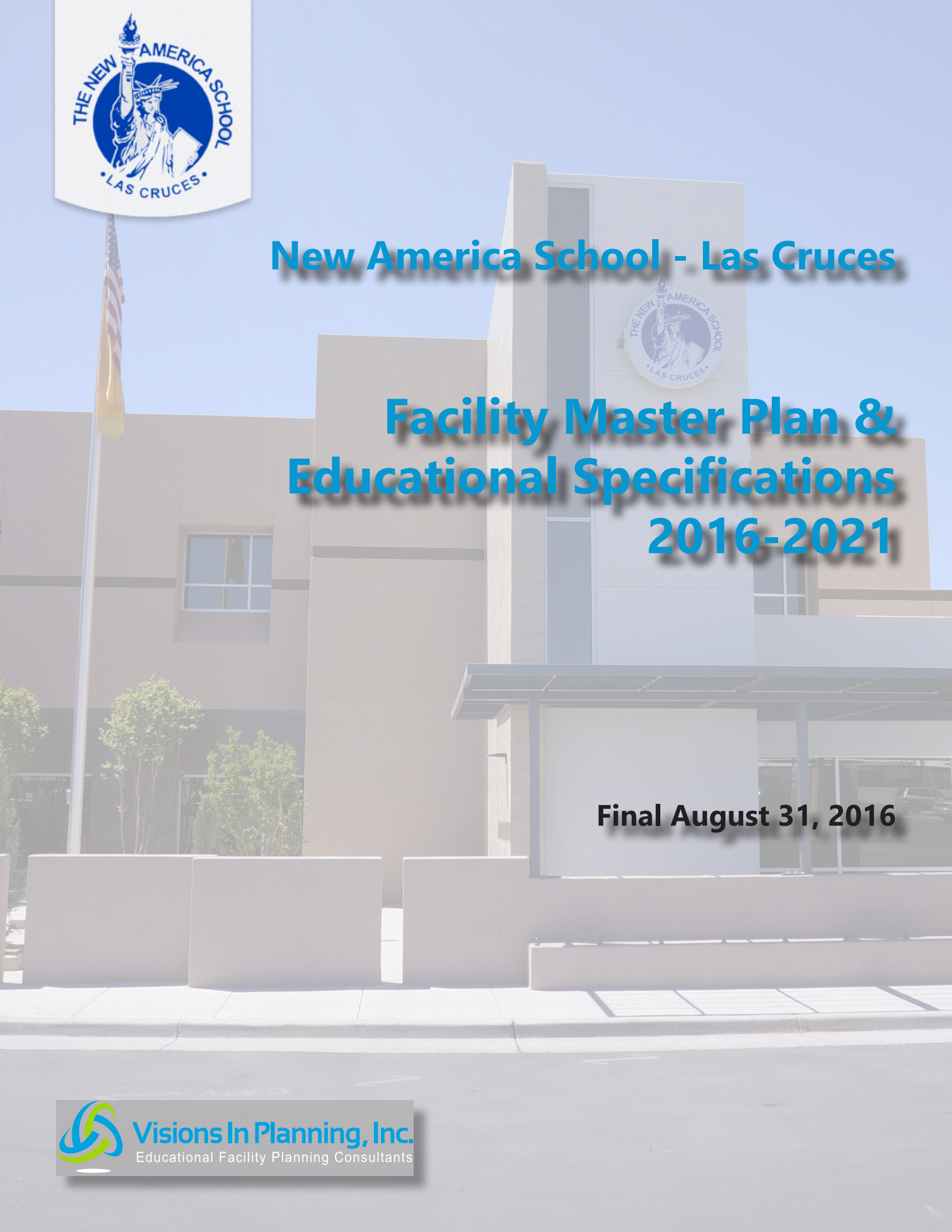

New America School - Las Cruces

Facility Master Plan & Educational Specifications 2016-2021

Final August 31, 2016

Visions In Planning, Inc.
Educational Facility Planning Consultants

Acknowledgments

New America School - Las Cruces
Physical Address: 207 S. Main Street
Las Cruces, NM 88001
Phone: (575) 527-9085
www.newamericaschoolnm.org
Original charter date - 2012
Next Charter Renewal - 2017
Current enrollment cap - 450

Governing Council
John Munoz, President
Susie Kimble, Vice President
Martha Valdez, Secretary
Jennifer Garcia Kozlowski, Treasurer
Toby Rue, Member
Dominic DiFelice, Superintendent, non-voting
Craig Cook, CBO, non-voting

Principal (Chief Administrator) - Margarita Porter

Facility Planning Committee Members

C. Atkins, Teacher
Sheba Babbs, Teacher
Violeta Bustamante, Teacher
Craig Cook, CBO NAS Network
Victoria Fisk, Teacher
Veronica Gonzales, Asst. Business Mgr
Susie Kimble, GC Member
David Lerma, IT
Roberto Lozano, Asst. Principal
Timothy Mathis, Teacher
Elizabeth Morinsilva, Teacher
Laura Lei Neweber, SPED
Margarita Porter, Principal
Tony Ray, Teacher

Public Schools Facility Authority
John Valdez - Facility Master Planner

Master Planning Consultant
Visions In Planning, Inc.
P.O. Box 65130
Albuquerque, NM 87193

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Table of Contents

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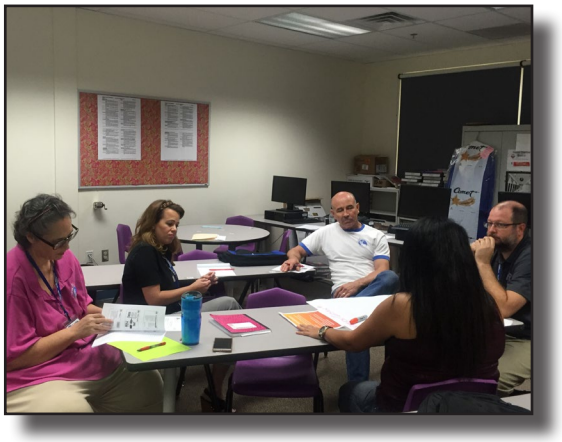
Introduction



This document contains the Facilities Master Plan (FMP) and Educational Specifications (Ed Spec) requirements for the New America School - Las Cruces (NAS-LC), which is a 9th-12th grade charter school chartered by the State of New Mexico and located in Albuquerque. The intent of this 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 Ed Spec as a prerequisite for eligibility to receive state capital outlay assistance. The Master Plan and Ed Spec are in accordance with guidance issued by the PSCOC and PSFA and is required to be eligible for future Capital Outlay funds from the State of New Mexico.

The FMP and Ed Spec are combined to create a flexible facility planning tool that can be revised on a periodic basis as conditions change. It identifies the specific space needs for accommodating the charter school's anticipated five-year enrollment and the strategies and capital needs for implementation of facility needs.

The document also addresses the following facility issues:

- Life/health/safety
- Educational and programmatic needs, and curriculum needs
- Provision for growth (additions and new construction)
- Promotes efficient use of educational space
- Educational technology
- Energy management

The Master Plan and Ed Spec are comprised of five main sections:

- **Section 1** - Goals / Process provides information about the charter school's goals and the planning process
- **Section 2** - Projected Conditions provides information about programs and delivery methods, enrollment, details about existing facilities used by the school, technology and energy management
- **Section 3** - Proposed Facility Requirements outlines facility goals and concepts, identifies space needs and other facility requirements
- **Section 4** - Capital Improvement Plan provides information about capital resources, capital needs, 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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SECTION 1.0 - GOALS / MISSION

1.1 Goals

1.1.1 - Mission

The mission of The New America School- Las Cruces (NAS-LC) is to empower new immigrants, English language learners, and academically under-served students with the educational tools and support to maximize their potential and live the American dream.

1.1.2 - Educational Philosophy

The NAS-LC educational concepts were inspired by the model of teaching and learning at the International Charter High School at LaGuardia Community College in New York City. This project-based high school is entirely composed of immigrants from dozens of countries. It has proven its effectiveness for this population through impressive rates of attendance, graduation, and post-graduation enrollment, and has been operating for more than 20 years.[1]

NAS-LC will offer a flexible schedule from 8:00 am-10:00 pm Monday – Thursday, four days a week. The four-day week is beneficial for our students who work as well as our young parents. It allows our students to have a full work day on Friday, and eliminates the need for childcare one day a week.

At the NAS-LC, the following five keys for school success are the foundation for everything we do, from lesson and outcome design and teacher professional development to support for students as they adjust to a new way of life. These same five keys will guide our curriculum alignment to the NMPED standards and benchmarks.

The Five Keys to Educational Success are as follow:

1. NAS students will be engaged in challenging, project and theme based curriculum to develop academic concepts leading to English acquisition.
2. NAS teachers will draw on students' background—their experiences, cultures, interests, and languages to support all social and academic content.
3. NAS teachers will organize collaborative activities and scaffold instruction to build students' academic English proficiency.
4. NAS teachers will create a culture and climate where confident students will value school and themselves as successful learners.
5. NAS teachers will have a New Mexico teaching license with a Bilingual Education and/or TESOL endorsement

Our philosophy allows NAS-LC students an opportunity to identify what their learning outcomes need to be at the end of the unit. Teachers will use student outcomes to design their lessons and classroom activities so that school becomes more meaningful and personalized.

The NAS-LC Newcomer Center is an important part of our philosophy because it puts into practice what we believe: students with little or no English language skills need extra support as they adjust to a new life and language in a new country. The Newcomer Center is a self-contained support center for newly-arrived monolingual students. Students who attend the Newcomer Center speak little or no English and spend up

1 www.lagcc.cuny.edu

to four hours of their school day in a sheltered classroom designed to jump-start their English learning. The Newcomer Center provides intensive language and cultural support to students who need it most. It is our way to support the newly-arrived English learners with adequate first-language schooling. Students who are best served in the Newcomer Center often need effective and natural English Language Acquisition immersion that will allow them to continue to develop subject-matter knowledge and skills as they acquire English. They also need support as they often go through culture shock and the adjustments involved in living in a new country and speaking a new language. Students are accepted into the center on the following basis: test scores, age, amount of formal education and student enrollment status. Once students are ready, they move into English Language Acquisition (ELA) II and regular language arts courses. At the same time, they attend regular content classes, such as history, science and math.

1.1.3 - School Community

Who the School Serves:

Since 2012, NAS-LC has been serving non-traditional students in the Las Cruces area. The schools target population is those students who need support in acquiring English language proficiency to complete credits toward earning a high school diploma. NAS-LC offers students a flexible, morning to evening 9-12 charter high school within a culturally relevant and supportive environment. The population served includes:

- Young people between the ages 14 through 18, who are currently seeking a smaller school environment, need a flexible schedule, or need to recover credits in order to be able to graduate on time.
- Students over the age of 18 that are young parents, former drop outs, and students working full-time to earn high school credits and a diploma through the school's program of evening classes.
- Newly-arrived immigrants lacking Basic English proficiency.
- Las Cruces students with limited English proficiency, who may also lack basic literacy and numeracy skills.
- Students residing in the USA, with some English proficiency, but because of interrupted education or personal circumstances have dropped out of the traditional school system.

The ***VISION*** of NAS-LC is to assist students to achieve their American dream. NAS fosters a productive and meaningful partnership among students, teachers, and the school New America School-Las Cruces community that supports academic progress, English language development and high school completion.

NAS-LC creates an accessible program that allows non-traditional students the opportunity to learn in an academically-challenging and supportive environment. We empower students to obtain the language skills, knowledge and confidence necessary to be productive members of their community.

We combine the best practices of the charter school movement with a state-of-the-art, content-based ESL curriculum. We offer academic coursework that combines a complete and tested content-based ESL curriculum with a schedule that allows students to attend school day or night.

1.2 Process

1.2.1 Planning Process

No building type has undergone greater change, in recent years, than the schoolhouse. These changes in the building are, for the most part, evidence of changing trends in student learning. As a dynamic reflection of the culture in which we live, the specific educational needs of each community must continually change

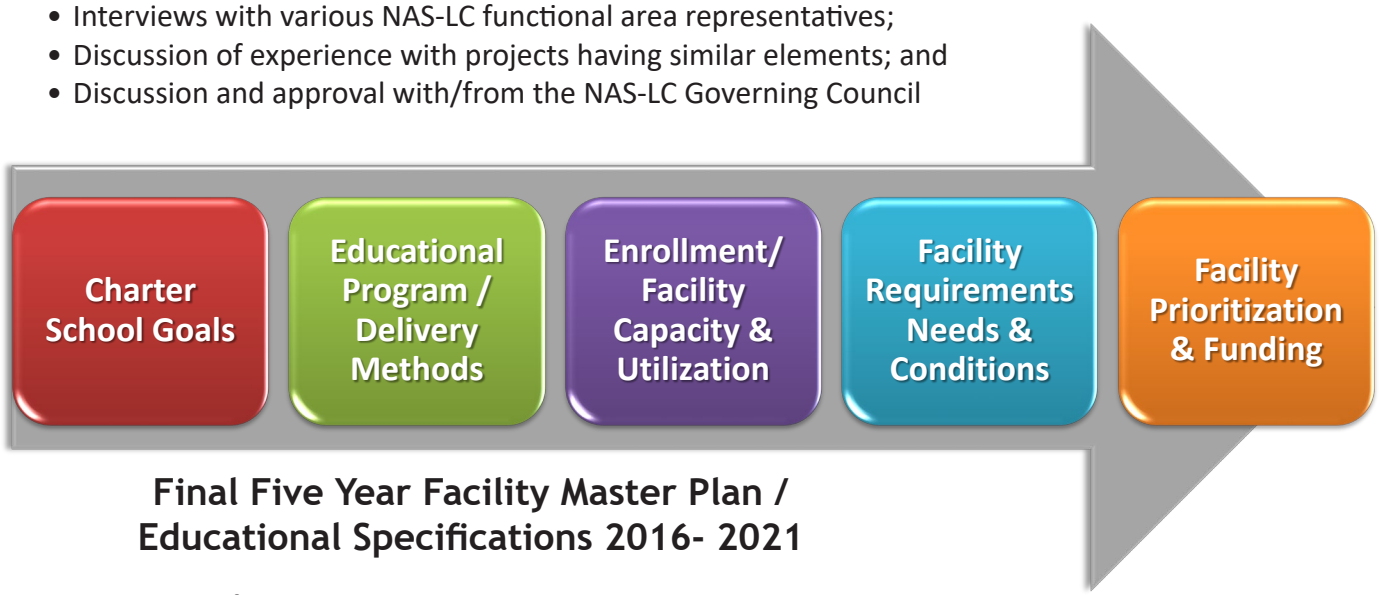
to meet the demands of the present and to support the projections of the future. So too must facilities for education – rather than being merely a shelter in which the elements of education are delivered and received, they now have become a complete educational tool, capable of supporting a wide variety of learning experiences for citizens of all ages, abilities, and needs.

The following Facility Master Plan / Educational Specifications summarizes the long range facility master planning efforts and educational specifications for New America School as required by the State of New Mexico. It contains project goals, key facts, key concepts, and space listings; presents key relationship diagrams; and describes key components of the facility that form the basis for the planning and design of the school's new classroom building. This report communicates to the owner, user and architect essential facility requirements that provide a common basis for facility design, while encouraging the contribution of insights by the building designer. It contains a detailed space program, with room-by-room space requirements for the future new facility.

The project defined in this document reflects the statement of goals, objectives, curriculum / educational model and facility requirements obtained through on-site interviews, on-site investigation, communications with the national New America School Network, workshops, NAS-LC administrators and support staff, students, parents, and community members.

This facility program contains information obtained through:

- Validation of policies established by the New America School Network;
- Review of New Mexico Adequacy Standards and Guidelines;
- Discussion of future NAS-LC school and location;
- Interviews with various NAS-LC functional area representatives;
- Discussion of experience with projects having similar elements; and
- Discussion and approval with/from the NAS-LC Governing Council



Final Five Year Facility Master Plan / Educational Specifications 2016- 2021

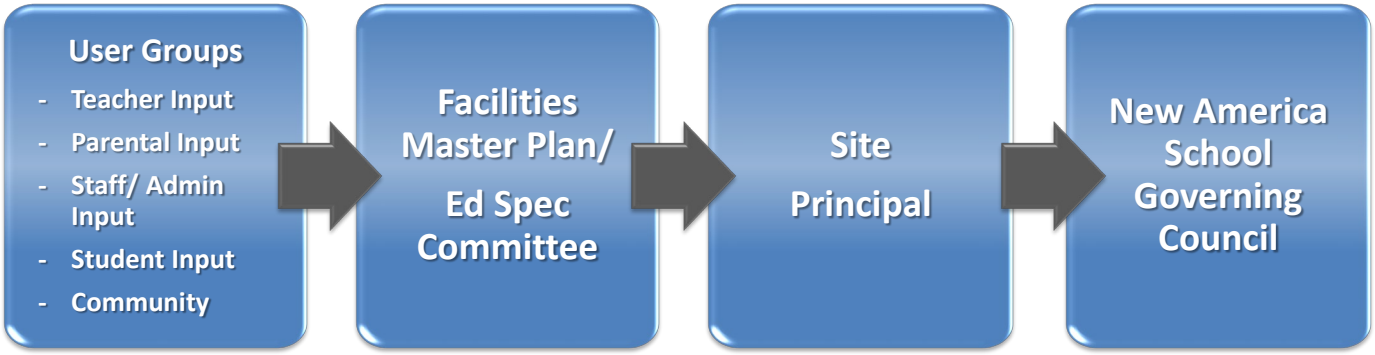
Governing Council

The NAS-LC Governing Council contracted with Visions In Planning, Inc. to develop the long range Facility Master Plan and Educational Specifications for the school. The scope of work included identification of programmatic needs and space criteria of the school to be incorporated into the design of the facility addition. Considerations included school organization, success for students, relationships among teachers, effective learning experiences, and connections to the community.

Facility Master Plan Committee

Visions In Planning, Inc. worked with the school's Facility Master Plan / Ed Spec committee, comprised of members of the NAS-LC administration, teachers, staff, students and parents to understand and document the charter school's programs and delivery methods, and to establish the additional facility needs to support the school's educational requirements. Information sharing and feedback sessions were held after each phase: the data gathering phase, the space needs determination phase, and the facility implementation phase. Visions In Planning, Inc. also analyzed the condition of the existing facility, including potential removal of portable classrooms once a new classroom facility is constructed to improve utilization and program delivery.

Decision Making Process



Authority and How Decisions Are Made

The NAS-LC Governing Council is a five member body composed of NAS-LC parents and community members established pursuant to the terms established in the school's charter. The Council serves as NAS-LCs governing body under NAS-LC's Charter. The Council's responsibilities include development and approval of school policy, academic goals, facility plans, and NAS-LC's budget. The Council enters into a contract with the site principal and operates under applicable state laws and regulations, NAS-LC's Charter, and the Council's Bylaws.

Facility Assessments

A Facility Assessments was conducted by Visions In Planning, Inc. for the school's existing educational leased facilities. The facility assessment included:

- Site visits
- Meeting with each Principal
- Facility walk-throughs with Head Custodian
- Review of State's Facilities Assessment Database (NO FMAR AVAILABLE)
- Capacity and Utilization Study for the School

Facility Master Plan Committee Meetings:

Once the facility assessment/ walk-through was completed and the data gathered, meetings with the Facility Master Plan Committee were begun. The first committee meeting was used to explain the purpose of a facilities master plan/ed spec and identify the tasks and responsibilities of the Facility Planning Committee. Several subsequent meetings were held where the facility data was then presented to the Facility Master Plan Committee as well as the Charter School's Administrators and Governing Council for review. The committee

aligned the needs of the school with the goals and objectives, and identified the most pressing facility needs that could be accomplished over the next five years.

May 15, 2015 - Facility Planning Meeting 1:00pm-3:00pm

The first step of the FMP process was to have a kick-off meeting with the Facilities Master Plan Committee. During this meeting the following topics were discussed:

- Intent of FMP
- What is used for?
- Role of FMP Committee
- Where we are..
- Three Themes
- SWOT Analysis of the School by the Committee

The Facilities Committee was broken into three groups to conduct a SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis at this first meeting which included parents, students and some staff, and a second SWOT Analysis was completed by the school's instructional staff on Friday, May 1st to ensure input from all stakeholders. Each group was asked to identify Strengths, Weakness', Opportunities and Threats to NAS – LC as it related to the following question: *Based on the success of the NAS in your community and the need to continuously build upon that success, what are the Strengths, Weakness', Opportunities and Threats that your school will face over the next five to fifteen years as it relates to educational programs and facility needs?*

Strengths	Weakness
• School Serves over 18 Population *(✓✓✓)* • Location (local business's, bus route, gov't agencies, library, museum) *(✓✓✓)* • Small Classes Sizes – Low PTR's *(✓✓)* • Top notch facility - New facility *(✓✓✓)* • ESL Newcomer Program • Integrated team approach • Safety – camera's, locks, windows • Teachers/ Staff personally knowing students *(✓✓)* • Technology *(✓✓✓)* • Professional autonomy • School Hours • Teachers are TESOL endorsed • Only 24 Credits needed • College Bound Students • Tutoring • Word of mouth reputation • Friday's off • Community Outreach • Free Summer School • Teacher Commitment	• SPED Population (serving all needs) • High Mobility Rate/ Retention • Lack of Transportation (route hours are limited, need closer bus stop) *(✓✓✓)* • Employees working toward mission • Public Perception/ Publicity *(✓✓)* • Truancy/ Attendance • Age Group Safety Issues • 8th Grade Outreach – need new 9th graders *(✓✓)* • Technology in the classrooms – maintaining current/ future needs inc. bandwidth • Parking availability as school grows *(✓✓)* • Access to childcare for students *(✓✓)* • Kitchen needs to be certified to serve meals cooked on-site • Lack of knowledge in the community of NAS mission • Largest draw is academically underserved/ at risk students • No Nurse/ School Counselor • No cafeteria ***(Dedicated)*** • Limitations for Future Expansion *(✓✓)*

Opportunities	Threats
• Develop apprenticeship program through MOU's with area employers/ business *(✓✓✓)* • Increase Elective/ Extra Curricular Options (ROTC, sports programs thru NMAA, etc) *(✓✓)* • Expand to serve grades 6th-8th • Strong Tier II program needed to meet needs of academically at risk students. • Partner with community resources for student referral inc. homeless placement and Juvenile Court *(✓✓)* • Develop marketing plan to attract more students including non-at risk students and get good at it. *(✓✓)* • Universal screening program for all incoming students • School Uniforms for image • Partner with area daycare entities for students with children *(✓✓)* • Partner with NMSU social work/ counseling program to improve student services • Technology (continued upgrades) • Vary class schedule to be more accommodating of older students • Consider alternative site setting • Grad's Program • Increase tutoring • Increase Dual Credit options/ AP Classes	• Limited pool of under 18 students – competition with LCPS for students • LCPS has a lower credit requirement for graduation *(✓✓)* • Drop-out rate • Early College HS – LCPS • GED programs *(✓✓)* • Need to develop support infrastructure for at risk students • Facility needs to be able to expand as school grows *(✓✓)* • New charter schools in the area • Merging night and day programs while meeting NM State requirements • Lack of Athletics • Work/ Childcare takes students away • PARCC – graduation requirement's • Students Socio-economic situation

Note: (✓) indicates the number of groups with the same/similar response.

The SWOT analysis helped the committee to begin to focus on the district as a whole not just each individual school and work towards overall school improvement.

September 24, 2015 - Facility Planning Meeting 10:00pm-11:30 am

This meeting centered on local demographics, historic enrollment and future enrollments, educational programs, classroom sizes (SF), flexibility and loading, site constraints, and future opportunities. Breakout group work by the committee centered on what learning environments will look like in the future and how can the school's facilities evolve to meet those needs. Two groups consisting of 4-6 participants each were asked to consider two long-range discussion questions as it relates to NAS-LC. Both groups were able to work together to formulate answers to each question. The answers have been summarized below:

Discussion Question #1: It is now 2030, what kinds of changes have occurred in your school over the past 15 years? As a group describe it as if you were able to see it realistically around you.

- Self-paced, driven and motivated learning
- Project based critical thinking activities
- Instruction connected to local business's
- Each student has their own tablet - paperless
- Increased teacher training – multi linguistic
- Computer driven instruction – increased technology demands
- CTE programs need to evolve along with more opportunities for NAS-LC students

- Increased partnerships with NMSU
- With increased technology instruction, teachers will be more available to students needing help
- Classrooms will be comprised of workstations
- Increased enrollment and will require additional classroom
- Still serving ELL students
- Clickers for attendance checking/ quizzes
- Flipped classrooms
- Full kitchen facility

Discussion Question #2: What does NAS-LC need to do in order to attract and retain more students at or near the enrollment cap and remain competitive with other surrounding high schools?

- Advertise – commercial, news media, full-page ads, mass mailings
- Add additional curricular programs: cooking, music, sports, and job internships
- Coalition with other schools/ counselors
- Evaluate the long term viability of the evening block schedule
- Provide transportation options
- Implement blended classrooms
- Install marquis- lighted school signage board
- Retain one-on-one counseling and communication with new students. (Student ambassador program)
- Need to be "known" for something (nitch)
- Increase dual credit awareness
- Increase student relationships
- Continue to provide a safe environment.
- Increase technology based instruction
- NAS-LC needs to differentiate itself from other schools by finding ways to tap into student's unexplored talents.
- Offer educational programs that relate to the employment sector
- Need more classrooms and teachers to keep class sizes small
- Need to stick to the "mission statement" of the school – "empowering under-served students" and find more ways to do this.
- Expand / increase service learning opportunities for students.

October 5, 2015 - Facility Planning Meeting - 2:30pm-3:30pm (Phone Conference)

This meeting was administrative specific in nature and included members from the New America School Network, School Principal and Financial Advisor. Discussion was centered on how to best accommodate the current and future educational and facility needs. At this meeting potential property acquisition options in the building adjacent to the existing school site were identified as a possible location for expansion for additional classrooms to meet programmatic needs of the daytime enrollment.

September 8, 2016- Governing Council Final Presentation - 6:00-8:00pm

Presentation of the recommended Capital Improvement Projects that will be funded in part from the successful passage of the LCPS HB-33 Election in February 2016, current SB-9 funding and also include funding through an approved Lease-Purchase agreement for facilities. The final Facility Master Plan and Ed Spec was submitted to the NAS-LC Governing Council for final approval on September 8, 2016.

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SECTION 2.0 - PROJECTED CONDITIONS

2.1 Programs and Delivery Methods

2.1.1 - Program Overview

Current Educational Programs and Facilities - Overview

Originally established in 2012, with its first year of enrollment beginning in the 2009/10 school year, New America School - Las Cruces (NAS-LC) is currently in the process of its first Charter Renewal, and is anticipating approval by the New Mexico Public Education Department (NMPED) in July 2017. Based on the most recent charter renewal, the school has an enrollment cap of 450 students and continues to serve grades 9th-12th.

In keeping with the school's mission to as a way to "empower new immigrants, English language learners and academically under-served students", NAS-LC has developed its student-centered educational program to accommodate:

- ELL learning instructional method (SIOP delivery) in all classes
- Ensuring all students enrolled in mentoring classes
- The use of scaffolded learning by building off of what the student already knows
- Flexible class scheduling (early morning to evening) to meet student needs. Typically, students under 18 attend on the 8:30 to 4:30 class schedule, and the over 18+ students attend from 5:30 pm to 10:00 pm.
- Extended hours (early morning to evening) for credit recovery or acceleration
- Four day instructional week to allow for easier work and child care schedules for students.
- Students over the age of 21 are accepted into the high school diploma program, and are held accountable to their original graduation cohort requirements to the extent required by NMPED.
- New America School's ELL Newcomer Language Program for monolingual speaker of other languages new to English. This is a four hour program of support, increasing English spoken, written, and reading fluency.
- Provide necessary resources so that all students can successfully complete dual credit/ enrollment classes with NMSU and Dona Ana Community College prior to graduation.

With its campus located in the heart of downtown Las Cruces; the NAS-LC's existing facilities are located in a two story permanent structure, and meet the minimum NMAS requirements. However, as the school's enrollment begins to increase towards its enrollment cap, additional classrooms will be needed over the next five years to support expanded course offerings for its students.

Shared / Joint Use Facilities

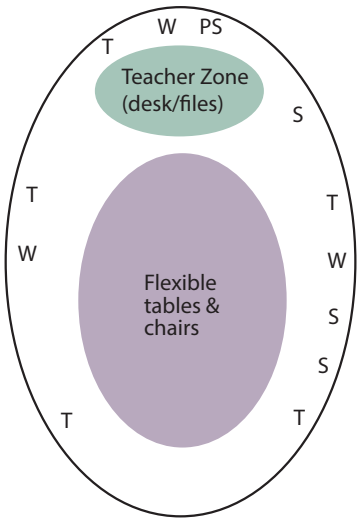
The school's proximity to many established community resources does provide the school with opportunities to partner with outside entities to share facilities as the need arises on a case by case basis. Additionally, with the school's tight 4-day academic schedule, students do not have adequate time between periods for travel to and from off-campus facilities.

Instructional Programs

The NAS-LC curriculum follows the State of New Mexico and district standards. All teachers, including those in a content area subject such as math, provide instruction in content-related terms and language structure as well as work in listening, speaking, writing, reading and analyzing texts.

Furniture & Equipment
T = tackboards
W = white boards
S = Open shelves
PS = Projection Screen

The following learning styles describe the varied ways in which NAS-LC delivers its curriculum. These educational approaches are the key to the school's success with non-traditional learners. Each description is followed by a summary of the space impact of the identified learning style. Students are assigned to classes based upon grade and/or subject level based upon testing/evaluation during the admissions process. This results in varied class sizes with some classes having as few as 15 students, and others as many as 29.

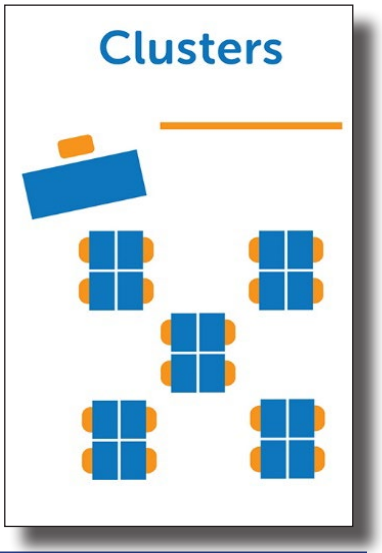


CLASSROOM

Functions of
Furniture & Equipment
- flexibility
- display
- quickly reach teaching aids
- project to projection screen or white board

1. English Language Acquisition
   To graduate with a high school diploma and become successful in American society, immigrants need excellent English skills. At the same time, students' fluency in their first language provides additional life-long benefits and chances for success. Our ELA teachers focus on reaching students through a variety of techniques and approaches. Teaching is not an isolated activity, but instead focuses on helping students complete their school tasks. This helps in two areas where English learners need practice: academic English and conversational English. Academic English is critical for success in school while conversational English is the language of daily life. Success in project-based learning includes both types of communication.

   Instructional Space Requirements
   Standard general classroom that meets NMAS and supports English language acquisition learning techniques through multiple furniture configurations and supportive technologies.



2. Scaffolded Learning
   "Scaffolded" learning, in which teachers build on concepts to reinforce them in several different ways, works well for English language learners. Success does not depend on the teacher's knowledge of the student's native language. Examples of scaffolding:
   - Some resources such as textbooks and other written materials contain the same information as those in conventional classrooms, but they are written in simpler and more direct language or supported by teacher-produced annotations.
   - There is considerable reliance on a variety of methods to deliver information. A teacher may explain an idea in English and then use

several methods to convey the same information: For example, the teacher may act out the information or use illustrations.
- Continual student-teacher interaction is essential to ensure learning. It may involve diagnosis of gaps in understanding.
- In every lesson, teachers communicate and reinforce English through listening, speaking, reading and writing.

Instructional Space Requirements

Standard general classroom that meets NMAS and supports scaffolded learning techniques through multiple furniture configurations and supportive technologies. Other instructional spaces needs include with shelving and access to learning materials (visual, manipulative's, projected images).

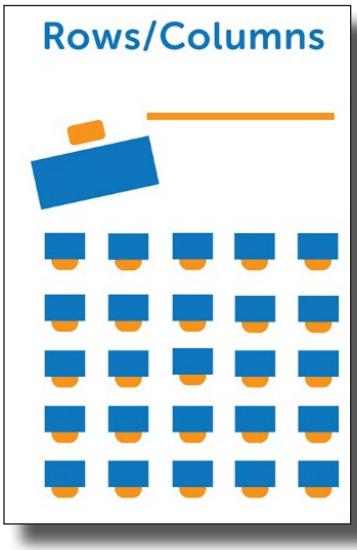
Clusters: Learner Centered Format

Pros:
- Encourages interaction of all students.
- Creates more personal and safe environment for students
- Promotes cooperation & teamwork
- Develops problem solving & communication skills
- Flexibility to strategically form groups
- Suitable for small spaces

Cons:
- Increased noise level, distractions and off-task behavior
- Less individual accountability
- Harder to assess students abilities

3. Active Learning Techniques

The New America School's instruction is built on the idea of active, not passive learning. Project-based learning emphasizes active learning. Some of the techniques teachers may use, which have been proven effective in English Language Acquisition (ELA) classes across the country, include:
- Previewing and building on prior knowledge;
- Interactive work, not lengthy lecturing;
- Demonstrations;
- Graphic organizers and other visually-oriented aids that provide a non-linguistic structure for understanding key information;
- Continual modeling by teachers of what kind of work is expected and how to create it;
- An emphasis on relating students' culture to content, which engages students, maintains their interest and keeps students' heritage part of their lives;
- Extensive group work that offers the opportunity to engage students in talking, interacting, problem solving and improving social skills.



Rows/ Columns: Teacher Centered Format

Pros:
- Encourages individual work and productivity.
- Minimizes disruptions and cheating
- Effective for demonstrations & presentations
- Easier to supervise

Cons:
- Discourages student-centered discussion & group work among students.
- Easier for students to loose focus
- Uneven distribution of interaction among students.
- Difficult for teachers to move

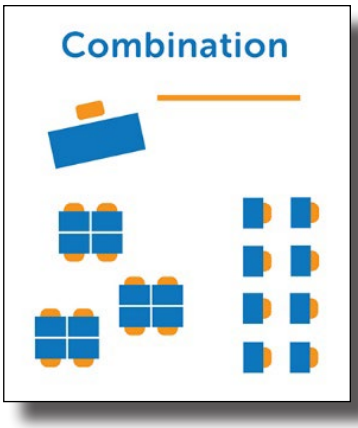
Instructional Space Requirements

Standard general classroom that meets NMAS and supports active learning techniques through multiple furniture configurations and supportive technologies. Furniture should include large tables (or ability to group smaller tables) for team projects. Table arrangements should allow individual work, group work, or discussion "seminar." Open shelving should provide space for project storage (while in process) and access to materials.

4. Sheltered Instruction

Sheltered English instruction is an instructional approach that engages

English Language Learners above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level.

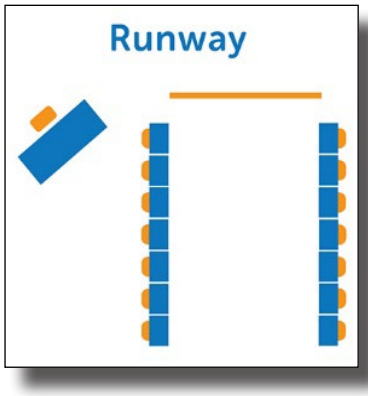


Instructional Space Requirements
Standard general classroom that meets NMAS and supports sheltered instruction learning techniques through multiple furniture configurations and supportive technologies.

Combination: Small Group and Independent Learning Format
Pros:
- **Encourages both individual and group work.**
- **Fairly easy to supervise and assist students.**

Cons:
- **Uneven distribution of interaction among students.**
- **May cause some students to lose focus**
- **May have increased noise level with mixed seating**

5. Project-Based Learning
Project-based learning (PBL) is a model for classroom activity that shifts away from the classroom practices of short, isolated, teacher-centered lessons in favor of learning activities that are long-term, interdisciplinary, student-centered, and integrated with real-world issues. One immediate benefit of practicing PBL is the unique way that it can motivate and engage students. PBL provides opportunities for students to pursue their interests and questions and make decisions about how they will find answers and solve problems.



PBL also provides opportunities for interdisciplinary learning. Students apply and integrate the content of different subject areas at authentic moments in the production process, instead of in isolation or in an artificial setting.

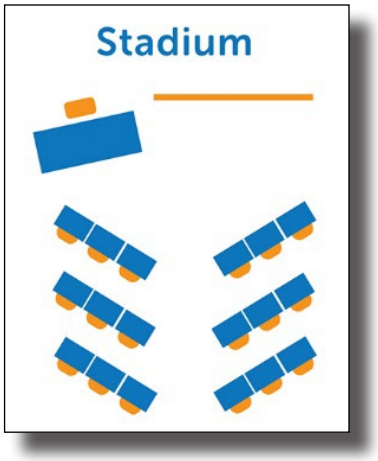
In the school and beyond, PBL also provides opportunities for teachers to build relationships with each other and with those in the larger community. Student work, which includes documentation of the learning process, as well as the student's final projects, can be shared with other teachers, parents, mentors and the business community, all of whom have a stake in the student's education.

Runway: Individual Learning Format
Pros:
- **Encourages individual work and productivity.**
- **Minimizes disruptions and cheating**
- **Effective for demonstrations & presentations**
- **Easy to supervise**

Cons:
- **Uneven distribution of interaction among students.**
- **May be more difficult supervise and assist students.**

Other features of PBL include:
- Activities that include the entire group and give students experience in negotiating with a team (a situation students are likely to face in work);
- Work with smaller groups consisting of students of varying first languages, which requires intense use of spoken English, since students must speak English to accomplish their work;

- Groups that consist of speakers of the same language, which reinforce students' literacy in their first language, as well as allowing students a way to express sophisticated concepts they want to discuss but cannot with their limited English proficiency.



Instructional Space Requirements

Standard general classroom that meets NMAS and supports Project Based learning techniques through multiple furniture configurations and supportive technologies for 2D and 3D presentations. Other instructional spaces needs include project storage with shelving and access to materials.

General Instructional Organization

New America School - LC has developed procedures to evaluate and place all new students into level appropriate coursework. The school has also developed a flexible schedule to allow students to meet work and family responsibilities.

Stadium: Individual and Team Lecture Format

Pros:

- Allows for individual and team work.
- Flexibility to strategically form groups
- Suitable for small spaces

Cons:

- Less individual accountability
- May cause some students to lose focus
- May be more difficult supervise and assist students

Alternative Methods for Educational Program Delivery

New students complete an assessment with trained staff and are tested to determine level of English proficiency and recommended coursework to meet graduation requirements. Many students follow traditional credit acquisition (earning credit for required courses) but some students require credit recovery (review of past or incomplete coursework).

Based on the school's operational structure, NAS-LC does not require a full sized kitchen to prepare meals on-site. At this time, the school contracts out for meal services for lunch. The school does provide a "warming kitchen" for the lunch contractor to reheat and serve meals.

Scheduling Approach

In order to accommodate the needs of its students, NAS-LC has implemented a 4-day instructional week for both day and evening classes. Due to the schools wide range of age of students, the day session serves students aged 18 and under and the evening session is for all students 18 and older. The day session meets from 8:30am - 4:30pm and has seven hour long periods, one half hour long student advisory period and one (1) half hour lunch period. The evening session meets from 5:30pm to 10pm and utilizes a block schedule with (2) two-hour classes per day with a 30 minute break. With the school's success in the implementation of the block schedule for its evening classes, NAS-LC may consider revising its day class schedule into a block schedule in the future to better accommodate students needs if it determines the schedule to be more effective.

Special Curricular / Extra Curricular Activities to be Accommodated

While NAS-LC is focused on its solid academic programs, student input has resulted in the need to provide expanded elective options into the schools curriculum. Over the next five years, the school intends to expand its performing art and music programs, technology based instruction electives and work towards developing student internship programs with the local business community.

2.2 Proposed Enrollment

2.2.1 - Historic Enrollment

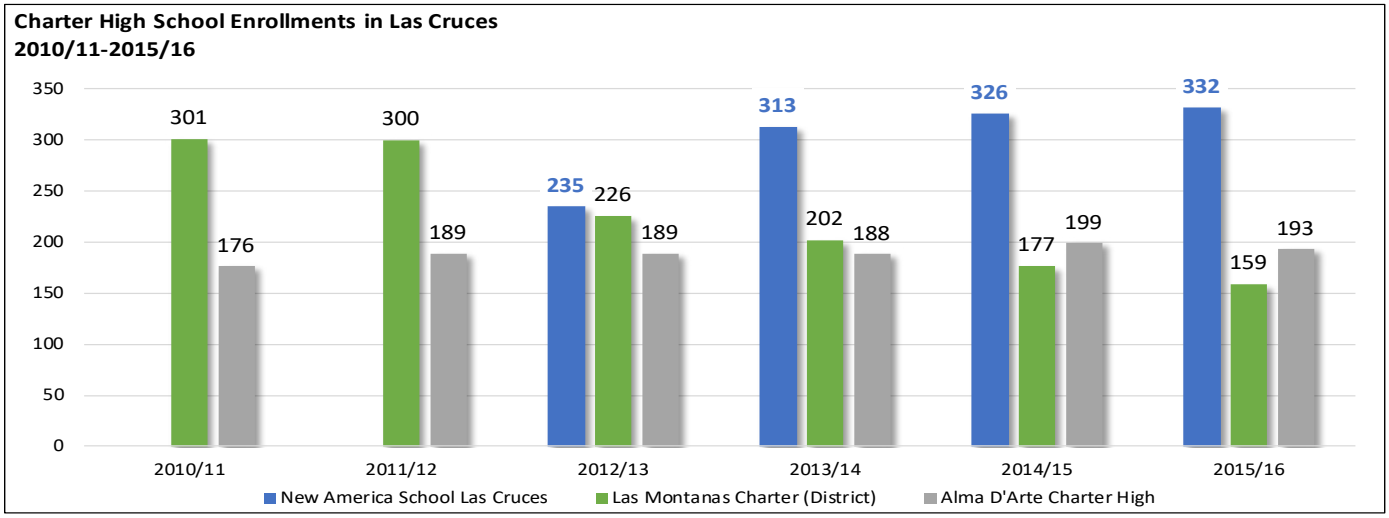
Enrollment Guidelines

As a charter school, NAS-LC accepts all student applications for enrollment each June for the upcoming school year on a first-come, first served basis and accepts enrollment applications prior to each academic quarter as space is available. If the total number of enrollment applications exceeds the number of spaces available, the school will hold a lottery with the results posted on the school's website: *http://newamericaschool.org/newmexico/campuses-lascruces*

While the school has been able to accommodate all students wishing to apply and attend the school, the school's enrollment cap is 450 students. If demand for enrollment were to exceed the supply of available seats, the school will utilize the lottery process and keep an active "waiting list" of interested students who would enroll if space were available. For a charter school, the waiting list becomes a key indicator for projecting growth. For planning purposes, the school tracks the percentage of students on the waiting list that actually enroll to ensure that all of school's facilities are utilized.

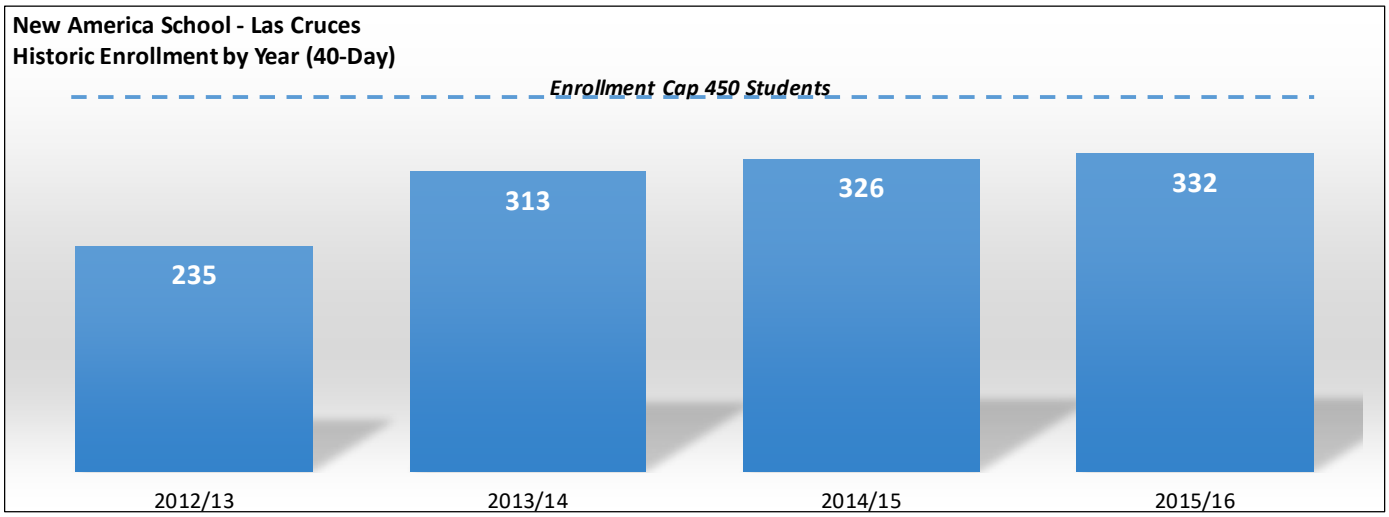
Historic Enrollment

As an established charter school, NAS-LC just completed its fourth year of operation and has had a stable enrollment since opening in the 2012/13 school year. Over the past four years of operation, the school has steadily increased its enrollment to within 26% of its max enrollment cap of 450 as of the 2015/16 school year (see the adjacent chart). NAS-LC competes for high school enrollment with two other area charter schools as well as the local school district's high schools. The chart below identifies the historic enrollment for the past six years in the area's charter schools. Since NAS-LC opened in 2012/13, enrollment at Las Montanas Charter School (district charter) has begun to decline. While it is unclear if there is a direct connection between the enrollment trends at both schools, the student demographic to which both schools appeal to is similar with the exception of evening classes for students over 18, which is unique to NAS-LC. New America School- Las Cruces is focused on community outreach to increase its under 18 enrollment as well as inform the community as to evening programs that are available to potential students over age 18.



Source: New Mexico Public Education Department, 40-Day Enrollment

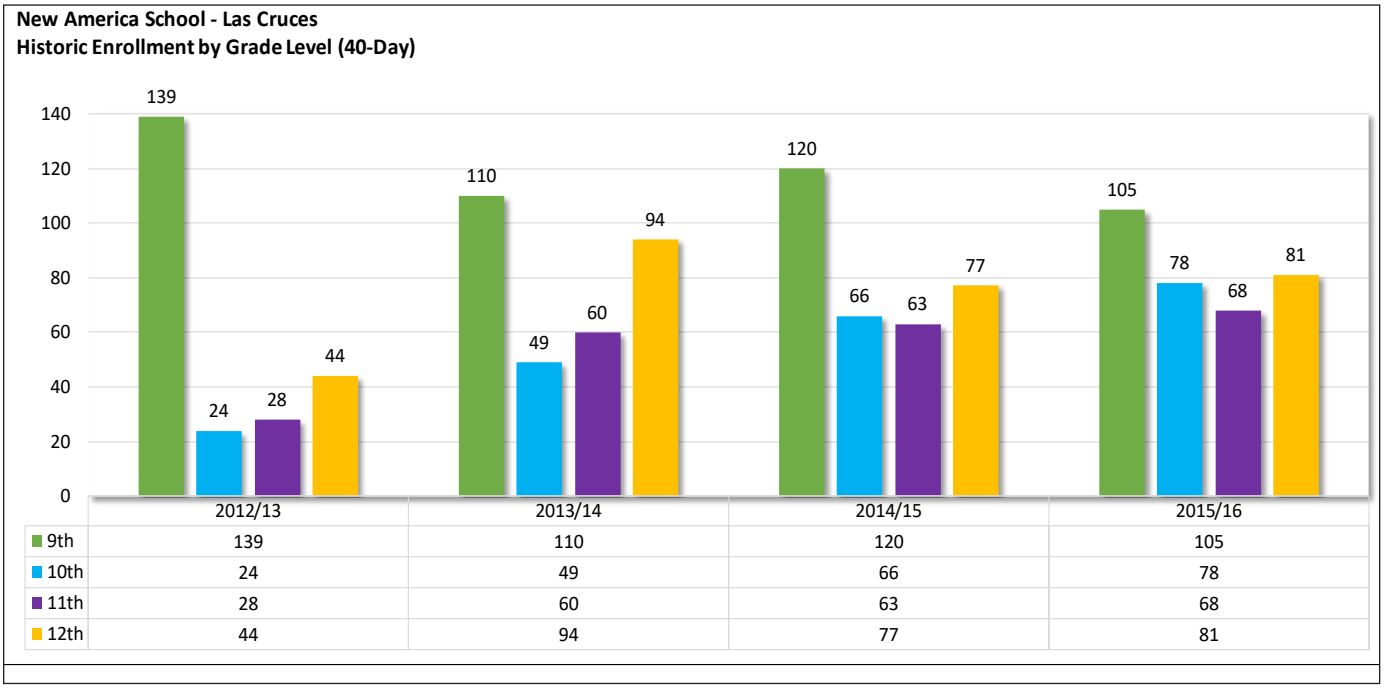
NAS-LC on average serves approximately 25-30% (90-118 students) of its total enrollment in the evening program, with the majority of its students attending classes during the day. The chart below reflects the schools enrollment history since opening in the 2012/13 school year.



Source: New Mexico Public Education Department, 40-Day Enrollment

Enrollment by Grade Level

Enrollment in grades 9th and 12th are typically the highest, as one of many public high school choices in the Las Cruces area, many incoming freshman students choose NAS-LC over traditional and other charter high school options available in the area. The school also serves many students both under and over 18 that want to return to school to complete their education and receive their diploma. These students oftentimes have enough credits in place to be categorized as a 12th grader and complete the required coursework at NAS-LC to graduate.

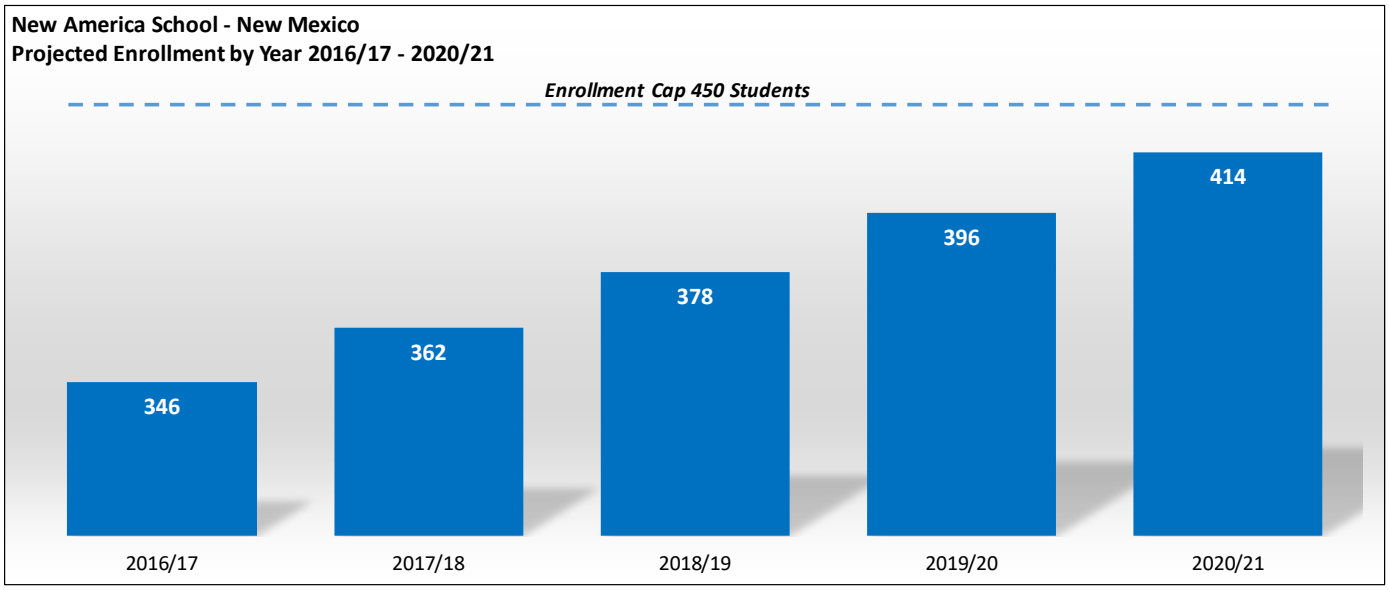


	2012/13	2013/14	2014/15	2015/16
9th	139	110	120	105
10th	24	49	66	78
11th	28	60	63	68
12th	44	94	77	81

Source: New Mexico Public Education Department, 40-Day Enrollment

Projected Enrollment

As NAS-LC serves a large age range of students in both its day and evening programs, and as is typical with most charter schools, specific enrollment patterns are difficult to predict as the enrollment per grade level varies based on an incoming student's academic needs. However, based on the school's historic enrollment pattern, enrollment in other area high schools and the community outreach by NAS-LC, it is expected that the school will continue to grow towards its enrollment cap over the next five years at about 4.6% annually (see chart below). While the expanded operating hours between day and evening classes gives the school flexibility in accommodating some of the potential increased demand for classroom space through scheduling and improved utilization, its is likely that the school will need at least two additional classrooms and one SPED resource room over the next five years to meet expanded programmatic needs.



Future Enrollment Considerations

Currently, NAS-LC has the ability (instructionally) to serve up to 450 students in grades 9th-12th grade per its enrollment cap, however would require some additional classroom space, particularly for elective programs. The school will be renewing its charter in July of 2017 and is not expected to make any changes to grade configuration or its enrollment cap as part of its renewal application at this time.

2.2.2 - Classroom Loading Policy

New America School - LC Charter that was *Approved* by NMPED states that a desirable pupil/teacher ratio (PTR) will be an average of 20:1. However, based on actual class scheduling, enrollment and available classrooms/ teaching staff, class loading is often 15 - 29 students. Due to the fluctuations of the student population by grade level and the limitations of available teaching staff, classroom loading at times does exceed the average 20:1 PTR, which is directly related to scheduling of required classes and funded teaching staff based on enrollment.

2.2.3 - Classroom Needs

The projected classroom needs are based on enrollment at maximum level (determined by enrollment cap).

SECTION 2.0 - PROJECTED CONDITIONS

This analysis assumes classroom loading numbers listed above and continuing the schools current delivery methods. The number of classrooms currently available at the NAS-LC campus is currently sufficient to accommodate the projected number of students over the next 3-4 years, unless enrollment increases at a more rapid pace. Based on staff and student input regarding the existing curriculum, there is demand for additional elective courses that would include expanded arts programs to include expanded music, dance and/ or fine art. The chart below lists the existing instructional spaces for the current year and the future instructional spaces required for the school to meet future increased enrollment and to provide its students with expanded educational programs as well as provide for a dedicated 1/2 size SPED resource classroom for students that require supplemental academic instruction. Over the next five years, the school will need to acquire additional classroom space to satisfy these proposed changes and hire additional teachers, or consider alternative options.

New America School - Las Cruces Grades 9th-12th	Existing Classrooms 2015/16	Future Classroom Demand
General Classrooms		
English	3	3
Math	3	2
Social Studies	2	2
Science (Lab)	1	1
Subtotal General Classrooms	9	8
Specialized Classrooms		
Art/ Music	0	2
Physical Education	1	1
Computer Lab	2	2
Subtotal Specialized Classrooms	3	5
Special Program Classrooms		
ELL/ SPED Resource	1*	1.5*
Subtotal Special Program Classrooms	1*	1.5*
Total Instructional Spaces	**13**	**14.5**

** Library is also used as a SPED Resource Room.*

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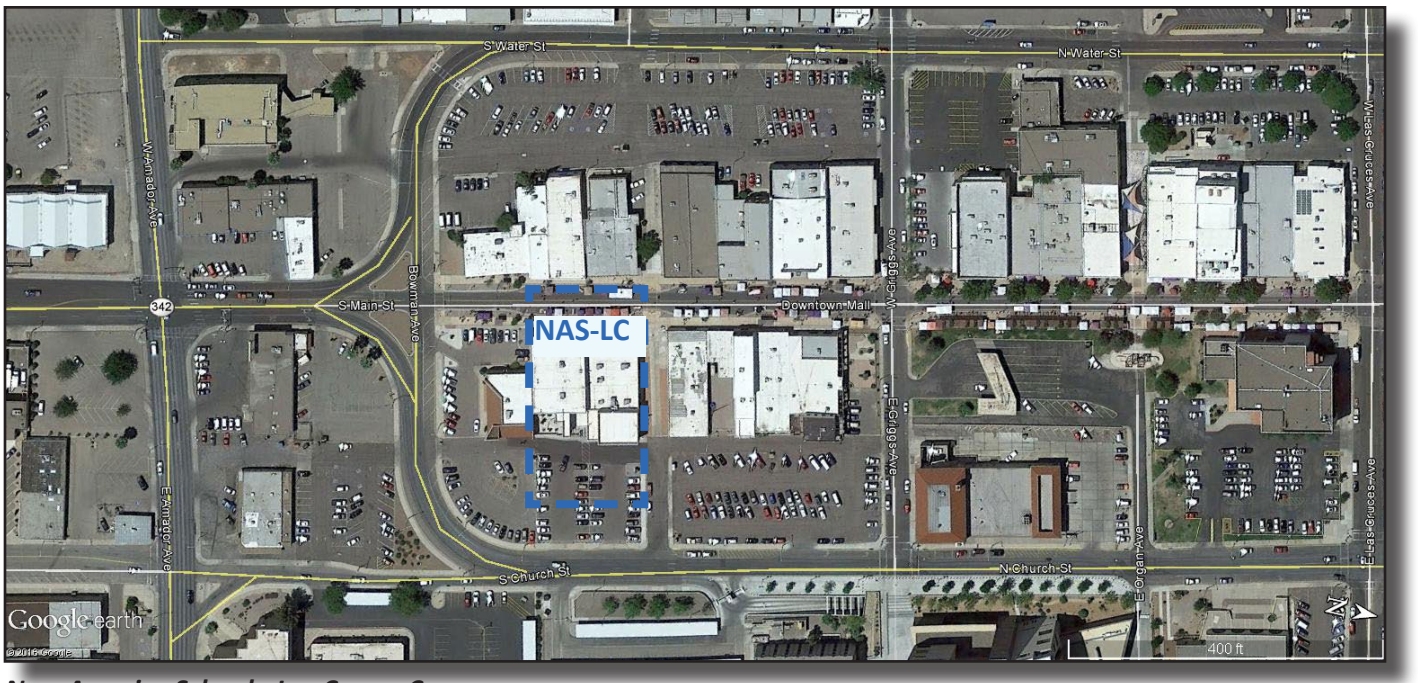
2.3 Site/ Facilities

2.3.1 - Location

The New America School Las Cruces campus has been located at 207 S. Main Street, in the heart of downtown Las Cruces since its opening in 2012. The school has a current lease with the non-profit RCYI (Resources for Children and Youth Inc. a 501C3 nonprofit organization), which currently owns the existing facility and completely renovated this facility in 2012 to meet State of NM "E" occupancy and adequacy standards for NAS-LC. Prior to leasing the property in the current location, the school did seek out vacant available properties from both the Las Cruces Public School District and the City of Las Cruces and no property that would meet the needs of the school was available. The current lease agreement has been approved through the State of New Mexico Public Schools Facility Authority, and is paid for through the school's annual Lease Payment Assistance Award from the Public Schools Capital Outlay Council.

The existing school site is located on the far south end of Main Street and is access via S. Church Street, which is a one-way street. The parking lot in front of the school is also used as a student drop-off/ pick-up area. The school is also near public transportation routes along S. Water St, S. Campo St, and W. Lohman Avenue, which utilized by some of the students. The main parking area is located directly in front of the school on the east side of the building and is in good condition. There are 32 paved parking spaces (4 of which are ADA) and to the south there is another parking area that contains an additional 23 parking spaces that is paved but not leased by the school. While most of the students that attend during the day are dropped-off and picked-up or use public transportation, parking can often be an issue. Many of the school's evening students drive to the campus and parking can be a problem if some of the adjacent business have after-hour events. The site does have an outdoor courtyard area near the main entry on the east side and outdoor covered areas for students to gather on the north side of the building. Due to its current urban location, there is not a possibility to create outdoor play-field areas in the future, nor has been identified as a high priority need.



New America School - Las Cruces Campus

2.3.2 - Facility Evaluation

NAS-LC campus consists of 25,366 SF of permanent space that is used for educational use. The original building was constructed in 1965, and in 2012 the school leased the property from the Resources for Children and Youth Inc. (RCYI), which currently owns the existing facility. As part of the lease-agreement, the facility was completely renovated and included a small addition of 3,584 SF to meet State of NM "E" occupancy, NMAS and meet the educational programmatic needs of NAS-LC. All of the existing general classrooms have a maximum classroom loading of 30 students based on the NMAS of 25nsf per student for a high school and NMPED maximum class sizes. As the current utilization and capacity analysis will show, the school based on its current enrollment has adequate classroom space, however as enrollment grows and demand for elective classes increases, additional classrooms will be needed.

The classrooms throughout are all similar in configuration and range from 696 - 984 square feet (excluding the multi-purpose room) and both floors provide students to multi-stall restrooms. There is one shared science lab on the first floor that consists of 712 square feet that has science lab casework, eyewash station and access to small storage room. There are two computer labs (one on each floor) and small library area that is also used for resource instruction.

Conformance with Adequacy Standards

The facilities at conforms at the minimalist level to the NM Adequacy Standards as they pertain to charter schools. However, while NAS-LC is a charter school and receives variances for certain program areas, the school does operate more like a traditional high school by providing its students additional elective options. By operating in the traditional model, as enrollment increases, the school will be need of specific program space that is sufficient to meet the educational needs of the students. Some of the future space needs include art, dance and music classrooms.

Facility Evaluation

Visions In Planning, Inc. evaluated the NAS-LC campus to update PSFA's information in the facility assessment database. Section 5.4 - Master Plan Supporting Documents contains the facility evaluation.

FAD Update

The full FAD update is in Section 5.4 - Master Plan Supporting Documents.

Facility Issues

Visions In Planning, Inc. used the following methods to identify the list partial list of facility issues below:

- Analysis of compliance with adequacy standards
- Physical condition assessment to determine facility conditions needs
- Results of interviews with NAS-LC administration, staff and FMP committee
- Planning team observations

SECTION 2.0 - PROJECTED CONDITIONS

General Classrooms

Classrooms range in size between 696-984 SF with the typical class size averaging from 15-29 students.

- Touch-up painting and interior wall repairs needed
- Additional power is needed
- Insufficient storage in classrooms

Science Labs

- Student workstations are clustered together making it difficult sometimes for multiple groups to work.
- Water is available at the workstations and secure storage room is provided

Special Education

- As enrollment increases in the future, the school will need to be able to provide additional SPED instruction. The existing facility will not be able to accommodate this need.

Staff Spaces

- Main administrative area is well defined and has direct visual access to the main entry.

Additional Facility Needs

- Expanded elective classes are needed to provide students with a more diverse educational experience such as Art and Music. As enrollment increases over the next five years, the school will be able to support the expanded programs, however, the current facility will not be able to accommodate this need as specialty classrooms are needed.

Outdoor Issues

- Additional on-site parking is needed

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 basis for the standards. It is through these variances that these types of schools are intended to meet many of the facility requirements for their "alternative programs" through "alternative methods." However, both alternative and charter schools must provide the minimum square footage allowances for general classroom spaces, as identified in the NM Adequacy Standards. Because NMAS - LC operates in many ways similar to a traditional high school, it is in need of some of the more "traditional" type classroom spaces found in other traditional high schools in the local district.

SECTION 2.0 - PROJECTED CONDITIONS

It should be noted that while NAS-LC meets these standards in the area's listed below (statute section citations in parentheses), there are several areas in which the schools educational programs - art, dance and music will need to meet the higher requirements of a traditional school in the future.

(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)

(6.27.30.10) Site

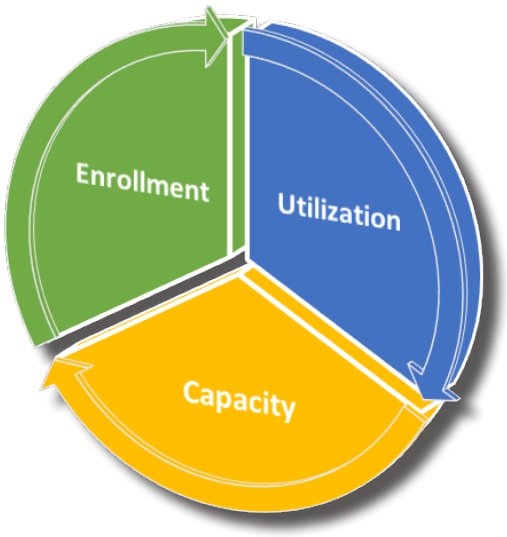
- Student drop-off pedestrian pathway (A)
- Protection of building structural integrity (C)
- Potential of flooding, ponding, or erosion (C)

(6.27.30.12) Academic

- Appropriate size (A)
- Lighting (C)
- Temperature range (D)
- Acoustics (E)
- Air quality (CO2 PPM) (F)

2.4 Utilization / Capacity Analysis

2.4.1 Utilization / Capacity



Utilization refers to the actual placement of students within the classroom measured against the NMPED maximum or in the case of a charter school - the maximum class size identified and approved in the school's charter. In general, typical high schools do not utilize each classroom to 100% because of the uneven number of students per grade level (i.e., enrollment is not equally divisible by 22, 24, etc.). The PSFA guidelines indicate a maximum efficiency for typical high schools to be 75-85% depending on the type of class scheduling used. For this educational specification, the New America School - LC is currently under-utilized for its given daytime enrollment of 214 (2015/16) at 62% which leaves the school some flexibility to increase its daytime enrollment. The evening enrollment is of 118 (2015/16), has a utilization rate of 71% and when combined with the daytime enrollment the combined utilization of the school is 66%.

Capacity refers to the number of students a school can accommodate. There are two types of capacity measures: Maximum Capacity (also known as Design Capacity), and Functional Capacity.

- Maximum Capacity (Design Capacity) identifies the theoretical number of students that can be housed, using all available instructional spaces (also referred to as "Teaching Stations" (TS) in this educational specification) multiplied by a student loading factor that reflects average pupil/teacher ratios (PTR) based on the standards established by NAS-LC for the Charter School program which has to take into consideration the special needs by the students attending the school.

- Functional Capacity identifies the actual number of students that can be housed, based on instructional spaces (teaching stations) available to regular and C & D level enrollments - multiplied by a student loading factor that reflects average pupil/teacher ratios (PTR) as identified in the school's charter and approved by NMPED. The results are multiplied by factors addressing scheduling utilization, special education inclusion, school size and grade level. Instructional areas that are used for special (federal and categorical) programs are exempted.

Currently the *Maximum/ Design* (100%) Capacity of NAS- LC which leaves minimal to no flexibility is 317 students fully loaded, which with a traditional daytime schedule NAS-LC would not be able to accommodate the existing enrollment nor future enrollment increases. The *Functional Capacity* for New America School - LC is calculated to be a total of 238 students – at 75% efficiency. NAS-LC has an enrollment cap of 450 students and based on both the educational and operational model of the school, serves two age groups (under 18 and over 18) which requires day and evening classes. While the enrollment between the day and evening is somewhat flexible, enrollment for day classes is traditionally kept near 70% of the total enrollment of the school. With the on-going community out reach by NAS-LC, the school is becoming more and more attractive to students in the 18-20 year old range. This age group allows students to choose afternoon, or evening classes, or combination of both. With the addition of the new art and music programs starting in the 2016/17 school year, which will only be offered in the daytime, it is anticipated that the enrollment

during the day will increase. This will result in improved utilization for the facility and will require specialty classroom space for specialty program delivery. As the enrollment increases and the 1.5 classrooms are added, the schools functional capacity will increase to 265, which is close to the 70% desired for daytime enrollment.

The charts on the following pages identifies the number of available classrooms, maximum and functional capacity as well as the actual needed demand for classrooms, while the chart on page 27 demonstrates the schools "actual" utilization based on how the school is used on a daily basis and its utilization of classrooms for evening classes. It should be noted that during the day the school utilizes a "traditional" period class schedule and for evening classes, the school utilizes a "block" schedule to better accommodate students needs.

SECTION 2.0 - EXISTING & PROJECTED CONDITIONS

Table 2.4.1 A Current Classroom Data & Capacity Chart - NAS LC

The Capacity Chart below identifies the current classrooms available, functional capacity and future classroom demand.

Facility Name	Classroom Data																								Total Existing/ New Classrooms								
	General Classrooms						Specialized Classrooms Designed for a Specific Use										Special Program Space (Specially designed space)						Classrooms used for other purposes (Excluded from Capacity)						Total Teaching Spaces (Classrooms/Program Spaces) on site								
	Regular Ed		Special Ed																														
	Regular Education 1st - 12th		SPED C/ ESL Resource		SPED D Low Incidence		Science Lab (MS/HS)		Computer / Tech		Music / Band		Fine Art/ Film		Multi-Purpose/ Phys Ed Facilities		A & B Resource Rooms		Fed. / Cat. / Title I		PT / OT		Other Use Use Avail		Other Use Not Avail		Sub-standard Spaces		Total Perm	Total Port	Total Perm & Port	% Port	Reg Ed & Specific Use CR		Total SPED C&D	Total Special Program	Other Use exc from Cap
	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port					Perm	Port			
State Charter School																																					
New America School - Las Cruces	8.0		1.0				1.0		2.0		0.0		0.0		1.0														13.0	0.0	13.0	0.0%	12.0	0.0	1.0	0.0	0.0
	8.0	*0.0*	*1.0*	*0.0*	*0.0*	*0.0*	*1.0*	*0.0*	*2.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*1.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*13.0*	*0.0*	*13.0*	*0.0%*	*12.0*		*1.0*	*0.0*	*0.0*
Total for Distict	*8.0*	*0.0*	*1.0*	*0.0*	*0.0*	*0.0*	*1.0*	*0.0*	*2.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*1.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*13.0*	*0.0*	*13.0*	*0.0%*	*12.0*		*1.0*	*0.0*	*0.0*

School Facility	School Capacities												Classrooms Required					
	Total Number of Classrooms		TOTAL CLASSROOMS	Maximum Capacity		TOTAL MAXIMUM CAPACITY	Total Available Classrooms Existing		TOTAL AVAILABLE CLASSROOMS	Functional Capacity Based on ExistingFacilities		TOTAL FUNCTIONAL CAPACITY*	Current Amount of Classrooms Needed	Current Utilization	Existing Surplus/ Additional Needed Classrooms	Future Classrooms Needed 2020/21	Projected Utilzation	Future Surplus/ Additional Needed Classrooms
	Perm	Portable		Perm	Portable		Perm	Portable		Perm	Portable							
State Charter School	24	Number of Students per Classroom																
	75%	Utilization Capacity Percentage																
New America School - Las Cruces	13.0	0	13.0	317.0	0.0	317.0	13.0	0.0	13.0	238	0.0	238	12.0	61%	1 Surplus	14.5	75%	1.5 Needed
Subtotal	13.0	0	13.0	317.0	0.0	317.0	13.0	0.0	13.0	238	0.0	238	12.0	61%	1	14.5	75%	1.5

The school's enrollment is split between day and evening classes which allows for a smaller capacity of the school. In the future as enrollment increases and the 2.5 classrooms are added, the schools functional capacity increases to 265, which is near the 70% desired for daytime enrollment.

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SECTION 2.0 - EXISTING & PROJECTED CONDITIONS

Table 2.4.1 B 2015/16 Utilization Chart - NAS LC

The Utilization Table below is for the schools daytime enrollment, which is what the school's functional capacity is based on. Based on current daytime enrollment (2015/16) and program demands, the school has sufficient available classrooms to meet its enrollment needs at this time.

New America School - Las Cruces
Facility Utilization Sheet **Date:** Novermber 21, 2015

Grade Level	2015/16 40-Day Count	# of Special Needs Students Per Grade	Current Number of Teachers	# of Teaching Spaces
9th Grade	105	3	5	4
10th Grade	78	1	3	3
11th Grade	68	2	4	3
12th Grade	81	1	4	3
TOTALS	332	7	16	13

Utilized Classroom
Unutilized Classroom
Teacher Prep
Shared Classroom
Non-Educational Use

Number of Lunch Periods 1
NOTE: GYM IS MULTI-USE AND IS ALSO USE FOR LUNCH

Rm #	Clrm NSF	Max # of St./ Sq Ft	PTR Per Charter / Clrm	A. S. Y /N	PERIOD 1 Time: 8:30 - 9:27					PERIOD 2 Time: 9:30- 10:27					PERIOD 3 Time: 10:30-11:27					PERIOD 4 Time: 12:00-13:27					PERIOD 5 Time: 13:30-14:57					PERIOD 6 Time: 14:30-15:27					PERIOD 7 Time: 15:30-16:27					Tot. St.	PED Max. PTR /Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	% Pd. / Day
					# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject					
116	783	31	24	Y	26	108%	9-12	Atkins	Child Developn	14	58%	9	Akins	Alg I	27	113%	10	Atkins	Geometry	19	79%	10	Atkins	Geometry	14	58%	9	Atkins	Alg I	24	100%	9	Atkins	Health		0%		Atkins	Prep	**124**	**160**	**74%**	**7**	**100%**
117	838	34	24	Y	0	0%			NONE	0	0%			NONE	0	0%			NONE	0	0%			NONE	23	96%	9-12	Fisk	USHistory	29	121%	9	Fisk	NMHistory		0%		Fisk	Prep	**52**	**160**	**31%**	**3**	**43%**
118	814	33	24	Y		0%		Ray	PREP	22	92%	10	Ray	English 10	26	108%	9-12	Ray	Principals of De	25	104%	9-12	Ray	Prin. Of Democ	17	71%	9-12	Montoya	Financial Lit	16	67%	10	Stathis	World History	0	0%			NONE	**106**	**160**	**63%**	**6**	**86%**
122	764	31	24	Y	0	0%			NONE	18	75%	9-12	Montoya	Online E-2020	18	75%	9-12	Montoya	Financial Lit		0%		Montoya	Prep	0	0%			NONE	0	0%			NONE	0	0%			NONE	**36**	**160**	**21%**	**3**	**43%**
123	712	28	24	Y	0	0%			NONE	0	0%			NONE	19	79%	9	Lee	Physical Science	24	100%	10	Lee	Biology	16	67%	9-12	Mathews	Biology	24	100%	9-12	Mathews	General Sci		0%		Mathews	Prep	**83**	**160**	**49%**	**5**	**71%**
128	782	31	24	Y	0	0%			NONE	0	0%			NONE	16	67%	9	Mathews	Physical Science		0%		EA	Prep	17	71%	9	EA	English 9	16	67%	10	EA	World History	0	0%			NONE	**49**	**160**	**29%**	**4**	**57%**
201	857	34	24	Y	23	96%	9-12	Morinsilva	Spanish	23	96%	9-12	Morinsilva	Career Explorat	18	75%	9-12	Morinsilva	Phychology	28	117%	9-12	Morinsilva	Enlace I	16	67%	9-12	Morinsilva	Enlace II		0%		Morinsilva	Prep	0	0%			NONE	**108**	**160**	**64%**	**6**	**86%**
206	696	28	24	Y	0	0%			NONE	18	75%	9	Catanach	Alg I		0%		Catanach	Prep	15	63%	12	Catanach	Alg II	5	21%	9	Catanach	Alg I	20	83%	12	Catanach	AlgII	20	83%	12	Catanach	AlgII	**78**	**160**	**46%**	**6**	**86%**
208	796	32	24	Y	0	0%			NONE	0	0%			NONE	0	0%			NONE	25	104%	11	Marshall	English 11	17	71%	9	Marshall	English 9		0%		Marshall	Prep	0	0%			NONE	**42**	**160**	**25%**	**3**	**43%**
209	984	39	24	Y	25	104%	9-12	Bustamante	Comm Skills	20	83%	10	Bustamante	English 10	6	25%	9-12	Bustamante	ESL	14	58%	12	Bustamante	English 12	21	88%	12	Bustamante	English 12	18	75%	10	Bustamante	English 10		0%		Bustamante	Prep	**104**	**160**	**62%**	**7**	**100%**
212	795	32	24	Y	0	0%			NONE	0	0%			NONE	0	0%			NONE	0	0%			NONE	0	0%			NONE	0	0%			NONE	0	0%			NONE	**0**	**160**	**0%**	**0**	**0%**
Multi/Purp	3,737	149	24	Y	16	67%	9-12	Ruiz	Music	0	0%			NONE	0	0%			NONE	0	0%			NONE	0	0%			NONE	0	0%			NONE	26	108%	9	Esparza	PE	**42**	**160**	**25%**	**2**	**29%**
	12,558	**502**	**288**		**90**	**31%**				**115**	**40%**				**130**	**45%**				**150**	**52%**				**146**	**51%**				**147**	**51%**									**824**		**41%**		**62%**

Rm #	Clrm NSF	Max # of St./ Sq Ft	PTR Per Charter / Clrm	A. S. Y /N	PERIOD 8 Time: - 16:30-17:27					PERIOD 10 (Mon & Wed) Time: 17:30-19:27					PERIOD 11 (Tues & Thurs) Time: 17:30-19:27					PERIOD 12 (Mon & Wed) Time: 20:00-22:00					PERIOD 13 (Tues & Thurs) Time: 20:00-22:00					Tot. St.	PED Max. PTR /Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	% Pd. / Day
					# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject					
116	783	31	24	Y	0	0%			NONE	0	0%			NONE	0	0%			NONE	0	0%			NONE	0	0%			NONE	**0**	**50**	**0%**	**0**	**0%**
117	838	34	24	Y	0	0%			NONE	25	104%	9-12	Fisk	Princ of Democ	25	104%	9-12	Fisk	World History	22	92%	9-12	Fisk	USHistory	21	88%	9-12	Fisk	Principals of Dem	**93**	**50**	**78%**	**2**	**100%**
118	814	33	24	Y	13	54%	9-12	Stathis	Comm Skills	21	88%	10	Ray	English 10	16	67%	11	Ray	English 11	19	79%	9	Ray	English 9	16	67%	12	Ray	English 12	**85**	**50**	**71%**	**3**	**100%**
122	764	31	24	Y	0	0%			NONE	0	0%			NONE	0	0%			NONE	0	0%			NONE	0	0%			NONE	**0**	**50**	**0%**	**0**	**0%**
123	712	28	24	Y	0	0%			NONE	19	79%	9-12	Mathews	General Sci	16	67%	9-12	Mathews	Biology	12	50%	9-12	Mathews	Biology	19	79%	9-12	Mathews	Gen. Sci	**66**	**50**	**55%**	**2**	**100%**
128	782	31	24	Y	0	0%			NONE	0	0%			NONE	0	0%			NONE	0	0%			NONE	0	0%			NONE	**0**	**50**	**0%**	**0**	**0%**
201	857	34	24	Y	0	0%			NONE	16	67%	9-12	Morinsilva	ESL	18	75%	9-12	Morinsilva	ESL	17	71%	9-12	Morinsilva	ESL	13	0%	9-12	Morinsilva	ESL	**64**	**50**	**43%**	**2**	**100%**
206	696	28	24	Y	0	0%			NONE	15	63%	9-12	Serna	Alg I	19	79%	9-12	Serna	Geometry	17	71%	9-12	Serna	Financial Lit	0	0%			NONE	**51**	**50**	**43%**	**2**	**100%**
208	796	32	24	Y	0	0%			NONE	0	0%			NONE	13	54%	11	Guerrero	English 11	14	58%	12	Trotter	English 12	16	67%	12	Guerrero	English 12	**43**	**50**	**36%**	**2**	**100%**
209	984	39	24	Y	0	0%			NONE	15	63%	9-12	Reyes	Alg I	0	0%			NONE	17	71%	9-12	Reyes	Financial Lit	0	0%			NONE	**32**	**50**	**27%**	**2**	**100%**
212	795	32	24	Y	0	0%			NONE	0	0%			NONE	0	0%			NONE	0	0%			NONE	14	58%	9-12	Womble	Intro to Business	**14**	**50**	**12%**	**1**	**50%**
Multi/Purp	3,737	149	24	Y	18	75%	9-12	Esparza	PE	0	0%			NONE	0	0%			NONE	0	0%			NONE	0	0%			NONE	**18**	**50**	**15%**	**1**	**100%**
	12,558	**502**	**288**		**31**	**12%**				**111**	**42%**				**107**	**41%**				**118**	**45%**				**99**	**33%**				**466**		**34%**		**71%**

AVERAGE UTILIZATION RATE DAY/ EVENING	66%

1) Max # of St./Sq. Ft.= The maximum number of students allowed per the Statewide Adequacy Standards square feet.
2) PED Max PTR/Clm = PED's maximum pupil / teacher ratio per class period.
3) % Rm Occ. = The number of students column divided by either the PED Max./PTR/Clm column or the Max #of St./Sq ft column, which ever column is the smaller maximum allowed by A.S. or PED.
4) Tot. St. = The total number of students in the specific instructional space throughout the day.
5) PED Max. PTR/Day = The maximum pupil teacher ratio allowed by PED for specific teacher per day allowed.
6) Tot. % Rm Occ. / Day = Total average percentage room is occupied throughout the day. (count all periods in average)
7) Occ. # of Pd.'s / Day = Occupied number of periods occupied per day. (Prep period may be counted as utilized if teacher does not have a separate office from classroom)
8) % Pd. / Day = The average percent of occupied periods (occupied number of periods divided by the number of periods available per day).

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2.5 Facility Maintenance

2.5.1 - Maintenance Projects

Currently, NAS-LC has an internal work-order process for all of its maintenance needs. As facility maintenance needs arise, requests are made to the Business Manager, who then contacts the appropriate on-call contractor to make the repairs. NAS-LC at this time does not have any major maintenance needs outstanding. However, the school has identified several minor maintenance projects that will be addressed over the Summer of 2016. All of the repair work the will be covered under the schools' lease agreement with RCYI or through use of SB-9 monies and includes:

- Interior Painting/ Repairs: Painting of interior walls and trim as needed.
- Steam cleaning of restrooms and warming kitchen.
- Landscaping maintenance.

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SECTION 3.0 - PROPOSED FACILITY REQUIREMENTS

3.1 Facility Goals and Concepts

3.1.1 - Facility Goals

The established goals of NAS-LC is to continue to provide a high quality educational environment to serve the needs of students in the central and greater Las Cruces area. The facilities at NAS-LC currently complies with NMSA 1978, §22-8B-4.2. According to statute, NAS-LC is required to meet educational occupancy standards until its next renewal date, July 1, 2017. NAS-LC has planned well in advance of the requirements that are applicable to it under NMSA 1978, §22-8B-4.2(D) come July 1, 2017, by already entering into a lease with a non-profit landlord for a facility that meets adequacy standards. NAS-LC is currently in long-term, renewable lease arrangements for its facilities with a 501(C3) non-profit organization: Resources for Children and Youth Inc. (RCYI). The lease with RCYI, contains provisions requiring the owner to maintain the facilities to adequacy at no cost to the owner as required by NMSA 1978, §22-8B-4.2(a) and (b). Prior to entering these leases NAS-LC established through communications with Las Cruces Public Schools (LCPS) and other public entities that there were no facilities available adequate for NAS-LC's educational program and location requirements.

Currently, the school site is small and cannot support the additional classrooms that it needs to adequately deliver its educational program in the future as enrollment increases, unless it acquires adjacent building space. Through workshops with the Facilities Committee identification of concepts to guide future improvements to NAS-LC facilities were developed and include:

- Continue to maintain existing leased facilities
- Provide specialty classrooms spaces to include fine arts classroom and music classrooms to meet elective needs of students and increase capacity,
- Continue to provide for changes in technology equipment and infrastructure needs
- Continue to improve upon facility safety and site security, and
- Provide additional parking for staff and students, if possible

Additionally, the long term goal of NAS-LC is to have permanent facilities acquired through the lease-purchase program either directly through the school itself or through lease-purchase agreement with the non-profit Resources for Children and Youth Inc. As part of the process to meet that goal as well to be able to expand academic offerings, the school is currently considering acquiring the adjacent building space, which would include an additional .65 acres of property and a 4,689 GSF facility. While this is the schools "preferred" option, NAS-LC may need to consider expansion into another facility in the future, either in another adjacent building or new location if this adjacent space becomes unavailable.

Based on the future daytime enrollment and classroom needs of NAS-LC, the school will require a ***NET*** 1.5 additional classrooms to meet its programmatic needs. If the school were to acquire the building directly adjacent to it on the south side, it could renovate the existing space to accommodate the additional classrooms needed as well as support spaces.

New America School - LC Campus (Current Leased Property and Future Property Acquisition)

Facility Space Needs (Existing Facility)

NAS-LC's current facility consists of 12.5 general and specialty classrooms, all of which meet or exceed the minimum NMAS square footage requirements for general classrooms. While the facility was designed to meet its enrollment needs when first acquired, the school is looking at ways to increase and retain its daytime enrollment. Through the Facility Master Plan process and staff interaction with students, the need to increase elective options will be important to the schools longterm success. However, the schools current facilities are primarily general classrooms and computer labs, by adding two specialty multi-use classrooms and providing a dedicated 1/2 size SPED resource classroom will not only increase the functional capacity of the school to accommodate an increase in future enrollment towards its cap, but also provide the needed space for the school to incorporate additional electives into its curriculum.

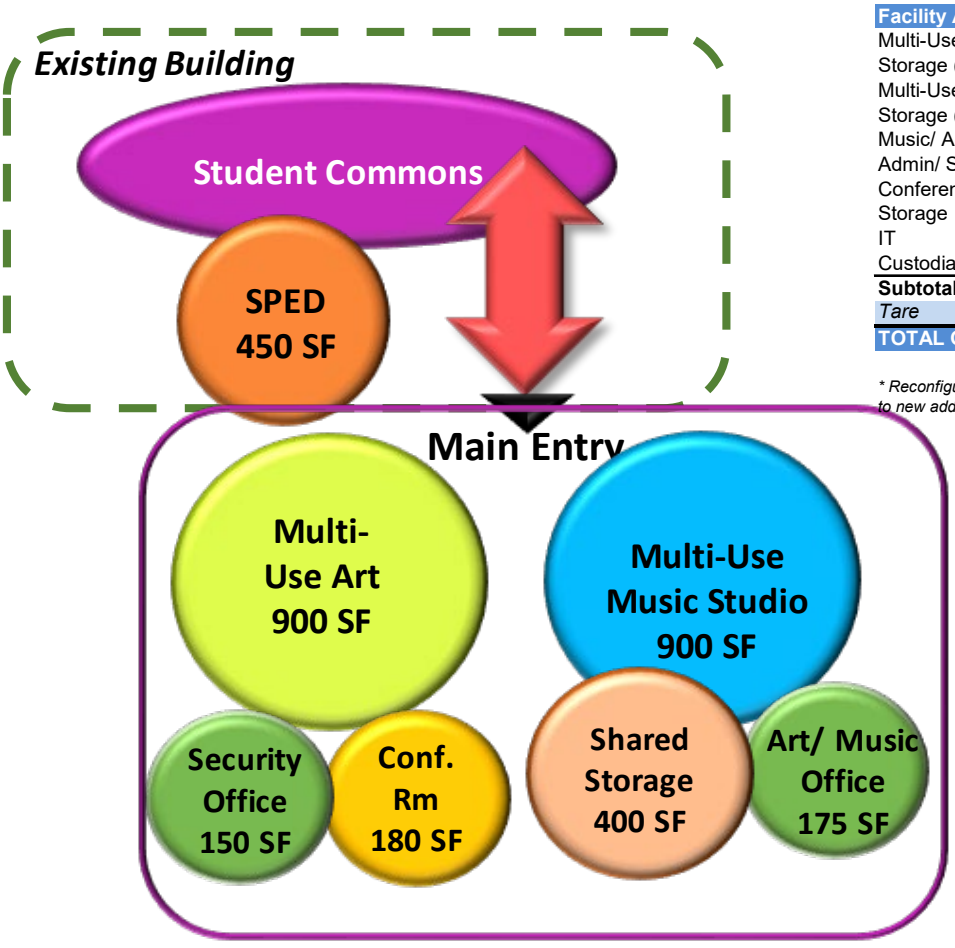
Facility Space Needs (Proposed New Facility)

The overall building organization will be critical to the successful functioning New America School - LC and; key components of the space program as identified by the New America School Network's Standards and the school's Facility Planning Committee have been identified as:

- Music/Dance Classroom
- Art Classroom
- Dedicated SPED Resource Classroom
- Support areas

The diagrams and space programs in this section represent the desired organization of site and building area functional relationships as determined by criteria through the school's Facility Planning Committee, the functional adjacencies are of one area to another but should not be misconstrued as floor plans.

SPACE NEED DIAGRAM



FUTURE CLASSROOM SPACE NEEDS NAS - LAS CRUCES	
SPED (1) -(Existing Building)*	500 SF
Existing Facility	**500 SF**
Facility Addition	
Multi-Use Art Classroom (1)	900 SF
Storage (Material/ Project)	200 SF
Multi-Use Music Classroom (1)	900 SF
Storage (Instrument/ Music)	220 SF
Music/ Art Office (Shared)	175 SF
Admin/ Security	150 SF
Conference Room	180 SF
Storage	200 SF
IT	100 SF
Custodial	80 SF
Subtotal Program Need - Net SF	**3,105 SF**
Tare	*1,331 SF*
TOTAL GROSS SF	**4,436 SF**

** Reconfigure Classroom 128 to reduce SF and to provide connection to new addition (SF Reduction 382)*

Definitions and Space Calculations

The space programs in this section are presented in table form, with each column providing different information. The first columns identify the space type, the next columns identify the programmed space name, and minimum NSF per NM Adequacy Standards, programmed space needed based upon the input of the requirements established by the New America School Network, school administration and the Facility Planning Committee and includes the summary totals for the area.

Specific nomenclature used by this space program in this section includes the following:

- *Programmed Need per Space:* unit of area expressed in square feet specifically dedicated to the functions and activities within the interior of the space. The assignable square feet relates to the unit area allowed within state planning standards, or the planning standard area per student times the student capacity of the room.

- *Net Area Sub-Total:* The total net assignable square feet contained in all the rooms for that space line item. It is the product of the number of spaces times the net assignable square feet per space. Columns and minor chases may fall within the net assignable floor area.

- *Gross Area Total:* The line item includes all mechanical, electrical, and circulation.

TARE Factor Efficiency: A planning ratio that expresses the amount of area required above the net assignable square feet of functional spaces. The area above the net assignable square feet is referred to as TARE. The TARE includes wall thicknesses, circulation, planning inefficiency, building exterior skin, and physical plant spaces. The effective efficiency suggested in this program is 70% due to the utilization of double loaded corridors and limited space available in the adjacent building.

Summary of Space Needs

As the school works to increasing its *daytime* enrollment as well as its utilization to 75%, the additional specialty classroom space will result in a functional capacity of 265, which is somewhat less than the 70% desired *daytime* enrollment rate of 315 but can be accommodated for through scheduling. In order to meet the programmatic needs in the future as well provide additional instructional space for art, music, dance and SPED programs, the following is recommended:

- Construct 2 new classrooms (art classroom and music/dance classroom) in adjacent building with associated storage are
- Reconfigure existing Classroom 128 from a full size classroom to a ½ size classroom ~ 450 SF for SPED
- Provide required support spaces as required such as restrooms, security, storage, offices and IT.

The space need chart on the following page takes into account the available space within the adjacent buildings' existing square footage to insure that it can accommodate the school's expanded program as well as provide the necessary support spaces that will be needed. There is a floor elevation difference between the NAS-LC building and the adjacent office building, in order to connect the two buildings, Classroom 128 will be renovated and the square footage reduced for use as a dedicated SPED Resource Classroom.

SECTION 3.0 - PROPOSED FACILITY REQUIREMENTS

New America School - Las Cruces Proposed Future Classroom Need					
Space Type	**Programmed Space Name**	**Min SF per Adeq. Stds**	**Programmed Need**	**SF Above/ Below Adequacy**	**Comments**
Administrative	Secure Entry/ Admin	100	150	50	
Area	Storage	0	200	200	
NMAS 6.27.31.18 (A-D)	Conference Room	0	180	180	
	Subtotal	**100**	**530**	**430**	

Space Type	**Programmed Space Name**	**Min SF per Adeq. Stds**	**Programmed Need**	**SF Above/ Below Adequacy**	**Comments**
SPED	SpEd A-C Resource Room	450	450	0	Part of Existing Facility - CR 128 Reconfigured
NMAS 6.27.31.14 B	Storage	15	50	20	Storage for materials
	Subtotal	**465**	**500***	**20**	

Space Type	**Programmed Space Name**	**Min SF per Adeq. Stds**	**Programmed Need**	**SF Above/ Below Adequacy**	**Comments**
Specialized	Multi-Use Art Classroom	800	900	100	
Instruction	Material/Project Storage	260	200	-60	Storage for equipment & materials
NMAS 6.27.31.14	Multi-Use Music Studio	800	900	100	
	Instrument & Music Storage	260	220	-40	Storage for equipment & music
	Shared Art/ Music Office	200	175	-25	Shared Instructional Office
	Subtotal	**2,320**	**2,395**	**75**	

Space Type	**Programmed Space Name**	**Min SF per Adeq. Stds**	**Programmed Need**	**SF Above/ Below Adequacy**	**Comments**
Custodial /Storage /	IT	100	100	0	NMAS 6.27.31.19 & 20
Support *	Custodial Closet	80	80	0	
	Subtotal	**180**	**180**	**0**	

Total Net Square Footage	**3,105**	**525**	
TARE @ 30%	1,331	225	
Total Gross SF	**4,436**	**750**	

SPED RESOURCE ROOM NOT INCLUDED IN THE TOTAL FOR ADDITIONAL SF.

3.1.2 - Concepts

The overall design concepts for the new classrooms for NAS-LC should include the following:

Safety & Security **-** The new classrooms should be designed to keep in mind current and acceptable methods of providing safety and security to students and staff from within the school as well as from the outside, taking into consideration the various forms of security problems schools are facing at this point in time. The proposed building should be designed to follow Crime Prevention Through Environmental Design (CPTED) principles and include:

- Natural Surveillance. The design concept is directed primarily at keeping intruders easily observable. This concept is promoted by features that maximize visibility of people, parking areas and building entrances: doors and windows overlooking streets and parking areas; pedestrian-friendly walkways; front porches; and adequate nighttime lighting.
- Territorial Reinforcement. Physical design can create or extend a sphere of influence. Users then develop a sense of territorial control while potential offenders, perceiving this control, are discouraged. Territorial reinforcement is promoted by features that define property lines and distinguish private spaces from public spaces using landscape plantings, pavement designs, gateway treatments, and "CPTED" fences.
- Natural Access Control. This design concept is directed primarily at decreasing crime opportunity by denying access to crime targets and creating a perception of risk to offenders. Control gained by designing streets, sidewalks, building entrances and walks to divert traffic to supervised areas.
- Targeting Hardening. This concept is accomplished by features that prohibit entry or access: window locks, dead bolts for doors, and interior hinges.
- Security cameras as well as security personnel will be incorporated into the school environment in ways that are not threatening or offensive, but leave the school environment with a sense of freedom and relaxed openness.

Sustainability & Utilities **-** Efficient and mindful use of energy resources is important to the culture of social awareness at NAS-LC.

- Provide daylight and views to the outdoors to enhance learning where possible to help reduce the need for artificial lighting in the classrooms
- Installation of lighting occupancy sensors in classrooms and offices
- Installation of controls to allow multiple lighting levels in some classrooms
- Reduce energy use through installation of energy-efficient systems and devices, and through conservation policies that govern energy-using behaviors
- Track and monitor utility usage the Utility Direct feature of "School Dude"
- Preventive maintenance practices to maximize life of building systems

Flexible Space **-** It is the desire of the Facility Planning Committee to create learning spaces that can "flow and adapt" as necessary. The overall design concept for the new classrooms is to continue to provide a "safe small school" feel with its own unique identity that is NAS-LC. The design shall take into consideration the

need for flexibility as the art and music classrooms will be used for a variety of educational programs and will need to be adaptable to accommodate future changes in education without major modification to the facility.

Community Use **-** Currently NAS-LC does not provide facilities for community use at this time, however may reconsider use by the community in the future.

Special Considerations:

Informal Learning Opportunities**-** NAS-LC currently incorporates informal learning opportunities into the design of its existing facility by providing additional power outlets and wireless capabilities throughout the building including the student commons area.

Healthy Environment **-** The new classrooms should communicate through design the school's desire to teach lifelong fitness and a healthy lifestyle. Colors, texture and environment should convey natural light, fresh air, and a calming quality.

Technology **-**

- Maintain access to information technology in the new classrooms to facilitate computer- and Internet-based instruction
- Provide for ease of technology upgrades and wireless capabilities throughout the building.

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SECTION 4.0 - CAPITAL PLAN

4.1 Total Capital Needs

4.1.1 - Capital Improvement Funding

Historic and Current Funding Sources

Over the past four years, NAS-LC has continued to increase its enrollment and is working towards increasing its enrollment near its cap of 450 students over the next five years. For the 2015/16 school year the 40-day enrollment was at 332 students for the combined day and evening programs. As enrollment continues to increase in the future, the school's annual lease reimbursement assistance through the PSCOC should also increase, thereby reducing the amount needed from the school's Operational SEG funding to cover the cost of the lease. The lease reimbursement assistance is applied for on a annual basis by the school and is subject to change annually as the lease reimbursement is based on the MEM enrollment and if enrollment increases or decreases so does the lease reimbursement to NAS-LC.

For the 2015-16 academic year, the amount of lease assistance monies the school received was approximately $179,277, which covers less than half of the school's annual lease cost for 2015/16 of $371,250 and has to be supplemented from the school's Operational SEG funding. The school also receives a portion of SB-9 funds from Las Cruces Public Schools (LCPS) in the amount of $72,053 including the State of NM match annually. NAS-LC *does not* receive any funding for facilities from the local LCPS GO Bond as the school is a State Charter School, not an LCPS District Charter School. NAS-LC is not currently eligible for either Standards Based or Systems Based Funding through the PSCOC until successfully renews its Charter 2017, at which time the school will be come eligible for future funding. Due to the recent major renovation of school's facilities in 2012, it is not anticipated that the school will ranked high enough to qualify for matching funding for the next ten to twelve years.

New America School - LC supported the Las Cruces Public Schools in its quest for the successful passage of the February 2016 HB-33 Mill Levy election, which will provide the school with $108,204 annually over the course of the next six years that can be used towards property acquisition and lease-purchase of the proposed adjacent building for future classrooms.

4.1.2 - Anticipated Preventative Maintenance Needs

Currently the NAS-LC facilities are leased and most of the preventative maintenance needs are currently covered under the current lease agreement. If maintenance needs arise that are not covered under the schools lease agreement, the school utilizes local job order contractors for repairs which are paid for from SB-9 funds. NAS-LC at this time does not have any major preventative maintenance needs outstanding. However, the school has identified a few minor maintenance projects that will be addressed over the Summer of 2016. All of the repair work the will be covered under the schools' lease agreement with RCYI or through use of SB-9 monies and includes:

- Interior Painting/ Repairs: Painting of interior walls and trim as needed.
- Steam cleaning of restrooms and warming kitchen.
- Landscaping maintenance.

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4.2 Capital Improvement Needs

Capital Improvement Plan for New America School - Las Cruces

The New America School Las Cruces along with the Facilities Master Plan Committee has developed a Capital Improvement Plan to address the identified facility needs for the school over the next six to eight years. While NAS-LC will be self funding many of the projects listed below as part of an overall strategy over the next several years from SB-9 and HB-33 funds, the school may consider to seek PSCOC Funding Assistance for the following Capital Improvement Projects once it is eligible through the Standards Based Rankings process in the future. Additionally, the school may consider as part of a long-term strategy to acquire the existing facility that is currently being leased through the non-profit Resources for Children and Youth Inc., as well as consider acquiring the adjacent building for program expansion through the Lease Purchase Act. Long term if neither of those options is in the school's best interest long-term, NAS-LC may consider expansion into another facility, either in another adjacent building or new location in the future.

New America School - Las Cruces		
Capital Improvement Needs - Current Leased Space		***Estimated Budget***
Provide Library/ Resource Room Sound Control Panels	$	15,000
Technology Upgrades/ Equipment (Over 5 Years)	$	150,000
Multi-Purpose Room Improvements (Sound Control/ Wall Protection)	$	65,000
Total Estimated Contruction Costs (MACC)	*$*	*230,000*
Soft Cost @ 20% (Inlcudes: A/E Fee's, NMGRT & Specialty Consultants)	$	46,000
Contingency - 10%	$	23,000
Total Project Budget - Current Leased Space	**$**	**299,000**
Captital Improvement Needs - Future Lease/ Purchase Space		***Estimated Budget***
Property Acquisition - Lease/ Purchase (4,689 SF)	$	660,000
Tenant Improvements/ Renovation for New Classrooms (Lease/ Purchase)	$	264,192
Furnishings & Equipment	$	75,000
Technology Infrastructure & Equipment	$	50,000
Total Property Acquisition & Estimated Construction Costs (MACC)	*$*	*1,049,192*
Soft Cost @ 22% (Inlcudes: A/E Fee's, NMGRT & Specialty Consultants)	$	75,000
Contingency - 10%	$	42,000
Total Project Budget - Future Lease/ Purchase Space	**$**	**1,166,192**
Non-Facility Based Capital Needs		***Estimated Budget***
Transportation - 2 Activity Buses @ $80K each	$	160,000
Maintenance Direct - School Dude @ $5,000 annually	$	25,000
Total Project Budget - Non-Facility Based	**$**	**185,000**
Total Capital Needs 2016 -2021	**$**	**1,650,192**

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5.1 Site and Facilities Data

New America School - Las Cruces
Date Opened: 2012
Site Acreage: 0.96
Constructed: 1965, 2012
Permanent SF: 24,633 GSF
NMCI: 0.00%
PSCOC Ranking: NRC-2017

Serves Grades: 9th-12th
2015/16 Enrollment: 332 (40th Day)
Enrollment Cap Per Charter: 450
Functional Capacity: 238 (Adequate Based on Daytime Enrollment)
Utilization: 66% Day and Evening Average

The New America School Las Cruces campus is located at 207 S. Main Street, in the heart of downtown Las Cruces since its opening in 2012. The school has a current lease with the non-profit RCYI (Resources for Children and Youth Inc. a 501C3 nonprofit organization), which currently owns the existing facility and in 2012 renovated this facility to meet State of NM "E" occupancy and adequacy standards for NAS-LC. The two-story permanent facility consists of 24,633 square feet, which includes the 3,584 square foot addition that was completed in 2012.

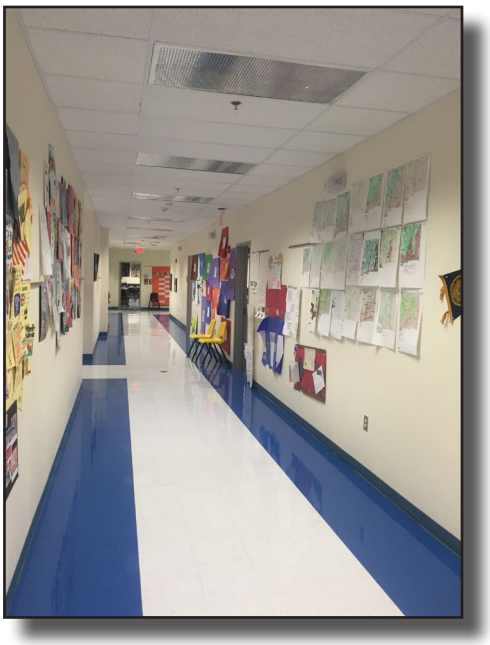
Site:
The existing school site is located on the far south end of Main Street and is access via S. Church Street, which is a one-way street. The parking lot in front of the school is also used as a student drop-off/ pick-up area. The main parking area is located directly in front of the school on the east side of the building and is in good condition with good drainage. There are 32 paved parking spaces (4 of which are ADA) and to the south there is another parking area that contains an additional 23 parking spaces that is paved but not leased by the school. While most of the students that attend during the day are dropped-off and picked-up or use public transportation, parking can often be an issue. Many of the school's evening students drive to the campus and parking can be a problem if some of the adjacent business have after-hour events. The site does have an outdoor courtyard area near the main entry on the east side and outdoor covered areas for students to gather on the north side of the building. Due to its current urban location, there is not a possibility to create outdoor play-field areas in the future, nor has been identified as a high priority need. The campus has minimal landscaping which is xeriscaped with low maintenance plants and low-flow irrigation.

Structural/Exterior Closure:
The facility was originally constructed in 1965 (20,782 SF) and received an addition in 2012 (3,584 SF). The building consists of concrete slab on grade and concrete footing, structural steel framing, exterior stud walls with exterior sheathing, with both tile veneer and EIFS that are in good condition. The TPO

roof is in good shape and was replaced in 2012 as part of the tenant improvements required by the school in order to lease the facility. The exterior windows are Low-E glazed, aluminum energy efficient units with aluminum sunshades, and the doors are a combination of aluminum storefront and solid hollow metal doors, all of which were replaced as part of the building's renovation 2012.

Interiors:
The interior spaces are all in good condition, with steel stud framed partition walls with painted gypsum board, FRP wall coverings in the warming kitchen and ceramic tile wainscoting in the restrooms. The ceilings consist of suspended 2x4 acoustical lay-in ceilings in the classrooms, offices, warming kitchen and corridors. Hard ceiling surfaces consisting of gypsum board can be found in all restrooms, storage, and building support areas, and the multi-purpose room is open to the structure. The flooring in the classrooms and offices consists of carpet tile, VCT is in the corridors, warming kitchen, multi-purpose room and restrooms. The interior doors throughout are solid-core wood doors in good condition with ADA locksets.

Mechanical/Plumbing:
Heating is supplied through combination gas-fired roof top units (RTU's) with refrigerated air which were installed in 2012. The distribution system consists of ductwork, and diffusers. Restroom ventilation is adequate and the plumbing fixtures and piping are in good condition as they were also replaced in 2012.



Electrical:
The campus is fed from a pad-mounted transformer that delivers 300A 480/277 V., 3-phase power that was upgraded in 2012. Lighting is 2nd generation T-8 fluorescent throughout, and illumination is adequate for both the interior and exterior. Emergency lighting with battery back-up is located in all classrooms, interior corridors, and emergency exit signs are illuminated.

Fire Protection/Life Safety Systems/Accessibility:
The fire alarm system consists of annunciators throughout and is activated by pull stations, and is centrally monitored. The building is fully sprinklered and egress is directly to the exterior from the corridors and includes an area of refuge near the elevator on the second floor. The facility does have a security

alarm and camera system in place, including at the main entry to control access during the school day. The facility as renovated in 2012, does meet all current ADA requirements.

Educational Adequacy

The school currently has mainly general education classrooms to support its curriculum and to provide minimal elective class options for students such as technology and PE. However, art and music programs are needed to continue to build on the success of the school and will require specialty classroom space for program delivery. The school is in the process of considering acquisition of property on the south-side of the existing building to construct two new classrooms with support spaces as identified in Section 5.5.

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5.2 Site Plan

SITE AERIAL PLAN *Not to Scale*

New America School - Las Cruces

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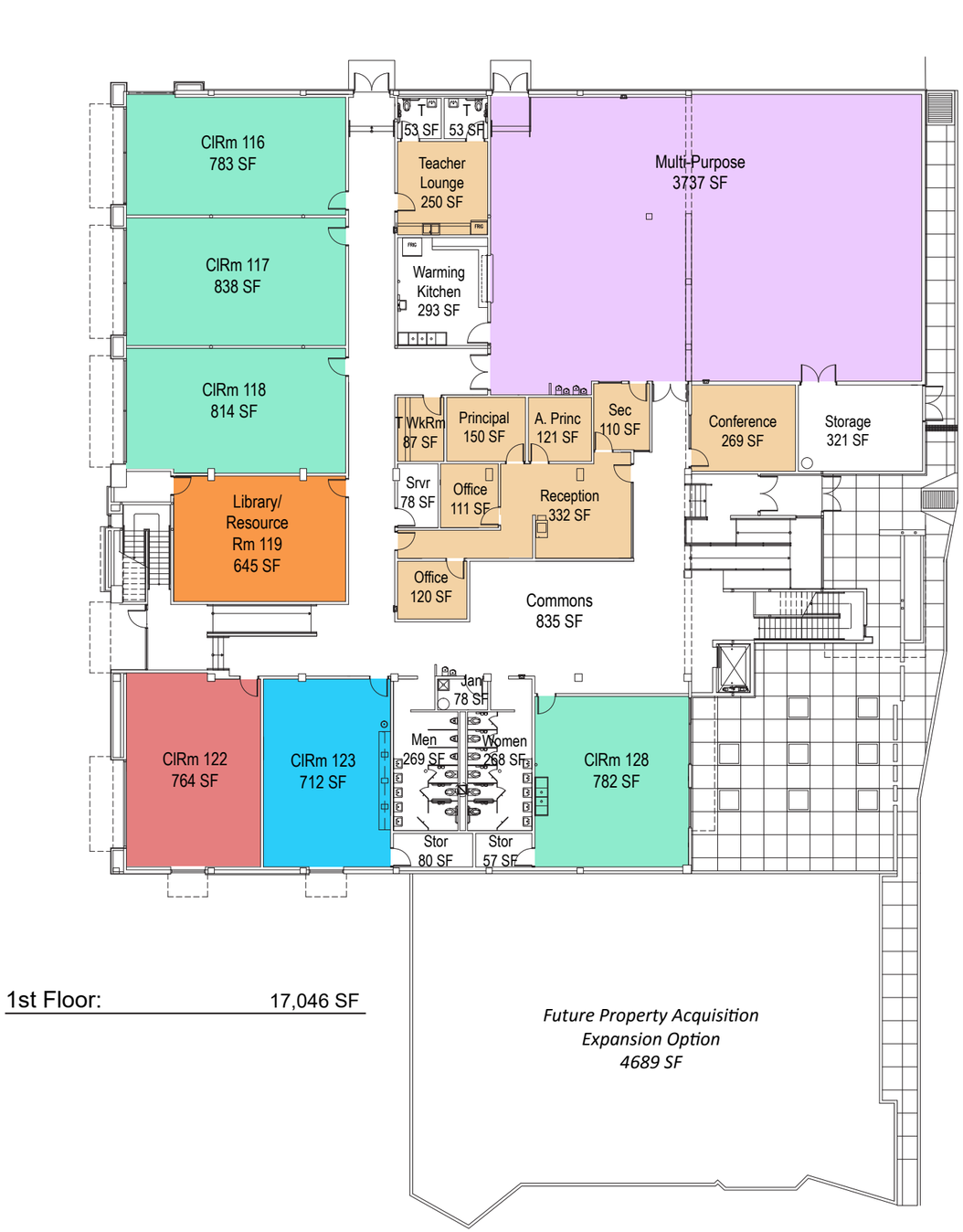
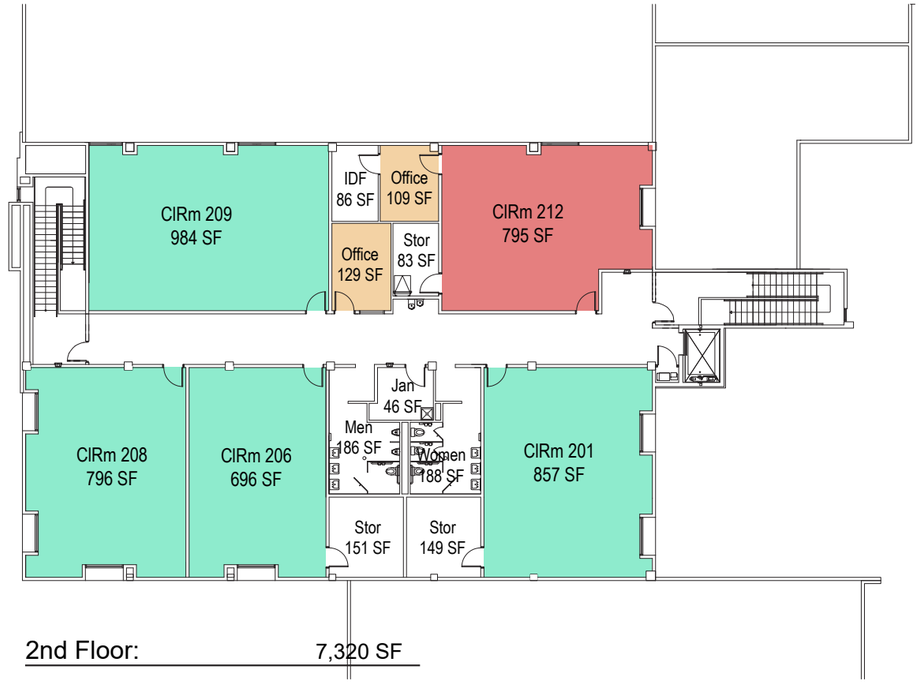
5.3 Floor Plan



1st Floor: 17,046 SF



2nd Floor: 7,320 SF

FLOOR PLAN 24,366 SF

New America Charter School - Las Cruces

0 10' 20' 30'

LEGEND

- Science Lab
- General Classroom
- Computer Lab
- Administration
- Multi-Purpose
- Library/ Resource

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5.4 FMAR Report

New America School - LAS Cruces does not have a current FMAR Report available from PSFA. However, As part of the Facility Master Plan process, a facility assessment was completed and the FAD report has been updated for submission to PSFA.

BUILDING EVALUATION SUMMARY

				Date of Evaluation	9/25/2015
District	State Charter School			Enrollment	332
School Name	New America School - Las Cruces			Grades	9th-12th
Square Footage	24,366	Acreage	0.94	Capacity	238
Original Construction (Year)	1965	Additions (Year)		2012	

Definitions

3 Points	***Good:*** *Facility building systems are within their identified life-cycle and do not exhibit signs of deterioration or need for replacement/ rehabilitation.*
2 Points	***Fair:*** *Demonstrating signs of need and improvement / replacement (life-cycle is almost at term).*
1 Points	***Poor:*** *Demonstrating problems, deterioration of systems (expiration of component life cycle), health & safety conditions, mission critical items that if not corrected could cause additional damage to the facility.*

Overall Building Condition	98.6%

SITE	Current Condition			100%	Combined Score
Systems	Good	Fair	Poor	Const. Type	
Drainage	X				3
Pavement	X			Asphalt/	3
Sidewalks	X			Concrete	3
Fencing	X				3
Athletic Fields					N/A
Parent Drop-Off / Pick-Up	X			In front of school	3
Bus Drop-Off / Pick-Up					N/A
Playground Equipment					N/A
Site Utilities	X				3
Overall ADA Compliance - Exterior	X				3
				Site	18
				Total Points Possible	18

Building Envelope	Current Condition			100%	Combined Score
Systems	Good	Fair	Poor	Building System Type	
Exterior Wall Type	X			Stucco and Tile	3
Exterior Doors	X			Hollow Metal	3
Exterior Windows	X			Dbl Insulated	3
Roofing	X			TPO -2012	3
				Envelope / Structure	12
				Total Points Possible	12

BUILDING EVALUATION SUMMARY

District	State Charter School	Date of Evaluation	9/25/2015
School Name	New America School - Las Cruces	Enrollment	332
		Grades	9th-12th

INTERIOR SPACES	Current Condition			93%	Combined Score
Systems	Good	Fair	Poor		
Interior Finishes	X			Some areas need painting (touch-up)	2.5
Kitchen	X			Warming Kitchen	3
General Classrooms	X				2.5
Vocational Wood / Metal Spaces					N/A
Automotive Shop					N/A
Auditorium					N/A
Gymnasium / Multi-Purpose Room	X				3
Overall Locker Rooms	X				3
Overall Restrooms	X			Deep cleaning in student restrooms needed	2.5
Overall ADA Compliance - Interior	X				3
				Interiors	19.5
				Total Points Possible	21

SPECIAL SYSTEMS	Current Condition			100%	Combined Score
Systems	Good	Fair	Poor	Building System Type	
Fire Alarm	X				3
2-Way Communication	X				3
Security	X				3
Technology	X				3
				Special Systems	12
				Total Points Possible	12

MECHANICAL / ELECTRICAL	Current Condition			100%	Combined Score
Systems	Good	Fair	Poor		
Boilers / Chiller					N/A
Rooftop Combo Units - HVAC Refrig. Air	X			Gas-Fired RTU's	3
Rooftop Combo Units - HVAC w/ Evap Cooling					N/A
HVAC - Other:					N/A
Lighting	X			New 2012	3
Electrical Service	X				3
Electrical Systems	X				3
				Mechanical / Electrical	12
300A 480/277 3-Phase				Total Points Possible	12

BUILDING EVALUATION SUMMARY

District	State Charter School	Date of Evaluation	9/25/2015
School Name	**New America School - Las Cruces**	Enrollment	332
		Grades	9th-12th

NOTES:

Site:
The site is overall is flat and has proper drainage from west to east into the street. The parking lot in front of the school is also used as a student drop-off/ pick-up area. The main parking area is located directly in front of the school on the east side of the building and is in good condition with good drainage. There are 32 paved parking spaces (4 of which are ADA) and to the south there is another parking area that contains an additional 23 parking spaces that is paved but not leased by the school. While most of the students that attend during the day are dropped-off and picked-up or use public transportation, parking can often be an issue. Many of the school's evening students drive to the campus and parking can be a problem if some of the adjacent business have after-hour events. The site does have an outdoor courtyard area near the main entry on the east side and outdoor covered areas for students to gather on the north side of the building. Due to its current urban location, there is not a possibility to create outdoor play-field areas in the future, nor has been identified as a high priority need. The campus has minimal landscaping which is xeriscaped with low maintenance plants and low-flow irrigation.

Exterior:
The facility was originally constructed in 1965 (20,782 SF) and received an addition in 2012 (3,584 SF). The building consists of concrete slab on grade and concrete footing, structural steel framing, exterior stud walls with exterior sheathing, with both tile veneer and EIFS that are in good condition. The TPO roof is in good shape and was replaced in 2012 as part of the tenant improvements required by the school in order to lease the facility. The exterior windows are Low-E glazed, aluminum energy efficient units with aluminum sunshades, and the doors are a combination of aluminum storefront and solid hollow metal doors, all of which were replaced as part of the building's renovation 2012.

Interiors:
The interior spaces are all in good condition, with steel stud framed partition walls with painted gypsum board, FRP wall coverings in the warming kitchen and ceramic tile wainscoting in the restrooms. The ceilings consist of suspended 2x4 acoustical lay-in ceilings in the classrooms, offices, warming kitchen and corridors. Hard ceiling surfaces consisting of gypsum board can be found in all restrooms, storage, and building support areas, and the multi-purpose room is open to the structure. The flooring in the classrooms and offices consists of carpet tile, VCT is in the corridors, warming kitchen, multi-purpose room and restrooms. The interior doors throughout are solid-core wood doors in good condition with ADA locksets.

Mechanical/ Electrical/ Special Systems:
Heating is supplied through combination gas-fired roof top units (RTU's) with refrigerated air to cool the facility, which were installed in 2012. The distribution system consists of ductwork, and diffusers. Restroom ventilation is adequate and the plumbing fixtures and piping are in good condition as they were also replaced in 2012.

The campus is fed from a pad-mounted transformer that delivers 300A 480/277 V., 3-phase power that was upgraded in 2012. Lighting is 2nd generation T-8 fluorescent throughout, and illumination is adequate for both the interior and exterior. Emergency lighting with battery back-up is located in all classrooms, interior corridors, and emergency exit signs are illuminated.

The fire alarm system consists of annunciators throughout and is activated by pull stations, and is centrally monitored. The building is fully sprinklered and egress is directly to the exterior from the corridors and includes an area of refuge near the elevator on the second floor. The facility does have a security alarm and camera system in place, including at the main entry to control access during the school day. The facility as renovated in 2012, does meet all current ADA requirements.

District: **State Chartered Schools** School: **NRC - New America Charter School - Las Cruces Campus** School ID: **549001**

High Level Overview

General Information

Location:	Las Cruces, NM 88001	**Ed. Adequacy Model:**	Charter School Educational Adequacy
School Type:	High	**Ed. Adequacy CCI:**	100.00%
School Category:	Charter	**School CCI City:**	RSMEANS2016:US_NM_ALBUQUERQ, UE

NMCI Statistics

Number of Students:	326		**Number of Buildings:**	1
Growth Factor:	1.00		**Number of Portables:**	0
Total Gross Square Feet:	24,329	24,366	**Building Square Feet:**	24,329
Site Size (Acres):	0.00	0.96	**Portable Square Feet:**	0

NMCI School Metrics

Replacement Cost:	$3,749,876		
Weighted Repair Cost:	$23,365	**Unweighted Repair Cost:**	$95,488
Weighted Educational Adequacy Cost:	$641,839	**Unweighted Educational Adequacy Cost:**	$213,946
Total Weighted Cost:	$665,203	**Total Unweighted Cost:**	$309,434
Weighted NMCI Score:	17.74	**Unweighted NMCI Score:**	8.25

NMCI Facility History

Last Assessment Date:	09-13-2013	**Previous Award, Yes or No, Year if Yes:**	No
Closed:	No		

District: **State Chartered Schools** School: **NRC - New America Charter School - Las Cruces Campus** School ID: **549001**

Facility Description

State Charter Opening 2012

Serving Grades: 9-12

Dominic DiFelice: ddifelice@newamericaschool.org

SEE UPDATED EXECUTIVE SUMMARY

District: **State Chartered Schools** School: **NRC - New America Charter School - Las Cruces Campus** School ID: **549001**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size	Type	Use
Main Building (2012)	Elementary School Building	$86,920	$21,730	2012	24,329	Building	Educational
Site	Elementary School Site	$8,568	$1,635	2012	24,329	Building	Site
Building Totals		**$95,488**	**$23,365**				
Educational Adequacy Need	Charter School Educational Adequacy	$213,946	$641,839				
School Totals		**$309,434**	**$665,203**				

The facility was originally constructed in 1965 (20,782 SF) and received an addition in 2012 (3,584 SF).

District: **State Chartered Schools** School: **NRC - New America Charter School - Las Cruces Campus** School ID: **549001**

Asset Detail

Building Name: Main Building (2012) **Cost Model:** Elementary School Building **Size:** 24,329

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	$3.06	20	110%	2012	2032	4%	33.25%	$3,273	9	.25	$818	
Ceiling Finishes	$5.58	30	110%	2012	2042	2%	33.25%	$2,656	9	.25	$664	
Communications and Security	$2.12	15	90%	2012	2027	7%	33.25%	$3,298	9	.25	$825	
Emergency Light and Power	$0.43	20	90%	2012	2032	4%	33.25%	$376	9	.25	$94	
Exterior Doors and Windows	$5.66	30	110%	2012	2042	2%	33.25%	$2,691	9	.25	$673	
Exterior Walls	$11.15	100	100%	2012	2112	0%	33.25%	$434	9	.25	$108	
Fire Detection/Alarm	$1.98	15	90%	2012	2027	7%	33.25%	$3,081	9	.25	$770	
Floor Finishes	$5.83	12	110%	2012	2024	11%	33.25%	$17,343	9	.25	$4,336	
Foundtion/Slab/Structure	$15.98	100	100%	2012	2112	0%	33.25%	$622	9	.25	$156	
HVAC	$22.84	30	100%	2012	2042	2%	33.25%	$9,879	9	.25	$2,470	
Interior Doors and Partitions	$0.00	50	90%	2012	2062	1%	33.25%	$0	9	.25	$0	
Interior Walls	$7.90	60	90%	2012	2072	0%	33.25%	$769	9	.25	$192	
Lighting/Branch Circuits	$11.35	30	90%	2012	2042	2%	33.25%	$4,419	9	.25	$1,105	
Main Power/Emergency	$1.33	30	90%	2012	2042	2%	33.25%	$516	9	.25	$129	
Other Equipment	$6.59	60	110%	2012	2072	0%	33.25%	$784	9	.25	$196	
Plumbing	$15.49	30	100%	2012	2042	2%	33.25%	$6,700	9	.25	$1,675	
Roof	$15.47	20	120%	2012	2032	4%	33.25%	$18,067	9	.25	$4,517	
Sprinklers and Standpipes	$3.66	50	130%	2012	2062	1%	33.25%	$740	9	.25	$185	
Wall Finishes	$4.17	12	100%	2012	2024	11%	33.25%	$11,271	9	.25	$2,818	
Total:								**$86,920**			**$21,730**	

District: **State Chartered Schools** School: **NRC - New America Charter School - Las Cruces Campus** School ID: **549001**

Asset Detail

Building Name: Site **Cost Model:** Elementary School Site **Size:** 24,329

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Fencing	$0.63	100	90%	2012	2112	0%	33.25%	$22	0	0	$0	N/A
Parking Lots	$4.07	20	110%	2012	2032	4%	33.25%	$4,360	9	.25	$1,090	
Playground Equipment	$1.45	15	80%	2012	2027	7%	33.25%	$2,007	0	0	$0	... RR: None, Category 8 override applied. 10/7/2013 CJA This is a charter school, set category override to N/A.
Site Lighting	$2.79	40	100%	2012	2052	1%	33.25%	$679	9	.25	$170	
Site Specialties	$0.29	40	100%	2012	2052	1%	33.25%	$71	9	.25	$18	
Site Utilities	$2.17	50	120%	2012	2062	1%	33.25%	$405	9	.25	$101	
Walkways	$2.15	30	110%	2012	2042	2%	33.25%	$1,025	9	.25	$256	
Total:								**$8,568**			**$1,635**	

District: **State Chartered Schools** School: **NRC - New America Charter School - Las Cruces Campus** School ID: **549001**

Educational Adequacy Detail

Population

Growth Factor:	1	**Number of Kindergarten Students:**	0
Number of Staff:	0	**Number of 1-5 Students:**	0
Number of Students:	326	**Number of 6-8 Students:**	0
Number of Special Education Students:	0	**Number of 9-12 Students:**	326

Square Footage

Permanent GSF:	24,360	**General Storage NSF:**	922
Portable GSF:	0	**Maintenance or Janitorial Space NSF:**	0
Admin NSF:	1,402	**Media Center NSF:**	0
Art/Music NSF:	754	**Parent Work Space NSF:**	0
Assembly NSF:	3,750	**Physical Ed NSF:**	3,750
Career Ed NSF:	0	**Science Classroom NSF:**	110
Computer Lab NSF:	759	**Science Storage NSF:**	0
Faculty Work Area NSF:	240	**Special Education Classroom NSF:**	210
Food Service NSF:	3,830	**Student Health NSF:**	0
General Classroom NSF:	6,143		

Classrooms

Number of Classrooms:	12	**Number of Special Education Classrooms:**	0

Parking

Number of Paved Parking Spaces:	43	**Number of Bus Drop Offs:**	1
Number of Handicap Parking Spaces:	4	**Number of Student Drop Offs:**	1
Number of Gravel Parking Spaces:	0		

Miscellaneous

Number of Chemical Storage Rooms:	0	**Number of Multi-Use Playgrounds:**	0
Playground Equipment:	No		

District: **State Chartered Schools** School: **NRC - New America Charter School - Las Cruces Campus** School ID: **549001**

EA Deficiencies

EA Cost Model: Charter School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Categoy Number	Category Weight	Repair Cost (Weighted)
Insufficient General Classroom Square Footage	6,143	8,150	$80	$80.00	$213,946	7	3	$641,839
Missing or Inadequate Multi-use Play Area	0	0	$11,436	$11,436.30	$0	8	.5	$0
Insufficient Total Parking	43	0	$1,322	$1,321.66	$0	6	1	$0
Insufficient Student Health Square Footage	0	0	$80	$80.00	$0	7	3	$0
Insufficient Student Drop Off	1	0	$21,000	$21,000.00	$0	6	1	$0
Insufficient Special Education Square Footage	210	0	$80	$80.00	$0	7	3	$0
Insufficient Science Storage Square Footage	0	0	$80	$80.00	$0	7	3	$0
Insufficient Science Square Footage	110	0	$80	$80.00	$0	7	3	$0
Insufficient Physical Education Square Footage	3,750	0	$80	$80.00	$0	7	3	$0
Insufficient Parent Work Space	0	0	$80	$80.00	$0	7	3	$0
Insufficient Media Center Square Footage	0	0	$80	$80.00	$0	7	3	$0
Insufficient Janitorial Square Footage	0	0	$80	$80.00	$0	7	3	$0
Insufficient General Storage	922	0	$80	$80.00	$0	7	3	$0
Insufficient Food Service Square Footage	3,830	0	$80	$80.00	$0	7	3	$0
Insufficient Faculty Workspace	240	0	$80	$80.00	$0	7	3	$0
Insufficient Computer Lab Square Footage	759	0	$80	$80.00	$0	7	3	$0
Insufficient Career Ed Square Footage	0	0	$80	$80.00	$0	7	3	$0
Insufficient Bus Drop Off	1	0	$20,800	$20,799.69	$0	6	1	$0
Insufficient Administrative Square Footage	1,402	0	$80	$80.00	$0	7	3	$0
Insufficient Art and Music Square Footage	754	0	$80	$80.00	$0	7	3	$0
Inadequate Number of Handicap Spaces	4	0	$144	$143.52	$0	6	1	$0
Inadequate Number of Chemical Storage Units	0	0	$1,464	$1,464.30	$0	8	.5	$0
Total					**$213,946**			**$641,839**

5.5 Detailed Space & Room Criteria

In order to meet the increased daytime enrollment needs in the future and to provide additional classrooms for elective instruction; NAS-LC has determined the types of classrooms it would need to construct to meet the expansion of its program. The future expansion of the facility may be in the adjacent office building to the south, if the school can acquire the property or may need to consider alternative options in the future including possible relocation to another facility to meet its space needs. The school intends to utilize proceeds from the February 2016 HB-33 election, towards the future lease-purchase of available property and debt service for tenant improvements.

The following space criteria has been developed by the New America School Network as a way to maintain consistency while reducing operation and maintenance costs at all of its school campus's including New America School - LC.

5.5.1 - Technology & Communications Criteria

Low Voltage System/ Network Wiring & Phones

- Install the low voltage IT system[s]
- A security system and security cameras will be installed
  - Interior cameras will be installed to provide coverage of all public areas [no blind spots] and sensitive/high dollar value areas
  - Exterior cameras will be installed to provide coverage of areas with special consideration to blind and minimum visible area
- Design-builder is responsible to coordinate with owner and IT Contractors for low voltage system locations and to provide j boxes and conduit
- Design-builder is required to identify an existing or to provide a phone Dmark
- Telephone and Data outlets shall be 4" square flush boxes with single or double plaster rings to accommodate the jack and plates provided by the telephone/data sub-contractor
- Data Ports – Provide:
  - A minimum of six [6] or 3 dual ports in each classroom
  - A minimum of 32 in each Computer Classroom – depending on design these may be wall, power/data pole and/or raised floor provided
  - Four [4] in the Conference Room
  - A minimum of 10 in the LRC – more may be provided if LRC also serves as a computer classroom
  - A minimum of 8 in the Student Commons
  - Two [2] in the Staff Lounge
  - Two [2] in each Teacher Area
  - Four [4] in the Administration Security Area
- Provide [1] ¾" conduit from each wall mounted telephone or data outlet stubbed and bushed into the accessible ceiling. Verify conduit size with subcontractor
- Phone system. The phone system will be voice over IP [VoIP] internally, and connect to the provider by either VoIP [SIP protocol] or PRI. The NAS standard phone system is Allworx
- Provide an interior phone system to communicate between the reception and vestibule. This will be integrated with the regular phone system

All Others

- An alarm system will be installed in all classrooms and offices
- An electronic door strike and access system will be installed and controlled from the reception area

  - A card access pad will be provided at the main entrance for staff access
  - A key pad[s] will be provided at the door[]s into the administrative area
- A roof mounted antenna will be installed with conduit to the MDF room
  - Depending on design requirements, a separate antenna for alarm/security systems
- For internet, copper or fiber optic cable provided by local telco are preferred.
  - Microwave is acceptable if no other sources of high-speed connections are available
- A public address [PA] system will be provided so all occupied areas can receive announcements
- A UPS will be installed in the MDF Room – design and capacity to be coordinated with NAS
- Design-builder will provide power for the UPS
- Adequate wifi coverage will be provided throughout the building
- Each classroom will have one smart board and a minimum of one computer. Smart boards to be provided and normally mounted on North or South wall of each classroom and Conference room. Rough in to be provided by design-builder
- Computer classrooms will have one smart board and 25 - 30 computers. Smart Boards, see above comment
- Each individual office will have one computer
- The LRC will have up to six computers
- The Commons and Student Lounge will have up to 12 computers
- Provide card reader on the outer and inner vestibule doors of the main entrance
  - Provide a buzzer button by the inner vestibule door card reader to activate a buzzer alarm in the Administration Office
  - Provide conduit from the Administration Office to the door striker of the inter vestibule door
- Macro IT Check List
  - Obtain proposed desk locations and verify no obstruction
  - Walk through the computer lab plans and check both power drops [2 per computer] and network drops for the layout
  - Provide early alternatives to the iphone
  - Plan on a phone in every non-storage room
  - Discuss security camera requirements and locations as early as possible in the preplanning phase
  - Determine drops for WAPs, cameras, etc.
  - Run cat-6 alongside camera cables
  - Coordinate with security and sub contractors
    1. Determine requirements for pots or network.
    2. If network, determine if internet of local. NAS internally will determine vlan requirements
  - Finalize drop layout with users and subs and freeze design
  - Monitor cablers and security to ensure controllers are being mounted near drops

5.5.2 - Power Criteria

Electrical

- Service for the NAS facility shall be at least 25% more that design load
- Power for the MDF will be a minimum of 2 20A 120V circuits; will vary depending on the number of servers and other components
- Fluorescent ballasts shall be electronic with less than 20%THD

- Provide 120 volt 20 amp circuit to control panel furnished by the fire alarm supplier
- For Computer Rooms - Provide and install Option 1: wall electrical and data outlets to support 30 students and 2 teacher computer locations; or Option 2: power/date poles may be used – approximately one pole per five students
- Electrical Outlets – Provide
  - Every classroom should have a minimum of seven [7] duplexes and four [4] quads
  - The Commons should have a minimum of 10 duplexes and four [4] quad outlets
  - The Teacher work/copier room should have a minimum of two [2] duplexes and two [2] quads
  - Security office should have two [2] duplexes and two [2] quads
- Electrical outlets in other rooms should be for normal school/commercial use

5.5.3 - Lighting and Daylighting Criteria

Lighting

- Each room will have a light occupancy sensor switch
- All areas will meet the minimum lums for schools and universities
- For classrooms, administrative rooms, LRC, lavatories kitchen use Fluorescent 1: Type A: 2' x 4': Lensed Troffer/48" T8 32W/Electronic. Metallic egg crate lenses are been specified
- For Student Commons will have designer fixtures which could be Compact Fluorescent 1 and/or 2 Type D Decorative and/or recessed can lights

Windows-Glazing

- Install new impact resistant glazing film on new and existing windows in the administration area
- Install exterior windows tinted with one-way coating
- Exterior windows and interior windows [except those for the lunch room and multi-purpose rooms will have horizontal mini-blinds
- Classrooms on the exterior walls, without windows, will be provided with a minimum of 60 sf of glazing; 80 SF is preferred - [this will require saw cuts of existing masonry with potentially structural lentils]
  - If exterior windows cannot be provided, such as for interior classrooms, skylights or light tubes will be provided
- Interior windows, 4' x 4' will be provided for
  - Admin reception area to entrance [2]; Admin/Security Area to hallway [2]; conference room to hallway [1]; multipurpose room to hallway [2]; LRC [2-4] and designated offices such as the Principal [to view public spaces and waiting areas], Counselor and Nurse; these numbers may be adjusted depending on actual conditions
- Skylights/Light Tubes. Skylights and Light Tubes are to be considered for public areas such as the Student Commons
- All new exterior windows will have appropriate tempered and insulation qualities

5.5.4 - Furnishings Criteria & Equipment

Special Education Classrooms

The Special Education classroom is used for small group and individual resource instruction and shall have adequate space to accommodate 10-12 students. Each classroom will have a full information technology

suite for the teacher; will have several data ports available for student computers, sufficient electrical outlets for normal and extraordinary/special activities, and the infrastructure [internal wall support and data port and power] to support a Smart Board. Special Education classrooms should have a minimum area of 450 SF per State of NM Adequacy Standards.

Multi-Purpose Art Classroom
This classroom has the infrastructure and finishes to be an art classroom and a general purpose classroom. To support the art curriculum it will have sinks, cabinets and a hard surface floor. Additionally it will have an attached storage room. To support the general curriculum it will have sufficient electrical and data ports. A designated wall will have internal wall support and data port and power to support a Smart Board. Due to its multi-purpose function this area should be a minimum of 900 SF with 1,000+ SF preferred. Note: the Art and Science classrooms may share an adjacent storage room.

Multi-Purpose Music Classroom
This classroom has the infrastructure and finishes to be a multi-use music and dance classroom. To support the curriculum, the room will have cabinets to store instruments and a rubber surface floor and one wall to have a mirrored surface and acoustic sound panels. Additionally, it will have an attached storage room if possible. The room will require additional infrastructure to that it can support the general curriculum if need be in the future and will include sufficient electrical and data ports. A designated wall will have internal wall support and data port and power to support a Smart Board. Due to its multi-purpose function this area should be a minimum of 900 SF with 1,000+ SF preferred.

Administrative/ Security Area
The security office will provide area for desks and files for security personnel. The office will have windows to provide the maximum visibility of the main entrance and public areas. This office will have information technology to include phone, internet and computer network. Additionally, this office will be an auxiliary location for control and use of the school's security alarm and camera systems. This area should be a maximum of 175 SF

Administrative/ Conference Room
The conference room should be able to accommodate meetings of the school staff with some visitors. The room should be equipped with information technology to include phone, internet and computer network. This area should be a minimum of 180 SF.

Support Areas
Storage Room[s]
A minimum of one storage room should be provided. This area will store unused furniture and equipment, academic materials and lunchroom equipment. This room should be adjacent or near the Student Commons. A minimum of 50 SF storage area should be provided with up to 100 SF preferred.

Lavatories
Student boys and girls lavatories will be provided. The fixture count will be determined by code. Depending upon the availability of space and funding, two sets of student lavatories may be provided. One set in the academic area of the school and one set adjacent or near the multi-purpose room. Staff lavatories, separate from students, will provided.

MDF/IDF

A Main Distribution Frame [MDF] [network closet] for computer servers and racks will be provided. This area must be air conditioned. The area size will be dependent upon the equipment. For planning purposes, an area of at least 100 SF should be provided. Depending upon the amount of equipment and the distances separating all the school areas, a separate Intermediate Distribution Frame [IDF] may be required. This area may be as small as 15 SF but will require air conditioning.

Custodian/Janitor Area[s]

A minimum of one custodian/janitor closet is required. This will have a mop sink and storage area for cleaning materials and equipment. If possible one closet should be provided in the academic area and one closet adjacent to the multi-purpose room.

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5.5.5 - Criteria Sheets

Name of Space	Special Education Classroom	
Program	High School Special Education	
Number of Occupants	1- Teaching Staff and 8-12 Students	
Net Square Feet:	450	
Activities & Function		
Educational	Individual & Resource Instruction	
Operational	Multi-Subject	
Community	N/A	
Functional Adjacency Requirements		
Direct Access	Corridor	
Indirect/ Near	N/A	
Not Adjacent/ Separate	Public Areas/ Building Support	
Environment		
Temperature	68-75 degrees	
Acoustic	Acoustic separation from Corridors; Max 55dB per NM Adequacy Standards	
Lighting	50-70 fc even across space - occupancy sensor	
HVAC	Provide New HVAC System with EMC system, exhaust fan	
Aesthetic	Organized storage area	
Furnishings		
Marker Boards/ Tackable Surfaces	Markerboards (1) 4' x12'; Tackable Surface (1 Min) 4' x8'	
Storage	Lockable casework	
Movable Furniture	Desks & Chairs for multiple configurations	
Projection Surfaces	Smartboard	
Casework	Movable Casework	
Equipment	Teacher computer, Ceiling mounted projector power and LAN plug	
Plumbing	None	
Interior Finishes		
Flooring	Carpet	
Walls	Painted finish - 2 color	
Ceiling	9'-0" min, Painted Gyp Board	
Windows		
Exterior	Non-Glare Windows - Low "E"	**Operable:** Yes **Blinds:** Yes
Interior	None	**Operable:** N/A **Blinds:** N/A
Furnishings		
Voice	Telephone; handset with intercom	
Data	LAN access; wireless	
Audio/ Visual	TV Video Input Jack	
Clock/ Intercom	Standard Clock Utilized by School; Intercom	
Security	Lockable Metal Door	
Fire Alarm	Smoke Detector and strobe as required by Code	
Special Notes		
NONE		

Name of Space	Art Classroom		
Program	High School Fine Art		
Number of Occupants	1- Teaching Staff and 22-28 Students		
Net Square Feet:	900 NSF		
Activities & Function			
Educational	Fine Art		
Operational	Art Instruction		
Community	N/A		
Functional Adjacency Requirements			
Direct Access	Corridor		
Indirect/ Near	Student Commons		
Not Adjacent/ Separate	Building Support		
Environment			
Temperature	68-75 degrees		
Acoustic	Acoustic separation from Student Commons; Max 55dB per NM Adequacy Standards		
Lighting	Non-glare; Natural light desired (borrowed ok); 50-70 fc even across space		
HVAC	Provide New HVAC System with individual thermostat control and EMC system		
Aesthetic	Student instructional area; conducive to display of student materials		
Furnishings			
Marker Boards/ Tackable Surfaces	Markerboards (2) 4' x12'; Tackable Surface (1 Min) 4' x8'		
Storage	Lockable casework and Storage room		
Movable Furniture	Student work tables - 4' x 4' tables on casters, 32" stools,		
Projection Surfaces	Smartboard		
Casework	Countertop over 36" wide base cabinets, Paper storage and Vertical storage cabinets- Double doors. Adjustable, lockable, and movable storage cabinets		
Equipment	Teacher computer, Ceiling mounted projector power and LAN plug		
Plumbing	Sink with hot and cold water		
Interior Finishes			
Flooring	VCT		
Walls	Painted finish - 2 color		
Ceiling	9'-0" min, Acoustic Ceiling Tiles		
Windows			
Exterior	Non-Glare Windows - Low "E"	**Operable:** Yes	**Blinds:** Yes
Interior	None	**Operable:** No	**Blinds:** No
Furnishings			
Voice	Telephone; handset with intercom		
Data	LAN access; wireless		
Audio/ Visual	TV Video Input Jack		
Clock/ Intercom	Standard Clock Utilized by School; Intercom		
Security	Lockable Metal Door		
Fire Alarm	Smoke Detector and strobe as required by Code		
Special Notes			
NONE			

Name of Space	Art Room Storage		
Program	High School Art Storage Room		
Number of Occupants	N/A		
Net Square Feet:	80		
Activities & Function			
Educational	Storage for Art Materials and Supplies		
Operational	Storage with open shelving and lockable storage for equipment		
Community	N/A		
Functional Adjacency Requirements			
Direct Access	Art Classroom		
Indirect/ Near	N/A		
Not Adjacent/ Separate	Public Areas		
Environment			
Temperature	68-75 degrees		
Acoustic	low to medium sound levels		
Lighting	50-70 fc even across space - occupancy sensor		
HVAC	Provide New HVAC System with EMC system, exhaust fan		
Aesthetic	Organized storage area		
Furnishings			
Marker Boards/ Tackable Surfaces	N/A		
Storage	Combination of open shelving and lockable storage cabinets		
Movable Furniture	N/A		
Projection Surfaces	N/A		
Casework	N/A		
Equipment	N/A		
Plumbing	N/A		
Interior Finishes			
Flooring	VCT		
Walls	Painted finish		
Ceiling	9'-0" min, Painted Gyp Board		
Windows			
Exterior	None	**Operable:** N/A	**Blinds:** N/A
Interior	None	**Operable:** N/A	**Blinds:** N/A
Furnishings			
Voice	N/A		
Data	N/A		
Audio/ Visual	N/A		
Clock/ Intercom	N/A		
Security	Lockable Solid Core Wood Door		
Fire Alarm	Smoke Detector and strobes as required by Code		

Special Notes

Storage cabinets may be needed for large project storage.

Name of Space	Music/ Dance Classroom		
Program	High School Music/ Dance		
Number of Occupants	1- Teaching Staff and 22-28 Students		
Net Square Feet:	900 NSF		
Activities & Function			
Educational	Music		
Operational	Music/ Dance Instruction		
Community	N/A		
Functional Adjacency Requirements			
Direct Access	Corridor		
Indirect/ Near	Student Commons		
Not Adjacent/ Separate	Building Support		
Environment			
Temperature	68-75 degrees		
Acoustic	Acoustic separation from Student Commons; Max 55dB per NM Adequacy Standards		
Lighting	Non-glare; Natural light desired (borrowed ok); 50-70 fc even across space		
HVAC	Provide New HVAC System with individual thermostat control and EMC system		
Aesthetic	Student instructional area; conducive to display of student materials		
Furnishings			
Marker Boards/ Tackable Surfaces	Markerboards (2) 4' x12'; Tackable Surface (1 Min) 4' x8'		
Storage	Lockable casework and Storage room		
Movable Furniture	Stackable Chairs and music stands		
Projection Surfaces	Smartboard		
Casework	Built in casework for music supplies and instrument storage		
Equipment	Teacher computer, Ceiling mounted projector power and LAN plug		
Plumbing	N/A		
Interior Finishes			
Flooring	Rubber		
Walls	Painted finish - 2 color. One wall to be mirrored.		
Ceiling	9'-0" min, Acoustic Sound Control Ceiling Tiles		
Windows			
Exterior	Non-Glare Windows - Low "E"	**Operable:** Yes	**Blinds:** Yes
Interior	None	**Operable:** No	**Blinds:** No
Furnishings			
Voice	Telephone; handset with intercom		
Data	LAN access; wireless		
Audio/ Visual	TV Video Input Jack		
Clock/ Intercom	Standard Clock Utilized by School; Intercom		
Security	Lockable Metal Door		
Fire Alarm	Smoke Detector and strobe as required by Code		
Special Notes			
Acoustic sound panels to be installed around perimeter of classroom.			

Name of Space	Music/ Dance Room Storage		
Program	High School Music/ Dance Storage Room		
Number of Occupants	N/A		
Net Square Feet:	100		
Activities & Function			
Educational	Storage for Music Materials and Dance Equipment		
Operational	Storage with open shelving and lockable storage for equipment		
Community	N/A		
Functional Adjacency Requirements			
Direct Access	Music/ Dance Classroom		
Indirect/ Near	N/A		
Not Adjacent/ Separate	Public Areas		
Environment			
Temperature	68-75 degrees		
Acoustic	low to medium sound levels		
Lighting	50-70 fc even across space - occupancy sensor		
HVAC	Provide New HVAC System with EMC system, exhaust fan		
Aesthetic	Organized storage area		
Furnishings			
Marker Boards/ Tackable Surfaces	N/A		
Storage	Combination of open shelving and lockable storage cabinets		
Movable Furniture	N/A		
Projection Surfaces	N/A		
Casework	N/A		
Equipment	N/A		
Plumbing	N/A		
Interior Finishes			
Flooring	VCT		
Walls	Painted finish		
Ceiling	9'-0" min, Painted Gyp Board		
Windows			
Exterior	None	**Operable:** N/A	**Blinds:** N/A
Interior	None	**Operable:** N/A	**Blinds:** N/A
Furnishings			
Voice	N/A		
Data	N/A		
Audio/ Visual	N/A		
Clock/ Intercom	N/A		
Security	Lockable Solid Core Wood Door		
Fire Alarm	Smoke Detector and strobes as required by Code		

Special Notes

Storage cabinets may be needed for large project storage.

Name of Space	Conference Room		
Program	Instructional Support		
Number of Occupants	1-5 Instructional Staff/ Visitors		
Net Square Feet:	180		
Activities & Function			
Educational	None		
Operational	Instructional Support		
Community	N/A		
Functional Adjacency Requirements			
Direct Access	Corridor		
Indirect/ Near	Classrooms		
Not Adjacent/ Separate	Building Support		
Environment			
Temperature	68-75 degrees		
Acoustic	low to medium sound levels		
Lighting	50-70 fc even across space - occupancy sensor		
HVAC	Provide New HVAC System with EMC system, exhaust fan		
Aesthetic	Organized storage area		
Furnishings			
Marker Boards/ Tackable Surfaces	Markerboards (1) 4' x12'; Tackable Surface (1 Min) 4' x8'		
Storage	Lockable casework and storage cabinets		
Movable Furniture	Table & Chairs		
Projection Surfaces	Smartboard		
Casework	N/A		
Equipment	Copier, Microwave, Refrigerator		
Plumbing	Sink with hot and cold water		
Interior Finishes			
Flooring	Polished Concrete		
Walls	Painted finish - 2 color		
Ceiling	9'-0" min, Painted Gyp Board		
Windows			
Exterior	None	**Operable:** N/A	**Blinds:** N/A
Interior	None	**Operable:** N/A	**Blinds:** N/A
Furnishings			
Voice	Telephone; handset with intercom		
Data	LAN access; wireless		
Audio/ Visual	N/A		
Clock/ Intercom	Standard Clock Utilized by School; Intercom		
Security	Lockable Metal Door		
Fire Alarm	Smoke Detector and strobe as required by Code		
Special Notes			
NONE			

Name of Space	Security Office		
Program	Instructional Support		
Number of Occupants	1-2 Security Staff		
Net Square Feet:	175		
Activities & Function			
Educational	None		
Operational	School Security		
Community	N/A		
Functional Adjacency Requirements			
Direct Access	Corridor/ Main Entry		
Indirect/ Near	Classrooms/ Student Commons		
Not Adjacent/ Separate	Building Support		
Environment			
Temperature	68-75 degrees		
Acoustic	low to medium sound levels		
Lighting	50-70 fc even across space - occupancy sensor		
HVAC	Provide New HVAC System with EMC system, exhaust fan		
Aesthetic	N/A		
Furnishings			
Marker Boards/ Tackable Surfaces	Markerboards (1) 4' x8'; Tackable Surface (1 Min) 4' x8'		
Storage	Lockable casework and storage cabinet		
Movable Furniture	Desk & Chairs		
Projection Surfaces	N/A		
Casework	N/A		
Equipment	Security Monitoring Equipment		
Plumbing	N/A		
Interior Finishes			
Flooring	Carpet		
Walls	Painted finish - 2 color		
Ceiling	9'-0" min, Painted Gyp Board		
Windows			
Exterior	None	**Operable:** N/A	**Blinds:** N/A
Interior	One-Way Observation	**Operable:** N/A	**Blinds:** Yes
Furnishings			
Voice	Telephone; handset with intercom		
Data	LAN access; wireless		
Audio/ Visual	N/A		
Clock/ Intercom	Standard Clock Utilized by School; Intercom		
Security	Lockable Metal Door		
Fire Alarm	Smoke Detector and strobe as required by Code		
Special Notes			
NONE			

Name of Space	Student/Public Restrooms		
Program	Building Support		
Number of Occupants	2-4		
Net Square Feet:	Based on Code Requirements		
Activities & Function			
Educational	N/A		
Operational	Student/ Public RR		
Community	N/A		
Functional Adjacency Requirements			
Direct Access	Multi-Purpose and in Locker Rooms		
Indirect/ Near	Public Areas		
Not Adjacent/ Separate	Warming kitchen		
Environment			
Temperature	68-75 degrees		
Acoustic	Medium sound levels		
Lighting	50-70 fc even across space - occupancy sensor		
HVAC	Provide New HVAC System and EMC system, exhaust fan		
Aesthetic	Clean & easy to maintain; durable surfaces, cheerful		
Furnishings			
Marker Boards/ Tackable Surfaces	N/A		
Storage	N/A		
Movable Furniture	N/A		
Plumbing	Hot/ Cold for sinks, floor drains, toilets and urinals		
Casework	N/A		
Equipment	Trash receptacles; soap dispensers, toilet paper dispensers, mirrors, toilet partitions		
Interior Finishes			
Flooring	Polished Concrete - with floor drain		
Walls	Painted finish with ceramic tile wainscot to 4' in toilet room.		
Ceiling	9'-0" min, Painted Gyp Board		
Windows			
Exterior	None	**Operable:** N/A	**Blinds:** N/A
Interior	None	**Operable:** N/A	**Blinds:** N/A
Furnishings			
Voice	N/A		
Data	N/A		
Audio/ Visual	N/A		
Clock/ Intercom	N/A		
Security	Lockable solid core wood door		
Fire Alarm	Smoke detector and strobes as required by Code		
Special Notes			
Provide HDPP floor mounted toilet partitions			

Name of Space	Janitor Closet		
Program	Custodial/ Storage/ Support		
Number of Occupants	N/A		
Net Square Feet:	60 (Provide 2 custodial closets)		
Activities & Function			
Educational	N/A		
Operational	Custodial closet/ supply storage		
Community	N/A		
Functional Adjacency Requirements			
Direct Access	Multi-Purpose		
Indirect/ Near	Restrooms and locker rooms		
Not Adjacent/ Separate	Public Areas		
Environment			
Temperature	68-75 degrees		
Acoustic	low to medium sound levels		
Lighting	50-70 fc even across space - occupancy sensor		
HVAC	Provide New HVAC System and EMC system		
Aesthetic	Organized storage area		
Plumbing	Mop Sink		
Furnishings			
Marker Boards/ Tackable Surfaces	N/A		
Storage	Open, Metal Shelving		
Movable Furniture	N/A		
Projection Surfaces	N/A		
Casework	N/A		
Equipment	N/A		
Interior Finishes			
Flooring	Concrete		
Walls	FRP		
Ceiling	9'-0" min, Painted Gyp Board		
Windows			
Exterior	None	**Operable:** N/A	**Blinds:** N/A
Interior	None	**Operable:** N/A	**Blinds:** N/A
Furnishings			
Voice	N/A		
Data	N/A		
Audio/ Visual	N/A		
Clock/ Intercom	N/A		
Security	Lockable Doors		
Fire Alarm	Smoke Detector as required by Code		
Special Notes			

Name of Space	Intermediate Distribution Frame		
Program	Custodial/ Storage/ Support		
Number of Occupants	N/A		
Net Square Feet:	100		
Activities & Function			
Educational	N/A		
Operational	Server Room		
Community	N/A		
Functional Adjacency Requirements			
Direct Access	Circulation		
Indirect/ Near	Administration		
Not Adjacent/ Separate	Public Areas		
Environment			
Temperature	64-68 degrees - Individual Controls Needed		
Acoustic	low to medium sound levels		
Lighting	50-70 fc even across space - occupancy sensor		
HVAC	Provide New HVAC System and EMC system		
Aesthetic	Organized storage area		
Furnishings			
Marker Boards/ Tackable Surfaces	N/A		
Storage	Computer Racks and cable shelving		
Movable Furniture	N/A		
Projection Surfaces	N/A		
Casework	N/A		
Equipment	N/A		
Interior Finishes			
Flooring	Polished Concrete		
Walls	Painted finish		
Ceiling	9'-0" min, Acoustic Ceiling Tiles		
Windows			
Exterior	None	**Operable:** N/A	**Blinds:** N/A
Interior	None	**Operable:** N/A	**Blinds:** N/A
Furnishings			
Voice	Telephone; handset		
Data	N/A		
Audio/ Visual	N/A		
Clock/ Intercom	N/A		
Security	Lockable doors and cabinets		
Fire Alarm	Smoke Detector as required by Code		
Special Notes			