



La Promesa Learning Center Charter School **FACILITY MASTER PLAN**

2017 - 2021





ACKNOWLEDGEMENTS

La Promesa Early Learning Center Charter School

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Phone: (505) 836-7706
<http://www.lpelc.com/>
Original charter date – 2006
First charter renewal date – 2010
Charter renewed - July 1, 2015

Governance Council

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Judy Griego – Vice President – Audit Committee
Regina Sanchez-Secretary / Treasurer – Finance Committee
Andrew Mathis - Member
Brenda Baca - Member

Steering Committee Members

Chris Jones- LPELC Executive Director, Principal
Danielle Miranda – LPELC Special Education Teacher
Dave Romo, LPELC Athletic Director
Esteban Cole, LPELC Teacher
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TABLE OF CONTENTS



GOALS / MISSION

- 1.1 Goals:
 - 1.1.1 Mission
 - 1.1.2 Educational Philosophy
- 1.2 Process:
 - 1.2.1 Data Gathering and Analysis
- 1.3 Acronyms

EXISTING AND PROJECTED CONDITIONS

- 2.1 Programs and Delivery Methods
 - 2.1.1 Diversity
 - 2.1.2 Programs overview
 - 2.1.3 Delivery Systems
 - 2.1.4 Special Populations
 - 2.1.5 Anticipated Changes in Programs
 - 2.1.6 Schedule
- 2.2 Proposed Enrollment
 - 2.2.1 Overview of Enrollment, Historic and Projected
 - 2.2.2 Classroom Loading Policy
 - 2.2.3 Classroom Needs
- 2.3 Site and Facilities
 - 2.3.1 Location /Site
 - 2.3.2 Facility Evaluation (FAD)

PROPOSED FACILITY REQUIREMENTS (Ed Spec)

- 3.1 Facility Goals and Concepts
 - 3.1.1 Goals to be met by school facility
 - 3.1.2 Facility Concepts

CAPITAL PLAN

- 4.1 Short Range Plan
 - 4.1.1 Capital Projects
 - 4.1.2 Financing Options

MASTER PLAN SUPPORT MATERIAL

- 5.1 Sites and Facilities Data Table
- 5.2 Site Plan
- 5.3 Floor Plans
 - 5.3.1 Scaled Floor Plans
 - 5.3.2 Updated FAD Forms
- 5.4 Detailed Space and Room Requirements

APPENDIX

- 6.1 Technology and Communications Support Material
 - 6.1.1 Technology Needs Survey
 - 6.1.2 Needs Analysis and Assessment
- 6.2 PSFA Facility Maintenance Assessment Report 2017





LA PROMESA
EARLY LEARNING CENTER

INTRODUCTION





La Promesa Early Learning Center Charter School

1.0 INTRODUCTION

This document is a Facilities Master Plan (FMP) and Educational Specifications (EdSpec) for La Promesa Learning Center Charter School (LPLC), 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 and a pre-requisite for eligibility for both the state capital and systems based outlay assistance.

This master plan and educational specifications is in accordance with guidance issued by the PSCOC and PSFA.

Planners have combined the FMP and EdSpec to identify specific current and projected facility needs to accommodate the charter school's anticipated five-year enrollment, to forecast strategies and required resources to implement those facility needs. The document is a flexible facility planning tool that the school can revise on a periodic basis as conditions change.

Five main sections and this introduction comprise the master plan and educational specifications:

- **Section 1- Introduction** provides information on the schools mission and educational philosophy, data gathering techniques used for the Master Plan and Educational Specifications, and acronyms used in the document.
- **Section 2 – Existing and Projected Conditions** provides information about programs and delivery methods, enrollment, details about the school's existing facilities, and technology and energy management. It outlines facility goals and concepts, details space needs and other facility requirements, and describes strategies for implementing space needs.
- **Section 3 – Proposed Facility Requirements** contains facility goals and concepts, lists and diagrams specific facility needs to accommodate projected enrollment, and identifies how the school will implement facility needs over time.
- **Section 4 – Capital Plan** provides information about capital resources, capital needs, projected priorities, and capital project implementation.
- **Section 5 – Master Plan Supporting Material** contains detailed information about school facilities, evaluations, plans, and other information.





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GOALS / PROCESS





1.1 GOALS

1.1.1. La Promesa Early Learning Center Mission

“La Promesa Early Learning Center ensures that culturally and linguistically diverse students thrive in an academic, family-centered, developmentally seamless continuum of learning where high expectations, respect, and empowerment meet grade-level proficiency.”

1.1.2. Educational Philosophy

Individual attention – The size of the student body creates a small school community and small class sizes ensure individual attention. Student portfolios, ongoing monitoring of proficiency, and “wrap-around” social services, including English language learning and Title 1 tutoring, support student success.

Developmentally Seamless continuum of learning – Starting an infant/toddler programs, La Promesa will grow to provide seamless transitions all the way through lower division college grades, and ongoing personal connections with educators and the school community at critical developmental and academic stages. The entire plan is based on the notion that the best of earlier childhood education begins early (six weeks of age), then continues in a predictable and stable environment, mirroring the family until the child is ready to graduate into the more common world of public education.

Dual language – La Promesa implements bilingual education in a dual language model, with linguistic and cultural strengths. Research strongly supports a dual language model as an exemplary best practice, particularly for children with dual language or Spanish language home environments. Children are taught all content areas in both languages throughout the school day.

Family Participation – “We accept the premise that the best program in school can only be successful if there is a strong home/school relationship.” A major focal point of the charter is family empowerment and early childhood best practices. Parent involvement is required to strengthen student commitment to learning.

Parents are involved in the Parent Teacher Advisory Team, in which parents, teachers and community members meet on a regular basis to establish and carry out a calendar of events and a scope of work for the school year. Parents can also become Board Members or participate in Board Committees.

Serving the Community- Located in a highly populated area on the west side of Albuquerque, La Promesa serves preschool, elementary and middle school students. The school has a high percentage of low-income families, single-parent homes and an ethnic diversity common to the community. The ethnic breakdown of the current





1.1 GOALS

1.1.2. Educational Philosophy (continued)

student population is 24% Hispanic, 74% Caucasian, 1% Native American, and 1% Asian. From kindergarten through middle school, students learn how they fit into family, community and the world.

Classes are available for community members after school hours, and school facilities, including the computer lab and the parent resource center, are open to community use.

Statewide Adequacy Standards- New Mexico's statewide adequacy standards for primary and secondary educational facilities (NMAC 6.27.30) are guidelines 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 that are the bases for the standards. Section 3.2.5 Space Needs indicates conformance with adequacy standards for minimum square footage per student.

The implementation of space needs for La Promesa Early Learning Center will meet the following required standards, listed below with statute section citations in parentheses:

6.27.30.8 General Requirements

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





1.2 PROCESS

During 2015, LPELC renewed their charter and will again be up for renewal in 2020. In order to renew the charter, the school collected signed petitions of support that the school, as framed by its mission and goals, should continue to exist. The school received signed petitions of support from 584 families, staff members, and members of the community.

1.2.1 Data Gathering and Analysis

In the Spring of 2016 LPELC also began the process of renewing their Masterplan and Educational Specifications. Due to unforeseen circumstances, the process was placed on hold until the spring of 2017 (June).

In the summer of 2016 formation of a steering committee composed of teachers, administrators, community members, and architects was initiated. There were Steering committee meetings to review the school's mission, educational program, and facility assets / needs. The steering committee discussed how the existing school facility can best support the school's goals, as well as how future facility improvements could better support the school's goals. Six Steering Committee meetings to review the school's mission, educational program, and facility assets / needs. These meetings commenced at 3:00 pm and concluded at approximately 4:30 pm. Portions of the meetings were conducted as group discussions, while at other times, facility evaluations were conducted.

Administration and analysis of surveys related to the school's program and facility. Surveys were completed by students, staff, parents, community members, and school board members. Survey results were reviewed and analyzed by the Steering Committee. (Refer to survey response summaries in the appendix.)

Decisions regarding content for the school's Ed Specs / FMP were made by group consensus, and a preliminary draft was reviewed, commented on, and approved by the Steering Committee. (Refer to steering committee meeting notes in the appendix.)

Architectural and engineering assessment of the existing facility, including interviews with building users and support staff, to determine building maintenance requirements and to compare the existing facility with PSFA Adequacy Standards.

During the steering committee meetings, the group agreed that facility improvements recommended in survey responses should be addressed in the following order:

- Health, safety, welfare of occupants
- Stabilization and upkeep / maintenance of existing facility
- Preventive maintenance (to avoid more costly repairs in the future)
- Energy efficiency of building systems (to reduce operating cost in order to reallocate funds for academics)
- Space-related facility improvements in accordance with the Adequacy Standard





1.2.1 Data Gathering and Analysis continued

A. Data gathering and Analysis

The Hartman + Majewski Design Group (DG) worked with a steering committee, comprised of members of the administration, teachers, governing council (GC), and parents to understand and document the charter school's programs and delivery methods, and to establish facility needs to support the charter's educational requirements.

B. Authority and facilities Decision Making

La Promesa currently has a seven-member GC. La Promesa holds public nominations for any vacancies on the GC. The board may include parents of enrolled students, professional educators and members of the community at large. The GC determines organizational structures and responsibilities.

The GC will act on the budget and operation of the school, based on the recommendations of the administration. Decisions will comply with N.M. state statutes, federal guidelines, and administrative recommendations based on best practices. The GC will review and make decisions at a GC meeting in compliance with the Open Meetings Act.

The Executive director formulates and defines operational and administrative guidelines for LPELC and develops recommendations for a long-term strategic plan.

The Principal, under the direction of the Executive Director, establishes policies and procedures to ensure the safety of students, staff, facilities and equipment.

C. Community Involvement in Decision Making

Parents and community members can hold a direct leadership position and influence decisions regarding school facilities by serving on the GC or one of the advisory committees.





Adoption of Facilities Master Plan





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LIST OF ACRONYMS 1.3



1.3 LIST OF ACRONYMS

- ADA** – Americans with Disabilities Act
AY – Academic year
CAT – Category
CIP – Capital Improvement project or Plan
CR – Classroom
DG – The Hartman + Majewski Design Group
EdSpec – Educational Specifications
ELL – English Language Learners
FAD – Facility Adequacy Database
FMP – Facilities master Plan
FCI – Facility Condition Index
GC – Governing Council
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
IAP – Individual Academic Plan
IEP – Individualized Education Plan
LCD – Liquid Crystal Display
LPLC – La Promesa Learning Center
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
NMCSBPS – New Mexico Content Standards, Benchmarks, and Performance Standards.
PE – Physical Education
PED – New Mexico Public Education Department
PSCOC – Public School Capital Outlay Council
PSFA – Public School Facilities Authority
PTR – Pupil/teacher ratio
SY – School year
VAC – Volts AC
VCT – Vinyl composition tile
WAP – Wireless access point





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2. EXISTING AND PROJECTED CONDITIONS



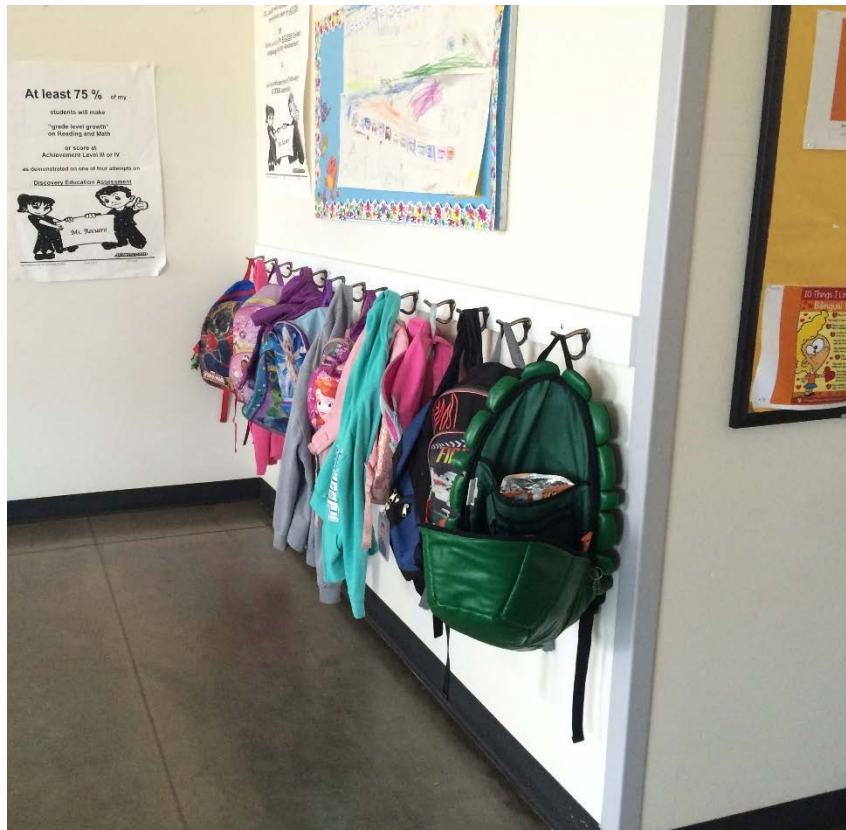


2.1 Programs and Delivery Methods

2.1.1 Diversity

La Promesa currently serves 353 students in grades kindergarten through 8th grade with more than 150 students on a waiting list. In addition it enrolls 68 pre-school students who are not part of the 375 cap set by the Charter contract.

At the beginning of 2017 school year, the ethnic breakdown of the student population was 24% Hispanic, 74% Caucasian, 1% Native American, and 1% Asian. Fifty-eight percent (42%) have a “proficient” level of the Spanish language (speaking, reading, listening, and writing) and 58% are identified as English Language Learners (ELL). Forty-nine point five percent (49.5%) of registered students were identified as economically disadvantaged.



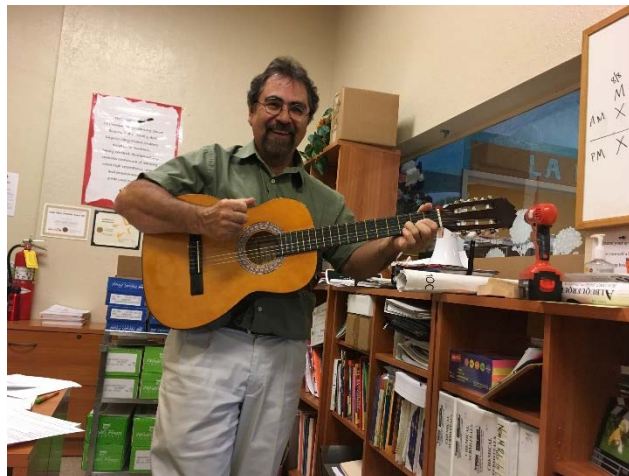


2.1.2 Program Overview

La Promesa Early Learning Center is a K-8th grade Charter School in two locations. The school is focused on providing a Dual Language Immersion model of Bilingual Education where both English and Spanish are supported through Dual Language strategies. All teachers are endorsed in Bilingual Education and/or TESOL. Fifty percent (50%) of the instruction is in English and 50% in Spanish during the school day. Students are grouped by grade level and except several grades; teachers are teamed by language and endorsements. A teacher who teaches the content in the Spanish language is endorsed in Bilingual Education and the partner who teaches the English content, holds a TESOL (Teaching English to Students of Other Languages) endorsement.

La Promesa's mission statement is reviewed annually to ensure the schools goals and direction are aligned. The Mission of La Promesa Early Learning Center "ensures that culturally and linguistically diverse students thrive in an academic, family centered, developmentally seamless continuum of learning where high expectations, pride, respect and empowerment meet grade level proficiency." La Promesa teachers are committed to the following principles:

- I believe that every student has the ability to learn.
- I will do all I can to prepare my students to become proficient readers, develop a love for reading, and give them the skills needed to succeed.
- I understand that it is my responsibility to participate in the success of every student at La Promesa.
- It is imperative for me to be in the classroom, prepared and ready to teach my students prior to the start of the school day.
- In order for my student to learn, I must continue learning.
- It is important to make myself available to students and parents for any concerns they might have.
- I am committed to promoting constructive and valuable feedback to the administration, parents and students to ensure student success.





Goals:

In the Spring of 2015, La Promesa was approved a charter for 5 additional years by the Public Education Commission with the following frameworks and goals:

Reading - Short Cycle Assessment reading -combined PROFICIENCY or growth indicator

Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading for Full Academic Year (FAY) students without IEPs for grades 1-8. The school will use the full MAP testing module for NWEA and not the “survey” or “screening” testing by NWEA.

Grade Level Proficiency In order to show grade level proficiency (the second phrase in each of the standards set forth below), a student must test at “average” or “high” as identified on winter or spring test as shown on the NWEA MAP Grade or Class report.

Growth In order to show growth (the first phrase in each of the standards set forth below), FAY students without IEP’s will demonstrate academic growth in Reading as measured by three short cycle assessments using NWEA MAP grade level assessment. The growth will be determined using NWEA MAP results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments.

“Academic Growth” will be defined as the growth identified on the fall test on the Achievement Status and Growth Projection Report as the “projected RIT” score (fall term to spring term projection report). If the student matches or exceeds 1.5 of the “projected RIT” score in either the winter or the spring, then that student will have shown “Academic Growth.”

Unless NWEA provides a custom report which automatically generates Academic Growth for the school based on fall scores, the school will use the Achievement Status and Growth Targets Class report generated after the fall test for all FAY students without an IEP to calculate “Academic Growth” needed for each student. A sample report is attached. The school will then provide the data showing winter and spring scores. If a student makes the requisite growth, the student will count in the percentage of students making adequate growth.

Academic Growth as shown for some of the sample students in the sample report would be as follows:

Sample student on NWEA sample report	Fall testing	Academic Growth to be shown in either winter or spring test
Sample student, Adolphus, DN	Fall RIT score: 214; projected growth: 4 1.5 of 4 = 6	220
Sample student Alysha, KY	Fall RIT score: 208; projected growth: 5 1.5 of 5 = 7.5, rounded down to 7	215





Goals:

Math - Short Cycle Assessment MATH -combined PROFICIENCY or growth indicator

Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math for Full Academic Year (FAY) students without IEPs for grades 1-8. The school will use the full MAP testing module for NWEA and not the “survey” or “screening” testing by NWEA.

Grade Level Proficiency In order to show grade level proficiency (the second phrase in each of the standards set forth below), a student must test at “average” or “high” as identified on winter or spring test as shown on the NWEA MAP Grade or Class report.

Growth In order to show growth (the first phrase in each of the standards set forth below), FAY students without IEP’s will demonstrate academic growth in Math as measured by three short cycle assessments using NWEA MAP grade level assessment. The growth will be determined using NWEA MAP results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments.

“Academic Growth” will be defined as the growth identified on the fall test on the Achievement Status and Growth Projection Report as the “projected RIT” score (fall term to spring term projection report). If the student matches or exceeds 1.5 of the “projected RIT” score in either the winter or the spring, then that student will have shown “Academic Growth.”

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2.1.3 Delivery Systems

Classrooms- The school delivers most programs in classroom settings by grade, although it mixes grades to combine children of equal skill level for some topics.

Special Programs- LPELC delivers physical education instruction in an indoor multipurpose room. It currently delivers art instruction in the classroom, due to lack of space for a separate art room. Students visit the library once each week to borrow books for independent reading.

Meals- The school provides breakfast to every student in every grade at the beginning of every school day. It serves a hot lunch in the cafeteria in four shifts. It prepares food off site, and warms and apportions it in the warming kitchen.



Technology- Currently there are two computer labs, one at each campus, for group instruction and computer stations within the classrooms for supplemental use. Each classroom is equipped with a Promethean board. LPELC plans on making technology integration a key aspect of the future of their programming. Devices will be made available to enrolled students in order to implement a rotation blended learning model that relies upon online learning for a percentage of instruction. Students will use devices to access digital curricula, supplemental programs, internet resources for research, and web 2.0 tools that they will use to create, collaborate, communicate, and support their critical thinking.

Student Health Center- The nurse's office is available for tending to sick students and for parent consultation by a part-time nurse and health assistant.





2.1.4 Special Populations

Classrooms- LPELC provides three levels of response to intervention to support children who do not meet grade-level proficiency:

1. Teacher-to whole-group intervention
2. Additional instruction which involves tutoring in classrooms, in pull-out format during the school day , and after school
3. Special education services upon diagnosis of need. LPELC also offers additional literacy programs to students in need.

La Promesa policy requires all teachers to maintain a Student Profile for each new student, completed by the fourth week period of the student's attendance, to deliver developmentally appropriate instruction. Returning students review their existing IAPs to determine next step actions.

Staff provides special education diagnostics and testing procedures on site, and special education instruction and ancillary services (except for psychiatric services) to those students who have a demonstrated need. In academic year 2016-17, 10.7% of the school population received special education services.

Special education services documented in area schools indicate that the LPLC school population may have a greater percentage of need than is currently being served, and it is expected that this number will increase as diagnostic procedures become more efficient.





2.1.5 Anticipated Changes in Programs

During the Academic year 2011- 12, LPELC added 7th and 8th grade students, requiring middle school programs to be added that meet New Mexico Content Standards, Benchmarks and Performance Standards (NMCSBPS). It is not the intent for additional grades to be added and instead the school will focus on strengthening the existing program. There is a possibility of an association with City School Charter School, once it is established. This proposed charter school will be a 9-12 school located adjacent to the La Promesa Campus. It's time table for approval and operation is to be determined. Possible benefits to this association could take the form of shared facilities/spaces, shared curriculum, and administrative support.

During the academic year 2018-2019, LPELC will begin consolidation of both campuses to the La Morada Campus. There are several buildings within the complex that have not been improved and could be added into the school campus. Some work has already begun for this end by moving kindergarten classes to the La Morada campus.

The previously planned facility remodel at the Central Avenue building has been placed on hold, as options for the sale of that campus are currently being evaluated.

The intent behind the consolidation is to strengthen the schools community, decrease operation costs for the school and provide up to date facilities for the students.





2.1.6 Schedule

LPLC follows a year round scheduled calendar, beginning the school year in July and completing it in May. There are 182 instructional days per school year for a total of 1,183 instructional hours (four non-instructional days are for professional development and take place on Fridays).

School is in session five days per week (Monday through Friday) from 8:15 a.m. to 3:15 p.m. The daily schedule is as follows:

8:15am – 3:15pm – Instructional Day
 8:00am – 8:15am – Student Drop-off
 8:15am – 8:30am – Breakfast in the Classroom
 11:00am-11:30am – K & 1st Lunch
 11:30am-12:00pm - 2nd & 3rd Lunch
 12:00pm - 12:30pm- 4 th & 5th Lunch
 12:30pm -1:00pm - 6 th, 7th & 8th Lunch
 3:15pm - K – 8 th Grade Dismissal

Preschool half-day programs, which are located at the Central campus and YDI operates and which include Head Start, have staggered start and end times to minimize arrival and departure conflicts due to minimum drop off length and traffic conflicts with Central Ave.

Specialized instruction (PE, computer lab and art) is available once per week each class. 7th and 8th grade students have Health class in lieu of PE once per week.





2.2 Proposed Enrollment

2.2.1 Overview of Enrollment, Historic and Projected

School Size

The current enrollment cap at LPELC is 375 students. This school year (2017 - 2018), the 40 day count is 353 Students. **Though they are not at their overall cap, they continue to have a standing waitlist at the grade specific level.** Based on historical enrollments, the school is likely to continue to have a standing wait list for the foreseeable future due to grade placement alignment and availability. LPELC is considering expanding to 425 students, but funding sources and the availability of additional buildings at the La Morada Campus would need to be evaluated to do so.

The 40 day count for each year below is sourced from New Mexico Public Education Department historic data.

School Year	#40 Day Students	Grade Level	#40 Day Students 2016-2017	#Special Needs Students Per Grade (C + D Level)
2011-2012	251	K	47	3
2012-2013	303	1	51	1
2013-2014	375	2	59	5
2014-2015	375	3	46	2
2015-2016	344	4	40	6
2016-2017	353	5	39	9
		6	23	3
		7	24	6
		8	21	3
		Level A + B		
		Total	353	38





2.2.2 Classroom Loading Policy

Class Size

The charter renewal application does not explicitly state class loading policies. However, it is acknowledged that the school prefers small class sizes than those currently found at APS district schools. Therefore, New Mexico state statute, NMAC 22-10A-20 Staffing patterns; class load; teaching load will govern the upper limit of class sizes, as follows:

Kindergarten - 20

1st through 3rd - 22

4th through 8th - 24

Content instruction - 160 students per day per teacher

Grade Level Configuration

The educational program is organized by grades. LPELC includes students in Pre-K at their Central Ave. campus and Kindergarten thru 8th grade at the La Morada campus. It is the intent to consolidate both campuses to promote a single community in the future. Implications and options for this will be discussed in further detail later in the document.

Joint Use Facilities

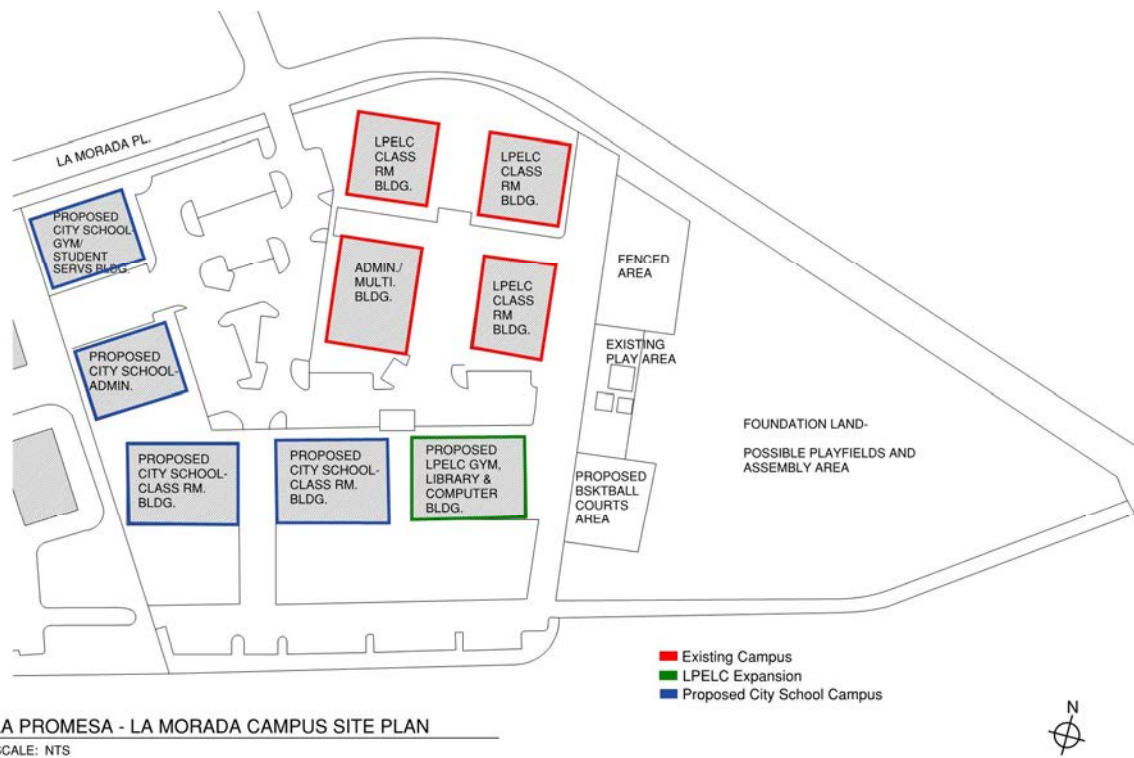
LPELC currently provides space at their Central Ave. campus for Youth Development Incorporated (YDI) Computer Clubhouse, which is designed to give youth ages 8-18 access to computer technology. LPELC believes it is necessary to take an active role in the communities they service. As such, the school encourages joint use facilities as part of the educational experience.





2.2.3 Classroom Needs

LPELC’s ability to accommodate programs will be limited to the number of classrooms currently available at the La Morada (leased) facility for which the school plans to consolidate at. Currently there are a total of 18 classrooms at the La Morada Campus with the potential of additional classrooms, gymnasium, art and additional computer lab within one of the vacant buildings adjacent to the existing campus.



LA PROMESA - LA MORADA CAMPUS SITE PLAN
SCALE: NTS

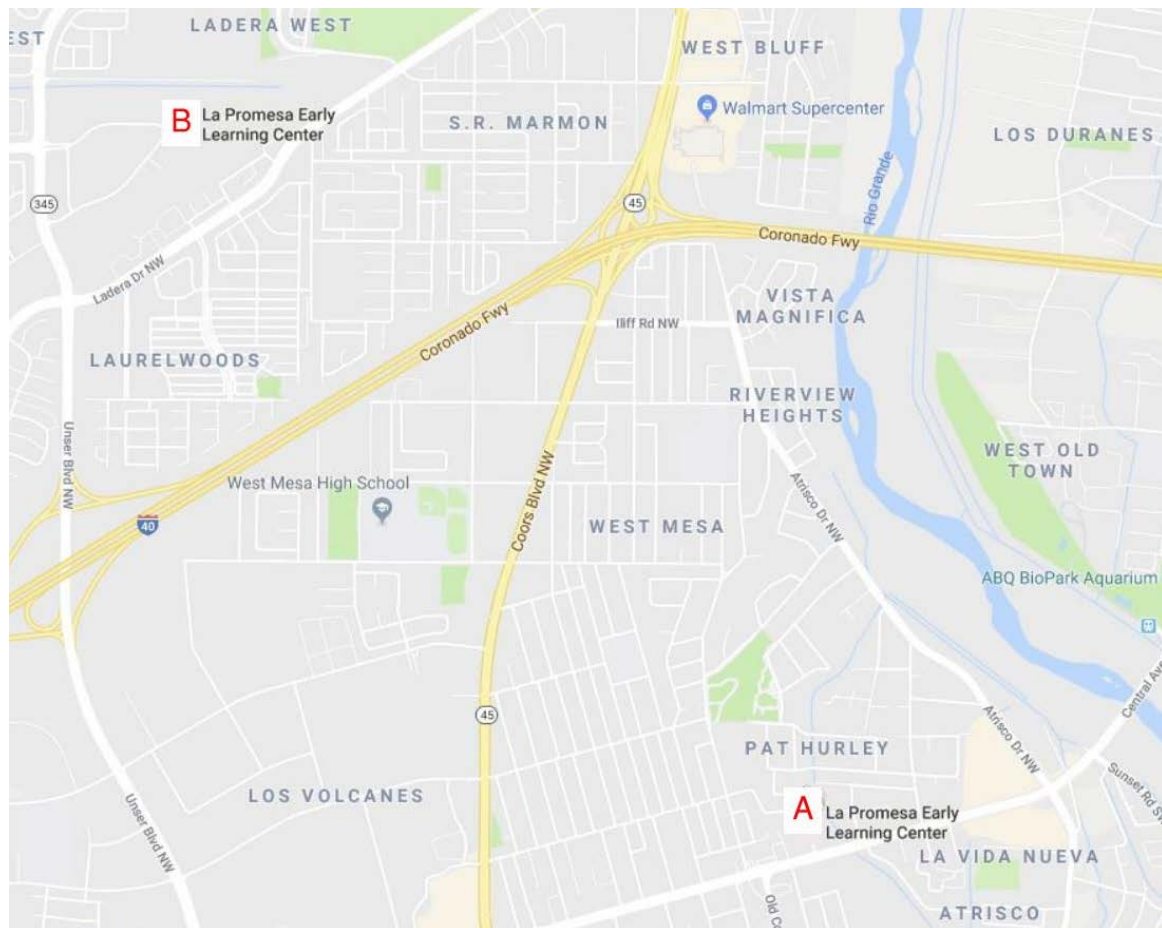




2.3 Site and Facilities

2.3.1 Location / Site

The map below shows the locations of LPELC facilities. LPELC currently occupies two facilities. One is located at 5201 Central Avenue SW, Albuquerque, NM 87105, which the school owns (indicated as “A” on the location map). The second facility (which is leased currently) is located at 7500 La Morada Place NW, Albuquerque, NM 87120 (indicated as “B” on the location map). The school has recently renewed this lease agreement with Early Learning Solutions Foundation, Inc. and is in the process of vetting lease to own options with the Foundation.



Map courtesy of Google Maps





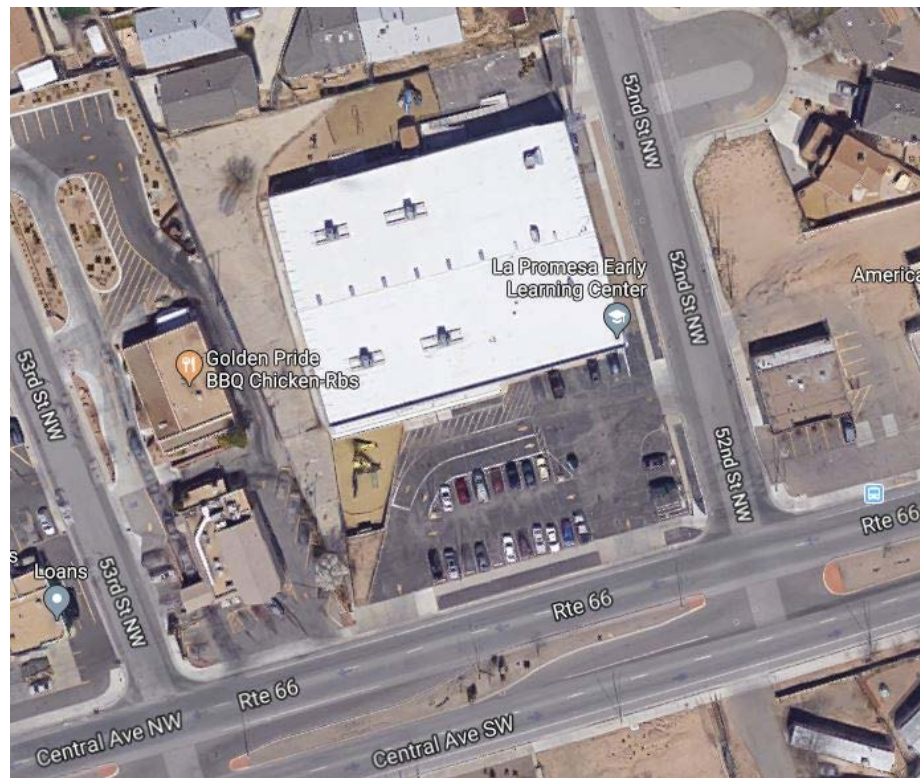
2.3.1 Location / Site

Central Ave. Campus

The campus is bounded to the south by Central Avenue, to the east by 52nd Street NW, to the west by commercial property, and to the north by residential property. The 1.6-acre site includes about 27,800 square feet of parking, walkways, and dock pavement, about 6,800 square feet of play area, 25,600 gross square feet of building, and 8,900 square feet of unusable area. See below image for an aerial view of the site. The facility is a metal building with records indicating original construction in 1975. The previous owner used the building as a warehouse with a portion constructed as a two-level apartment. The ceiling clearances in the apartment area do not meet building code and the school therefore cannot legally use it.

LPELC has occupied the facility at Central Avenue since academic year 2006-07 when it was able to purchase the property with a legislative appropriation. LPELC remodeled the facility to meet the needs of the school at that time. The building meets current codes. This master plan includes a FAD update. See Section 5 - Master Plan Supporting Documents.

The portion of the building that the school currently uses totals about 20,300 gross square feet. For an inventory of spaces, see Section 5 - Master Plan Supporting Documents.





La Morada Campus

The campus is bounded to the south power lines and their associated set backs, to the east by undeveloped land owned by Early Learning Solutions Foundation (ELSF), to the west by commercial property, and to the north by La Morada Pl.

The approximately 10.5-acre site contains approximately 1.8 acres are dedicated to the existing LPELC building campus, 1.9 acres of parking, walkways and drive area. There are currently 5 shell buildings on site, one of which has been identified as growth for LPELC further in this document. The remaining 4 shell buildings, and approximately 2.5 acres that they inhabit, have been identified for Students That Aspire to Teach (STAT) Charter School. The remaining site area consists of approximately 3.8 undeveloped land that is owned by ELSF.

The buildings were originally constructed in 2008 as shell buildings in an business park and are steel structure with metal stud framing and slab on grade. All buildings have a flat roof and the exterior is stucco, storefront at the entries and corrugated metal panels. Build out of 4 of the 9 shell buildings, under the direction of the ELSF, was completed during the summer of 2013. LPELC has occupied the facility since academic year 2013-14, under a lease agreement with ELSF. All buildings meets current codes. This master plan includes a FAD update. See Section 5 - Master Plan Supporting Documents.

The four buildings that the school currently uses totals about 34,825 gross square feet. For an inventory of spaces, see Section 5 - Master Plan Supporting Documents.





2.3.2 Facility Evaluation (FAD)

A summary of data provided by LPELC maintenance team, site observation and information provided by a Facility Assessment (FAD) completed by PSFA in the Summer of 2017 is provided in the following paragraphs. A complete list of items and the FAD can be found in the Appendix.

Central Ave. Campus

Site

La Promesa's first campus is located at 5201 Central Avenue NW in Albuquerque, in a commercial / retail area. There is a residential neighborhood behind the school, and another across Central Avenue. Traffic along Central Ave. is heavy, and there are signs warning traffic of the school. Parents drop off and pick up students within the parking area at the front of the school. Students and teachers wait under the overhang and students are walked to the cars, if they are not escorted by parents or guardians. Pavement and walkways are adequate.

The site drains from west to east, with a steep drop in altitude from the property adjacent to the west. A large area of land at the north side of the site is held in place with concrete paving. The area in front of the school is paved with asphalt and contains drive lanes and parking spaces for 22 cars, including a handicapped spot. The lot has timed lighting. There is an accessible ramp leading to the main entry.

A service drive behind the school leads to a loading dock, providing easy access for delivery to the kitchen.

The dumpster is not currently enclosed and is placed within the parking area at the front of the school.

There are two play areas on site, one at the front of the school and one at the rear. They are both fenced and connected by a walkway along the west side of the building. There are doors that exit the school along the west wall. These doors have no vestibules or weather protection. The west side of school has only a walkway leading to the front and back, as it faces the steep, concrete-paved rise to the adjacent property. Play areas have age-appropriate equipment and soft landing areas.

Walkways around the school are in good condition. An overhang along the south (front) side of the building provides some shade, but otherwise, there is no shade on site. The site lacks landscaping and seating is minimal.

Utilities are fed from underground. There is a City fire hydrant on the east side of the site. A large pole northeast of the building supports what appears to be a telecommunications relay.





Central Ave. Campus

Structural / Exterior Closure

The school occupies a total of 25,600 square feet of space on the first floor of the existing building. The second floor and garage area of the existing building, approximates 8,900 square feet, currently cannot be occupied due to numerous life-safety and code issues. It is the desire of LPELC to look at options of consolidating to the La Morada Campus, so there is currently no plan to correct these issues to absorb these areas back into the facility as occupiable space. The building's structure appears to be in good repair without any obvious signs of settlement. The exterior of the metal building is in fair condition. The roof, which is also metal is in fairly good condition but lacks a gutter at the south façade which has caused the façade under it to rust. Exterior doors are metal in metal frames and have panic hardware. Windows are limited to storefront glazing and a few punched openings at the front and back of the building. Older glazing is typically single pane and is not safety glass.

General Mechanical / Plumbing / Electric

Heating and cooling is delivered to classrooms via rooftop units. Upcoming maintenance to the existing system includes replacement of compressor and relay on all 6 HVAC units.

Electrical supply is adequate and classrooms have plenty of duplex outlets. The classrooms are also wired for technology. Classrooms do not have telephones, but offices do. The school does not have a public address system or a bell / clock system. The facility has a working fire alarm system and is fully sprinkled.

The building is connected to city water and sewage and experiences no problems with supply or drainage.

It is the current intent of LPELC to provide maintenance and upkeep only to the existing system and no major upgrades are planned at this time. The school has recently entered into a maintenance contract. Some of the identified items that will need to be addressed within the 2018 / 2019 cycle are replacing the tankless boiler and the electric water boiler for supply to bathrooms, replacement of many lamps in both interior and exterior light fixtures, and maintenance on six HVAC units. A complete list is included in the Appendix.





Central Ave. Campus

Interior Elements

Corridors are wide and doorways are recessed, providing pleasant circulation within the building. Classroom doors are typically wood with glass side lights and have accessible hardware. Accessible signage only at a few locations and is not adequately located throughout the building. Corridor walls are masonry and painted gyp board with vinyl tile floors. Access to natural light is limited and the building is lit with fluorescent lighting. Corridors lead to multiple points of egress.

Classrooms have white boards, tack boards, mobile storage furnishings, and age-appropriate furniture. Pre-K classrooms have sinks and integral bathrooms and Kindergarten classrooms have sinks integral to the classrooms as well.

A set of group restrooms for students are located off a main corridor and were renovated in 2016 to make them accessible per current guidelines. Drinking fountains and staff toilet rooms are located throughout the building.

A warming kitchen receives food from a contract supplier for breakfasts and lunches. The kitchen is well outfitted and has an adequate serving line. The cafeteria has age-appropriate tables and also serves as a physical education and indoor recreation space. Mobile partitions help define the separation of areas.





La Morada Campus

Site

La Promesa's second campus is located at 7500 La Morada Place NW in Albuquerque, in a predominantly residential area. There is a residential neighborhood to the south of the school, undeveloped land to the east and north and an ambulance dispatch center to the west. Traffic along La Morada Pl. is minimal, and there is currently no signage warning traffic of the school. Parents drop off and pick up students within the parking area along a driveway that circles the school buildings. Kindergarten students are picked up by parents at the northwest corner of the campus, directly outside of the kindergarten classrooms. Upper grade students and teachers wait between the south buildings and students are walked to the cars. There is currently no shade structure at either location to protect students from the elements nor seating. One bus also services the campus and loads and unloads students at the northeast corner of the site along La Morada Pl.





La Morada Campus

The majority of exterior areas consist of asphalt paving and abrasions from falls is frequent for students. Landscape is minimal on site and trees are located in the parking area only.

The site is fairly flat with little evidence of drainage issues. There is a perimeter fence with two gates, one located off of La Morada and the second located at the southwest corner of the current campus. There is parking at each of the building's perimeter, with the majority of the spaces unused do to the function of the school. The parking area to the west and adjacent to the main entry and administration acts as parking for the school and contains 67 spaces for cars, 2 motorcycle spaces and 4 handicap spots.





La Morada Campus

Site

There is one playground areas on site and segregation of age groups is controlled through scheduling of recess times. The playground is located to the east of the classroom buildings and is fenced. The playground area has age-appropriate equipment and soft landing areas. Approximately half of the play equipment is under shade structures.

Paving around the school has many cracks and asphalt patching has been done multiple times, but it is suggested that concrete valley gutters and repair of the paving be added to the maintenance plan for the campus. Currently there are no overhangs at the buildings to provide shade or shelter for outside learning. Currently the La Morada Campus does not have a gymnasium or play fields so space between the existing building is utilized for many units of physical education. The site landscaping and seating is minimal.

Utilities are fed from underground. There are two City fire hydrants on the north side of the campus along La Morada Pl. Large electrical lines border the south edge of the site.





La Morada Campus

Structural / Exterior Closure

The La Morada campus consists of 4 separate buildings for a total of 34,826 gross square feet of space. The buildings' structure appears to be in good repair without any obvious signs of settlement. The stucco exterior of the buildings is in good condition with minor surface cracking. The modified bitumen roof is in fairly good condition but is starting to blister and deteriorate. It is recommended by the FAD that a professional assessment be completed and a maintenance plan implemented.

Exterior doors are metal in metal frames and have panic hardware. Windows are storefront glazing and provide access to natural light to all classrooms. There are also large metal garage doors at the cafeteria and music room that allow for use of outdoor space.

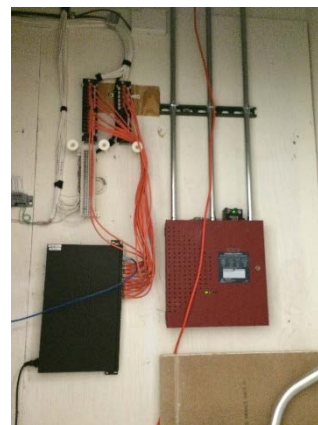
General Mechanical / Plumbing / Electric

Heating and cooling is delivered to classrooms via rooftop units that are original to the 2013 construction. Rooftop units are generally in good condition and regular maintenance should be included in the annual maintenance plan for the campus to maintain them.

Electrical supply is adequate and classrooms have plenty of duplex outlets. The classrooms are also wired for technology. Classrooms do not have telephones, but offices do. The school has a public address system or a bell / clock system. The facility has a working fire alarm system and is fully sprinkled.

The building is connected to city water and sewage and experiences no problems with supply or drainage.

It is the current intent of LPELC to provide maintenance and upkeep only to the existing system and no major upgrades are planned at this time to the existing buildings. The school has recently entered into a maintenance contract. A complete list of maintenance items is included in the Appendix.





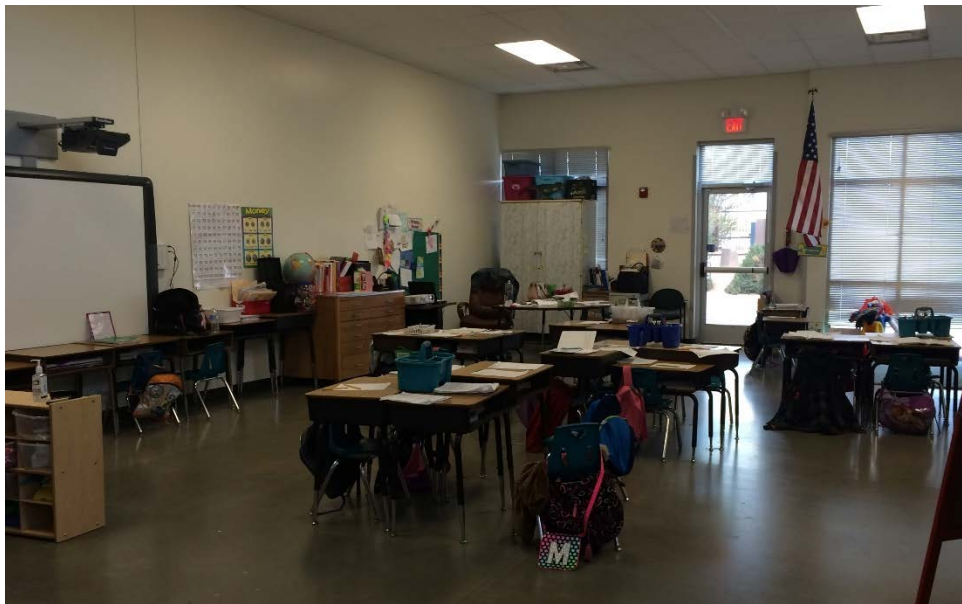
La Morada Campus

Interior Elements

Corridors are adequate and classroom doorways are recessed with ancillary space doors in swinging. There is sufficient artificial light when natural light is not available to a space. Classroom doors are wood with glass lights and have accessible hardware. Accessible signage is provided throughout the facility buildings. Corridor walls are painted gyp board with polished concrete floors. Corridors lead to multiple points of egress.

Classrooms have white boards, tack boards, smart boards, multiple computer stations, mobile storage furnishings, and age-appropriate furniture. Four kindergarten classrooms have sinks integral to the classrooms as well as integrated restrooms. A set of group restrooms for students are located in three of the buildings off a main corridor. Drinking fountains and staff toilet rooms are located within each of the buildings on campus.

A warming kitchen receives food from a contract supplier for breakfasts and lunches. The kitchen is well outfitted and has an adequate serving line. The cafeteria has age-appropriate tables and also serves as a physical education and indoor recreation space. Currently the music room that is off of the cafeteria space is used for physical education and is not ideal. There is a curtain that separates the two spaces. The cafeteria space has exposed ceilings and a polished concrete floor which creates significant acoustic issues. The cafeteria space is the only large gathering area on campus at this time. It is recommended that an acoustic evaluation is completed for this space to provide recommendations to alleviate the noise issues.





LA PROMESA
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3. PROPOSED FACILITY REQUIREMENTS (Ed Spec)





3.1 Facility Goals and Concepts

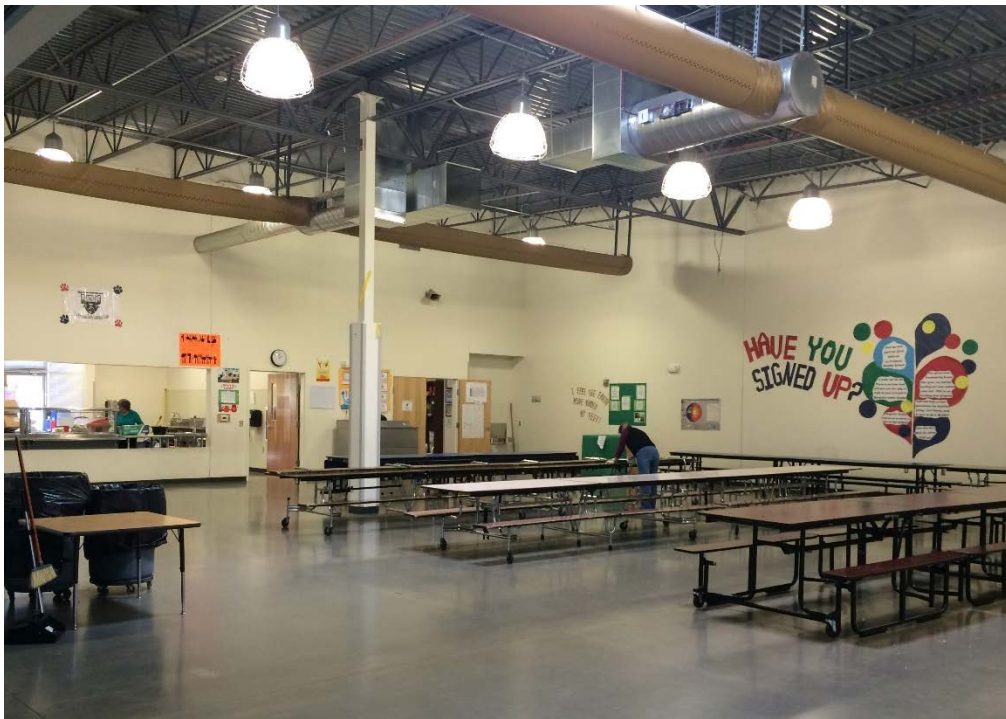
Currently LPELC leases their La Morada Pl. campus from ELSF and renegotiated the terms of the lease in October of 2017. This agreement is scheduled for annual review starting in April of 2018. LPELC receives funding through PSFA for lease assistance.

3.1.1 Goals to be met by school facility

The following facility improvements are desired to improve the educational program at LPELC. These improvements were discussed and evaluated by the steering committee. All listed improvements are associated with the La Morada Campus, as it is the intent for the school to consolidate there and sell the Central Ave. location.

Acoustic Control

The school would like to decrease noise levels in cafeteria/ multipurpose room. The existing space include polished concrete floors and exposed structure at the ceiling which creates an acoustically challenging environment. There is currently no form of acoustic mitigation of sound. Teachers have commented that the noise issue is so pronounced that students tend to rush through their lunch because of their inability to communicate due to the poor acoustics.





3.1.1 Goals to be met by school facility

Addition of Gymnasium, Library and Computer Lab in Shell Building

The school would like to expand its facility to accommodate a dedicated gymnasium, a library and additional computer lab. Physical education currently takes place in the cafeteria and the asphalted area between the school buildings. Scheduling can be challenging with the multiple lunch periods.

Currently there is no dedicated library at the La Morada campus. Originally one of the classrooms was used to house the library, but was converted back to a classroom when 1st grade was consolidated from the Central Ave. campus.

Standardized testing has also become challenging with the single computer lab that is currently on campus. To meet current needs the school would need to add a 40 station computer lab.

Site Landscaping and Outdoor Learning

The school would like to provide some site / landscape improvements to both improve safety and create a outdoor learning opportunities for students on site. Currently there is minimal landscape at the building perimeters and the majority of land surrounding the buildings is asphalt. A master plan for site landscape would allow for students and staff to be involved in transforming their space.

Creation of Playfields and School Community Space

The school is particularly interested in adding playfields that can support the schools multiple sports teams and community activities. Currently there is not a space on campus large enough to have school wide events. If fields, along with bleachers of some kind, were added to the facility, the school would be able to host wide events.

Creation of outdoor basketball courts

Currently LPELC has a mobile basketball hoop which is placed between buildings on asphalt during the day. The school would like to install a basketball area with two courts just south of the existing playground.





3.1.2 Facility Concepts

Location

The original LPELC campus is located at 5201 Central Ave. SW and was purchased in 2006 with legislative appropriation. As the school grew in size it became apparent that the Central Ave campus would not suite their long term goals.

During the search process to find a new home, the school strived to find a facility that maintained support of the west side community, would allow for future growth, and provide an easily maintainable facility for the school. During this search ELSF located the La Morada business park, that was constructed in 2008 but had stayed vacant due to the economic downturn. Because the campus consisted of a group of shell buildings, LPELC was able to build to suit their needs and built out 4 of the 9 buildings within the park. The remaining buildings within the development are currently still vacant, though 4 of the 5 remaining have been master planned for the high school charter magnet school City School. The remaining building is intended to provide expansion space for LPELC once funding becomes available.

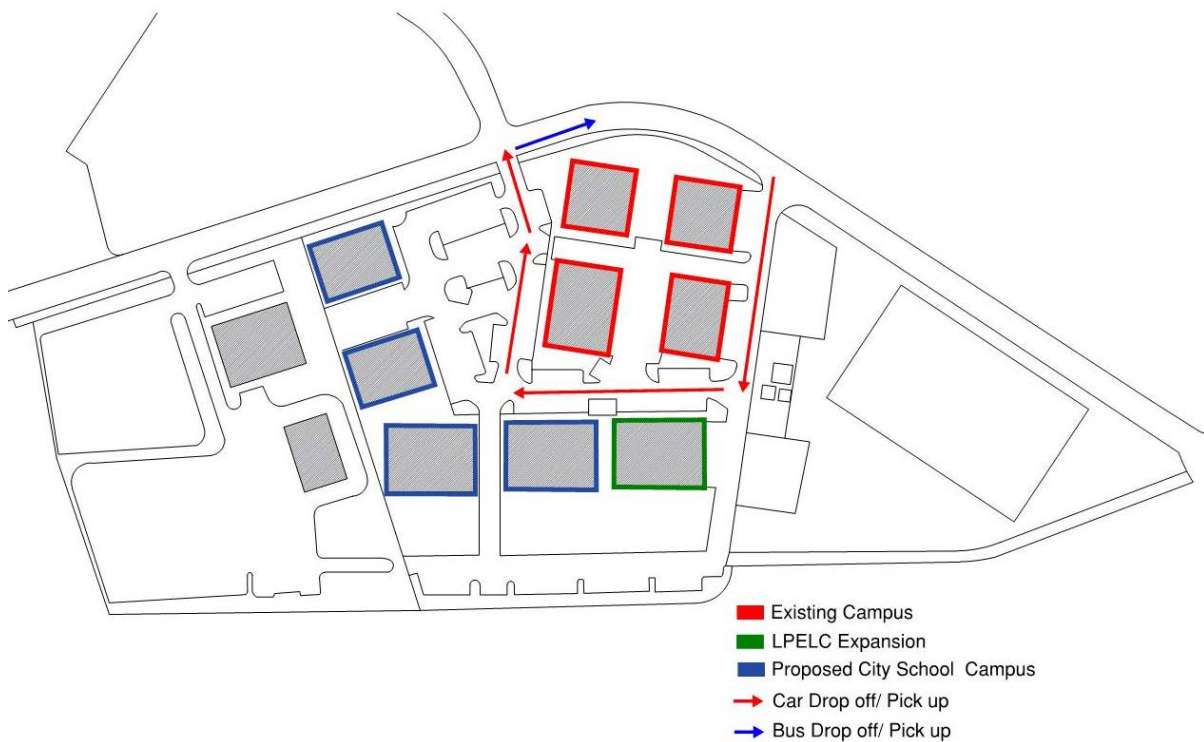




Transportation

La Promesa students come from various locations across the city of Albuquerque. The majority of students are dropped off and picked up by parents. There also is a bus that services both campuses. Few students walk to school and are required to have a written consent by the parent/ guardian on file to do so.

Before and after school traffic is managed efficiently on site through use of gates, cones and teacher supervision. Traffic is directed around current school buildings. When LPELC planned expansion occurs detailed planning will need to be considered for continued traffic flow and activity schedule, as the existing traffic path would divide the campus.





Safety and Security

The safety of students, faculty, and staff at LPELC is at the forefront while still creating a welcoming environment. Efforts to control facility access and egress, evacuation plans, and overall student supervision have been implemented successfully at the La Morada campus thru a perimeter fence system, one access/ entry location, and secure waiting at administration.

The school's small size also contributes significantly to overall school safety. LPELC strives to ensure that every student is known well by multiple adults within the community. This starts in the classroom. With just 350 students, the school's average class size of 18 allows faculty to establish meaningful relationships with students while also maintaining an overview of their students performance and attendance, engaging different support structures within the school as needed.





Technology

Infrastructure - La Promesa utilizes a wired network running at gigabit speeds to each of its buildings. In each building, laptops and mobile computers can connect to a wireless grid network. As the school grows and becomes further dependent on mobile computing, the school will expand its wireless coverage embracing state of the art transmission standards for future device demands.

The fiber optic internet connection supplied to the school, is tuned to be utilized strictly for educational and administrative purposes. This is made possible by maintaining a firewall governed with rules to steer students and faculty connectivity. The firewall and network configuration also helps enforce local school policies agreed by all users on campus. Users agree personal devices will not be used to consume campus resources without express permission. As the school grows, the school will evaluate firewalls and modes of internet with greater capabilities.

Hardware - Staff and Faculty have a combination of laptops and workstations available to them loaded with applications and access to testing dashboards and access to content to enrich their curricula. As a part of their academic growth, the student body has a plethora of devices, managed Android tablets, laptops, and workstations.

The brain of the network has the storage and processing capability for today's educational and administrative needs. As improvements are made to educational programs with richer multimedia to serve, the school will upgrade and replace server and supporting hardware where necessary.





Innovation in Teaching and Learning

Device Deployment - Technology integration will be an integral part of the future of LPELC's programming. Devices will be made available to enrolled students in order to implement a rotation blended learning model that relies upon online learning for a percentage of instruction. Students will use devices to access digital curricula, supplemental programs, internet resources for research, and web 2.0 tools that they will use to create, collaborate, communicate, and support their critical thinking. LPELC's goal is to deploy devices on a 2:3 (two devices for every three students) ratio, which will support their station rotation model.

Instructional Model - LPELC aims to offer their community a learning option that utilizes technology to enhance teaching and learning. Through innovative design principles and autonomous leadership, LPELC intends to attract to their program a diverse populace that embraces technology and dual language programming. Student-centered instruction will serve as a foundational program element. A combination of district and commercially-developed digital curricula will afford personalization through an expanded set of course offerings.

Personalized Learning - LPELC will strive to reach a point in which the standardization of curriculum takes on a secondary role, with personalization serving as the primary guiding feature used to develop students' unique programs. Partnerships with the local business and nonprofit communities will yield opportunities for internships, job-shadowing, and other enriching experiences. A union between school courses and external experiences will help tailor programs to students' individual interests and needs.





LA PROMESA
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4. CAPITAL PLAN





4.1 Short Range Plan

The timeline on the following pages identifies projected costs for the next 5 years (2017 to 2021) for life-safety upgrades, building upkeep and maintenance, and facility improvements. Following the graphic timeline is a more detailed breakdown of probable costs in table format. Costs included in the table were obtained from national and local industry data, contractors, and product manufacturers. Costs included in the project budget do not include inflation factors.

Typical annual facility needs are summarized below and are included in the yearly budgets on the following pages. Costs for typical annual needs were obtained from LPELC.

TYPICAL ANNUAL NEEDS: \$377,350.00

● Maintenance & Upkeep of Central Ave. Campus	\$15,750.00
● Maintenance & Upkeep of La Morada Campus	\$10,300.00
● Utilities Central Ave Campus (Water/Gas/Electric)	\$35,000.00
● Utilities La Morada Campus (Water/Gas/Electric)	\$35,000.00
● Janitorial Central Ave Campus	\$15,000.00
● Janitorial La Morada Campus	\$22,000.00
● Burglar and Fire Alarm monitoring (both locations?)	\$8,700.00
● Lease of La Morada Building from ELS Foundation	\$540,000.00
● Other miscellaneous repairs and maintenance	\$10,000.00





4.1.1 Capital Projects

Strategy for prioritization of capital needs

The steering committee organized the school's capital needs based on the following order of priorities:

- Health, safety, welfare of occupants
- Stabilization and upkeep / maintenance of existing facilities
- Facility improvements in accordance with Adequacy Standards

For example, the steering committee recommends that those items which may potentially impact the health, safety, and welfare of building occupants be addressed as soon as funding permits. After these life-safety items have been resolved, the steering committee recommends addressing items related to maintaining the existing facility. Such items may include upkeep of the building envelope in order to prevent deterioration which may lead to more costly repairs, as well as improving energy efficiency of existing systems. Following life-safety and building maintenance items, the steering committee recommends facility improvements in accordance with PSFA's Adequacy Standards that support the school's educational goals.

The following list represents the main items requiring significant capital attention and is in order of priority as established through discussion with the steering committee members. The items are listed in the following chart in specific years for planning reasons, but may shift up or down the timeline due to circumstance and maintenance. The overall order though is intended to remain the same.





4.1.1 Capital Projects

Priority List for Significant Capital

1st significant capital priority- Sound Attenuation at Cafeteria

The Steering committee listed this item as first priority as it is a life safety and welfare issue. During the lunch period noise levels are noted as being severe. There is currently no sound absorbing materials in place and with the concrete floors and open ceiling structure, the noise level can become very disruptive. LPELC has discussed options with PSFA to get an acoustician to do a formal evaluation of the space. Minimally the school would like to install acoustic panels within the space and would like to accomplish this item within 2018-2019, funding provided.

2nd significant capital priority- Roof repairs at the La Morada Campus

The existing Modified Bitumen roof, which was installed in 2018 on all four buildings, is starting to blister and deteriorate. A full professional assessment is recommended to fully identify the scope of work.

3rd significant capital priority- Build out of shell building

The build out of the existing shell building to the southeast of the existing campus would include a gymnasium, library and computer lab. The shell building is approximately the same size as the Administration building with houses the kitchen, cafeteria, and administration space, along with support space.

Currently the La Morada campus lacks a gymnasium and subsequently most physical education is provided outside or in ancillary spaces within the existing buildings. There are currently no playfields at the La Morada campus and so the space between the buildings is used. The area is asphalt and often lead to trips to the nurses office for abrasions.

The library has been included on the La Morada Campus since its opening in 2013, but has occupied a space that was designed as a classroom. It is the intent for LPELC to consolidate both campuses to the La Morada campus and the library space will need to be converted back to a classroom to do so.

Currently there are computer workstations in each of the classrooms and one dedicated computer lab for the entire campus. For day to day function the school has been able to manage thru scheduling to make this current condition work, but standardized testing becomes the challenge.

4th significant capital priority- Playfields and outdoor learning area

Currently there is no playfield at either campus. LPELC would like to create a multisport field on the La Morada campus for physical education and to support the school's middle school sports program. Bleachers for the field would also allow the school to have school wide functions such as graduation and community nights.

5th significant capital priority- Exterior basketball courts

LPELC would like to add two basketball courts adjacent to the existing playground on the La Morada campus for physical education and promote physical activity to older students.





4.1.1 Capital Projects

Priority of Capital Projects By Year

ANNUAL						
ITEM	DESCRIPTION	ANNUAL BUDGET	PROVIDED BY SCHOOL	POTENTIAL STATE MATCH		
Central Ave. Campus	Upkeep / Maintenance	\$15,750.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations	No funding anticipated at this time.		
La Morada Campus	Upkeep / Maintenance	\$10,300.00				
Janitorial	For both campuses	\$37,000.00				
Utilities	Water/ Gas/ Electric both campuses	\$70,000.00				
Lease of Building	from ELS Foundation	\$540,000.00				
Misc. Repairs/ Maintenance		\$10,000.00				
Alarm Monitoring	Burglar and Fire both campuses	\$8,700.00				
	ANNUAL TOTAL	\$691,750.00				
2017						
ITEM	DESCRIPTION	ANNUAL BUDGET			PROVIDED BY SCHOOL	POTENTIAL STATE MATCH
Annual costs	Typical	\$691,750.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations.	No funding anticipated at this time.		
	2017 TOTAL	\$691,750.00				





4.1.1 Capital Projects

Priority of Capital Projects By Year

2018				
ITEM	DESCRIPTION	ANNUAL BUDGET	PROVIDED BY SCHOOL	POTENTIAL STATE MATCH
Annual costs	Typical	\$691,750.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations.	\$0.00
Roof Repairs	Life-safety upgrades to La Morada buildings	\$136,000.00		\$73,440.00
Acoustic Panels	La Morada Cafeteria @ \$15.00 per square foot est.	\$18,000.00		\$9,720.00
	2018 TOTAL	\$845,750.00	\$762,590.00	\$83,160.00
2019				
ITEM	DESCRIPTION	ANNUAL BUDGET	PROVIDED BY SCHOOL	POTENTIAL STATE MATCH
Annual costs	Typical	\$691,750.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations.	\$0.00
Build out of Shell Building	La Morada Campus – Gym, Library, Computer Room	\$1,867,680.00		\$1,008,547.00
	2019 TOTAL	\$2,559,430.00	\$1,550,883.00	\$1,008,547.00





4.1.1 Capital Projects

Priority of Capital Projects By Year

2020				
ITEM	DESCRIPTION	ANNUAL BUDGET	PROVIDED BY SCHOOL	POTENTIAL STATE MATCH
Annual costs	Typical	\$691,750.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations.	\$0.00
Sale of Central Ave Campus	Estimated per 2017 comparable in the area	(\$1,500,000.00)		\$0.00
Landscaping at La Morada Campus	Creation of Outdoor Learning Space	\$126,000.00		\$68,040.00
2020 TOTAL		\$587,350.00	\$473,950.00	\$113,400.00
2021				
ITEM	DESCRIPTION	ANNUAL BUDGET	PROVIDED BY SCHOOL	POTENTIAL STATE MATCH
Annual costs	Typical	\$377,350.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations.	\$0.00
Music classroom addition	16' x 32' pre-fabricated structure installed on the northeast portion of property	\$290,000.00		\$152,600.00
Administration renovation	To address HVAC issues and possible security at the entry procession	\$125,000.00		\$67,500.00
2021 TOTAL		\$692,350.00	\$542,950.00	\$194,400.00
2022				
ITEM	DESCRIPTION	ANNUAL BUDGET	PROVIDED BY SCHOOL	POTENTIAL STATE MATCH
Annual costs	Typical	\$377,350.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations.	\$0.00
Hazardous material abatement at basement level	FLOOR TILE/MASTIC 7,700 SF	\$31,127.25		\$16,808.72
Basement renovation	To create work labs, such as the makers space (14,200 SF at \$85 per SF)	\$1,207,000.00		\$651,780.00
2022 TOTAL		\$1,615,477.25	\$946,888.54	\$668,588.72





LA PROMESA
EARLY LEARNING CENTER

5. MASTER PLAN SUPPORT MATERIAL





5.1 Sites and Facilities Data Table

Facilities Inventory Data									
Facility Name	District ID	State ID	Address	ZIP	Phone	Fax	Principal / Site Manager	Open Date	Age (Years)
Charter Schools									
La Promesa Early Learning Center - Central Ave Campus		528-001	5201 Centra Ave, SW Albuquerque, NM	87105	505.268.3274	505.268.3276	Chris Jones, Executive Director	2005	42
La Promesa Early Learning Center - La Moreda Campus		528-001	7500 La Morada Place NW, Albuquerque, NM	87120	505.836.7706	505.836.7704	Chris Jones, Executive Director	2013	9

Facility Inventory										
Facility Name	District ID	State ID	Construction Dates	State FCJ	Site Acreage	Owned or Leased?	Total Perm Bldg Area	Total Port Bldg Area (OSF)	Grades	Current Year Enrollment (# daily)
Charter Schools										
La Promesa Early Learning Center - Central Ave Campus		528-001	1975, 2005, 2016	749	1.60	Owned	33,073	0	Pre-K and K	71
La Promesa Early Learning Center - La Moreda Campus		528-001	2008, lease space for UPELC 2013	749	11	Lease	34,825	0	K-3	306
Sub-Totals					12.10		67,898.00	0.00	67,898	377
District Totals					12.10		57,898	0	67,898	377.00

Facility Name	District ID	State ID	Full-Size Classrooms	Half-Size Classrooms	Gym/Multi-Purpose	No. of Permanent Classrooms	No. Double Portables	No. of Portable Class-rooms	Total Class-rooms	Port CR % of Total	SSF Per Student
Charter Schools											
La Promesa Early Learning Center - Central Ave Campus		528-001	8	1	None	9	0	0	9.0	0	465.8
La Promesa Early Learning Center - La Moreda Campus		528-001	18	1	1	19	0	0	19.0	0	113.8
Sub-Totals						28.00	0.00	0.00	28.00	0.00%	579.6
District Totals						28.00	0.00	0.00	28.00	0.00%	579.6





5.2 Site Plan



