



# The Albuquerque Sign Language Academy

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## 5 Year Facilities Master Plan and Educational Specifications (2010 - 2015)

April, 2010

ARC/20924

**Architectural Research Consultants, Incorporated**

220 Gold SW • Albuquerque, New Mexico 87102 • 505-842-1254 • Fax 505-766-9269 • [www.ARCplanning.com](http://www.ARCplanning.com)

# **ACKNOWLEDGEMENTS**

## **Governing Board**

Chair - Kimberly Silva  
Vice President - Dana Grubescic  
Secretary - Raphael Martinez  
Members - Jane Cavanaugh, Carla Weeaks,

## **Founders**

Jennifer Martinez  
Sarah Vogt  
Heather Allard

## **Administration and Staff**

Jennifer Thompson, Academy Administrator

## **PSFA**

Bill Sprick, Facilities Master Planning Manager

## **Planning Consultant**

Architectural Research Consultants, Incorporated



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

- 2.3 District Growth - eliminated
- 2.8 Capital Funding - moved and renumbered as 4.1
- Section 3.0 Capital Improvement Plan - moved and renumbered as Section 4.0
- 3.1 Total Capital Needs - combined with 3.3 Capital Plan and renumbered as 4.1
- 3.2 Prioritization Process - eliminated
- Section 4.0 Support Material, renumbered as Section 5.0



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# INTRODUCTION

This document is a Facilities Master Plan (FMP) and Educational Specifications (EdSpec) for The Albuquerque Sign Language Academy (ASLA), which is a state-chartered public school. The intent of the plan is to guide capital planning decisions that support the charter school's educational mission and that meet minimum state adequacy standards for school facilities. The Public School Capital Outlay Council (PSCOC) and the Public School Facilities Authority (PSFA) require that all New Mexico public charter schools have a five-year FMP and EdSpec as a prerequisite for eligibility to receive state capital outlay assistance. This master plan and educational specifications is in accordance with guidance issued by the PSCOC and PSFA.

This document identifies the specific space needs to accommodate the charter school's special programs and delivery methods at full anticipated enrollment. It also develops strategies for implementation in phases, from initial operation to full enrollment.

The FMP is a flexible facility planning tool that can be revised on a periodic basis as conditions change. It identifies capital needs and allocates resources to address the following facility issues:

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

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

The master plan and educational specifications are comprised of six main sections:

- **Introduction**
- **Section 1 - Goals / Process** provides information about the charter school's goals and the planning process
- **Section 2 - Existing and Projected Conditions** provides information about existing facilities used by the school, enrollment, technology, and capital resources
- **Section 3 - Educational Specifications** describes the physical



and performance requirements for the facility necessary to accommodate all of the charter school's capacity enrollment needs.

- **Section 4 - Capital Improvement Plan** provides information about capital needs, project priorities, and implementation strategies.
- **Section 5 - Master Plan Supporting Material** contains detailed information about school facilities, evaluations, plans, and other information.

Because enrollment, facility needs and funding to implement those needs for this charter school are predicted to change incrementally over a ten-year period, the outlook of this master plan and educational specifications document is ten years into the future. Nevertheless, to satisfy Public School Facilities Authority requirements, the charter will rewrite its master plan five years from this date. When that revisit occurs, conditions may have changed and implementation strategies may need to be revised.



# 1

## GOALS / PROCESS

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### 1.1 GOALS

#### 1.1.1 The Albuquerque Sign Language Academy (ASLA) Mission Statement

The mission of the Albuquerque Sign Language Academy is to provide successful educational outcomes for deaf, hard-of-hearing, and hearing students in the greater Albuquerque area by providing a rigorous, standards-based bilingual educational program which uses American Sign Language (ASL) and English to achieve academic excellence, support family involvement, and promote multicultural community partnerships.

#### 1.1.2 Educational Philosophy

The educational philosophy of the Albuquerque Sign Language Academy is built upon serving three important entities: the child, the family, and the community. The parents and teachers of deaf and hard-of-hearing children recognize that these children are capable and eager to learn, and if given the right learning environment, their accomplishments can be as limitless as those of their hearing peers.

A rigorous, standards-based bilingual educational program which promotes high academic expectations is the foundation of the school. The curriculum will support language acquisition of both ASL and English for all students. As a visual language, American Sign Language is best suited for providing full access to curriculum for deaf and hard-of-hearing students, which is why the ASL-English bilingual model will be used at the ASLA. The ASLA supports an instructional model which uses “language planning” to ensure that teachers are “consciously separating and monitoring the two languages and presenting them as distinct systems.”



The ASLA believes a learning environment carefully tailored to support each student’s unique needs will give them the opportunity to flourish and reach their full potential — not only educationally, but also socially and emotionally.

The ASLA's vision further extends to include parents and families in order to foster real change in deaf education. Family support and involvement is vital to the success of all children, and since 90% of students with hearing loss come from hearing families, the ASLA will also focus on educating and supporting parents.

### **1.1.3 Community and Family Partnerships**

The ASLA will successfully achieve its mission by creating a learning environment where parents and community members will be actively involved in students' school activities, which will take place on and off campus. Academy-sponsored programs, including ASL classes, parent groups, educational workshops, and annual events will increase awareness about deaf and hard-of-hearing children and their abilities, connect students and parents with deaf and hard-of-hearing adults, provide social opportunities for deaf and hard-of-hearing students and hearing siblings enrolled in other schools, and encourage family networking. ASLA will establish and maintain community partnerships which will complete the framework in which children can grow and prosper throughout childhood and into adulthood.

### **1.1.4 Staff Development**

Teachers and school staff will be supported through regular professional development programs which are applicable to their work and reflective of their knowledge, experience, abilities and interests. These programs will take place on and off campus.

### **1.1.5 Statewide Adequacy Standards**

The Statewide Adequacy Standards for primary and secondary educational facilities (NMAC 6.27.30) provide standards for public school districts to "provide and sustain the environment to meet the needs of public schools." They are intended to create a minimum facility standard to establish equity among all educational facilities serving New Mexico public school students. Alternative and charter schools may seek a variance for facilities, since they do not necessarily conform to the programs, delivery methods, and facility needs and budgets on which these standards are based. In such cases, these schools meet the intent of the facility requirements through "alternative methods." However, alternative and charter schools are required to provide the minimum square footage allowances for general classroom spaces, as identified in the Adequacy Standards. The conformance





with Adequacy Standards for minimum square footage per student is indicated in Section 2.5 Utilization and Capacity.

The following required standards, listed below with statute section citations in parentheses, will be met:

#### **6.27.30.8 General Requirements**

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

#### **6.27.30.10 Site**

- Student drop-off pedestrian pathway (A)
- Protection of building structural integrity (C)
- Potential of flooding, ponding, or erosion (C)
- Pre-School play area fenced (D)
- Special needs play area fenced (D)
- Kindergarten play area fenced (D)
- K-6 play area fenced (D)

#### **6.27.30.12 Academic Classroom**

- Appropriate size (A)
- Lighting ( C )
- Temperature range (D)
- Acoustics (E)
- Air quality (CO<sub>2</sub> PPM) (F)



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## 1.2 PROCESS

### 1.2.1 Data Gathering and Analysis

ARC worked with a steering committee (comprised of the founding members and staff of the proposed ASLA noted in the acknowledgements) to understand and document the charter school's programs and delivery methods, and to establish facility needs to support the charter's educational requirements. There were workshops for information sharing and feedback after each phase (data gathering, space needs determination and facility implementation). ARC worked with the steering committee to liaison with the county of Bernalillo regarding ways to accommodate space needs in a proposed leased facility supplied by the county. ARC provided county representatives with required information to allow appropriate remodeling activities to proceed and allow ASLA occupancy in a timely fashion. At the time of publication of this document, the school had not yet occupied the proposed facility.

### 1.2.2 Authority and Decision Making

The ASLA Governing Board is empowered to delegate to the ASLA administrators the authority to implement the charter, policies and procedures, facilities plans, budget and other directives and policies adopted by the Governing Board from time to time. The ASLA administrators will accept input from staff, parents and community members, and submit facility recommendations to the Board for approval. The facility master plan and educational specifications process included representatives of the Governing Board, the founders, and the academy administrator.



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### 1.3 LIST OF ABBREVIATIONS

ADA - Americans with Disabilities Act

APS - Albuquerque Public Schools

ASL - American Sign Language

ASLA - Albuquerque Sign Language Academy

ARC - Architectural Research Consultants, Incorporated

CIP - Capital Improvement Projects/Plan

EdSpec - Educational Specifications

FMP – Facilities Master Plan

FCI - Facility Condition Index

GSF - Gross Square Feet, or the sum of net assignable square feet plus all other building areas that are not assignable (the area remaining is called “tare,” which includes areas such as hallways, mechanical areas, restrooms, and the area of interior and exterior walls)

HVAC - Heating, Ventilating, Air Conditioning

IEP - Individual Education Plan

IP - Internet protocol

IT - Information Technology

LEED - Leadership in Energy and Environmental Design

MACC - Maximum Allowable Construction Cost, or a project construction budget; this cost is comparable to the contractor’s bid

MDF - Main Distribution Frame (information technology)

MEM - Membership, number of students in funding formula

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

NMAC - New Mexico Administrative Code

NMCI - New Mexico Condition Index

NSF - Net square feet

OT/PT/SLP - Occupational Therapy, Physical Therapy, Speech Language Pathology

PE - Physical Education



PED - New Mexico Public Education Department

PPM - Parts per million

PSCOC - Public School Capital Outlay Council

PSFA - Public School Facilities Authority

PTR - Pupil/Teacher Ratio

SPED – Spec. ed. or Special education

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

USGBC - United States Green Building Council

WAP - Wireless access point



# 2

## EXISTING AND PROJECTED CONDITIONS

### 2.1 PROGRAMS

#### 2.1.1 Programs Overview

##### Organization

The ASLA was granted a charter by the state of New Mexico Public Education Commission in 2009. ASLA intends to commence operations in July 2010 with an initial enrollment of 50 students. When the school achieves its target enrollment of 100 students, those students will be organized by early childhood, primary, and middle schools.<sup>1</sup> The early childhood level will consist of one preschool class. Primary will consist of one class of each grade, kindergarten through 5th. Middle school will consist of two classes of grades 6th through 8th combined.

##### Instructional Environment

The underlying premise of the school is the use of American Sign Language (ASL) by all students and staff members in the classroom and on the school campus. Educational staff, including native signers, will provide direct instruction at ASL for all subject areas.

ASLA students will be provided with a language-rich environment (ASL and English), which will allow them to gain knowledge of self, peers and the world. The educational philosophy and classroom environment will promote the following additional aspects which are critical to student success:

- Students will be active participants in the educational process and will be provided with a variety of learning experiences and opportunities for hands-on and self-directed involvement. These activities take place in varied activity centers within the homeroom classroom and require space for hands-on work and materials supply.
- Students will be encouraged to develop relationships with other children, and such opportunities for peer interaction will be incorporated daily into the curriculum and school environment. These activities involve whole-group and small-group gatherings in the homeroom classroom that support varied group sizes with flexible furniture.



<sup>1</sup> This number exceeds the enrollment cap as approved by the Public Education Commission. The charter school will need to amend charter and acquire approval for revised enrollment cap before student population reaches approved cap.

- Academic expectations for all students will be high, and instruction will be differentiated and appropriately modified to meet the needs of each child individually to ensure student mastery of required curriculum content. This type of instruction requires space for one-on-one teaching activities within the homeroom classroom.

### 2.1.2 Preschool Curriculum

ASLA will offer a preschool class for three- and four-year-olds which will align with its educational philosophy by providing a bilingual ASL-English, multicultural educational model promoting student achievement, family involvement, and community integration. It will focus on:

- Language acquisition and communication skill development
- Foundational knowledge of language arts, mathematics, science and social studies
- Early intervention and language acquisition for both children and parents
- Physical, social and emotional development and well-being

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*The curriculum at all grade levels will align with New Mexico Content Standards, Benchmarks and Performance Standards for all subject areas.*

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### 2.1.3 Elementary and Middle School Curricula

ASLA will offer classes for kindergarten through the eighth grade. Students will be provided with a language-rich environment (ASL and English) which will allow them to gain knowledge through classroom instruction, special projects and field trips. The curriculum at all grade levels will align with New Mexico content standards, benchmarks and performance standards for all subject areas. Instruction will include a schoolwide thematic component to facilitate language acquisition and learning across multiple content areas.

The elementary and middle school curricula will focus on proficiency in ASL and English, and attainment of grade-appropriate knowledge in language arts, mathematics, science, social studies, health and physical education, and career readiness.

### 2.1.4 Language Arts/ Pre-Literacy and Literacy

ASLA will provide a thematic and individualized approach to literacy. Instruction will be provided daily in language arts, both ASL and English, and will emphasize student skill development in reading and writing, “listening” for comprehension, “speaking” for



self-expression, if appropriate, and use of literature to understand self, society, and cultures throughout the world. Teaching strategies will highlight phonemic awareness, phonics in the lower grades, vocabulary, and fluency in ASL and in English. They will provide opportunities for families to include literature in the home.

### **2.1.5 Special Education**

ASLA expects that a high percentage of the student population will qualify for some level of special education services. For purposes of budget estimates, 85% of the total population was estimated to qualify for such services, with 25% of total students classified as “C” level and 60% of total students classified as “D” level.

Programs that serve the special population of deaf and hard-of-hearing students include: audiological services, speech therapy, occupational therapy, physical therapy, interpreting services, and nursing services. There will not be a separate special education homeroom.

### **2.1.6 Professional Development**

Professional development and staff training will be offered as part of the weekly schedule and also during in-service days throughout the year within the school facility.

### **2.1.7 Family and Community Educational Programs**

#### **Educational Programs for Families**

ASLA will employ a full-time family and community programs coordinator to provide support services for families through school-based and educational-focused parent groups, ASL classes, grade-level homework assistance training, educational workshops in child development, parenting techniques, deaf culture and other topics of interest to parents and relevant to student needs.

#### **Community Outreach**

ASLA will employ a full-time family and community programs coordinator to organize community events, thereby encouraging multiculturalism and networking by uniting deaf and hearing people in the greater Albuquerque area.

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*The ASLA will organize community events to unite deaf and hearing people in the greater Albuquerque area.*

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### 2.1.8 Program Delivery Methods

ASLA will focus on providing direct instruction in small class settings to meet the individual needs of all students. The curriculum will provide state-required educational content through direct instruction, using a variety of teaching strategies including thematically focused classroom activities, special projects, and field trips. Schoolwide, the curriculum will focus on ASL and English proficiency. By devoting the largest portion of the school day to language arts, teachers will emphasize the importance of language acquisition, reading and writing.

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*By devoting the largest portion of the school day to language arts, teachers will emphasize the importance of language acquisition, reading and writing.*

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Literacy instruction will be delivered in homeroom classrooms and in pull-out format in the literacy resource room. Classroom activities include: (1) teacher-led whole group instruction, (2) teacher-led small group instruction, and (3) independent learning activities, including individualized computer instruction that allows students to progress at their own pace. Students will be divided into age- and level-appropriate reading groups for literacy instruction delivered in the literacy resource room in order to provide a learning environment which addresses the specific needs of each student.

Hallmarks of program delivery include the following:

- Classroom activities will be very dynamic. Although students will be assigned to a homeroom each year, instructors will transition between classrooms as schedules allow.
- Computer and Web-based programs will be used as a supplement to direct instruction in all subjects in all classrooms.
- Teachers will use printed and online resources of the AIMS Education Foundation to provide a hands-on approach to science.
- Teachers will use a signing curriculum, along with other textbooks, videotapes, flash cards, computer programs, online materials, and guest speakers.

Impacts of these delivery methods on the facility include the following:

- The classroom will contain a variety of grade-level appropriate work stations for independent study, including pretend play, special projects, quiet reading corners, computer time, theme-focused project tables, and other learning-centered activities for program implementation.





- A science project area is required within each classroom.
- Classrooms will need sufficient storage area for instructional materials.
- Whole group floor space will be used for seating during guest speaker presentations.
- Desk stations, computer stations, and wall space are required in every classroom.

Physical education, health, music, dance and visual arts will be delivered in a multipurpose room within the school facility. Physical education will also take place in neighborhood parks and potentially at nearby APS outdoor play facilities.

Educational family programs and community programs will be delivered in a multipurpose room and in classrooms during regular and after-school hours.

Staff development activities will take place in the conference room or the multipurpose room.

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*The charter school, at target enrollment, will contain preschool, primary, and intermediate school programs.*

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### **2.1.9 Anticipated Changes in Programs**

ASLA anticipates opening with kindergarten through 4th grade and adding grades yearly. As the school grows, programs will change yearly to accommodate additional grades and learning levels. The charter school, at target enrollment, will contain preschool, primary (kindergarten through 5th grade), and intermediate school (6th through 8th grades) programs. These programs have been described above. For details about class size, school size, and grade level configurations during these transitional years, see Section 2.5.3 Implementing Classroom Needs.

### **2.1.10 Schedule**

ASLA will operate on a year-round schedule which will include 182 instructional days for K-8 students. Short intercessions throughout the year will provide up to nine weeks of additional programming opportunities, including day camps focusing on performing arts, cultural diversity, athletics and outdoor activities, etc.

The proposed school day for K-8 students will begin at 8:00 a.m. and conclude at 3:15 p.m. Monday through Friday, providing six hours and 20 minutes of instructional time daily.



The Monday, Tuesday, Thursday, and Friday daily schedule consists of five 55-minute blocks with breaks for announcements, recess, homeroom, and lunch.

The Wednesday schedule includes three 40-minute blocks for pull-out activities, one 55-minute literacy block in the middle of the day, and three one-hour blocks in the afternoon for PE, music, dance and art, with breaks for announcements, recess, homeroom and lunch.



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## 2.2 SITE AND FACILITIES

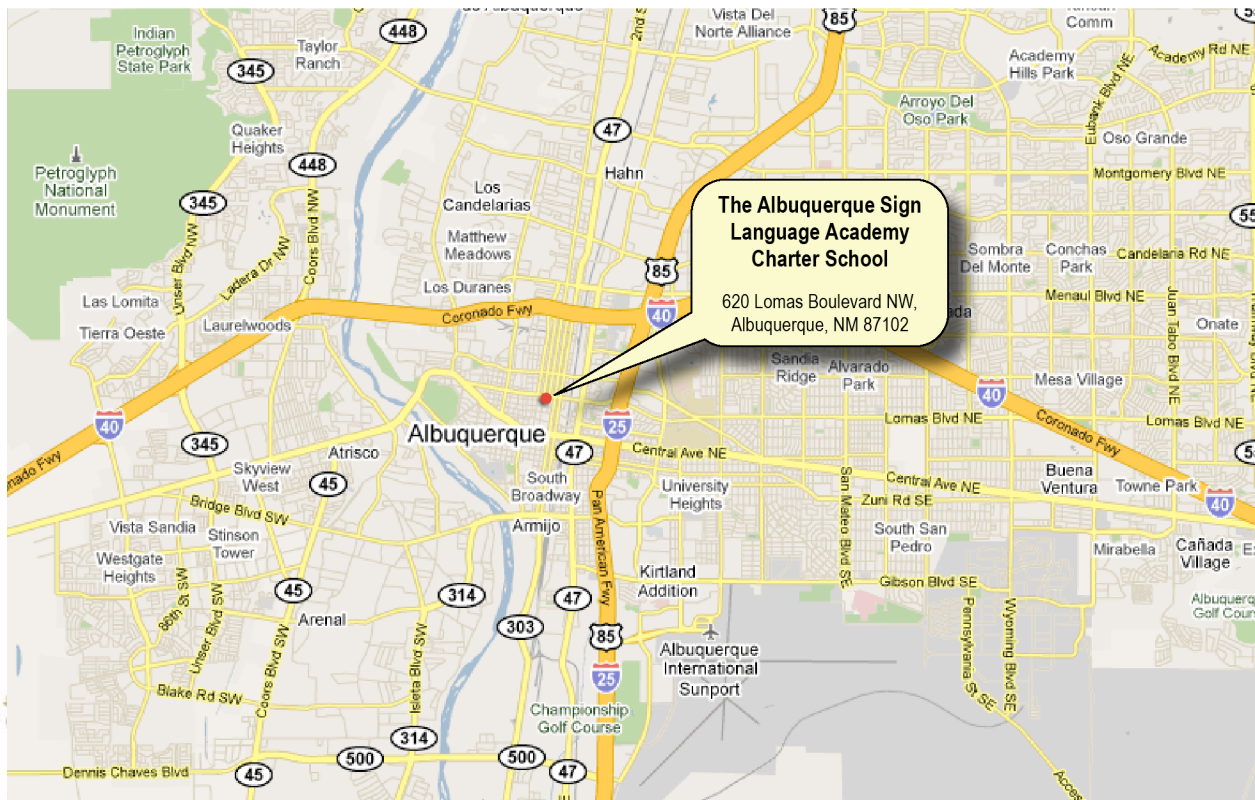
### 2.2.1 Location

ASLA received charter approval in 2009. It subsequently has been in the planning stages and has not yet occupied a facility. However, ASLA anticipates having a lease agreement with the county of Bernalillo to occupy county property, a building at 620 Lomas Boulevard NW in Albuquerque, NM. See Exhibit 2-1 for a location map.

### 2.2.2 Site

The site is bounded to the north by Lomas Boulevard, to the east by an adjacent private property, to the west by 7th Street, and to the south by a public right-of-way alley. The site is approximately 22,000 square feet. The property includes two buildings which share a party wall, two joined parking areas, and two small planted areas. The building occupying the eastern part of the site is currently vacant. The building that occupies the western part of the site is used periodically by the county for early voting programs. See Exhibit 2-2, an aerial photo of the building showing east and west portions and adjacent site features. A table summarizing the required site and facility data is in Section 5 - Master Plan Support Material.

**Exhibit 2-1**  
*Location Map of the ASLA Campus*



Map courtesy of Google Maps

**Exhibit 2-2**  
Aerial Photo and  
Site Plan of the ASLA  
Campus



**Exhibit 2-3**  
Aerial Photo of Lew  
Wallace Elementary  
School Relative to the  
ASLA Campus



### 2.2.3 Facility

The initial space available to ASLA upon start-up, the eastern building (also called Phase 1 in this master plan), is approximately 7,200 GSF. It was most recently used for office space occupied by the county of Bernalillo Parks and Recreation Department, and is being renovated to meet code and initial program requirements of ASLA. ASLA plans to occupy the building in July, 2010 after the county completes the remodeling.

The county has agreed to allow ASLA to expand into the western portion of the building when the current tenant vacates and the enrollment growth requires additional space. ASLA anticipates that renovation of the remainder of the facility will occur during the second year of the school's operation to allow occupancy by ASLA during Phase 2, in its third year of operation. The full facility is approximately 9,800 GSF. A proposed schematic floor plan is contained in Section 4 - Master Plan Support Material.

ASLA intends to acquire an agreement with the Albuquerque Public School District to use play facilities at the Lew Wallace Elementary School, a block away (see Exhibit 2-3).



## 2.2.4 Facility Evaluation

A facility evaluation has not yet been conducted for this property.

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## 2.4 ENROLLMENT

### 2.4.1 Projected Enrollment

ASLA plans to open in July 2010 at the 620 Lomas NW facility with an initial enrollment of 50 students. It will add two grades the following year and an additional grade each year thereafter, until reaching full target enrollment of 100 students by academic year 2014/15. The table below shows planned enrollment growth.

**Exhibit 2-4**  
*Planned Enrollment  
Growth Table*

	Pre-K	K	1	2	3	4	5	6	7	8	TOTAL
2010-2011	0	10	10	10	10	10	0	0	0	0	50
2011-2012	10	10	10	10	10	10	10	0	0	0	70
2012-2013	10	10	10	10	10	10	10	10	0	0	80
2013-2014	10	10	10	10	10	10	10	10	10	0	90
2014-2015	10	10	10	10	10	10	10	10	10	10	100

Source: ASLA Charter (Modified)

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## 2.5 UTILIZATION AND CAPACITY

### 2.5.1 Classroom Loading

The charter sets a maximum pupil/teacher ratio (PTR) of 11:1. The ideal classroom loading is 10 students per grade and one grade per classroom, for preschool through 5th grade, and 15 students in mixed grades (according to level of proficiency) per classroom for 6th through 8th grades.

According to the ASLA charter, its pupil/teacher ratio (PTR) depends upon the number of special education students, the classification level (A, B, C or D) of special education students, and the number of regular education students in each class. This equation results in varying numbers of teachers and educational assistants in each class.



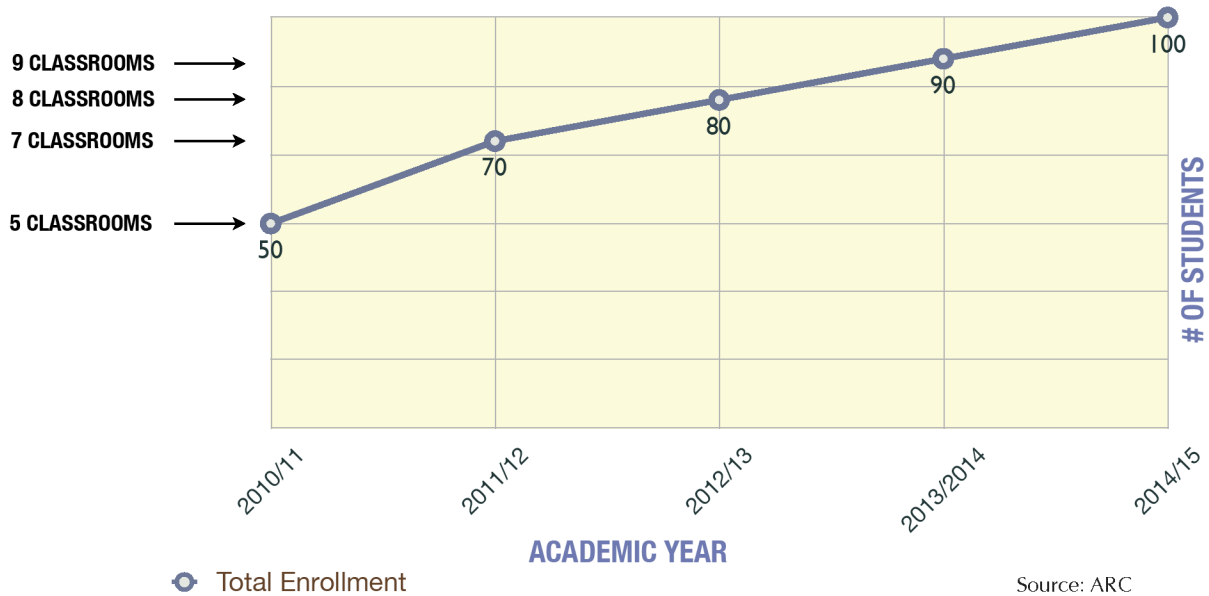
### 2.5.2 Classroom Needs

Based on the above classroom loading and the separation of primary and middle school students, the number of classrooms needed is as follows:

- Year 1: 50 students - 5 classrooms
- Year 2: 70 students - 7 classrooms
- Year 3: 80 students - 8 classrooms
- Year 4: 90 students - 9 classrooms
- Year 5: 100 students - 9 classrooms

See Exhibit 2-5 for chart of classroom needs.

**Exhibit 2-5**  
*Classroom Needs with Enrollment Growth*



### 2.5.3 Implementing Classroom Needs

When ASLA begins operations in the 620 Lomas NW facility, it will occupy four classrooms, two special education resource rooms, and a multipurpose room (Phase 1 facility). Enrollment during the second year of operations will require that the school use one of the resource rooms (the literacy classroom) as a general classroom to avoid overcrowding in the available four classrooms. In the third year of operations, with an enrollment of 80 students, ASLA will expand into the full facility (Phase 2 facility) with a total of seven classrooms.



As enrollment grows from an initial 50 students to an eventual target enrollment of 100 students, the number of classrooms occupied will vary, as will the number and grades of students occupying each room. The size of combined classes will be limited by available square footage and by the charter's PTR. The plan to accommodate the growing enrollment in the 620 Lomas facility is shown in the graph in Exhibit 2-5.

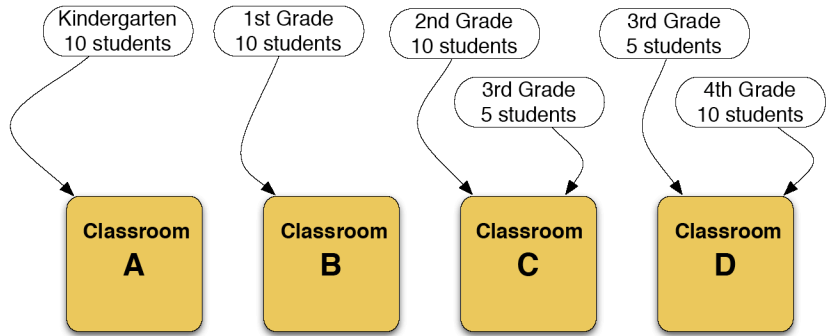
Grade combinations will vary by year and by classroom. Exhibits 2-6 through 2-10 show a strategy for distributing students amongst classrooms.

After ASLA completes its lease obligation to the county of Bernalillo, the lessor, it plans to acquire a facility that more ideally accommodates its needs, as described by the space needs information contained in the Educational Specifications in Section 3.

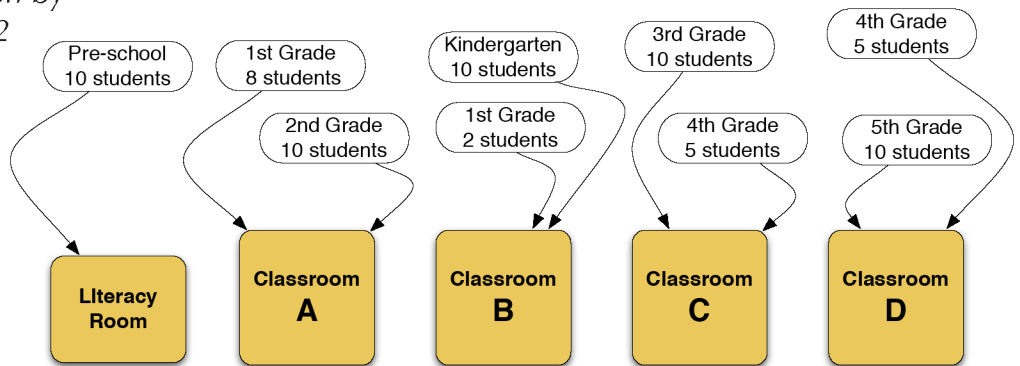
**Exhibit 2-6**  
*Enrollment - Grade Combinations by Year*

<b>Projected Enrollment</b>		<b>Opening Day 2010/11</b>	<b>2nd Year 2011/12</b>	<b>3rd Year 2012/13</b>	<b>4th Year 2013/14</b>	<b>5th-10th Year 2014-2020</b>	<b>11th Year 2020/21</b>
<b>Total Enrollment by Grade</b>		50	70	80	90	100	100
<b>Enrollment by Grade and by Year</b>	Pre K		10	10	10	10	10
	Kindergarten	10	10	10	10	10	10
	1st Grade	10	10		10	10	10
	2nd Grade	10	10		10	10	10
	3rd Grade	10	10		10	10	10
	4th Grade	10	10	10	10	10	10
	5th Grade		10	10	10	10	10
	6th Grade			10			
	6th-8th Grade Level 1				10	15	15
	6th-8th Grade Level 2				10	15	15
<b>Accommodating Enrollment Growth at 620 Lomas NW</b>	Pre K	0	10		10	10	
	Kindergarten	10					
	1st grade	10					
	Kin/1st	0	13		14	14	
	1st/2nd	0	17	15	16	16	
	2nd/3rd	15		15		15	
	3rd/4th	15	15		15		
	4th/5th		15		15	15	
	6th-8th Grade Level 1				10	15	
	6th-8th Grade Level 2				10	15	

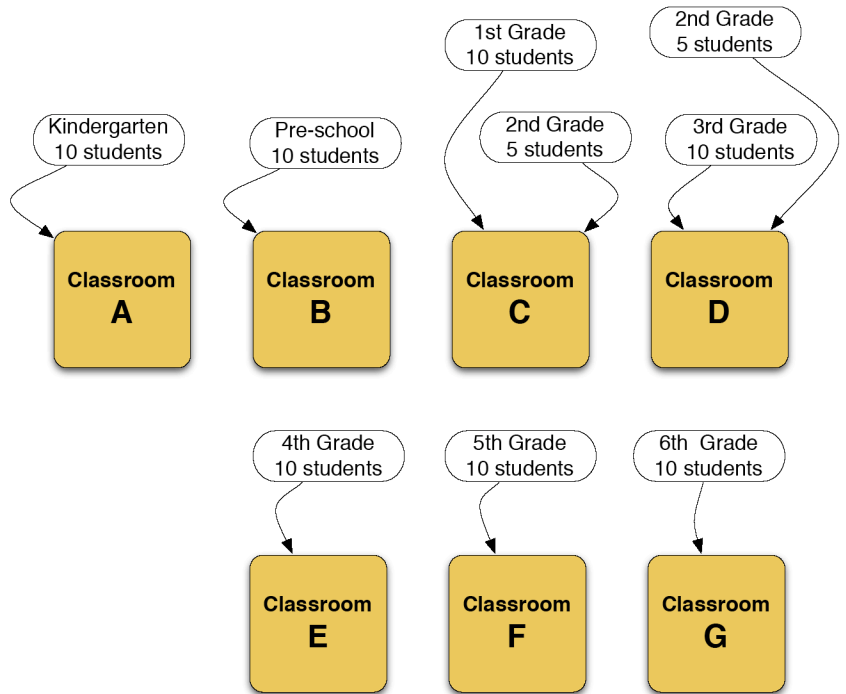
**Exhibit 2-7**  
Grade Distribution by Classroom: Year 1



**Exhibit 2-8**  
Grade Distribution by Classroom: Year 2

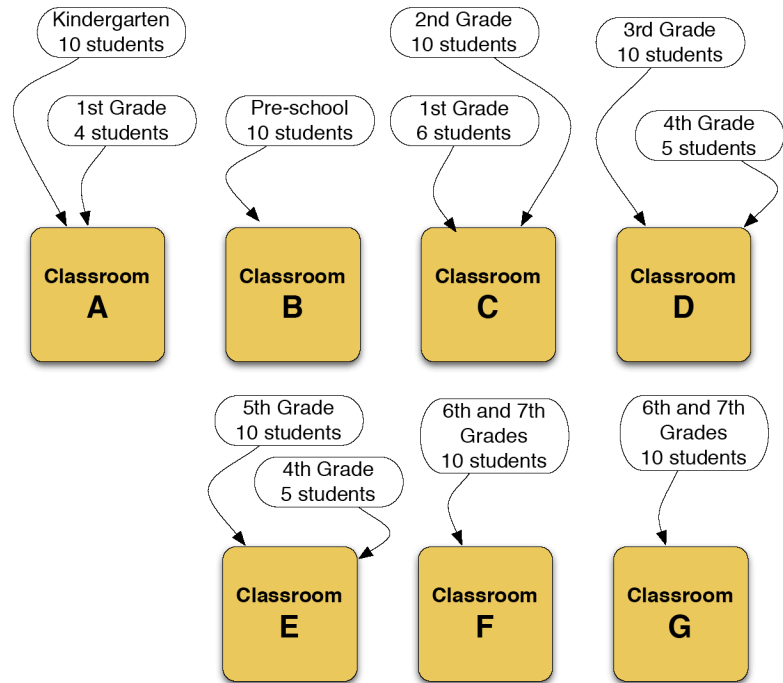


**Exhibit 2-9**  
Grade Distribution by Classroom: Year 3

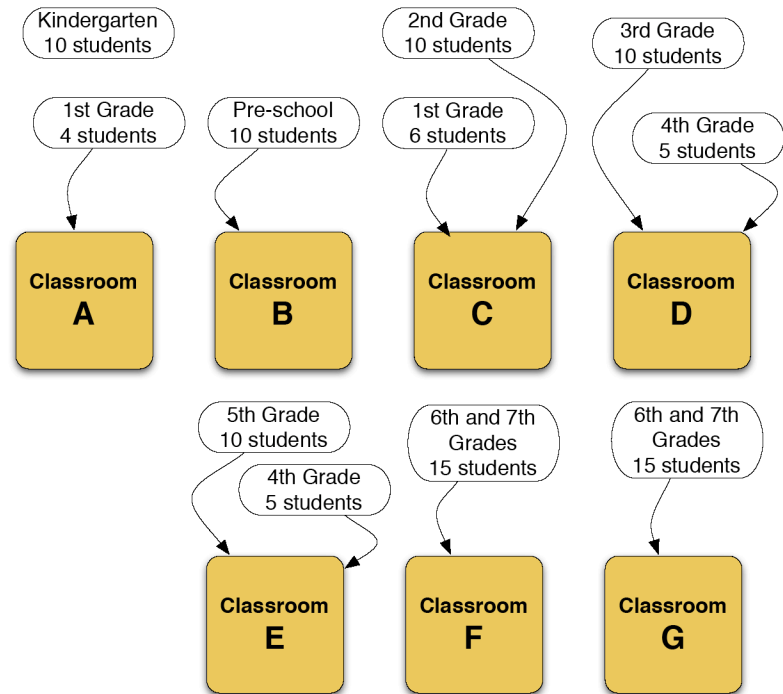




**Exhibit 2-10**  
Grade Distribution by  
Classroom: Year 4



**Exhibit 2-11**  
Grade Distribution by  
Classroom: Years 5 - 10



### 2.5.4 Capacity

The capacity of a charter school facility is determined according to the school’s stated delivery methods, usually expressed in terms of classroom loading. The ASLA charter school will occupy a facility, during the first ten years of operations, that will not have sufficient classrooms to accommodate its ideal program delivery method.

Once the facility is renovated, its classroom capacity (according to the capacity analysis shown in the classroom supply and demand chart in Exhibit 2-13), indicates that enrollment will exceed capacity. The maximum capacity of the proposed facility at 620 Lomas NW, which will include a total of seven general classrooms when it is completely renovated, is 80 students.

However, the projected class loading will not exceed minimum statewide adequacy standards for classroom square footage per student, as described in Exhibit 2-12. See Section 5, Exhibit 5-1 Proposed Renovation Floor Plan to locate referenced rooms.

**Exhibit 2-12**  
*Capacity by Charter Classroom Loading Policy Versus Capacity by Adequacy Standards*

Classroom	Square Footage	Class Loading Policy	Capacity by Adequacy Standards	Maximum Class Loading Planned
A - Kindergarten	644	10	12	10
A - Primary	644	10	20	18
B - Kindergarten	613	10	12	12
B - Primary	613	10	19	10
C - Primary	688	10	21	16
D - Primary	697	10	21	15
E - Primary	649	10	20	15
F - Primary	606	10	18	10
F - Middle	606	10	21	15
G - Middle	606	10	19	15



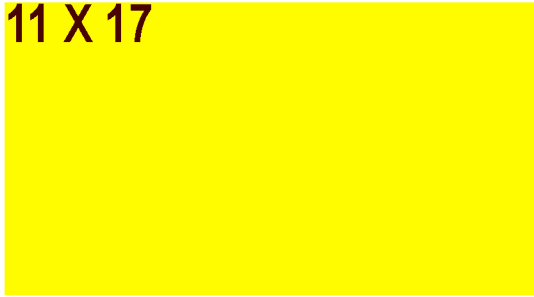
***Exhibit 2-13***

*Utilization: Classroom Supply and  
Demand - 2010/11 through 2020/21*

**11 X 17  
FOR CLASSROOM  
SUPPLY AND DEMAND  
CHART**



**11 X 17**



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## 2.6 TECHNOLOGY

ASLA will use technology throughout the school day to access information, enhance communication and inspire individual creativity. Students will develop computer skills, as well as an understanding that technology can be used as a tool for gathering and processing information.

Teachers will integrate computer tasks throughout the curriculum and use technology themselves to develop curriculum and track student progress. ASLA will provide a schoolwide, Internet-accessible computer network to be used by staff members and students of all ages to enhance the curriculum.

ASLA will purchase necessary computer equipment and will provide high-speed Internet access in all classrooms, allowing safe and appropriate use of the Internet by students. For example, several math and reading programs use software that allows students to practice their skills, and related testing will provide technology-based, online, differentiated instruction that is on-going and appropriate for grade levels.

ASLA will use a school Web site to post information about the school which is useful to parents, and also as a tool to encourage community partnerships and promote student achievement. These resources will combine to increase educational outcomes and allow students to meet state standards across multiple content areas.

ASLA recognizes the importance for all students to be technologically literate now in order to succeed academically, and also to secure employment when they enter the workforce in the future.



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## 2.7 ENERGY MANAGEMENT<sup>2</sup>

### Vision Statement

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

### Policy

The charter school will draft an energy-use behavior policy to include in its policies. It will include standards such as turning off lights in unoccupied rooms, shutting down all electronic devices at the end of every day, keeping thermostats at an agreed-upon level during the school day and lowering temperature settings during unoccupied hours.

### Goals

Reduce energy consumption and green house gas emissions by the ASLA facility through behavior modification.

Establish an energy awareness program that provides training for personnel and educational opportunities for students.

### Energy Targets

The facility that ASLA will occupy is currently under renovation. Construction work will include new energy-efficient, roof-mounted air conditioning and heating units, energy-efficient lighting and solar tubes for daylighting. Exact energy reduction targets cannot be established until the school has occupied the facility for a year, in order to determine a baseline of usage. After the first year of usage, ASLA can conduct an energy assessment which will determine where energy savings can be effectively and affordably realized.



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<sup>2</sup> This plan is proposed but has not yet been adopted by the governing board.

## Objectives

- Plan for all new construction to follow the LEED for Schools sustainability guidelines
- Identify specific energy-conservation projects for behavior modification that can be implemented by students, faculty and staff, and maintenance/operations personnel
- Acquire educational material about energy and create a strategy for incorporating educational opportunities for all students regarding the fundamentals and goals of energy conservation
- For all faculty and staff that use the facility, establish a training schedule for energy-conservation behavior, and for operations and maintenance staff, a schedule for energy-efficient operational measures

## Energy Team

The tri-lateral leadership team, comprised of the academy administrator, the executive director, and the family and community programs coordinator will share the following tasks:

- Coordinate activities to ensure adherence to policy, and approve energy conservation projects
- Establish energy-use baseline and energy-reduction goals using online database tools, and track progress towards those goals
- Create and carry out energy conservation activities, education, and a training plan



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# 3

## EDUCATIONAL SPECIFICATIONS

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### 3.1 FACILITY GOALS AND CONCEPTS

#### 3.1.1 Goals

The Albuquerque Sign Language Academy was created to provide opportunities for educational success in a bilingual setting, using American Sign Language (ASL) and English, for deaf and hard-of-hearing students as well as hearing students who wish to learn American Sign Language. Facility goals for providing this educational setting include the following:

- Create a campus that is convenient and accessible to students, their families, and community members and partners
- Accommodate anticipated enrollment over the five-year period
- Provide adequate, safe and stimulating spaces for instructional and other functions identified in the school's charter
- Capitalize on nearby existing public facilities to supplement instructional opportunities provided on campus

#### 3.1.2 Concepts

##### Site Concepts

- Locate the campus centrally in the greater metropolitan Albuquerque area
- Locate near public facilities that offer services that complement the instructional facilities at ASLA, such as libraries, parks, playgrounds and museums
- Provide for adequate site space to accommodate necessary support functions, such as handicapped-accessible parking and loading/unloading, and usable and safe outdoor play and eating areas

##### Function Concepts

- Create space relationships that protect the safety of vulnerable students by creating varying levels of public-to-private access
- Provide sufficient and flexible classroom spaces to allow grade combinations to vary with growth
- Ensure that classrooms are generously sized to accommodate program delivery that focuses on individual and small group instruction



### Green Building Concepts

- Follow USGBC LEED for Schools principles for green school construction for new and remodel construction.<sup>1</sup>
- Provide daylight and views to the outdoors to enhance learning, as shown in Exhibit 3-1.
- Reduce energy usage through installation of energy-efficient systems and devices, and through conservation policies that govern energy-using behaviors.

### Technology Goals

- Create access to information technology in every classroom for instruction via facility computer and the Internet, enhance communication, inspire individual creativity, and allow gathering and processing of information.
- Provide educational instruments and programs useful for educating deaf and hard-of-hearing students.

**Exhibit 3-1**  
*Daylighting Strategy  
at a Classroom, Mt.  
Orange, OR*



Photo ArchitecturalRecord.com



<sup>1</sup> LEED is an internationally recognized green building certification system, providing third-party verification that a building or community was designed and built using strategies aimed at improving performance across all the metrics that matter most: energy savings, water efficiency, CO<sub>2</sub> emissions reduction, improved indoor environmental quality, and stewardship of resources and sensitivity to their impacts. <http://www.usgbc.org/DisplayPage.aspx?CMSPageID=1586>

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## 3.2 SPACE REQUIREMENTS

### 3.2.1 Space Summary

#### Overall Space Summary

The space needs analysis identifies the total amount of space required by ASLA to serve a capacity enrollment of 100 students in preschool through 8th grade with all necessary functions included in the facility. See Exhibit 3-2 below. The total NSF needed is 11,842. The total GSF (assuming 70% efficiency) is 16,912. Refer to Exhibits 3-14 through 3-16 for space needs details, such as number and sizes of rooms.

**Exhibit 3-2**  
*Overall Space Requirements for the ASLA at Target Enrollment*

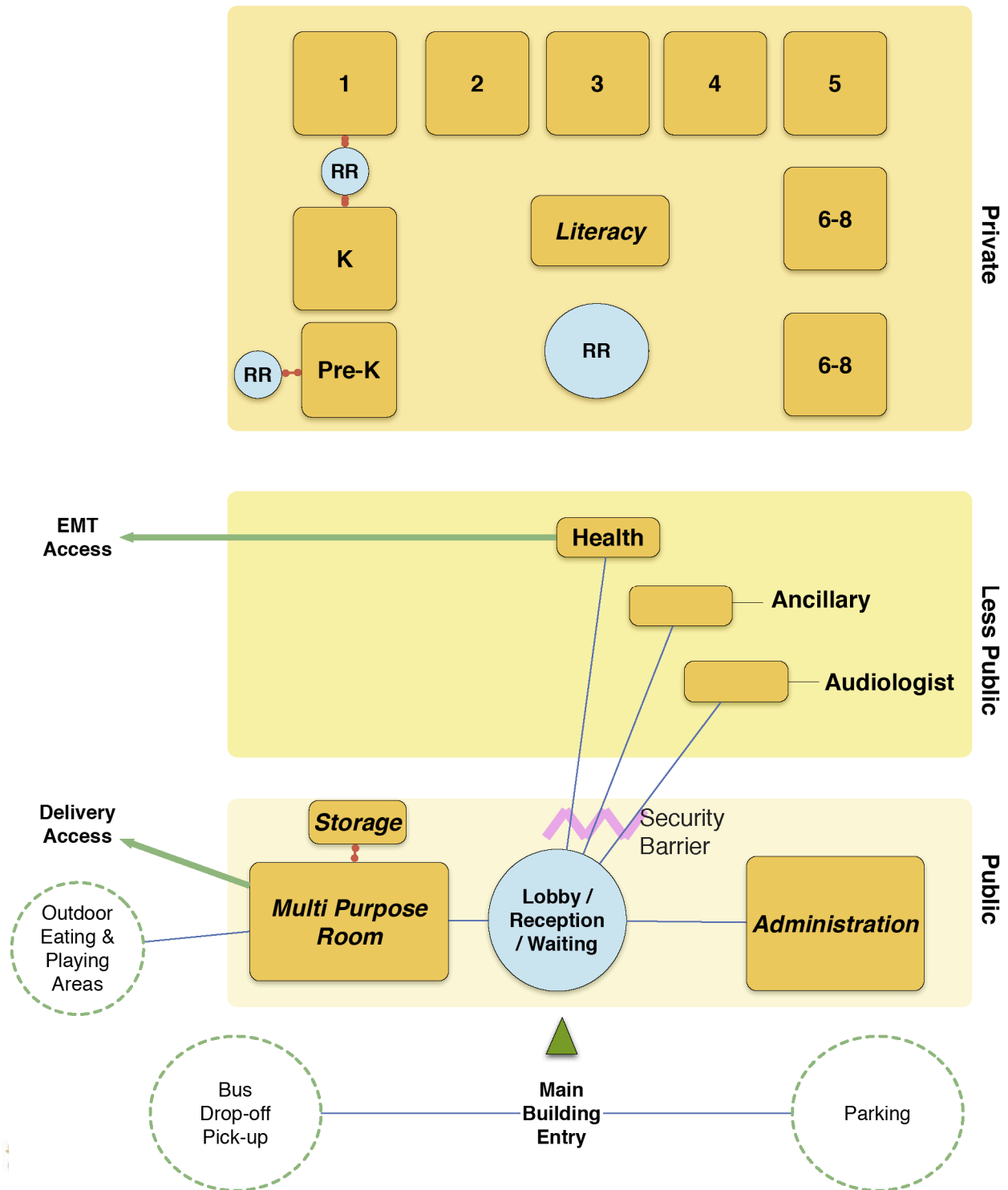
	NASF	GSF
<b>1.0 Instructional Program Spaces</b>	<b>7,532</b>	<b>10,752</b>
General Classrooms	6,282	
Special Education Classrooms	1,250	
<b>2.0 Instructional Support</b>	<b>3,050</b>	<b>4,360</b>
Multi-Purpose Room	2,400	
Storage	650	
<b>3.0 Administration Areas</b>	<b>1,260</b>	<b>1,800</b>
Administrative Space	610	
Student Health	350	
Faculty Spaces	300	
Assumes 70% efficiency in building	<b>11,842</b>	<b>16,912</b>

#### Overall Relationship Diagram

The overall relationship diagram in Exhibit 3-3 indicates how the basic site functions, building, access, and outdoor spaces will be organized.



**Exhibit 3-3**  
 Overall Space  
 Relationship Diagram



### 3.2.2 Site requirements

#### **Transportation Accommodation**

Transportation to ASLA for the majority of students ideally will be provided by APS school buses, as required by students' IEP, although this agreement has not yet been formalized. A number of students will be transported by private vehicle. An organized loading/unloading area and system are ideal for both modes of transportation. However, while accommodated at the 620 Lomas NW facility, loading and unloading will take place at the rear entrance located on the alley right-of-way to the south of the building, due to lack of appropriate space elsewhere on site.

Sufficient parking is needed to accommodate all staff, visitors, and parents accompanying their children into the facility. Parking at the 620 Lomas facility will be available for only a portion of the staff, parents who accompany their children into the building, and community members who attend programs held in the building.

#### **Recreation Facilities**

Indoor physical education will be accommodated in the multipurpose room. Outdoor physical education will ideally be accommodated with three on-site age-appropriate play areas, for early childhood, primary school, and middle school. During the initial implementation phase, these activities will take place at a neighboring public park and potentially at the Lew Wallace (APS) school playground a block away (see Exhibit 2-3). When ASLA occupies the Phase 2 area of the building, a portion of the parking lot can be fenced and play equipment installed.

Exhibit 3-4 describes the features to be included in the optimal ASLA school site.



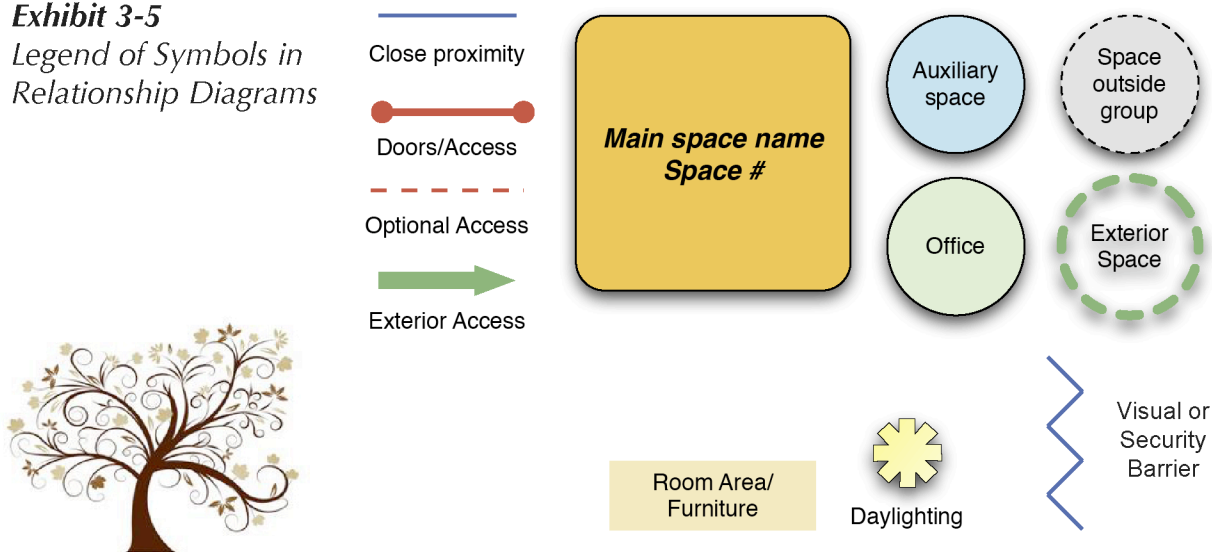
**Exhibit 3-4**  
Table of Site  
Requirements

1. Site Requirements	#	Size per Unit	Total Size	
Permanent Buildings allowing for build-out*	1	16,912	16,912	
Visitor / Staff / Parking = 1.5 times staff #	36	400	14,400	
Buses at bus drop-off	1	1,344	1,344	
Cars at drop-off / pick-up area for students	5	400	2,000	
Playground for Early Childhood	1	1,500	1,500	
Playground 2nd-5th	1	1,500	1,500	
Playground 6th-8th	1	1,500	1,500	
Shade / Performance Area (shelter + seating)	1	2,000	2,000	
		Net	41,156	
** TARE = roads, landscaping, unuseable area		TARE** at 20%	10,289	
<b>Sub-total school area needed</b>	<b>GSF</b>	<b>51,445</b>	<b>Acres</b>	<b>1.18</b>

### 3.2.3 Descriptions and Diagrams of Required Spaces

Following are narrative descriptions and functional diagrams indicating needs for each program area. Relationship diagrams describe the relationships between spaces, such as adjacency, visibility, and access. Exhibit 3-5 contains a legend of symbols used in the space relationship diagrams.

**Exhibit 3-5**  
Legend of Symbols in  
Relationship Diagrams



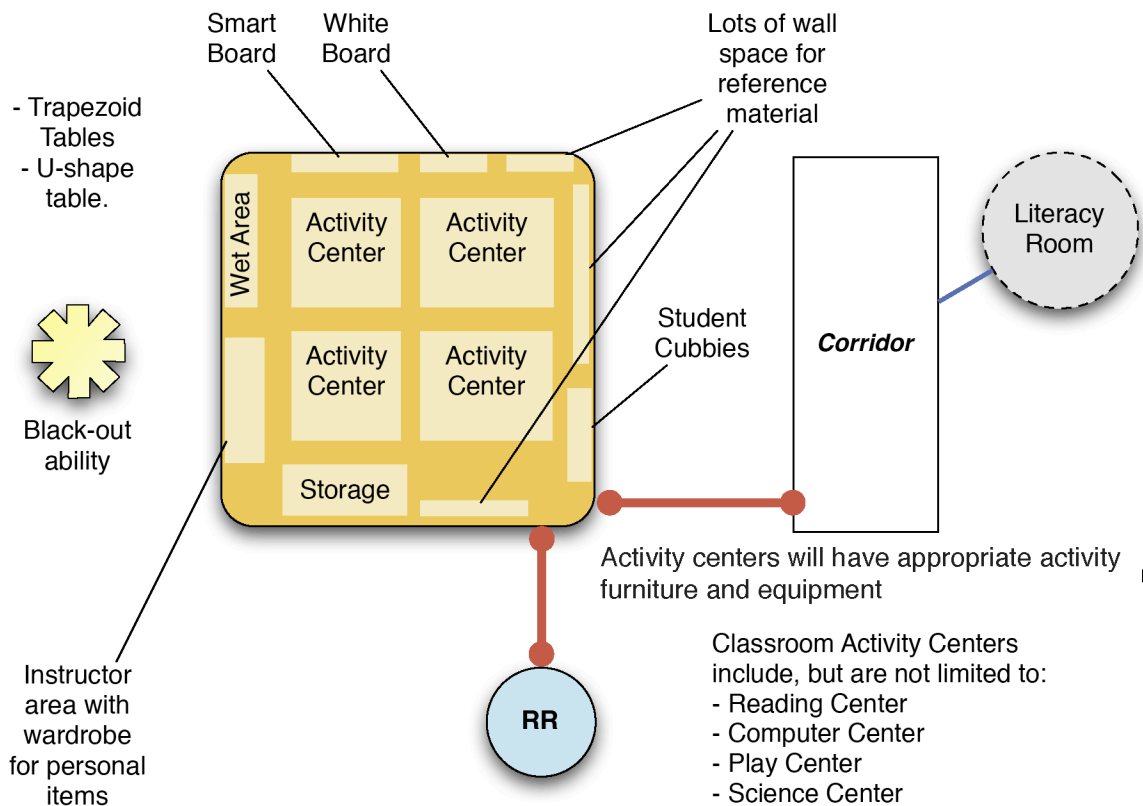
### 3.2.3.1 Category 1.0 - Instructional Program Spaces General Classrooms

Preschool, primary school and middle school students at ASLA will spend the majority of their day in the homeroom. Preschool and primary school homerooms include several separate activity centers for individual and small group activities and instruction, a whole group activity area with a smart board and a white board, a storage area and an instructor's area. Activity centers include reading areas, play areas, a computer area, a kitchenette and a science station. A good rule of thumb for assigning square footage to these classroom areas is as follows:

- Activity centers - 320 sf
- Storage, wet area, and instructor area - 150 sf
- Front of room - 70 sf
- Plus tare

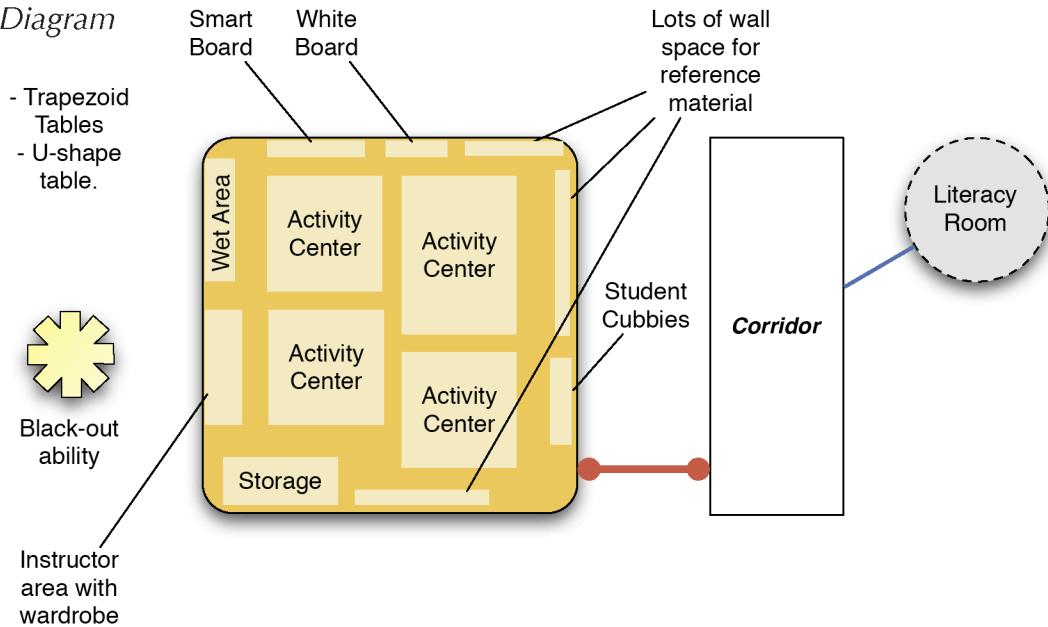
Preschool, kindergarten, and first grade classrooms should have, within the classroom, counter-mounted lavatories and a restroom. See Exhibit 3-6 for this relationship diagram.

**Exhibit 3-6**  
*Preschool, Kindergarten, and 1st Grade Classroom Relationship Diagram*



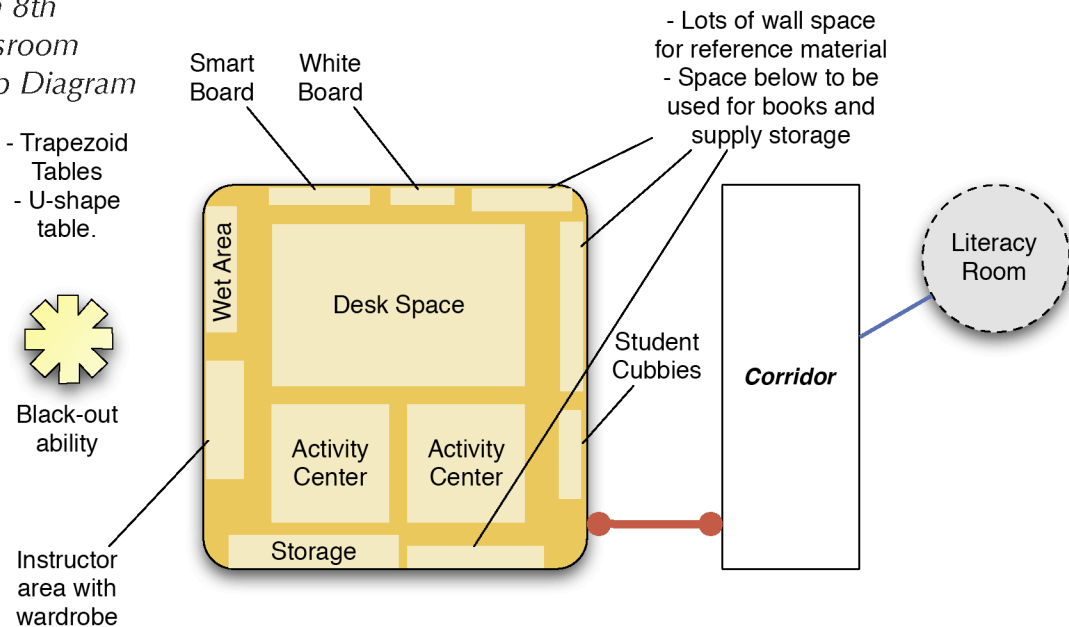
**Exhibit 3-7**  
 2nd through 5th  
 Grade Classroom  
 Relationship Diagram

Classrooms for 2nd through 5th grades are similar to early childhood classrooms, but do not require adjacency to restrooms. See Exhibit 3-7 for this relationship diagram.



Classrooms for 6th through 8th grades are similar to primary classrooms, but with fewer activity centers and space dedicated to desk stations instead. See Exhibit 3-8 for this relationship diagram.

**Exhibit 3-8**  
 6th through 8th  
 Grade Classroom  
 Relationship Diagram





### Special Education

The majority of students at ASLA will be special education students requiring additional accommodations. The spaces that will be included to house these programs include a literacy classroom, an audiology workroom, and an ancillary treatment room.

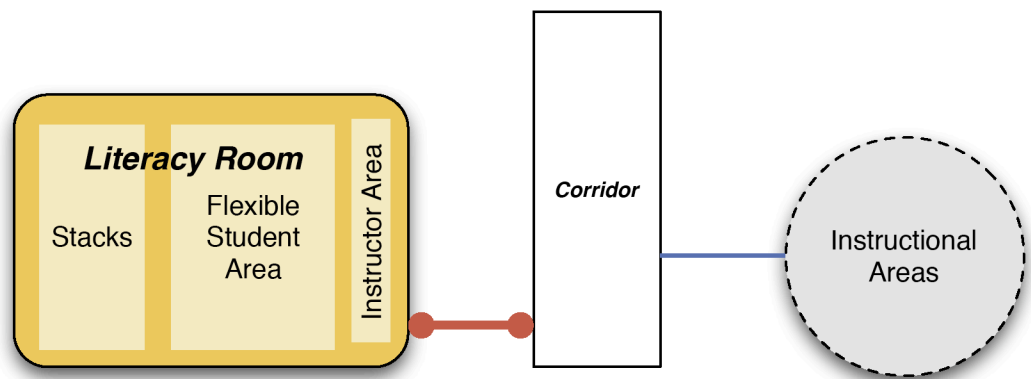
The literacy classroom will function as a pull-out resource space dedicated to the teaching of literacy. Because deaf and hard-of-hearing students achieve literacy at varying rates by grade, literacy instruction will be tailored to proficiency and will therefore involve groups of students that will be drawn from a variety of grades. The literacy room is a flexible classroom space that will house activities involving reading, writing, and finger speaking. Because this space will double as a library, it will need storage for reading materials.

The ancillary treatment room is a combination of administrative space for the contract service providers and a treatment area for OT/PT/SLP activities with individual or small groups of students.

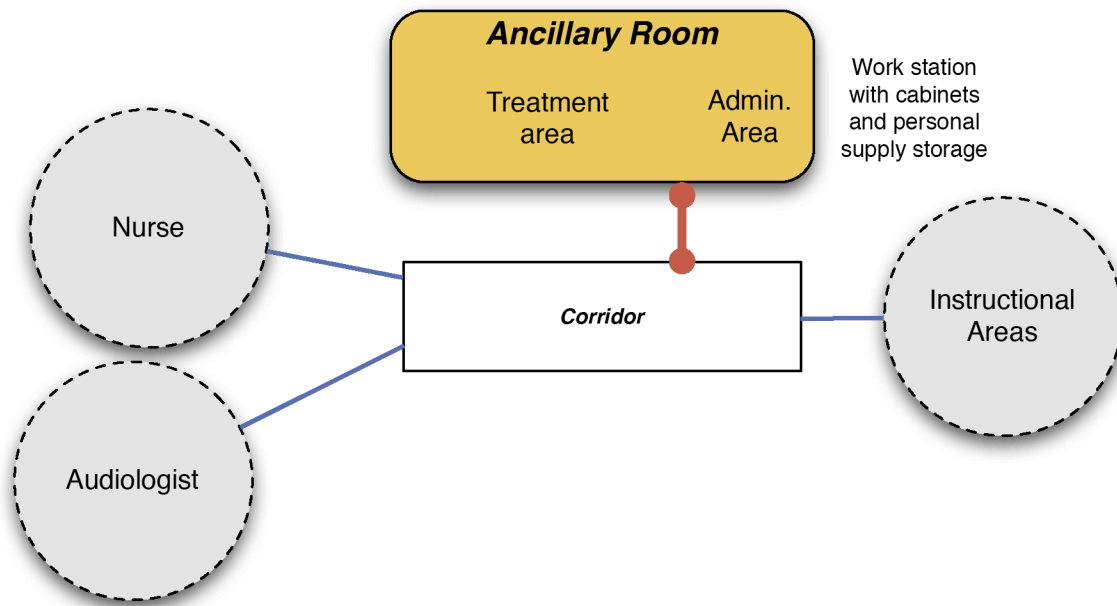
Exhibits 3-8 and 3-10 diagram the relationships of these spaces.

#### **Exhibit 3-9**

#### *Literacy Classroom Relationship Diagram*



**Exhibit 3-10**  
*Ancillary Room Relationship Diagram*



### 3.2.3.2 Category 2.0 - Instructional Support Spaces

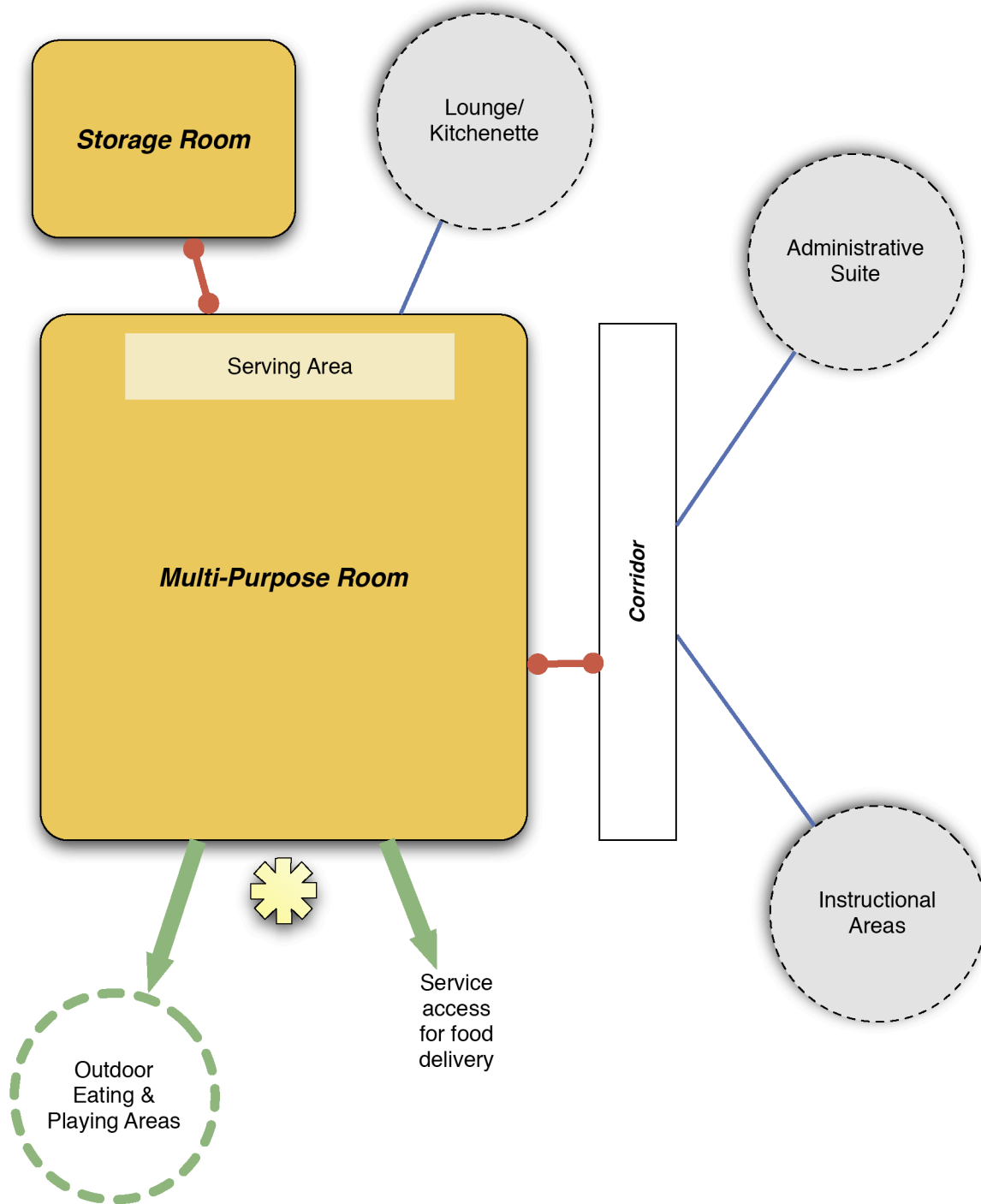
#### **Multipurpose Room**

The multipurpose room will serve a variety of instructional programs as well as support and community functions. Dance, music, drama, theater, and PE programs will be delivered in this space. Ancillary functions that involve large groups will be take place here. Meals will be served in the multipurpose room, and food will be delivered from off site and distributed there. The kitchenette should be directly adjacent with water, microwave and sink. All community and family programs that are not delivered in the classrooms after hours and meetings that are too large to be held in the conference room will be conducted in this room.

Storage space adjacent to the multipurpose room will store gym equipment, tables and chairs, and materials for family and community events. Exhibit 3-11 describes the relationships between these spaces.



**Exhibit 3-11**  
*Multipurpose Room Relationship Diagram*



### 3.2.3.3 Category 3.0 - Administration Spaces

#### Administration

Administration areas include a reception/waiting area, offices for the three administrators, a conference room which also serves as an IEP room, a staff lounge and kitchenette, a staff workroom, a student health center, and an audiologist's office.

The reception/waiting area is the first point of contact in the facility. From this point, community and family members may access the multipurpose room for programs and the administrators' offices without crossing through spaces occupied by classrooms. In order to access instructional and other program spaces, all visitors must pass through a security barrier.

ASLA has three administrators, each with separate responsibilities. The trilateral leadership team is comprised of the ASLA administrator, executive director, and family and community programs coordinator. All administrators have shared authority and responsibility for school programming and management. Ideally, each administrator will have a separate office. Until ASLA occupies a facility that accommodates optimal space needs, these administrators will occupy a shared large office.

The conference room will be used as a staff meeting room, IEP conference room, family and community meeting room, and training room. Proximity to the main entrance is desirable.

The staff lounge and kitchenette will also serve as a warming kitchen, when necessary, for the multipurpose room and should have an interconnecting door between the two spaces.

The staff workroom will house copying, faxing and publishing machines, work counters and supplies storage. It should be easily accessed from the classrooms.

The student health center contains an office for the nurse, a cot area for sick students waiting to be transported away from school, and an area for testing, medication storage and other equipment used by the nurse.

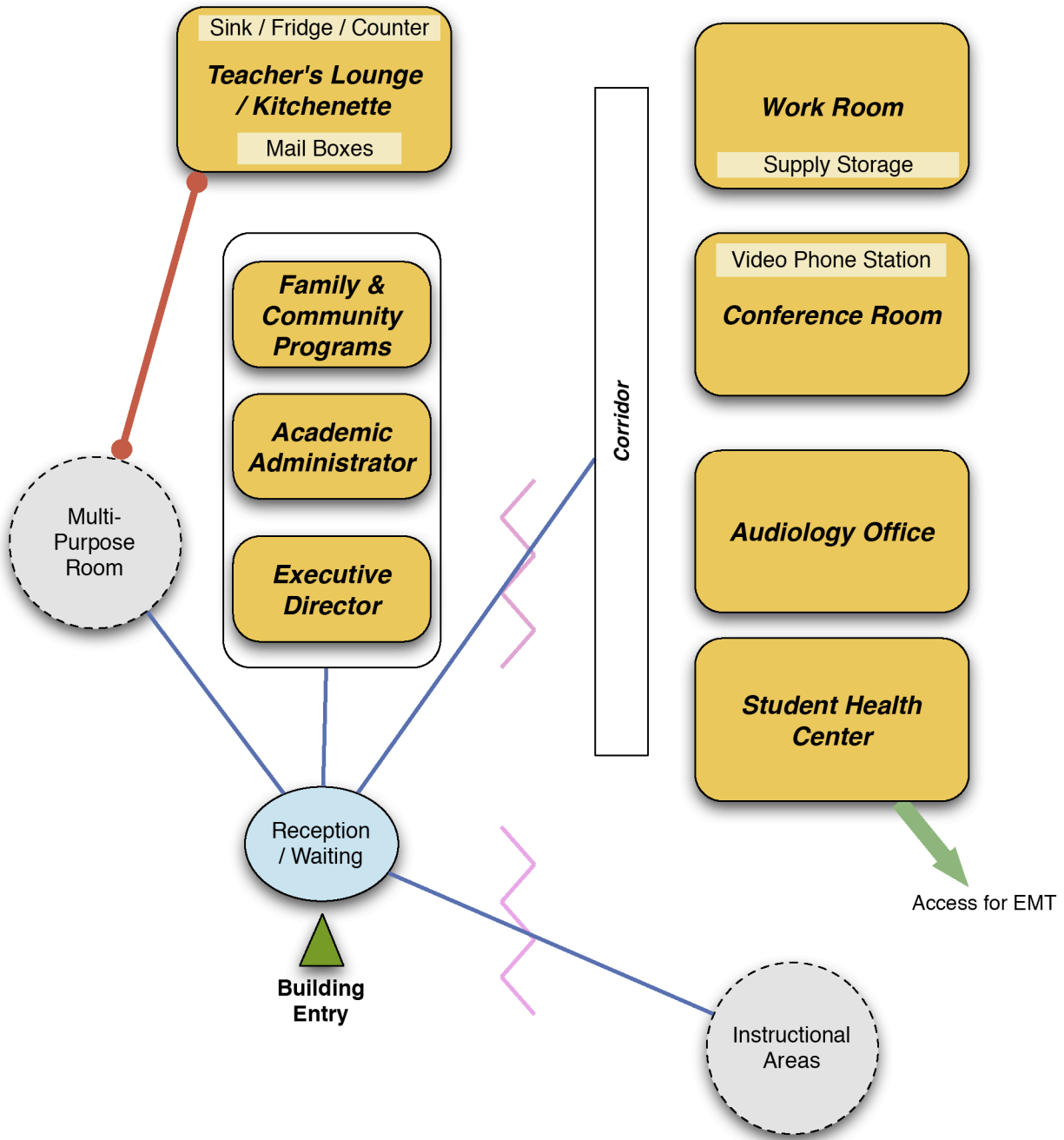
The audiology workroom will include space for testing in a sound booth, and a space to assemble and repair auditory devices. This



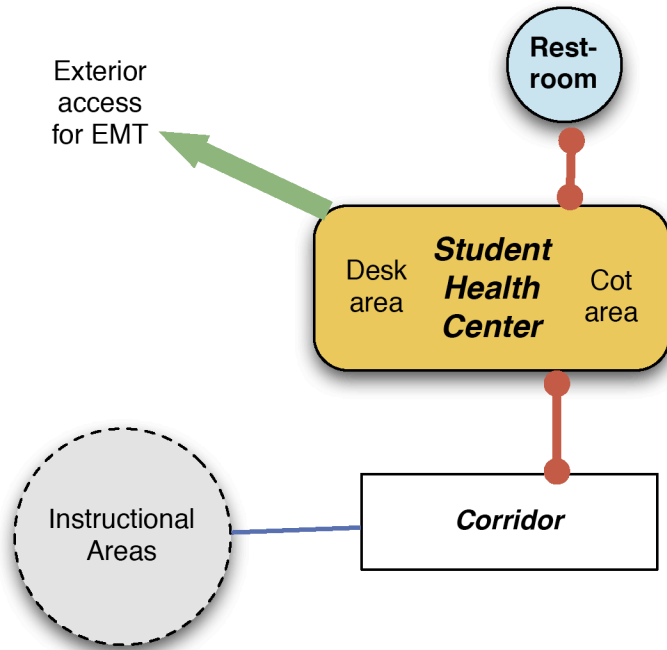
space also requires an administrative area with desk functions for the audiologist.

Exhibits 3-12 through 3-14 illustrate the relationship diagrams of these administration spaces.

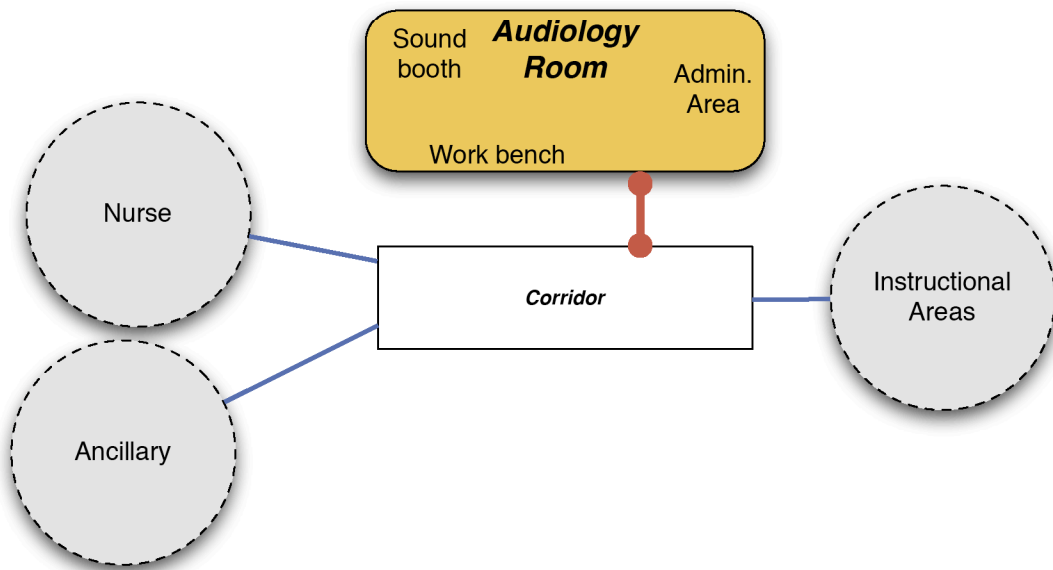
**Exhibit 3-12**  
Administration Areas  
Relationship Diagram



**Exhibit 3-13**  
*Student Health Center  
 Relationship Diagram*



**Exhibit 3-14**  
*Audiology Room  
 Relationship Diagram*



### 3.2.4 Alternative Methods

ASLA will provide the following instructional and support programs through “alternative methods:”

- Media Center - the literacy classroom serves a double function. Students can access the main public library located downtown for needs not served by the limited on-campus library.
- Outdoor physical education - off campus in neighborhood parks and ideally at the local elementary school playground
- Kitchen - prepared meals will be brought to the facility and served in the multipurpose room.

### 3.2.5 Space Needs

Exhibits 3-15 through 3-17 itemize space needs for each type of space and note comparisons to the New Mexico Public School Adequacy Standards. In all cases, the space needs shown exceed the minimum standard.



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## **BOOKMARK FOR 11 X 17 SPACE NEEDS TABLES**

***Exhibit 3-15***  
*Space Needs -  
Instructional Spaces*

***Exhibit 3-16***  
*Space Needs -  
Instructional Support  
Spaces*

***Exhibit 3-17***  
*Space Needs -  
Administration  
Spaces*



**BOOKMARK FOR 11 X 17**



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### 3.3 DETAILED SPACE AND ROOM REQUIREMENTS

The facilitywide general standards below provide detailed information about specific room requirements for each category of space, as do the design criteria sheets which follow in this subsection for space details not covered by the general standards.

#### 3.3.1 Technology and Communications Criteria

- Network - Classrooms and literacy room
  - 8 CAT 5e hard wired drops. 2 drops on each of 4 walls
  - CAT 5e drop or port available for wireless access point (WAP)
    - » IDEAL: 18 inches from the ceiling at access point(s) with one 110 VAC/power outlet
  - Wireless network capacity to support 10 machines at 100 Mbps each
  - Coaxial wiring to support cable broadcasts and video security cameras
- Network - Conference room, lounge, nurse, ancillary workstation, audiologist and receptionist
  - 2 CAT 5e drops and a minimum of 2 110 VAC/power duplex outlets at each worker-occupied desk/workstation.
  - Conference rooms and multipurpose room wireless network capacity to support 10 machines at 100 Mbps
- Network - Office
  - 6 CAT 5e drops and a minimum of 6 110 VAC/power
  - 2 for each desk/workstation
- Computers and Network Devices - Classrooms and Literacy Room
  - Students - 4 student-use computers in each instructional room
  - Teachers - 1 laptop computer in each instructional room
- Computers and Network Devices - Staff
  - 1 device per adult/staff
- Peripheral Devices
  - Offices, lounge, and workroom - Up to one each shared device such as printers, copiers, scanners, etc.
  - Classrooms - One each shared device such as a printers, copiers, scanners, etc. per instructional room
- Electronic Whiteboards - Classrooms
  - 1 electronic whiteboard with student voting tools per instructional room



- Interactive whiteboards will have a board-mounted short-throw projector
- Projection Capability - Classrooms
  - Each classroom or laboratory will include a center ceiling-mounted projector and A/V screen
- Communications - Voice
  - Each instructional space, office and support space will have 1 voice jack OR voice-over IP system
- Intercom
  - Each instructional room will have an intercom connection (intercoms require a CAT 5e cable to every intercom system) and for visual message board system for alerts

### 3.3.2 Power Criteria

- Classrooms
  - Minimum of 3 duplex outlets on every wall
  - Outlet for wall clock
  - Center ceiling outlet for projector
  - Surge suppression
- Offices and support spaces
  - Meet code for outlet distribution

### 3.3.3 Lighting and Daylighting Criteria

- Daylighting of occupied spaces
  - Provide exterior apertures to achieve a minimum glazing factor of at least 2% in all instructional spaces and a daylight illumination level of 25 footcandles, and in other occupied spaces as feasible<sup>2</sup>
- Classroom lighting
  - Provide a light level of at least 50 foot candles at each instructional space, measured at a work surface located in the approximate center of the classroom, between clean light fixtures
  - All fixtures will have 2-level switching
  - Light fixtures in spaces with daylighting will have dimmable lamps controlled by occupancy sensors and photocells



<sup>2</sup> *Glazing Factor = (Window Area [SF] / Floor Area [SF]) x Window Geometry Factor x (Actual Tvis / Minimum Tvis) x Window Height Factor*

### 3.3.4 Environmental Conditioning Criteria

- Classroom temperature
  - Each instructional space shall have a heating, ventilation, and air conditioning (HVAC) system capable of maintaining a temperature between 68 and 75 degrees Fahrenheit with full occupancy.
  - The temperature shall be measured at a work surface in the approximate center of the classroom.
- Classroom air quality
  - Each instructional space shall have an HVAC system that continually moves air and is capable of maintaining a CO<sub>2</sub> level of not more than 1,200 parts per million.
  - The air quality shall be measured at a work surface in the approximate center of the classroom.

### 3.3.5 Classroom Acoustics Criteria

- The sound level in each general and specialty classroom shall be a 1-hour, A-weighted Noise Criteria of less than 55 decibels
- The sound level shall be measured at a work surface in the approximate center of the classroom
- Reverberation times in classrooms shall be within a range of 0.4 - 0.6 seconds
- All other occupied spaces shall maintain a background sound level of less than 55 decibels

### 3.3.6 Furnishing and Equipment Criteria

- Instructional spaces
  - Furniture noted in Criteria Sheets
  - Student table types are shown in Section 3.3.7
- Offices
  - Desk and credenza work surfaces
  - Drawer stack, 4 file drawers, overhead storage



### 3.3.7 Table types



#### **Type A - Desk table**

- Rectangular 24"W x 48"L (height adjustable to 30")
- Plastic laminate top
- Seats two for desk



#### **Type B - Trapezoid table**

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



#### **Type C - Kidney table**

- 48" x 72"
- Laminate top
- Adjustable legs
- Seats four to six





#### **Type D - Round table**

- Round, 30" diameter (height adjustable to 30")
- Plastic laminate top



#### **Type E - Computer table**

- Rectangular, 24"W x 60"L
- Powder coated MDF surface
- Flip back top
- Powder coated frame
- 3" casters

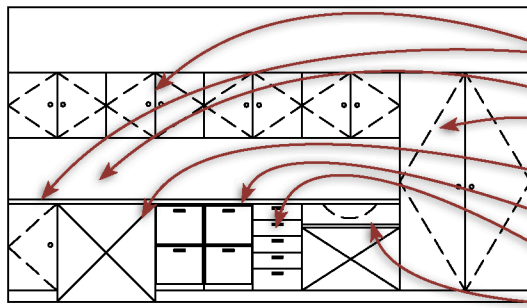


#### **Type F - Seminar table**

- Rectangular, 24"W x 60"L (height adjustable 22" to 32")
- High pressure laminate surface

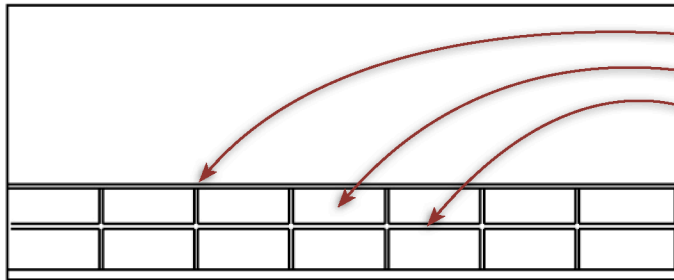


### 3.3.8 Storage types



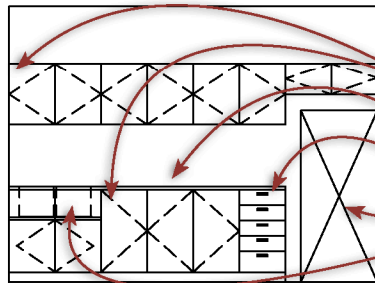
**Type 1**

- Upper and lower storage cabinets
- Project layout counter
- Wardrobe cabinet
- Desk surface
- Letter-size file drawers
- Drawer stack
- Sink



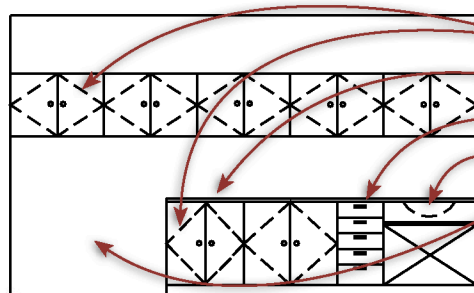
**Type 2**

- Display counter
- Open shelf storage below counter
- Adjustable shelving



**Type 3**

- Upper and lower storage cabinets
- Work and appliance counter
- Drawer stack
- Space for refrigerator
- 2-compartment kitchen sink


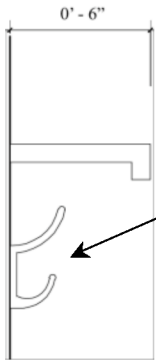


**Type 4**

- Upper and lower storage cabinets
- Work and appliance counter
- Drawer stack
- Sink
- Space for copier





1.0 Instructional Program Spaces	Users	Function/Activities:	Spaces
<b>1.1 General Classrooms</b>			
Preschool	10	Instruction to early childhood students in homeroom	1
Kindergarten	10	Instruction to primary students in homeroom	1
1st Grade	10	Instruction to primary students in homeroom	1
2nd Grade	10	Instruction to primary students in homeroom	1
3rd Grade	10	Instruction to primary students in homeroom	1
4th Grade	10	Instruction to primary students in homeroom	1
5th Grade	10	Instruction to primary students in homeroom	1
6th-8th Grade	15	Instruction to middle school students in homeroom	2
Literacy room / Library	10	Literacy instruction and media center	1
Ancillary treatment	3	Treatment room for SLP, OT, and PT	1
<b>Daily Occupancy Use</b>		Yes/No	Notes
Before / After Hours Use is Normal		Yes	
Public Access Required Often		No	
Area to have Lock-off capability from rest of School		No	Security barrier from public entry spaces
<b>Adjacency / Access:</b>			
<p>1- All classrooms need frequent adjacency to special education resources rooms, literacy room and ancillary treatment room</p> <p>2- Segregate classrooms by consecutive grades so middle school students do not encounter younger students frequently</p>			
<b>General Notes:</b>			
<p>1- Isolated ground for outlets in classrooms in wet area only.</p> <p>2- Modular office furniture desk setup in Ancillary Treatment room.</p> <p>3- All instructional rooms to receive the following finishes:  Flooring - loop pile carpet tiles, vinyl tile at 2' wide area in front of storage cabinets with sink  Ceiling - lay-in acoustical  Walls - painted textured gypsum wallboard</p> <p>4- Preschool and Kindergarten classrooms will have Water Tables and Play Kitchen/Block Play Areas.</p> <p>5- All classrooms will have mobile bookshelves or book display cases.</p> <p>6- All instructional spaces shall have tack strips mounted continuously around room where no other fixture is wall mounted.</p>			
<b>Specific Notes:</b>			
<p>1- Install shelf and coat hook system in each classroom in locations indicated on floor plan. See detail adjacent.</p> <p>2- Alternate to hook/shelf: Cubbies with hooks. See picture below.</p>			
		<p>Coat hooks at 12" o.c., mounted on continuous wood nailer.</p>	

1.0 Instructional Program Spaces  
1.1 General Classrooms

Space ID #	Preschool	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th-8th Grade	Literacy room / Library	Ancillary treatment	Notes
<b>Electrical</b>											
Black-out capability											
Master Shut Off for Outlets Needed (Keyed or Secure Location)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Plug mold (multi-track)	✓	✓	✓	✓	✓	✓	✓	✓			
Isolated Ground	✓	✓	✓	✓	✓	✓	✓	✓			
Specialty Equipment in Space:											
<b>Lighting</b>											
Special Illumination Level											
Impact- Resistant (IR)/ Moisture-Resistant (MR) Fixtures											
Specialty Lighting:											
<b>Specialty Systems</b>											
<b>Emergency:</b>											<b>Alerts</b>
Panic Button	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Admin Office
<b>Security:</b>											
Camera Stub-out											
<b>Special Furnishings / Equipment</b>											
Instructor Desk and chair	1	1	1	1	1	1	1	2	1		
Student table type A	1	1	1	1	1	1	1	2	1		
Student table type B	6	6	6	6	6						
Student table type C	1	1	1	1	1	1	1		1		
Student table type D									5		
Student table type E	2	2	2	2	2	2	2	3	1		
Student table type F						6	6	9			
Tack board 4' by 4'	2	2	2	2	2	2	2	6	2	1	
Coat hooks	10	10	10	10	10	10	10	15	10		
Smartboard or Mimio	1	1	1	1	1	1	1	3	1		
Whiteboard 12' by 4'	1	1	1	1	1	1	1	3	1		
Built-in Cabinets (see cabinet types for description)											
Type 1	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Type 2	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Type 3									✓	✓	
Student cubbies	10	10	10	10	10	10	10	15	10		
<b>Acoustical Conditions</b>											
Speech Privacy between neighboring spaces										✓	
<b>Interior Finishes</b>											
<b>Walls:</b>	Impact Resistant										
<b>Ceilings:</b>	Wet Area Gyp. Bd.										
	Combination Lay-in and Gyp Board										
<b>Doors:</b>	Solid Door										✓
Special Size:											
<b>Floors:</b>	Specialty flooring:										
<b>Plumbing</b>											
Water (H/C)	✓	✓	✓	✓	✓	✓	✓	✓			
Lavatory	✓	✓	✓	✓	✓	✓	✓	✓			
Compartment Sink											
Additional Plumbing in space											
Natural Gas											

2.0 Instructional Support	Est. # Users	Function/Activities:	# of Spaces
<b>2.1 Multi-Purpose Room</b>			
Activity Area	30	Flexible open space for meetings and motion-oriented activities	7
<b>2.2 Storage</b>			
Storage Room	0	Facility storage areas	1
IT servers	0	Data system server closet	
<b>Daily Occupancy Use</b>			
Before / After Hours Use is Normal	Yes/No	Notes	
Public Access Required Often	Yes	Multi-purpose room, non-secure access	
Area to have Lock-off capability from rest of School	No		
	No		
<b>Adjacency / Access:</b>			
1- Multi-purpose room needs access to outside for deliveries and transfer of play equipment, and for students to access outdoor play areas 2- At least one storage closet should open into multi-purpose room for storage of furniture and equipment used in that room.			
<b>General Notes:</b>			
<b>Specific Notes:</b>			
1- Multipurpose room finishes are as follows: Floor - vinyl tile Ceiling - impact resistant wallboard on metal channels or exposed structure Walls - painted CMU, plaster on backer board, or impact resistant resilient panels			

2.0 Instructional Support 2.1 Multi-purpose 2.2 Storage		Activity Area	Storage Room	IT servers						
<b>Space ID #</b>										
<b>Electrical</b>										<b>Notes</b>
Black-out capability										
Master Shut Off for Outlets Needed (Keyed or Secure Location)										
Plug mold (multi-track)										
Isolated Ground										
Specialty Equipment in Space:										
<b>Lighting</b>										<b>Notes</b>
Special Illumination Level										
Impact- Resistant (IR)/ Moisture-Resistant (MR) Fixtures		IR								
Specialty Lighting:										
<b>Specialty Systems</b>										<b>Notes</b>
<b>Emergency:</b>		Panic Button	✓							Alerts Admin Office
<b>Security:</b>		Camera Stub-out								
<b>Special Furnishings / Equipment</b>										<b>Notes</b>
Instructor Desk and chair										
Student table type A		1								
Student table type B										
Student table type C										
Pencil Sharpener w/ Block by Door										
Tack board 4' by 4'		1								
Smartboard or Mimeo										
Whiteboard 12' by 4'		1								
Built-in Cabinets (see cabinet types for description)										
Type 1										
Type 2										
Type 3										
Type 4										See Specific Notes
Mobile Shelving Units (3'x4'x1')		4								See Specific Notes
File Cabinet - Metal 4 Drawer Vertical										
<b>Acoustical Conditions</b>										<b>Notes</b>
Speech Privacy between neighboring spaces										
<b>Interior Finishes</b>										<b>Notes</b>
<b>Walls:</b>		Impact Resistant	✓							
<b>Ceilings:</b>		Wet Area Gyp. Bd.								
		Combination Lay-in and Gyp Board								
<b>Doors:</b>		Solid Door								
Special Size:										
<b>Floors:</b>										
Specialty flooring:										
<b>Plumbing</b>										<b>Notes</b>
Water (H/C)										
Lavatory										
Compartment Sink										
Additional Plumbing in space										
Natural Gas										

<b>3.0 Administration Areas</b>	<b>Est. # Users</b>	<b>Function/Activities:</b>	<b># of Spaces</b>
<b>3.1 Administrative Space</b>			
Administrator offices	1	Office space for administrative activities	1
Conference Room	10	Staff, IEP, community meetings	1
Waiting / Receptionist	4	Entry space, waiting for 3 seats	1
<b>3.2 Student Health</b>			
Audiologist	1	Administrative area, testing area, work bench	1
Student Health Center	2	Nurse desk, cot area, testing area, equipment area	1
<b>3.3 Faculty Spaces</b>			
Teachers' Lounge / Kitchenette	4	Lunch room and break area	1
Teachers' workroom	0	Copying and assembling areas, supply storage	1
<b>Daily Occupancy Use</b>		<b>Yes/No</b>	<b>Notes</b>
Before / After Hours Use is Normal		Yes	Conference room
Public Access Required Often		No	
Area to have Lock-off capability from rest of School		No	Security barrier from entry for all except administrator offices
<b>Adjacency / Access:</b>			
1- Administrators and conference room should be adjacent to main entry			
<b>General Notes:</b>			
1- Modular office furniture desk setups in all offices, one per staff person.			
2- Administrators and audiology offices and conference rooms to receive the following finishes: Flooring - loop pile carpet tiles Ceiling - lay-in acoustical Walls - painted textured gypsum wallboard			
3- All other administration rooms to receive the following finishes: Flooring - vinyl tile Ceiling - lay-in acoustical Walls - painted textured gypsum wallboard			
<b>Specific Notes:</b>			
1- Reception file cabinets shall be fire proof and lockable.			
2- Audiology room will have a sound booth.			
3- Lavatory in Audiology room is for making earmolds for hearing aides.			
4- Student Health Center requires a double locking medicine cabinet, a fire-proof locking file cabinet, and a cot .			
5- Teachers' workroom will have a copy machine, laminiator, and butcher paper storage.			

3.0 Administration  
 3.1 Administrative, 3.2 Student  
 Health, 3.3 Faculty

Space ID #

Administrator  
offices  
 Conference  
Room  
 Waiting /  
Receptionist  
 Audiologist  
 Student Health  
Center  
 Teachers'  
Lounge /  
 Teachers'  
workroom

Electrical								Notes
Black-out capability								
Master Shut Off for Outlets Needed (Keyed or Secure Location)	✓	✓	✓	✓	✓	✓	✓	
Plug mold (multi-track)	✓			✓	✓	✓	✓	
Isolated Ground						✓		
Specialty Equipment in Space:								

Lighting								Notes
Special Illumination Level								
Impact- Resistant (IR)/ Moisture-Resistant (MR) Fixtures								
Specialty Lighting:								

Specialty Systems								Notes
<b>Emergency:</b>	Panic Button	✓	✓	✓	✓	✓	✓	Alerts Admin Office
<b>Security:</b>	Camera Stub-out							

Special Furnishings / Equipment								Notes
Modular office desk and chair	3		1	3	3	3	3	
Guest chairs	3	10	3	2	1	4		
Tack board 4' by 4'	2	2	1	1	1	1	1	
Smartboard or Mimeo				1				
Whiteboard 12' by 4'	1	1		1		1		
Built-in Cabinets (see cabinet types for description)								
Type 1								
Type 2								
Type 3						1		
Type 4					1		1	See Specific Notes
Mobile Shelving Units (3'x4'x1')								See Specific Notes
File Cabinet - Metal 4 Drawer Vertical			1					
Student Table Type C				1				
Teacher mailboxes						18		

Acoustical Conditions								Notes
Speech Privacy between neighboring spaces								

Interior Finishes								Notes
<b>Walls:</b>	Impact Resistant							
<b>Ceilings:</b>	Wet Area Gyp. Bd.							
	Combination Lay-in and Gyp Board							
<b>Doors:</b>	Solid Door	✓	✓	✓	✓	✓	✓	
	Special Size:							
<b>Floors:</b>	Specialty flooring:							

Plumbing								Notes
Water (H/C)				✓		✓		
Lavatory				✓				
Compartment Sink						✓		
Additional Plumbing in space								
Natural Gas								

# 4

## CAPITAL IMPROVEMENT PLAN

### 4.1 CAPITAL FUNDING

#### 4.1.1 Potential Sources of Revenue

The following are sources of funding for facilities capital projects that may be used by ASLA:

- Annual lease payment from PSCOC
  - ASLA will receive funding from the PSCOC for lease payments starting in 2010/11. The initial year payment will be based on an estimated enrollment of 50 students x ≈\$700 each. Each following year, as enrollment increases, lease payments will increase according the schedule shown below. Lease payments will maximize at the fifth year as enrollment reaches a target maximum. Exhibit 4-1 illustrates how lease payments can be used to capitalize remodel costs.

**Exhibit 4-1**  
Cash Flow From Lease Payments to Capitalize Remodel Costs

Cash flow	
<b>Enrollment growth</b>	
Year 1	\$35,000 ← 50 Students @ \$700 Per Head
Year 2	\$49,000 ← 70 Students @ \$700 Per Head
Year 3	\$56,000 ← 80 Students @ \$700 Per Head
Year 4	\$63,000 ← 90 Students @ \$700 Per Head
Year 5	\$70,000 ← 100 Students @ \$700 Per Head
<b>Stable enrollment</b>	
Year 6	\$70,000 ← 100 Students @ \$700 Per Head
Year 7	\$70,000
Year 8	\$70,000
Year 9	\$70,000
Year 10	\$70,000
<b>Capitalize over 10 years</b>	<b>\$623,000</b> ← Total Cash Flow Over 10 Year Period

- Distribution per MEM of mill levies from HB33 (if and when available) is expected at  $\$662/\text{MEM} \times 100 = \$66,200$
- PSCOC capital outlay - a competitive process (see the following narrative)
- Legislative appropriation
- Federal grants
- Private fundraising (gifts and grants)

If the ASLA were to enter into an agreement with the APS district to receive funding from the HB33 mil levy, an expected annual cash flow could be ~\$136,000 (\$70,000 from PSCOC plus \$66,000 from HB33).

#### 4.1.2 PSCOC Funding

The New Mexico legislature provides capital funding for public schools, either through direct allocation or through capital outlay grants from the PSCOC, for renewal or new construction projects. Each school facility in the state is ranked with respect to all other facilities in the state, and assigned a condition index value which describes physical and programmatic deficiencies. The condition index value (NMCI) is a composite value derived from the cost to repair deficiencies compared to the replacement cost of the facilities. Since ASLA does not yet occupy a facility, it will not yet be represented in the facility condition ranking or status reports. After ASLA occupies the facility at 620 Lomas NW, the school will contact PSFA to request an evaluation. PSFA staff will then visit the facility, conduct an assessment according to criteria established by the PSFA, and enter that evaluation information into the agency's facility assessment database. This information is then used to establish the condition index and ranking in the NMCI.

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

1. "Deficiencies" means a condition or conditions in public school buildings and grounds that may adversely affect the health or safety of students and school personnel, including: (1) health and safety/building code compliance such as fire code compliance, fire resistance and fire control capability, emergency lighting, and compliance with the Americans with Disabilities Act; (2) building structural stability such as foundation/structure, exterior walls, roof, exterior, windows/doors, interior floors, walls and ceilings, and fixed equipment; (3) mechanical/electrical systems defects such as plumbing, HVAC-combination heat/cool, insulation, and electrical/lighting.





Charter schools are eligible for funding after operating successfully for six straight years (first year - planning, second through fifth years: operations, sixth year - charter renewal process). ASLA would be eligible in 2016/17. Funding from the PSCOC follows a matching formula that varies by district. Since state chartered schools follow the formula of the district where they are located, ASLA follows the Albuquerque Public Schools' matching formula, even though the school is not chartered with the district. In the APS matching formula, the state's share equals 54%, requiring a 46% local match.

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



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

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## **4.2 CAPITAL PLAN**

### **4.2.1 Immediate Capital Needs**

The implementation strategy to accommodate the ASLA's initial facility needs is for the school to move into a fully refurbished facility (Phase 1) at 620 Lomas NW in July 2010. The cost to provide these renovations is approximately \$450,000.

After the second year of operations, the charter school intends to occupy the remainder of the facility at 620 Lomas. Phase 2 renovations will cost approximately \$250,000.

When ASLA occupies the remainder of the property, the school will have access to the parking area north of the Phase 2 portion of the building and intends to create a fenced play area in the parking area, approximately 3,200 sf. The cost of this improvement is approximately \$70,000.

All maintenance and facility renewal expenses will be paid with operational funding.

The school will repay the landlord (the county of Bernalillo) through annual lease payment allocations from the PSCOC. The charter school will examine its capital needs upon charter and lease renewal at the five-year master plan update mark.

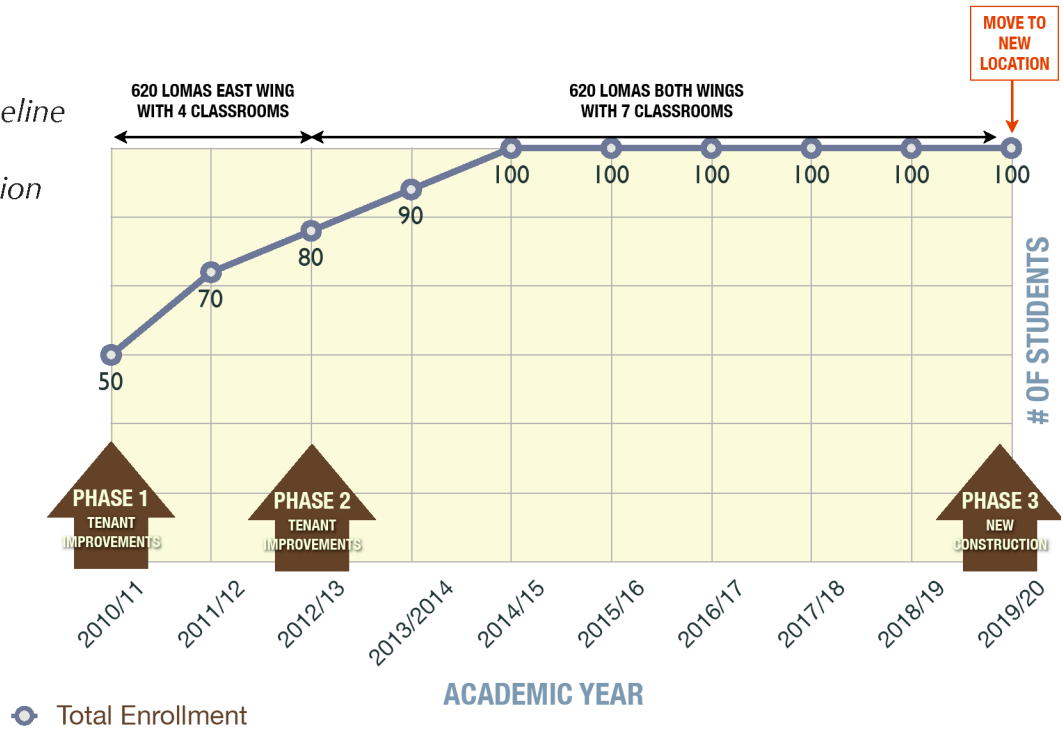
### **4.2.2 Future Capital Needs**

The implementation strategy for ASLA to accommodate its full target enrollment, after the completion of the lease obligation with the county, is to seek an alternative facility that more closely meets the space needs described in the Educational Specifications, Section 3. Exhibit 4-2 describes this schedule with a timeline chart. This facility will provide all adequately sized required spaces, will accommodate the optimal class loading profile, and will include adequate site features.

Based on 2010 construction industry information, a potential estimate of project costs to construct a facility described in the EdSpec is shown in Exhibit 4-3. This construction cost exceeds what the ASLA can capitalize with cash flow at maximum enrollment, as described in paragraph 4.1.1, and is probably not a viable option, unless a large portion of the construction cost can be carried by a hosting public entity or provided through grants or



**Exhibit 4-2**  
Potential Timeline  
for Facility  
Implementation



**Exhibit 4-3**  
Programmatic  
Estimate of  
Probable Cost of  
Construction

Albuquerque Sign Language Academy			
PROGRAMMATIC ESTIMATE OF PROBABLE COST OF CONSTRUCTION			New Construction
A. Estimated Construction Cost			
1. New	\$180.00 /SF X	16,912	\$3,044,160
B. Fixed Equipment (included in A)			
			\$0
C. Site Development Cost			
	5.00% of A		\$152,208
<b>D. TOTAL CONSTRUCTION COST (MACC)</b>			
<b>(A+B+C)</b>			<b>\$189.00 \$3,196,368</b>
E. Site Acquisition Cost			
			\$0
F. Integral Moveable Equipment			
	8.00% of D		\$255,709
G. Professional Fees			
	6.50% of D		\$207,764
H. Administration			
	2.50% of D		\$79,909
I. Contingency			
	5.00% of D		\$159,818
	NMGRT	6.6875% of D,F,G,H, I	\$260,784
<b>J. TOTAL PROJECT COST</b>			
<b>(SUM OF D to J)</b>			<b>\$246.00 \$4,160,353</b>

fundraising. Assuming a 6% interest rate and a 30-year payback period a potential annual payment would be about \$300,000, leaving an annual funding gap of over \$150,000.

Remodeling an existing facility would be more affordable, as described in Exhibit 4-4. Given the same cost of financing for a remodel project as a construction project, a potential annual payment would be about \$110,000 - a sum which could easily be covered with the cash flow described above.

The ASLA should firm its facility plan for maximum enrollment, and find a public sector partner to support its long term facility strategy, at the required charter renewal and Facility Master Plan revision time, in 2014/15.

**Exhibit 4-4**  
*Programmatic  
 Estimate of  
 Probable Cost of  
 Renovation*

<b>Albuquerque Sign Language Academy Renovation</b>			
<b>PROGRAMMATIC ESTIMATE OF PROBABLE COST OF CONSTRUCTION</b>			
A. Estimated Construction Cost			
1. New	\$70.00 /SF X	16,912	\$1,183,840
B. Fixed Equipment (included in A)			
			\$0
C. Site Development Cost			
	5.00% of A		\$59,192
<b>D. TOTAL CONSTRUCTION COST (MACC)</b>			
<b>(A+B+C)</b>		<b>\$73.50</b>	<b>\$1,243,032</b>
E. Site Acquisition Cost			
			\$0
F. Integral Moveable Equipment	Grant	8.00% of D	\$99,443
G. Professional Fees		6.50% of D	\$80,797
H. Administration		2.50% of D	\$31,076
I. Contingency		5.00% of D	\$62,152
	NMGRT	6.6875% of D,F,G,H, I	\$101,416
<b>J. TOTAL PROJECT COST</b>			
<b>(SUM OF D to J)</b>		<b>\$89.79</b>	<b>\$1,518,472</b>

# 5

## MASTER PLAN SUPPORT MATERIAL

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### 5.1 FACILITY DETAIL

This section provides details about the facility condition and other supporting documents, and includes the following information:

- PSFA letter to ASLA regarding appropriateness of proposed facility
- Proposed renovation floor plan to accommodate ASLA at 620 Lomas Boulevard NW
- CIP list of projects
- Photos of building and grounds
- Sites and facilities data table



## 5.2 PSFA LETTER TO ASLA REGARDING APPROPRIATENESS OF PROPOSED FACILITY

### State of New Mexico Public School Facilities Authority



Robert A. Gorrell, Director  
Tim Berry, Deputy Director

Santa Fe Office  
2019 Galisteo, Suite B-1  
Santa Fe, NM 87505  
(505) 988-5989  
(505) 988-5933 (Fax)

Albuquerque Field Office  
1312 Basehart Drive, SE  
Suite 200  
Albuquerque, NM 87106  
(505) 843-6272  
(505) 843-9681 (Fax)

Website: [www.nmpsfa.org](http://www.nmpsfa.org)

### MEMORANDUM

**To:** The Albuquerque Sign Language Academy  
**Cc:** Martica Casias, PSFA Planning & Design Manager  
**From:** Richard A. Romero, Facilities Specialist  
**Date:** February 23, 2010  
**RE:** Proposed Charter School Facility at 620 Lomas Boulevard,  
Albuquerque, New Mexico

At your request, I visited the referenced address on February 18, 2010. The purpose of my visit was to conduct an initial adequacy assessment based on the Statewide Adequacy Standards and the exemptions to those standards that were approved by the Public School Capital Outlay Council for charter and alternative schools in order to determine the feasibility of using a portion of this facility to house a charter school.

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

#### Background

The Albuquerque Sign Language Academy (ASLA) was approved by the Public Education Commission in 2009. The ASLA plans to operate as a pre-kindergarten through 8<sup>th</sup> grade school. Currently, the ASLA plans to enroll 8 students in each grade level beginning with grades K through 4<sup>th</sup> grade. However, they are exploring the possibility of expanding the enrollment to 10 students per grade level. The spatial adequacy analysis has been prepared based on the higher enrollment in accordance with the following table:

School Year	Grades	Projected Enrollment*
2010 – 2011	Kindergarten – 4 <sup>th</sup> Grade	50
2011 – 2012	Pre-Kindergarten – 5 <sup>th</sup> Grade	70
2012 – 2013	Pre-Kindergarten – 6 <sup>th</sup> Grade	80
2013 – 2014	Pre-Kindergarten – 7 <sup>th</sup> Grade	90
2014 – 2015	Pre-Kindergarten – 8 <sup>th</sup> Grade	100

\*The ASLA plans to enroll no more than ten students in each grade

*Partnering with New Mexico's communities to provide quality, sustainable school facilities for our students and educators*

The ASLA's charter school application abstract states that the intent of the founders is to open a bilingual school (English and American Sign Language (ASL) that will serve deaf and hard of hearing students as well as hearing students, including siblings of deaf and hard of hearing children, children of deaf adults and others who would benefit from their English/ASL program.

### **Facility Description and Comments**

The subject building is owned by the County of Bernalillo. The building is approximately 10,000 square feet and was most recently used as an office, but is unoccupied at the present time. The building's construction appears to be steel frame bearing on concrete footings with a slab-on-grade. The roofing system consists of a metal roof deck with unknown insulation and covering. The building is likely classifiable as a Type II-B construction in accordance with the 2006 International Building Code (IBC). The most recent occupancy classification of this building is a 'B' business occupancy. The buildings exterior is stucco and interior walls are drywall. Floor finishes consist of carpeting and VCT. Anecdotal information places the buildings age at approximately 30 years.

It must be noted that significant interior renovations are planned for this facility in anticipation of ASLA's leasing of this facility these planned renovations include, but are not limited to, replacing the current HVAC system, reconfiguration of the interior to make the facility functional as a school.

### **Adequacy Analysis**

The Public School Capital Outlay Council has waived many of the requirements of the Statewide Adequacy Standards for charter schools in recognition of the fact that charter schools, by their very nature, deliver education in a non-traditional manner. As such, this analysis is based only on those areas of the Standards that have not been waived.

### **GENERAL REQUIREMENTS**

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

The exterior envelope appears to be weather-tight. No evidence of leaks was observed. However, this observation must be qualified with the fact that all lay-in ceiling tiles were removed and all fan coil units were in the process of being removed in preparation for installation of rooftop units. Water puddles on the floor are most likely attributable to the removal of the fan coil units, not to roof leakage.

Interior surfaces appear to be in fair to good condition.

It is unknown if the interior finishes of the building contain harmful elements such as lead or asbestos. Given the age of the building, a more detailed analysis is recommended.

Likewise, the condition of the building systems is unknown. The entire HVAC system is being replaced. The electrical system was operational at the time of the site visit. The plumbing system did not exhibit evidence of problems.

The plumbing fixtures themselves were in good condition and were handicapped accessible. A plumbing fixture count should be calculated by the architect as part of the renovations and compliance with applicable provisions of the building code is required.

I did not observe any manual fire alarm pull stations or evidence of an alarm system. Compliance with applicable provisions of the 2003 International Fire Code as adopted by the State Fire Marshal is required.

I did not observe evidence of a two-way communication system between classrooms and other normally occupied spaces to a central, monitored location. The Statewide Adequacy Standards require such a system be installed.

**SITE**

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

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

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

If ASLA plans to provide outdoor play areas on-site, these areas must be fenced.

**ACADEMIC CLASSROOMS**

Because the planning of the renovations for this facility is in the early stages and only a rough schematic superimposed on an unscaled existing floor plan was available, the following information is being provided to assist you in refining the plan to comply with this provision of the Statewide Adequacy Standards. The following table lists the required general classroom square footage per student.

<b>GRADE LEVEL</b>	<b>REQUIRED NET SQUARE FT./STUDENT</b>
Pre-Kindergarten	Because the Public School Capital Outlay Council does not typically fund facilities for pre-kindergarten children, the Statewide Adequacy Standards do not address this space.
Kindergarten	50
1 <sup>st</sup> Grade	32
2 <sup>nd</sup> Grade	32
3 <sup>rd</sup> Grade	32
4 <sup>th</sup> Grade	32
5 <sup>th</sup> Grade	32
6 <sup>th</sup> Grade	28
7 <sup>th</sup> Grade	28
8 <sup>th</sup> Grade	28



This next table provides the required general classroom square footage per grade per year for your first five years of operation. This information is based on 10 students per grade.

GRADE	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
<b>KINDERGARTEN</b>	500	500	500	500	500
<b>1<sup>ST</sup></b>	320	320	320	320	320
<b>2<sup>ND</sup></b>	320	320	320	320	320
<b>3<sup>RD</sup></b>	320	320	320	320	320
<b>4<sup>TH</sup></b>	320	320	320	320	320
<b>5<sup>TH</sup></b>	-	320	320	320	320
<b>6<sup>TH</sup></b>	-	-	280	280	280
<b>7<sup>TH</sup></b>	-	-	-	280	280
<b>8<sup>TH</sup></b>	-	-	-	-	280
<b>TOTAL*</b>	<b>1,780</b>	<b>2,100</b>	<b>2,380</b>	<b>2,660</b>	<b>2,940</b>

\*This does not include the additional classroom space that you will need to provide for preschool-aged children.

Lighting must be provided at 50 foot-candles of well-distributed lighting. This is to be measured at a work surface at the center point of the classroom between clean light fixtures

Classroom temperatures must fall between 68 and 75 degrees Fahrenheit at full occupancy. The temperature shall be measured at the approximate center of the classroom.

Classroom acoustics shall not exceed a one-hour A-weighted level of 55 decibels measured at a work surface at the approximate center of the classroom.

The HVAC system must provide continual air movement and shall maintain a CO<sub>2</sub> level of not more than 1,200 parts per million.

### Concerns

The building should be checked by an expert for evidence of lead, asbestos or other harmful materials. If found, these materials must be abated.

A change of occupancy for this facility is required and a copy of the certificate of occupancy must be provided to the Public School Facilities Authority prior to ASLA occupying this facility.

Fire alarm and two-way communication systems must be installed if not already present in the building.

The architect should perform a plumbing fixture analysis as soon as possible to ensure that renovations include the number and type of fixtures as required by applicable codes.

### Conclusion

This facility has the potential to meet the needs of a charter school. Should you choose to pursue a lease of this facility, special attention must be paid to the concerns stated above..

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## 5.3 PROPOSED RENOVATION FLOOR PLAN

***Exhibit 5-1***  
*Proposed Renovation Floor  
Plan, Phases One and Two*

**RESERVE FOR 11 X 17  
FLOOR PLAN**



**RESERVE FOR 11 X 17**



## 5.4 CIP LIST OF PROJECTS

### 2010 CIP List of Projects for Albuquerque Sign Language Academy

Project No.	Code	Project Name	MACC	Project Budget
100.1	2.00.C01.1.	Issue: ASLA Use of 620 Lomas Blvd. Building	\$0	\$0
100.2	2.04.C01.1.	Renovation of Administrative / Support Program Spaces	\$138,739	\$185,910
100.3	3.05.B01.1.	Upgrade Fire, PA, Phone, Security, and Emergency Systems	\$16,293	\$21,832
100.4	2.04.C01.1.	Renovation of the Classroom Area	\$158,569	\$212,483
100.5	2.04.C01.2.	Renovation of space for phase II classrooms	\$171,546	\$229,871
100.6	2.06.E01.2.	Improve parking areas and install play area	\$52,189	\$66,540
100.7	4.00.A01.1.	Overtime premium due to compressed construction schedule	\$28,000	\$28,333
<b>Total of Project Budgets</b>				<b>\$744,970</b>

Facility  ID  Project Number

Category  Type 1  Type 2  P/T

Green Building  Energy Conservation  Deferred Maintenance

#### Project Name

#### Project Description

The cost estimates provided in this group of projects represent the likely cost of renovating the county owned building at 620 Lomas Blvd, NW. The renovation will create E-1 occupancy classroom and office areas for housing the Albuquerque Sign Language Academy Charter School, and will be accomplished in two phases timed by a separation of 2 years. This is a state authorized charter school. The total area occupied is 9,617 GSF. The Type of Construction is V-B. The expected occupancy load per code is 287 with an actual due to the type of student of 125. Parking is on-site and on the street. Site renovation projects include parking lot repaving, fencing, and play equipment.

Facility  ID  Project Number

Category  Type 1  Type 2  P/T

Green Building  Energy Conservation  Deferred Maintenance

**Project Name**

**Project Description**

The building is organized into a classroom and an administrative / support program areas. This work includes the renovation of the administrative / support program area by the following work: expand the existing restrooms so ADA compliant for students and add a new staff restroom, create new shared and audiologist office areas, painting of walls, new flooring, adding of lights in new rooms, adding 6 doors, replacing 2by4 lay-in ceiling tiles, and moving the front entry door.

Description	Cost Code	Quantity	Unit	Severity	Cost	Subtotal Cost
1 Relocation of RR entry walls	4.511	240.0	SF	1.50	\$8.47	\$3,049
2 Construct new office walls	4.511	720.0	SF	1.50	\$8.47	\$9,148
3 Modify lighting and electrical for new configuration	5.200	480.0	SF	1.50	\$3.37	\$2,426
4 Upgrade carpet and repair VCT	4.570	4,370.0	SF	1.00	\$4.11	\$17,961
5 Paint all walls in area	4.520	5,780.0	SF	1.00	\$0.93	\$5,375
6 Replace 2by4 lay-in ceiling tiles	4.540	4,370.0	SF	0.50	\$2.52	\$5,506
7 Install 6 doors in interior partitions	4.730	6.0	Per door	1.20	\$1,420.73	\$10,229
8 Saw cut and install staff restroom waste line, early childhood waste line	6.374	200.0	LF	1.50	\$35.51	\$10,653

continued

9	Install new water lines to new staff restroom and new early childhood restrooms	6.373	200.0	LF	1.50	\$31.17	\$9,351
10	Construct accessible staff restrooms and early childhood restrooms	10.912	4.0	Each	1.00	\$13,293.81	\$53,175
11	Relocate the front entry door and infill current location	10.320	1.0	Each	1.50	\$6,576.38	\$9,865
12	Install 2-compartment sink in Lounge	6.374	30.0	LF	1.00	\$35.51	\$1,065
13	Install 2-compartment sink in Lounge	6.373	30.0	LF	1.00	\$31.17	\$935

Maximum Allowable Construction Cost \$138,739

**Total Project Cost \$185,910**

Facility  ID  Project Number

Category  Type 1  Type 2  P/T

Green Building  Energy Conservation  Deferred Maintenance

**Project Name**

**Project Description**

The 7132 Gsf will need upgrades to fire alarm annunciation, phone, security, and emergency exit signage systems due to E-1 occupancy and the client being deaf.

Description	Cost Code	Quantity	Unit	Severity	Cost	Subtotal Cost
1 Install security cameras in corridors	0.000	4.0	School	1.00	\$220.00	\$880

continued

Description	Cost Code	Quantity	Unit	Severity	Cost	Subtotal Cost
2 Install fire alarm, exiting, and phone systems for hearing / deaf person safety	5.860	7,132.0	SF	2.00	\$0.73	\$10,413
3 Add magnetic lock release on front and back doors	0.000	2.0	EA	1.00	\$2,500.00	\$5,000
Maximum Allowable Construction Cost						\$16,293
<b>Total Project Cost</b>						<b>\$21,832</b>

Facility  ID  Project Number

Category  Type 1  Type 2  P/T

Green Building  Energy Conservation  Deferred Maintenance

**Project Name**

**Project Description**

The building is organized into a classroom and an administrative / support program areas. This work includes the renovation of the classroom area by the following work: add ADA compliant RR for students, some new partition work to create a classroom and exit hall, painting of walls, new flooring, adding of lights in new rooms, adding 3 exterior doors, replacing 2by4 lay-in ceiling tiles, and remounting one exterior door.

Description	Cost Code	Quantity	Unit	Severity	Cost	Subtotal Cost
1 Construct new CR walls	4.511	5,700.0	SF	1.50	\$8.47	\$72,419
2 Modify lighting and electrical in CR	5.200	2,765.0	SF	1.50	\$3.37	\$13,977
3 Upgrade carpet	4.570	2,765.0	SF	1.15	\$4.11	\$13,069
4 Construct new exit hall	4.510	330.0	SF	1.00	\$13.36	\$4,409
5 Replace 2by4 lay-in ceiling tiles	4.540	2,765.0	SF	0.50	\$2.52	\$3,484

continued



		Cost Code	Quantity	Unit	Severity	Cost	Subtotal Cost
6	Install exterior doors for exiting	4.760	6.0	Each	1.00	\$1,794.31	\$10,766
7	Paint all walls	4.520	11,400.0	SF	1.00	\$0.93	\$10,602
8	Install WB /CB /TB and shelving	0.000	15.0	SF	1.00	\$1,500.00	\$22,500
9	Install solar tubes in each occupied room and in corridors.	4.781	30.0	SF	1.00	\$94.56	\$2,837
10	Install counter mounted lavatory in 2 classrooms	6.362	2.0	Each	1.00	\$2,253.88	\$4,508
Maximum Allowable Construction Cost							\$158,569
<b>Total Project Cost</b>							<b>\$212,483</b>

Facility  ID  Project Number

Category  Type 1  Type 2  P/T

Green Building  Energy Conservation  Deferred Maintenance

**Project Name**

**Project Description**

Phase II is a later renovation for use as additional classrooms. This work includes the following: install new wood stud walls finished with gypsum wallboard and painted to create 3 classrooms and 2 restrooms, installation of new plumbing fixtures, four exterior metal doors with panic hardware, 5 interior solid core wood doors with classroom hardware, loop pile carpet tiles in classrooms, vinyl tiles in restrooms and corridors, 2x4 lay-in acoustical ceiling, lighting.

		Cost Code	Quantity	Unit	Severity	Cost	Subtotal Cost
1	Modify lighting and electrical for new configuration	5.200	2,321.0	SF	1.00	\$3.37	\$7,822

continued

	<b>Description</b>	<b>Cost Code</b>	<b>Quantity</b>	<b>Unit</b>	<b>Severity</b>	<b>Cost</b>	<b>Subtotal Cost</b>
2	Construct new wood stud walls	4.511	1,350.0	SF	1.00	\$8.47	\$11,435
3	Install flooring in new rooms	4.570	2,321.0	SF	1.00	\$4.11	\$9,539
4	Paint all new walls	4.520	2,700.0	SF	1.00	\$0.93	\$2,511
5	Install 2x4 lay-in ceiling	4.541	2,321.0	SF	1.00	\$4.49	\$10,421
6	Install 5 doors, frames, and hardware in interior partitions	4.730	5.0	Per door	1.25	\$1,420.73	\$8,880
7	Install exterior metal doors with panic hardware in existing frames	4.760	4.0	Each	1.00	\$1,794.31	\$7,177
8	Install new restrooms	10.912	4.0	Each	1.00	\$13,293.81	\$53,175
9	Install new water and waste lines to new restrooms	6.375	50.0	LF	1.00	\$31.17	\$1,559
10	Install white boards and tack boards	0.000	6.0		1.00	\$1,000.00	\$6,000
11	Install casework in classrooms	4.625	210.0	LF	1.00	\$252.51	\$53,027
	Maximum Allowable Construction Cost						\$171,546
	<b>Total Project Cost</b>						<b>\$229,871</b>

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Facility  ID  Project Number

Category  Type 1  Type 2  P/T

Green Building  Energy Conservation  Deferred Maintenance

**Project Name**

**Project Description**

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Description	Cost Code	Quantity	Unit	Severity	Cost	Subtotal Cost
1 Mill and pave existing parking lots	1.201	1,000.0	SY	0.50	\$30.14	\$15,070
2 Install fencing around perimeter of parking area	1.351	350.0	LF	1.00	\$48.91	\$17,119
3 Install play equipment and soft play surface	0.000	1.0		1.00	\$20,000.00	\$20,000
Maximum Allowable Construction Cost						\$52,189
<b>Total Project Cost</b>						<b>\$66,540</b>

Facility  ID  Project Number

Category  Type 1  Type 2  P/T

Green Building  Energy Conservation  Deferred Maintenance

**Project Name**

**Project Description**

Add 5% to MACC to reflect overtime labor costs to meet school opening schedule of July 1, 2010.

Description	Cost Code	Quantity	Unit	Severity	Cost	Subtotal Cost
1 Add 5% of MACC (570,000 x .05 = 28,000)	0.000	1.0	LS	1.00	\$28,000.00	\$28,000
Maximum Allowable Construction Cost						\$28,000
<b>Total Project Cost</b>						<b>\$28,333</b>

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## 5.5 PHOTOS OF BUILDING AND GROUNDS



Front (north) side of building



Back (south) side of building at alley



Proposed main entry from inside building



Proposed back entry from inside building



NOTE: Building is currently under construction. Photographs of the renovated interior are not yet available.

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## 5.6 SITES AND FACILITIES DATA TABLE

- Name of facility – Albuquerque Sign Language Academy
- State identification number – Does not apply
- Physical address – 620 Lomas Boulevard NE, Albuquerque, NM, 87102
- Date of opening – Proposed July 1, 2010
- Dates of major additions and renovations – Does not apply
- Facility Condition Index (FCI) / N.M. Facility Condition Index (NMCI) – Does not apply
- Site owned or leased - Leased
- Total building area gross sq/ ft. – Phase 1: ~7,200 GSF, Phase 2: ~9,800 GSF
- Site acreage - ~22,000 square feet
- Total number of permanent general classrooms – Phase 1:4, Phase 2:7
- Total number of permanent specialty classrooms - 1
- Total number of portable classrooms - None
- Total number of classrooms - Phase 1:5, Phase 2:8
- Percentage of portable classrooms compared to total number of permanent classrooms – Does not apply
- Total enrollment current year (40th day count) – Not yet known, 50 proposed 2010/11 academic year
- Number of gross sq. ft per student – Not yet known, potentially 144 gsf per student 2010/11 academic year







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# The Albuquerque Sign Language Academy

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Facilities Master  
Plan and  
Educational  
Specifications



**Architectural Research Consultants, Incorporated**

220 Gold SW • Albuquerque, New Mexico 87102 • 505-842-1254 • Fax 505-766-9269 • [www.ARCplanning.com](http://www.ARCplanning.com)