classroom	900.00	20	45.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
						3-5 Teacher Collaboration	Business	450.00	50	9.00
224	6th Grade	Classroom	924.40	20	46.00	6th Grade	Classroom	900.00	20	45.00
225	6th Grade	Classroom	1,000.70	20	50.00	6th Grade	Classroom	900.00	20	45.00
						6th Grade	Classroom	900.00	20	45.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
213	7/8th Grade	Classroom	823.00	20	41.00	7/8th Grade	Classroom	900.00	20	45.00
214	7/8th Grade	Classroom	838.00	20	41.00	7/8th Grade	Classroom	900.00	20	45.00
222	7/8th Grade	Classroom	922.30	20	46.00	7/8th Grade	Classroom	900.00	20	45.00
223	7/8th Grade	Classroom	924.30	20	46.00	7/8th Grade	Classroom	900.00	20	45.00
						7/8th Grade	Classroom	900.00	20	45.00
						7/8th Grade	Classroom	900.00	20	45.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
						6-8 & Specials Teacher Collaboration	Business	720.00	50	14.00
	Specials					**Specials**				
215	Science	Classroom	1,010.80	20	50.00	Science	Classroom	1,000.00	20	50.00
	Science Storage	Storage	250.80	300	0.00	Science Storage	Storage	250.00	300	0.00
107	Art	Classroom	1,001.50	20	50.00	Art	Classroom	1,250.00	20	62.00
	Art Storage	Storage	113.20	300	0.00	Art Storage	Storage	200.00	300	0.00
151	Technology	Classroom	1,236.00	20	61.00	Technology	Classroom	1,250.00	20	62.00
	Technology Storage	Storage	19.70	300	0.00	Technology Storage	Storage	50.00	300	0.00
153	Library	Library	2,136.00	26	82.00	Library	Library	2,500.00	26	96.00

	Library Storage	Storage	162.80	300	0.00	Library Storage	Storage	200.00	300	0.00
	Gymnasium	Assembly/ Exercise	7,742.00	25	309.00	Gymnasium	Assembly/ Exercise	10,000.00	25	400.00
161	Gymnasium Office/ Storage	Business	491.00	100	4.00	Gymnasium Office	Office	100.00	100	1.00
						Gymnasium Storage	Storage	300.00	300	1.00
	Boys RR/ Locker	Locker	342.90	50	6.00	Boys RR/ Locker	Locker	400.00	50	8.00
	Girls RR/ Locker	Locker	359.90	50	7.00	Girls RR/ Locker	Locker	400.00	50	8.00
	Concession	Mercantile	143.00	30	4.00	Concession	Mercantile	150.00	30	5.00
	Gym Lobby Storage(2 rooms)	Storage	61.50	300	0.00	Gym Lobby Storage	Storage	150.00	300	0.00
119	Cafeteria	Assembly	1,776.00	15	118.00	Cafeteria	Assembly	3,700.00	15	246.00
	Kitchen	Kitchen	608.50	200	3.00	Kitchen	Kitchen	1,250.00	200	6.00
	Kitchen Storage	Storage	100.00	300	0.00	Kitchen Storage	Storage	250.00	300	0.00
201	Keyboarding	Classroom	757.70	20	37.00	Keyboarding	Classroom	800.00	20	40.00
	Music Office	Business	221.50	100	2.00	Music Office	Business	100.00	100	1.00
						Music	Classroom	1,250.00	20	62.00
						Music Storage	Storage	200.00	300	0.00
						Music Practice Rooms (2 rooms)	Classroom	120.00	50	2.00
204	Classroom	Classroom	448.00	20	22.00	Classroom	Classroom	500.00	20	25.00
210	Classroom	Classroom	551.30	20	27.00	Classroom	Classroom	500.00	20	25.00
	Kindergarten Para	Business	150.00	100	1.00	Kindergarten Para/ incl. in Teacher Collaboration	Business			
	Administration					**Administration**				
	Reception	Business	297.50	100	2.00	Reception	Business	200.00	100	2.00
	Reception Storage	Storage	55.80	300	0.00	Reception Storage	Storage	80.00	300	0.00
						Waiting Area	Assembly	150.00	15	10.00
						Records/ Files	Storage	150.00	300	0.00
	Conference	Assembly	411.70	15	27.00	Conference	Assembly	500.00	15	33.00
						Meeting Rm.	Assembly	150.00	15	10.00
	Volunteer Office	Business	237.90	100	2.00	Volunteer Office	Business	300.00	100	3.00
236	Business Manager	Business	300.00	100	3.00	Business Manager	Business	300.00	100	3.00
	Bus. Mgr. Storage	Storage	14.00	300	0.00	Bus. Mgr. Storage	Storage	50.00	300	0.00

237A	Counselor	Business	138.30	100	1.00	Counselor	Business	150.00	100	1.00
237B	Admin. Asst.	Business	119.10	100	1.00	Admin. Asst.	Business	150.00	100	1.00
241	Asst. Principal	Business	221.10	100	2.00	Asst. Principal	Business	250.00	100	2.00
						Asst. Principal	Business	250.00	100	2.00
242	Principal	Business	343.30	100	3.00	Principal	Business	350.00	100	3.00
	Principal Storage	Storage	50.90	300	0.00	Principal Storage	Storage	50.00	300	0.00
	Principal R.R.		41.30			Employee R.R.		60.00		
	Admin. Storage	Storage	66.80	300	0.00	Admin. Storage	Storage	100.00	300	0.00
240	Health Office	Business	150.00	100	1.00	Health Office	Business	250.00	100	2.00
	Health Office R.R.		57.10			Health Office R.R.		60.00		
239A	Office	Business	173.00	100	1.00	Office	Business	150.00	100	1.00
239B	Office	Business	145.40	100	1.00	Office	Business	150.00	100	1.00
239B	Office Storage	Storage	10.40	300	0.00					
207	Copy Rm.	Business	297.70	100	2.00	Copy Rm.	Business	300.00	100	3.00
144	IT Office	Business	232.00	100	2.00	IT Office	Business	150.00	100	1.00
121	Maint. Office	Business	324.40	100	3.00	Maint. Office	Business	100.00	100	1.00
						Maint. Shop/Storage	Business	200.00	100	2.00
						Office- previously located in the Maint. Office	Business	150.00	75	2.00
209	Office	Business	136.10	100	1.00	Office- need to include in Admin.	Business	125.00	100	1.00
219	Office/ Classroom	Classroom	461.50	20	23.00	Office- Literacy	Business	180.00	60	3.00
	Faculty Lounge	Business	317.70	15	21.00	Faculty Lounge	Business	300.00	15	20.00
	Storage					**Storage**				
	Storage adj. to 101	Storage	109.60	300	0.00					
	Storage adj. to 101	Storage	46.70	300	0.00					
	Storage adj. to 101	Storage	91.10	300	0.00					
	Storage adj. to Electrical Rm.	Storage	157.00	300	0.00					
	Gym Lobby Storage adj. to Gym Lobby	Storage	151.50	300	0.00					
	East Corr. Storage	Storage	44.00	300	0.00					
	Storage adj. to Classroom 215	Storage	250.80	300	0.00					
	East 2nd Flr. Corr. Storage	Storage	61.50	300	0.00					
	Closet adj. to 2nd Flr. West	Storage	10.80	300	0.00					

	Staff R.R.									
210	Classroom Storage	Storage	35.30	300	0.00					
						Receiving		100.00		
						Storage		2,000.00		
	Accessory					**Accessory**				
	Telephone/ Server Closet	Accessory	54.40	300	0.00					
	Tele. Closet adj. to Kindergarten	Accessory	57.00	300	0.00					
	Mechanical	Accessory	748.10	300	2.00					
	Main Electrical	Accessory	68.30	300	0.00					
	Elevator Equip.	Accessory	55.20	300	0.00					
	Fire Alarm	Accessory	17.50	300	0.00					
142	Janitor	Accessory	148.70	300	0.00					
	West 1st Flr. Elec. Closet	Accessory	41.50	300	0.00					
	Concession	Business	143.00	30	4.00					
	Admin. Kitchen	Accessory	114.70	100	1.00					
	2nd Floor Electrical Closet	Accessory	17.50	100	0.00					
	2nd Flr. Janitor	Accessory	79.50	100	0.00					
						Accessory		2,000.00		
	Restrooms				596.00	**Restrooms**				805.00
					298/sex					403/sex
					12 wc/ lavs.					17 wc/lavs.
	Kindergarten		327.00			Kindergarten		320.00		
	1 st Flr. East Corridor		320.00							
	1st Flr. West Corridor		492.30							
	1st Flr. Staff		60.80			K/1st and 2nd Staff		65.00		
	2nd Flr.		383.80							
	2nd. Flr. Staff		57.00			3rd/ 4th/ 5th Staff		65.00		
	2nd Flr. Staff		73.60			6th/ 7th/ 8th Staff		65.00		
						1st/ 2nd Grade		320.00		
						3rd/4th/5th Grade		400.00		
						6th/7th/ 8th Grade		400.00		

	Circulation									
	Entry Lobby		697.50							
	Gym Lobby		699.20							
	1st West Corr.		1,021.00							
	1st East Corr.		982.00							
	1st Floor Lobby		1,159.40							
	Gym Locker Lobby		180.90							
	West Stairs		117.30							
	East Stairs		132.00							
	2nd Flr. Elev. Lobby		292.00							
	2nd West Corr.		1,605.40							
	Locker/ 2nd East Corr.		3,130.40							
	Classroom 211/212 anteroom		244.20							
	Admin. Hallway		834.20							
						Proposed Circulation		14,000.00		
Net Square Footage			60,008.50			Proposed Net Square Footage		81,380.00		
Gross Square Footage			63,430.00							
Circulation			11,095.50							
Accessory			1,545.40							
Storage			958.30							
Restrooms			1,714.50			Restrooms		1,635.00		
Classroom SF Total			23,656.00			Proposed Classroom SF Total		34,800.00		

OPTION #5- 90,000 S.F. NEW BUILDING

Existing Square Footage/ Occupancy						New Square Footage- 90k/ Occupancy				
Room #	**Room Name**	**Room Type**	**Square Footage**	**Occ. Load**	**Occupants**	**Room Name**	**Room Type**	**Square Footage**	**Occ. Load**	**Occupants**
	Classrooms					**Classrooms**				
118	Kindergarten	Classroom	1,277.30	20	63.00	Kindergarten	Classroom	1,000.00	20	50.00
119	Kindergarten	Classroom	863.70	20	43.00	Kindergarten	Classroom	1,000.00	20	50.00
126	Kindergarten	Classroom	1,025.60	20	51.00	Kindergarten	Classroom	1,000.00	20	50.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00

112	1st Grade	Classroom	910.30	20	45.00	1st Grade	Classroom	900.00	20	45.00
113	1st Grade	Classroom	941.50	20	47.00	1st Grade	Classroom	900.00	20	45.00
132	1st Grade	Classroom	1,077.30	20	53.00	1st Grade	Classroom	900.00	20	45.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
101	2nd Grade	Classroom	989.30	20	49.00	2nd Grade	Classroom	900.00	20	45.00
134	2nd Grade	Classroom	1,233.40	20	61.00	2nd Grade	Classroom	900.00	20	45.00
135	2nd Grade	Classroom	972.90	20	48.00	2nd Grade	Classroom	900.00	20	45.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
						Teacher Collarboration	Business	600.00	100	6.00
205	3rd Grade	Classroom	965.40	20	48.00	3rd Grade	Classroom	900.00	20	45.00
206	3rd Grade	Classroom	965.40	20	48.00	3rd Grade	Classroom	900.00	20	45.00
						3rd Grade	Classroom	900.00	20	45.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
202	4th Grade	Classroom	1,015.40	20	50.00	4th Grade	Classroom	900.00	20	45.00
203	4th Grade	Classroom	953.50	20	47.00	4th Grade	Classroom	900.00	20	45.00
						4th Grade	Classroom	900.00	20	45.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
						Teacher Collaboration	Business	600.00	100	6.00
211	5th Grade	Classroom	960.10	20	48.00	5th Grade	Classroom	900.00	20	45.00
212	5th Grade	Classroom	823.90	20	41.00	5th Grade	Classroom	900.00	20	45.00
						5th Grade	Classroom	900.00	20	45.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
224	6th Grade	Classroom	924.40	20	46.00	6th Grade	Classroom	900.00	20	45.00
225	6th Grade	Classroom	1,000.70	20	50.00	6th Grade	Classroom	900.00	20	45.00
						6th Grade	Classroom	900.00	20	45.00

						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
213	7/8th Grade	Classroom	823.00	20	41.00	7/8th Grade	Classroom	900.00	20	45.00
214	7/8th Grade	Classroom	838.00	20	41.00	7/8th Grade	Classroom	900.00	20	45.00
222	7/8th Grade	Classroom	922.30	20	46.00	7/8th Grade	Classroom	900.00	20	45.00
223	7/8th Grade	Classroom	924.30	20	46.00	7/8th Grade	Classroom	900.00	20	45.00
						7/8th Grade	Classroom	900.00	20	45.00
						7/8th Grade	Classroom	900.00	20	45.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
						Small Group	Classroom	200.00	20	10.00
						Teacher Collarboration	Business	1,000.00	100	10.00
	Specials					**Specials**				
215	Science	Classroom	1,010.80	20	50.00	Science	Classroom	1,000.00	20	50.00
	Science Storage	Storage	250.80	300	0.00	Science Storage	Storage	250.00	300	0.00
107	Art	Classroom	1,001.50	20	50.00	Art	Classroom	1,250.00	20	62.00
	Art Storage	Storage	113.20	300	0.00	Art Storage	Storage	200.00	300	0.00
151	Technology	Classroom	1,236.00	20	61.00	Technology	Classroom	1,250.00	20	62.00
	Technology Storage	Storage	19.70	300	0.00	Technology Storage	Storage	50.00	300	0.00
153	Library	Library	2,136.00	26	82.00	Library	Library	2,500.00	26	96.00
	Library Storage	Storage	162.80	300	0.00	Library Storage	Storage	200.00	300	0.00
	Gymnasium	Assembly/ Exercise	7,742.00	25	309.00	Gymnasium	Assembly/ Exercise	12,000.00	25	480.00
161	Gymnasium Office/ Storage	Business	491.00	100	4.00	Gymansium Office	Office	100.00	100	1.00
						Gymansium Storage	Storage	400.00	300	1.00
	Boys RR/ Locker	Locker	342.90	50	6.00	Boys RR/ Locker	Locker	500.00	50	10.00
	Girls RR/ Locker	Locker	359.90	50	7.00	Girls RR/ Locker	Locker	500.00	50	10.00
	Concession	Mercantile	143.00	30	4.00	Concession	Mercantile	150.00	30	5.00
	Gym Lobby Storage(2 rooms)	Storage	61.50	300	0.00	Gym Lobby Storage	Storage	150.00	300	0.00

119	Cafeteria	Assembly	1,776.00	15	118.00	Cafeteria	Assembly	3,700.00	15	246.00
	Kitchen	Kitchen	608.50	200	3.00	Kitchen	Kitchen	1,250.00	200	6.00
	Kitchen Storage	Storage	100.00	300	0.00	Kitchen Storage	Storage	250.00	300	0.00
201	Keyboarding	Classroom	757.70	20	37.00	Keyboarding	Classroom	1,000.00	20	50.00
						Music	Classroom	1,250.00	20	62.00
	Music Office	Business	221.50	100	2.00	Music Office	Business	200.00	100	2.00
						Music	Classroom	1,500.00	20	75.00
						Music Storage	Storage	200.00	300	0.00
						Music Practice Rooms (3 rooms)	Classroom	180.00	50	3.00
204	Classroom	Classroom	448.00	20	22.00	Classroom	Classroom	500.00	20	25.00
210	Classroom	Classroom	551.30	20	27.00	Classroom	Classroom	500.00	20	25.00
	Kindergarten Para	Business	150.00	100	1.00	Kindergarten Para	Business	150.00	100	1.00
	Administration					**Administration**				
	Reception	Business	297.50	100	2.00	Reception	Business	200.00	100	2.00
	Reception Storage	Storage	55.80	300	0.00	Reception Storage	Storage	100.00	300	0.00
						Waiting Area	Assembly	200.00	15	13.00
						Records/ Files	Storage	200.00	300	0.00
	Conference	Assembly	411.70	15	27.00	Conference	Assembly	500.00	15	33.00
						Meeting Rm.	Assembly	200.00	15	13.00
						Meeting Rm.	Assembly	200.00	15	13.00
	Volunteer Office	Business	237.90	100	2.00	Volunteer Office	Business	400.00	100	4.00
236	Business Manager	Business	300.00	100	3.00	Business Manager	Business	300.00	100	3.00
	Bus. Mgr. Storage	Storage	14.00	300	0.00	Bus. Mgr. Storage	Storage	50.00	300	0.00
237A	Counselor	Business	138.30	100	1.00	Counselor	Business	200.00	100	2.00
237B	Admin. Asst.	Business	119.10	100	1.00	Admin. Asst.	Business	150.00	100	1.00
241	Asst. Principal	Business	221.10	100	2.00	Asst. Principal	Business	250.00	100	2.00
						Asst. Principal	Business	250.00	100	2.00
242	Principal	Business	343.30	100	3.00	Principal	Business	350.00	100	3.00
	Principal Storage	Storage	50.90	300	0.00	Principal Storage	Storage	50.00	300	0.00
	Principal R.R.		41.30			Employee R.R.		60.00		
	Admin. Storage	Storage	66.80	300	0.00	Admin. Storage	Storage	100.00	300	0.00
240	Health Office	Business	150.00	100	1.00	Health Office	Business	250.00	100	2.00
	Health Office R.R.		57.10			Health Office R.R.		60.00		
239A	Office	Business	173.00	100	1.00	Office	Business	150.00	100	1.00
239B	Office	Business	145.40	100	1.00	Office	Business	150.00	100	1.00
239B	Office Storage	Storage	10.40	300	0.00					
207	Copy Rm.	Business	297.70	100	2.00	Copy Rm.	Business	300.00	100	3.00

144	IT Office	Business	232.00	100	2.00	IT Office	Business	200.00	100	2.00
121	Maint. Office	Business	324.40	100	3.00	Maint. Office	Business	200.00	100	2.00
						Maint. Shop/Storage	Business	300.00	100	3.00
						Office- previously located in the Maint. Office	Business	200.00	100	2.00
209	Office	Business	136.10	100	1.00	Office- need to include in Admin.	Business	150.00	100	1.00
219	Office/ Classroom	Classroom	461.50	20	23.00	Office- Literacy	Business	300.00	100	3.00
	Faculty Lounge	Business	317.70	100	3.00	Faculty Lounge	Business	400.00	15	26.00
	Storage					**Storage**				
	Storage adj. to 101	Storage	109.60	300	0.00					
	Storage adj. to 101	Storage	46.70	300	0.00					
	Storage adj. to 101	Storage	91.10	300	0.00					
	Storage adj. to Electrical Rm.	Storage	157.00	300	0.00					
	Gym Lobby Storage adj. to Gym Lobby	Storage	151.50	300	0.00					
	East Corr. Storage	Storage	44.00	300	0.00					
	Storage adj. to Classroom 215	Storage	250.80	300	0.00					
	East 2nd Flr. Corr. Storage	Storage	61.50	300	0.00					
	Closet adj. to 2nd Flr. West Staff R.R.	Storage	10.80	300	0.00					
210	Classroom Storage	Storage	35.30	300	0.00					
						Receiving		100.00		
						Storage		2,000.00		
	Accessory					**Accessory**				
	Telephone/ Server Closet	Accessory	54.40	300	0.00					
	Tele. Closet adj. to Kindergarten	Accessory	57.00	300	0.00					
	Mechanical	Accessory	748.10	300	2.00					
	Main Electrical	Accessory	68.30	300	0.00					
	Elevator Equip.	Accessory	55.20	300	0.00					

	Fire Alarm	Accessory	17.50	300	0.00					
142	Janitor	Accessory	148.70	300	0.00					
	West 1st Flr. Elec. Closet	Accessory	41.50	300	0.00					
	Concession	Business	143.00	30	4.00					
	Admin.Kitchen	Accessory	114.70	100	1.00					
	2nd Floor Electrical Closet	Accessory	17.50	100	0.00					
	2nd Flr. Janitor	Accessory	79.50	100	0.00					
						Accessory		2,000.00		
	Restrooms				596.00	**Restrooms**				805.00
					298/sex					403/sex
					12 wc/ lavs.					17 wc/lavs.
	Kindergarten		327.00			Kindergarten		320.00		
	1 st Flr. East Corridor		320.00							
	1st Flr. West Corridor		492.30							
	1st Flr. Staff		60.80			K/ 1st/ 2nd Staff		65.00		
	2nd Flr.		383.80			3rd/ 4th/ 5th		65.00		
	2nd Flr. Staff		57.00			6th/ 7th/ 8th		65.00		
	2nd Flr. Staff		73.60							
						1st/ 2nd Grade		320.00		
						3rd/4th/5th Grade		400.00		
						6th/7th/ 8th Grade		400.00		
	Circulation									
	Entry Lobby		697.50							
	Gym Lobby		699.20							
	1st West Corr.		1,021.00							
	1st East Corr.		982.00							
	1st Floor Lobby		1,159.40							
	Gym Locker Lobby		180.90							
	West Stairs		117.30							
	East Stairs		132.00							
	2nd Flr. Elev. Lobby		292.00							
	2nd West Corr.		1,605.40							
	Locker/ 2nd East Corr.		3,130.40							

	Classrm 211/212 anteroom		244.20							
	Admin. Hallway		834.20							
						Proposed Circulation		16,000.00		
Net Square Footage			60,008.50			Proposed Net Square Footage		90,735.00		
Gross Square Footage			63,430.00							
Circulation			11,095.50							
Classroom SF Total			23,656.00			Proposed Classroom SF Total		36,200.00		