



New America School - New Mexico

Facility Master Plan & Educational Specifications 2015-2020

Final January 13, 2016

Acknowledgments

New America School - NM

Physical Address: 1734 Isleta Boulevard SW

Albuquerque, NM 87102

Phone: (505) 222-4360

www.newamericaschoolnm.org

Original charter date - 2009

Most recent charter renewal - 2014

Current enrollment cap - 450

Governing Council

Paul Rael, President

Gladys Recinos, President-elect

Juan Vigil, Treasurer

Fred Silva, Secretary

Rick Bela, Member

Principal (Chief Administrator) - Latricia Mathis

Facility Planning Committee Members

Adolfo Almanza, Student	Fred Hintee, Teacher	Lorella Lovato, Assist.Business Mgr
Al Karim Thawer, Student	Gail Donaldson, Teacher	Lorraine Garcia, Cafeteria Mgr
Bernardo Martinez, Student	Irma Rodriguez, Parent	Manuel Jimenez, Teacher
Bridget Steele, Teacher	Irving Carrillo, Staff	Mariah Chavez, Student
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Carol Muniz, Parent	Jazzlynn Sedillo, Student	Molly Quinn, Teacher
Cassandra Batdorf, Teacher	Jess Popp, Teacher	Nick Trujillo, Student
Charity Cesis, Student	Josie Garcia, Student	Pauline Segura, SPED Case Manager
Dulce Hernandez, Guardian	Juan Pinon, Student	Perla Montellano, Parent Outreach
Elias Sedillo, Student	Kaiya Aherns, Teacher	Reina Chaparro, Parent
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Public Schools Facility Authority

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Table of Contents

- Introduction** v

- Section 1.0 - Planning Process** 1 - 8
 - 1.1 Goals and Mission 1
 - 1.2 Planning Process 2

- Section 2.0 - Projected Conditions** 9 - 32
 - 2.1 Programs & Delivery Methods 9
 - 2.2 Proposed Enrollment 14
 - 2.3 Site and Facilities 19
 - 2.4 Utilization Analysis 25
 - 2.5 Facility Maintenance 31

- Section 3.0 - Proposed Facility Requirements** 33 - 40
 - 3.1 Facility Goals & Concepts 33

- Section 4.0 - Capital Plan** 41-44
 - 4.1 Total Capital Needs..... 41

- Section 5.0 - Master Plan Support Material** 45 - 86
 - 5.1 Sites & Facility Data..... 45
 - 5.2 Sites Plan 49
 - 5.3 Floor Plan 51
 - 5.4 FMAR/ FAD 57
 - 5.5 Detailed Space and Room Requirements 67

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Introduction

This document contains the Facilities Master Plan (FMP) and Educational Specifications (Ed Spec) requirements for the New America School - NM (NAS-NM), 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- New Mexico (NAS-NM) is to empower new immigrants, English language learners, and academically underserved students with the educational tools and support to maximize their potential and live the American dream.

1.1.2 - Educational Philosophy

The NAS-NM educational concepts were inspired by the model of teaching and learning at the International Charter High School at La Guardia 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-NM offers 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 its students to have a full work day on Friday, and eliminates the need for childcare one day a week.

At the NAS-NM, the following five keys for school success are the foundation for everything we do, from lesson and outcome design and teacher professional development, to supporting for students as they pursue their educational goals. These same five keys will guide our curriculum alignment to the NM 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-NM 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-NM 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

¹ www.lagcc.cuny.edu

SECTION 1.0 - GOALS / MISSION

monolingual students. Students who attend the Newcomer Center speak little or no English and spend up 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 2009, NAS-NM has been serving non-traditional students in the Albuquerque Metro 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-NM offers students a flexible, morning to evening 9th-12th grade charter high school within a culturally relevant and supportive environment. The population served includes:

- Young people, ages 14 and over, who are not currently utilizing the public school system and its resources through a day or night program.
- Newly-arrived immigrants lacking Basic English proficiency.
- Students that live within the Albuquerque Metro area who have 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-NM 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-New Mexico community that supports academic progress, English language development and high school completion.

NAS-NM 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

SECTION 1.0 - GOALS / MISSION

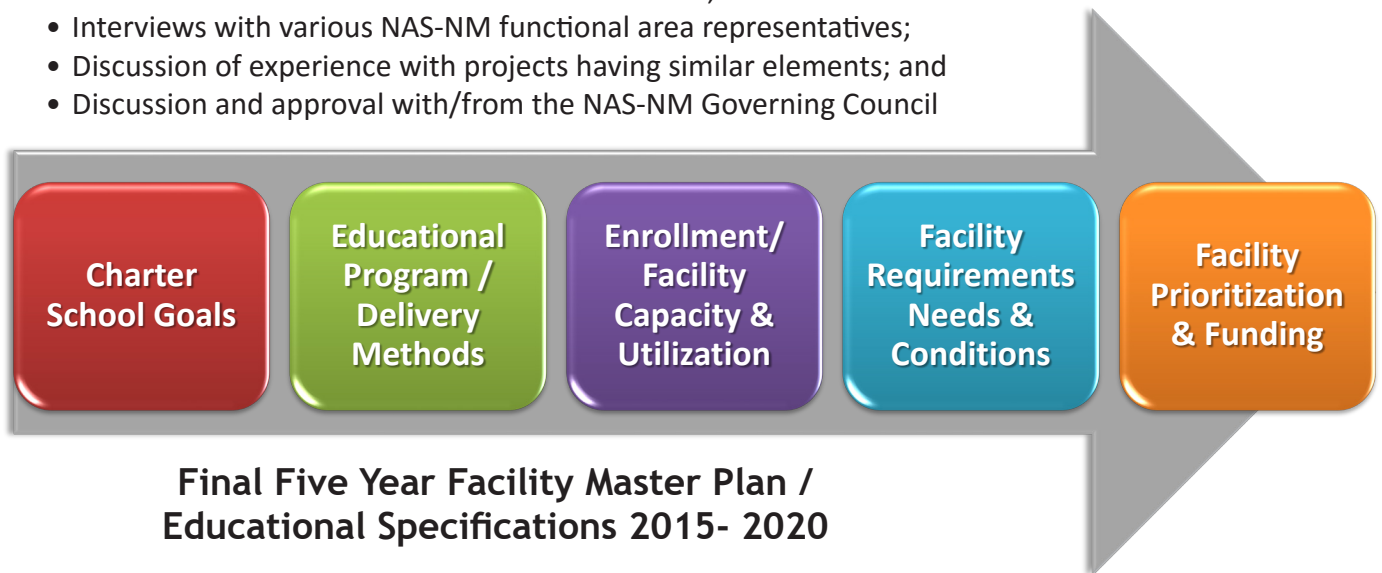
of the culture in which we live, the specific educational needs of each community must continually change to meet the demands of the present and to support the projections of the future. So too must facilities for education – rather than being merely a shelter in which the elements of education are delivered 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-NM 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-NM school and location;
- Interviews with various NAS-NM functional area representatives;
- Discussion of experience with projects having similar elements; and
- Discussion and approval with/from the NAS-NM Governing Council



Governing Council

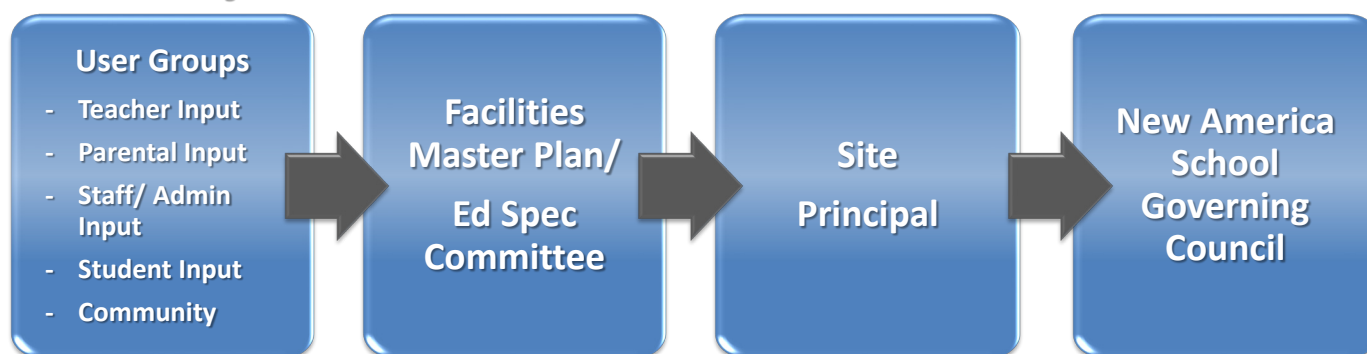
The NAS-NM Governing Council contracted with Visions In Planning, Inc. to develop the long range Facility Master Plan and Educational Specifications for the school. The scope of work included identification of programmatic needs and space criteria of the school to be incorporated into the design of the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

SECTION 1.0 - GOALS / MISSION

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

1.2.2 - Data Gathering & Analysis

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 visit
- Meeting with site Principal
- Facility walk-through with Facility Manager
- Review of State's Facilities Assessment Database
- Capacity and Utilization Study for the school

Facility Master Plan Committee Meetings:

Once the facility assessments 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 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

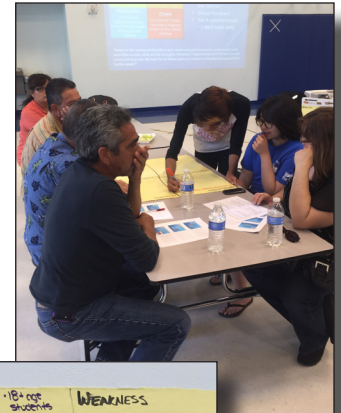
SECTION 1.0 - GOALS / MISSION

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.

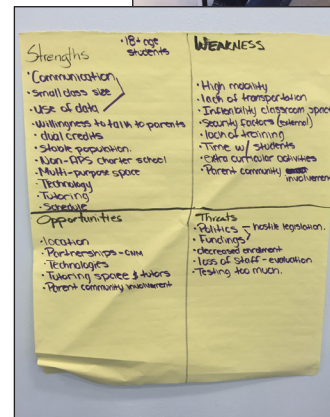
Meetings 1 & 2: April 29, 2015 - 4:00-6:00pm and May 1, 2015 - 9:30 -11:30am

The first step of the FMP process was to have a kick-off meeting with the Facilities Master Plan Committee. Both meetings included the following topics for discussion:

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



Two SWOT Analysis were completed, one at the initial Facility Master Plan Kick-Off Meeting on Wednesday, April 29, 2015, 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 – NM 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?



SWOT Analysis completed by Facility Planning Committee (combined responses from two groups):

Strengths	Weakness
<ul style="list-style-type: none"> • Strong Instructional Staff • Good IT Staff (✓✓) • Safe Campus • Facilities well maintained and good space • Flexible Schedule (✓✓) • Adult Education Opportunities • Technology and Access (✓✓✓) • South Valley Location (✓✓) • Dual Credit • Parent Communication • Usable Exterior Space • Multi-Purpose Facility • Campus Security Personnel & Systems • “Economy of Scale” Team/ ease of Sharing Resources. 	<ul style="list-style-type: none"> • Student Attendance Accountability (✓✓) • Teacher Turnover • Inconsistent Relationships with Post-Secondary • Lack of Parent Engagement • Lack of Exterior Security (Campus is Open) • Technology • School Schedule (✓✓✓✓) • Campus/ Facility Expansion is Limited (✓✓✓) • Limited Student Recreation Area (✓✓) • Uneven Class Sizes • Need “True” Bilingual Program • Lack of School Spirit • Availability of Transportation • Limits to Administrative Support/ Staff/ Students • More Support Staff are Needed – Nurse, Therapists, etc.

SECTION 1.0 - GOALS / MISSION

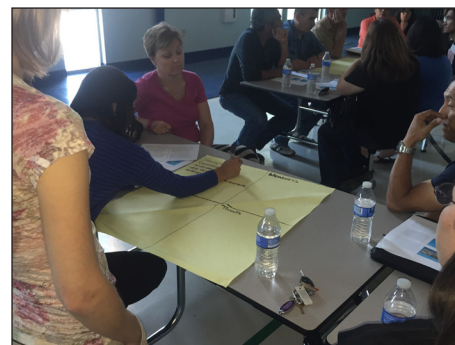
Opportunities	Threats
<ul style="list-style-type: none"> • Additional Technology and Staff Tech Training (✓✓✓) • More Support Staff • More Class Variety (Increase Certified Staff) • After School/ Extra Curricular Activities • Population Growth • Community Connections/ Partnerships (✓✓) • Student Support/ Mentorship • Increase Dual Credit Options • Increase Elective/ Extra Curricular Options • Recruitment – Staff and Students • Adult Education Opportunities due to poor economy • Online Education/ Flexibility • Student / Teacher Ratios 	<ul style="list-style-type: none"> • Teacher Evaluation System/ Turnover (✓✓✓✓) • Funding/ Budget Cuts – NMPED (✓✓✓) • Low Enrollment (✓✓) • Standardized Testing & Schedule (✓✓✓✓) • Politics (✓✓) • Student Drop Outs – School vs Employment • Student Attendance • Adult Program could be Limited by PED/ Higher Ed • Gas & Oil Price Fluctuation can impact funding • PED Deadlines & Demands • Lack of Parent Involvement • Economic Volatility – Job Market • Charter School Stigma • Working Relationships with other District's

Note: Items that are italicized can be both Threats and Weakness' and have the potential to be Opportunities for improvement. () indicates the number of groups with the same/similar response.

While all of the responses of both SWOT Analysis are very important to understanding the school's concerns and potential needs, there are several ideas that consistently emerged from both workshops:

Strengths:

- Technology
- School Schedule
- Communication
- Adult Education Options Over 18+
- South Valley Location
- Dual Credit Options
- Usable Exterior Space
- Multi-Purpose Facility



Weakness':

- Parental Engagement
- Site Security – Campus is open to the public
- Lack of Extra Curricular Activities*
- Lack of Elective Options*
- Existing Site is Limited for Expansion*
- Availability of Transportation
- Student Attendance/ Accountability



Opportunities:

- Continue to improve technology and support training
- More support staff for students

SECTION 1.0 - GOALS / MISSION

- Improve Parent/ Community Involvement through outreach
- Increase Dual Credit Options/ Relationships with Higher Education Institutions
- Improve Teacher/ Student ratios (reduce class sizes)*



Threats:

- Funding/ Budget Cuts - NMPED
- Increased Standardized Testing and Schedule
- Decrease in Enrollment
- Student Attendance
- Continued Lack of Parental Involvement
- Politics
- Teacher Evaluation System/ Turnover

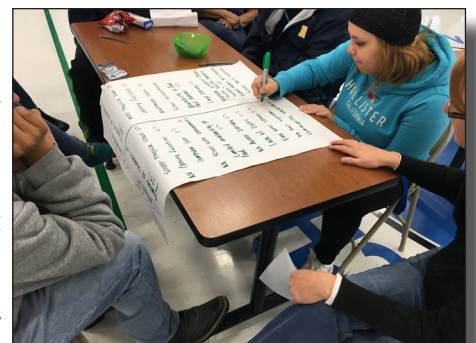
* Indicates direct facility impact

October 14, 2015 - Facility Planning Meeting - 2:30pm-3:30pm

This meeting was administrative specific in nature and included members from the New America School Network, NAS-NM’s Governing Council President, School Principal, Business Manager and Financial Advisor. Discussion was centered on the outcomes of the previous Facility Master Plan Committee meetings and how to best accommodate the current and future educational and facility needs. At this meeting potential site acquisition options to the south of the existing school site were identified for the location of a new permanent classroom building or additional modular classrooms to meet programmatic needs of the daytime enrollment.

December 4, 2015 - Facility Planning Meeting - 10:00 -11:30am

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. The four topics the Committee focused on were:



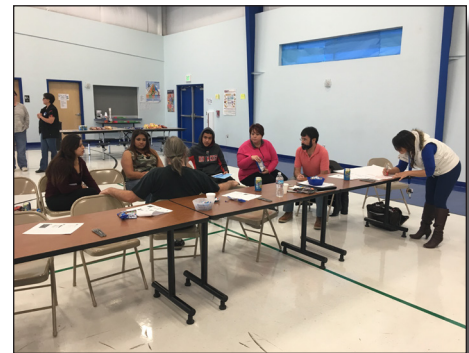
- It’s now 2015, what kinds of changes have occurred in your district over the past 15 years? As a group describe it - as if you were able to see it, realistically around you. What kinds of changes do you see in your community? What kinds of programs would need to be offered to prepare your students for success in the global economy?
- As part of identifying some guiding concepts to measure your school against others in your home school district, Answer the following question “How does the educational environment at NAS-NM differ from the other surrounding charter and public high schools?”



SECTION 1.0 - GOALS / MISSION

- What does NAS-NM need to do to improve its existing facilities so that they are able to support the educational programs needed to give every student a 21st century learning environment? Think about..... how teaching is changing, technology, aging facilities & infrastructure, etc.
- What does NAS-NM need to do in order to attract and retain more students at or near the enrollment cap and remain competitive with other schools? Think about: Educational Programs/Delivery (expansion), Technology, Changes in workforce needs/available jobs, Facilities/ location, Access to alternative resources

The end result from all these questions resulted in discussions that were either program specific needs that NAS-NM can work towards achieving within its current charter framework and direct facility needs. The direct facility needs included having a sufficient number of classrooms to meet the Charters goals, allow for more flexibility within existing spaces for more project based teaching, improve safety and security of the campus, provide more course electives for students to incentivize attendance such as fine art and technology, and the need for an indoor student commons area that has student work and research areas. These direct facility needs cannot be accommodated within the existing school site and will require a new classroom building to be constructed on an adjacent site, Sections 3 and 5 contain specific information regarding the proposed facility.



January 13, 2016- Governing Council Final Presentation - 4:30-8:00pm

Presentation of the recommended Capital Improvement Projects that will be funded in part from the successful passage of the APS 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-NM Governing Council for final approval on January 13, 2016.

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 2009, with its first year of enrollment beginning in the 2009/10 school year, New America School - New Mexico (NAS-NM) underwent its first successful Charter Renewal, which was approved by the Public Education Department (PED) in July 2014. 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-NM 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, traditional aged students attend on the 8:00 to 4:00 class schedule, and the older adult students attend from 6:00 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 PED.
- 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 CNM prior to graduation.

With its campus located in the heart of Albuquerque’s South Valley; the NAS-NM’s existing facilities are a combination of permanent structures and modular classrooms, and meet the minimum NMAS requirements. However, as the school’s enrollment continues to be near or at the 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 initially provided the school with opportunities to partner with outside entities to share facilities. However, as additional charter schools have been established in the South Valley that competing for these same shared resources, along with the increased costs to utilize the shared facilities, NAS-NM no longer shares facilities with outside community partners/agencies. Additionally, with its increased enrollment, along 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.

SECTION 2.0 - PROJECTED CONDITIONS

Instructional Programs

The NAS-NM 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.

The following learning styles describe the varied ways in which NAS-NM 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 22 students, and others as many as 34.

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.

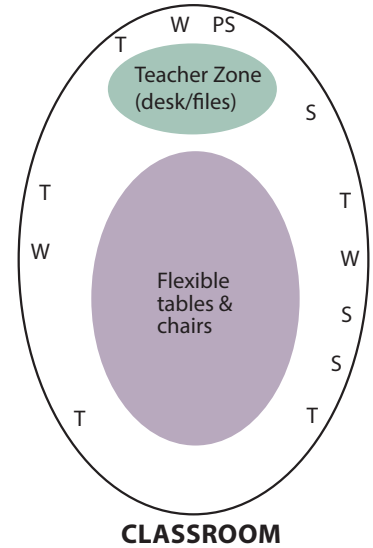
2. Scaffolded Learning

“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

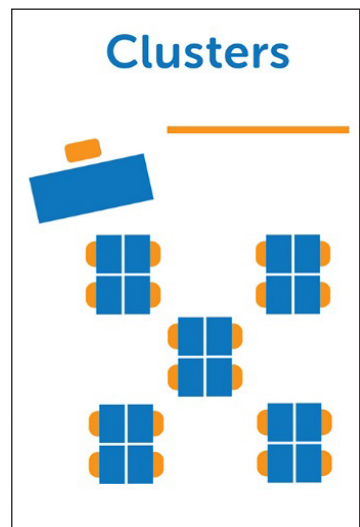
Furniture & Equipment

- T = tackboards
- W = white boards
- S = Open shelves
- PS = Projection Screen



Functions of Furniture & Equipment

- flexibility
- display
- quickly reach teaching aids
- project to projection screen or white board



SECTION 2.0 - PROJECTED CONDITIONS

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).

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.

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

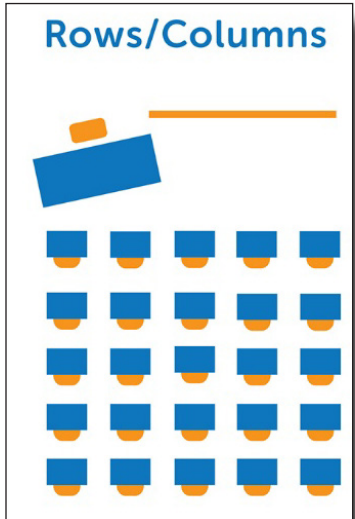
Clusters: Learner Centered Format

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



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

SECTION 2.0 - PROJECTED CONDITIONS

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.

5. Project-Based Learning

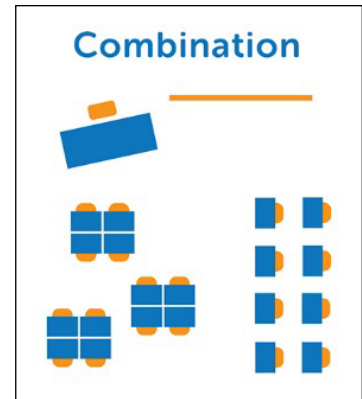
Project-based learning (PBL) is a model for classroom activity that shifts away from the classroom practices of short, isolated, teacher-centered lessons in favor of learning activities that are long-term, interdisciplinary, student-centered, and integrated with real-world issues. One immediate benefit 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.

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;



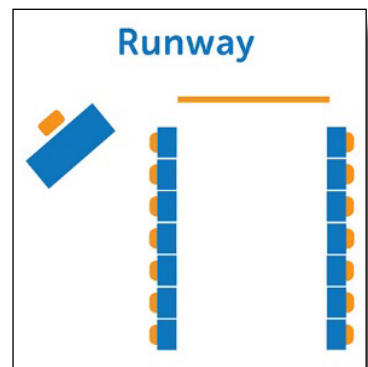
Combination: Small Group and Independent Learning Format

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



Runway: Individual Learning Format

Pros:

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

Cons:

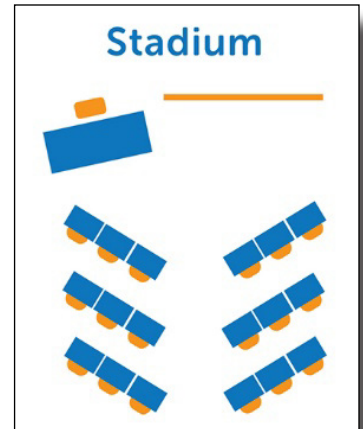
- Uneven distribution of interaction among students.
- May be more difficult supervise and assist students.

SECTION 2.0 - PROJECTED CONDITIONS

- 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 - NM 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.

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).

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

Scheduling Approach

In order to accommodate the needs of its students, NAS-NM 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 8am - 4pm and has eight hour long periods, one half hour long student advisory period and one half hour lunch period. The evening session meets from 6pm to 10pm and utilizes a block schedule with 2 two-hour classes per day. With the school’s success in the implementation of the block schedule for its evening classes, NAS-NM may consider revising its day class schedule into a block schedule in the future to better accommodate students needs.

Special Curricular / Extra Curricular Activities to be Accommodated

While NAS-NM 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 science program including horticulture, technology based instruction and implement art and child development electives.

SECTION 2.0 - PROJECTED CONDITIONS

2.2 Proposed Enrollment

2.2.1 - Historic Enrollment

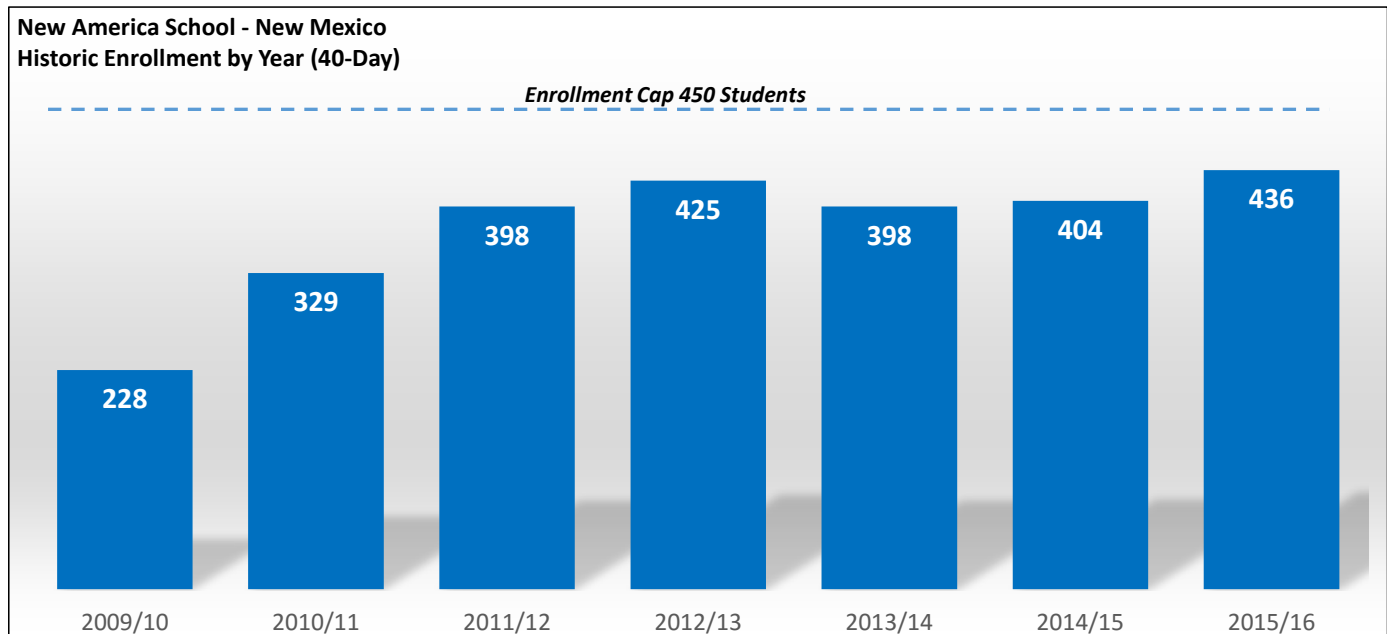
Enrollment Guidelines

As a charter school, NAS-NM 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: www.newamericaschoolnm.org

The school keeps 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

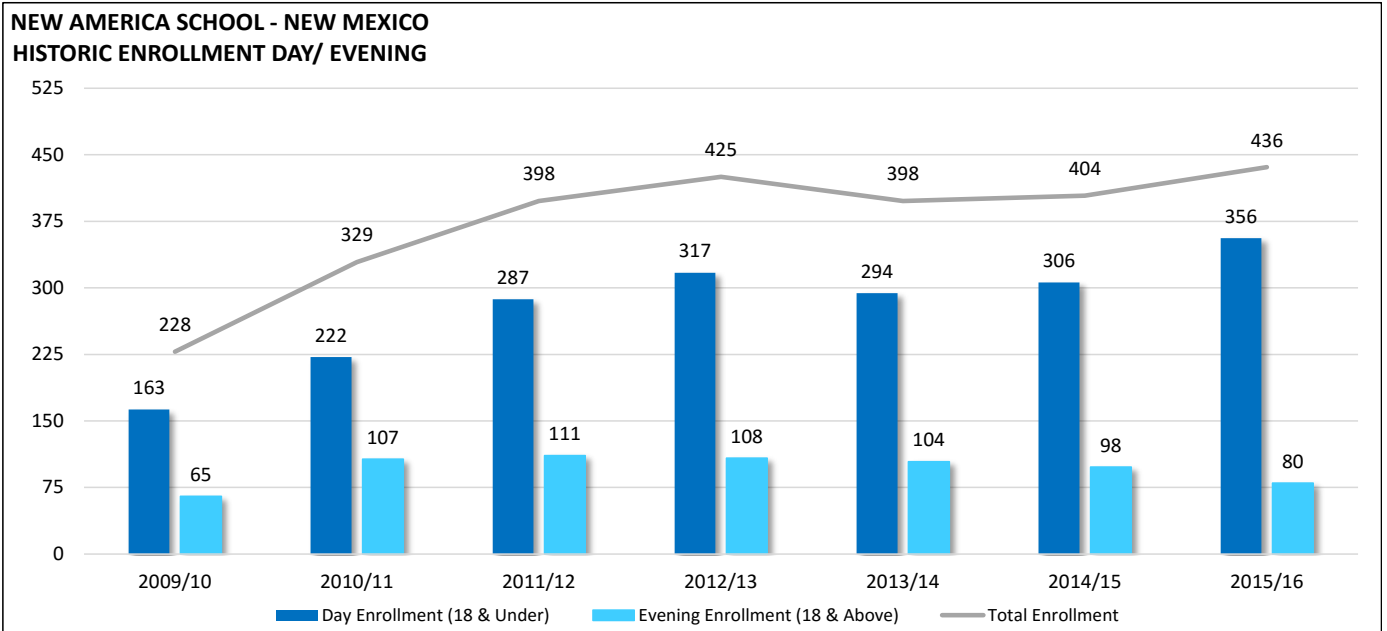
As an established charter school, NAS-NM is in its seventh year of operation and has had a strong enrollment since the 2009/10 school year. Over the past five years of operation, the school has had an average enrollment within 3.1-11.6% of its max enrollment cap of 450. Both the 2012/13 and 2015/16 school years saw a significant increase in enrollment. As of the 2015/16 school year official 40-day count, enrollment has increased to 436 students with 356 students attending classes during the day and 80 students attending classes in the evening.



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

Since NAS-NM serves a large age range in grades 9th-12th, the school must schedule its classes to meet the needs of both the 18 & under and 18 & over age groups. The chart on the following page reflects the schools enrollment history for day and evening enrollment since the 2009/10 school year. The school on average serves approximately 80-100 students in the evening program, with the majority of its students attending during the day.

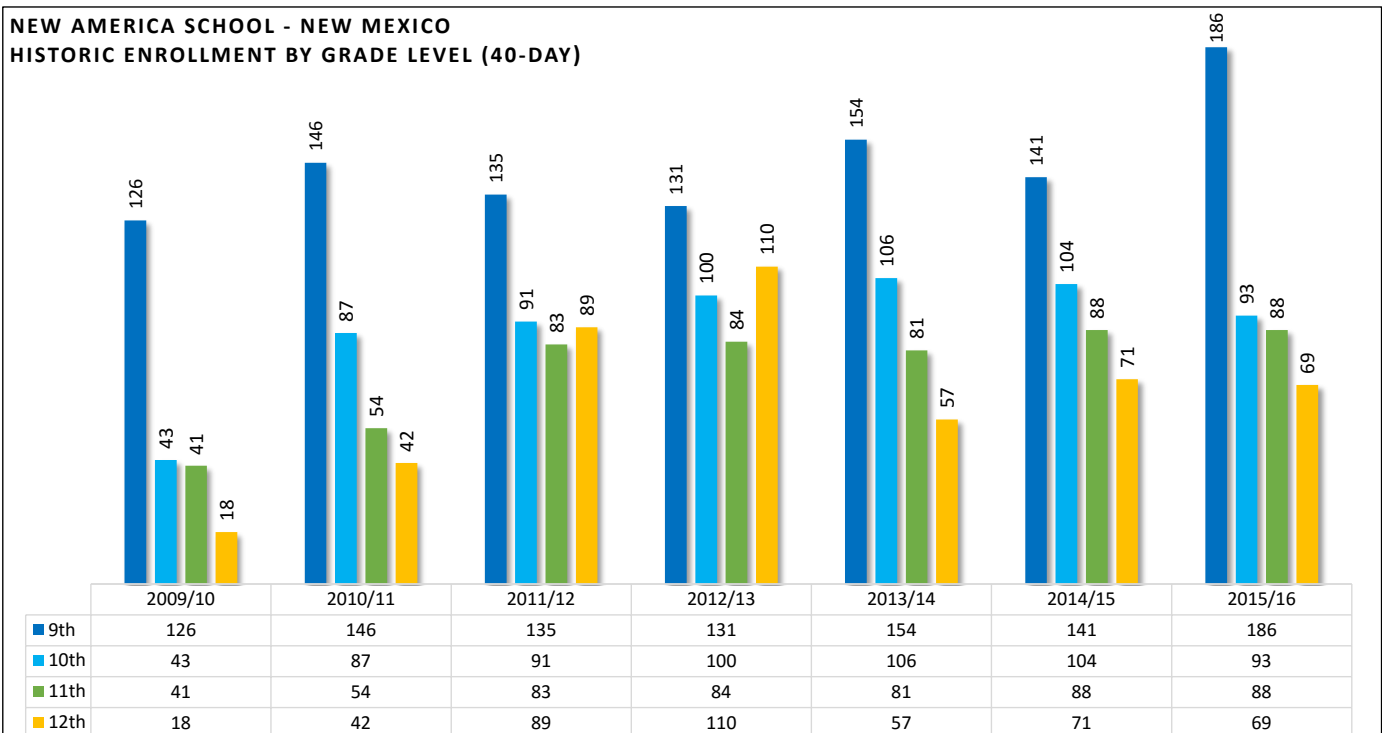
SECTION 2.0 - PROJECTED CONDITIONS



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

Enrollment by Grade Level

Enrollment in grades 9th and 10th are typically the highest, with the exception of the 2012/13 school year in which 12th grade enrollment was higher than that of the 10th grade. As one of many public high school choices in Albuquerque, many incoming freshman students choose NAS-NM over traditional high school options available in the area. Additionally, NAS-NM also serves many students in all grade levels over the age of 18 returning to school to complete their education and receive their diploma.

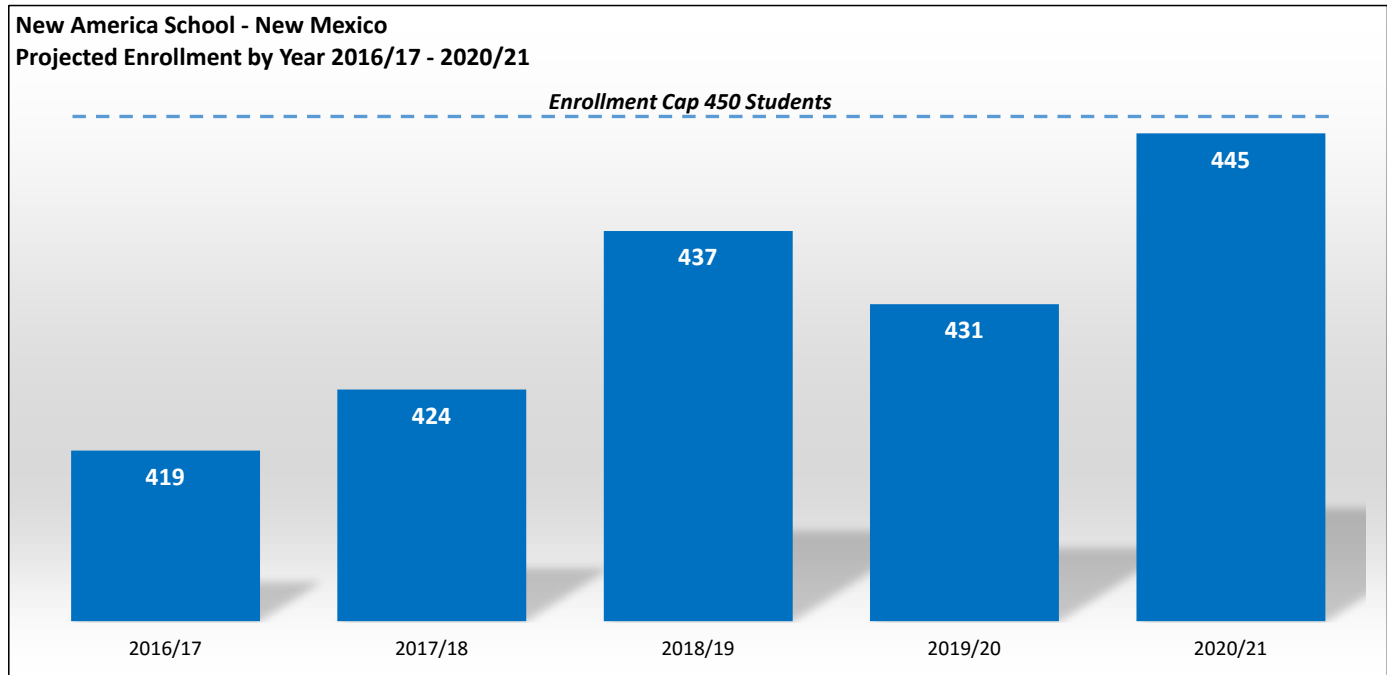


Source: New Mexico Public Education Department, 40-Day Enrollment

SECTION 2.0 - PROJECTED CONDITIONS

Projected Enrollment

As the school serves a large age range of students, specific enrollment patterns are difficult to predict as the enrollment per grade levels varies based on incoming students academic needs. However, based on the schools historic enrollment pattern and continual community out reach, it is expected that NAS-NM will continue to have enrollment at or near its cap of 450 students over the next five years. As the school continues to operate near its enrollment cap, the demand for available classroom space will also continue to increase, and may require additional facilities.



Future Enrollment Considerations

Currently, NAS-NM serves up to 450 students in grades 9th-12th grade. Although, at its next charter renewal in 2019, the school may consider adding a middle school component and increasing its enrollment cap to accommodate an additional 150 students and/ or expand its current 9th-12th grade program by 150 students.

2.2.2 - Classroom Loading Policy

New America School - NM charter renewal that was *Approved* by PED states that a desirable pupil/teacher ratio (PTR) will be an average of 20:1. With one teacher in each classroom for most courses, the classroom loading maximum would be 20 students. Due to the fluctuations of the student population by grade level and the limitations of existing available classroom space, classroom loading often exceeds the average 20:1 PTR in some cases by 150% due to the lack of additional classroom space.

2.2.3 - Classroom Needs

The projected classroom needs are based on enrollment at maximum level (determined by enrollment cap). This analysis assumes classroom loading numbers listed above and continuing the schools current delivery methods. The number of classrooms currently available at the NAS-NM campus is insufficient to

SECTION 2.0 - PROJECTED CONDITIONS

accommodate the projected number of students under these conditions based on the *daytime* enrollment of the school. Based on student input regarding the existing curriculum, there is demand for additional elective courses that would include fine art and graphic arts, additionally due to the scheduling demand of the science lab a second shared lab is needed. The chart below lists the existing instructional spaces for the current year and the actual needed instructional spaces required for the school to meet its classroom loading policy and provide its students with expanded educational programs as well as provide for a needed SPED resource classroom for students that require supplemental academic instruction. Over the next five years, the school will need to find additional classroom space to satisfy these proposed changes and hire additional teachers.

New America School High School Grades 9th -12th	Existing Classrooms 2015/16	Actual Classroom Demand
General Classrooms		
English	4	4
Math	3	4
Social Studies	3	4
Science (Non-Lab)	3	3
Subtotal General Classrooms	13	15
Specialized Classrooms		
Art	0	1
Physical Education	1	1
Computer Lab	2	3
Science Lab (shared)	1	2
Subtotal Specialized Classrooms	4	7
Special Program Classrooms		
ELL/ SPED Resource	1	1.5
Subtotal Special Program Classrooms	1	1.5
Total Instructional Spaces	18	23.5

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2.3 Site/ Facilities

2.3.1 - Location

The New America School New Mexico campus has been located at 1734 Isleta SW, in the heart of Albuquerque's South Valley on the site of the former St. Anne's Parish Convent since its opening in 2009. The school has a current lease with the non-profit Charter School Development Corporation that leases the property from the Archdiocese of Santa Fe. The current term of the lease is 40 years and is renewed annually per State of New Mexico requirements, and is paid for through the school's annual Lease Payment Assistance Award through the Public Schools Capital Outlay Council.

The existing school site is located on the south side of the St. Anne's Parish Church and consists of 4.48 acres. The school site is access via the corner of Isleta Boulevard and Armijo Lane and has a Cul De Sac that is used as a student drop-off/ pick-up area. The school is also adjacent to a public transportation route on Isleta Boulevard. The main parking area is located on the south side of the campus and contains 56 paved parking spaces (6 of which are ADA) and on the east part of the campus near the multi-purpose building there is another 25 parking spaces that are gravel. The school has an agreement in place for overflow parking if needed for special events to utilize the parking lot at St. Anne's Parish.

The site has several outdoor covered ares for students to gather and at the far southeast corner of the site is a ponding area that doubles as a playing field that could be irrigated and sodded in the future.



New America School - NM Campus

SECTION 2.0 - PROJECTED CONDITIONS

2.3.2 - Facility Evaluation

NAS-NM campus consists of 25,362 SF of both permanent and modular facilities used for educational use. There are two permanent Buildings (13,433 SF) and eight modular classroom buildings (11,929 SF). The original building (4,613 SF) on the campus was constructed in 1951 and is leased from St. Anne's Parish and was renovated in 2009 for use by the school as the main administrative suite and also contains the school's two computer labs. In 2012, the school constructed a Multi-Purpose building (8,820 SF) on the campus to provide physical education space and a large group instructional space for students. The Multi-Purpose building is a pre-fabricated metal building erected on a permanent foundation that could be relocated to another site if the school were to change locations.

The remainder of the school's facilities consist of eight double modular classroom buildings. The classrooms are all similar in size and range from 544 - 618 square feet (which are insufficient for the current class loading) and have dedicated unisex restrooms in each classroom. There is one modular classroom that is used as a shared science lab that consists of 874 square feet and has a small storage room. All of the existing general classrooms have a maximum classroom loading of 21 - 24 students based on the NMAS of 25nsf per student for high school. As the current utilization and capacity analysis will show, the school is in need of additional classroom space but the existing site cannot support any additional modular classrooms.

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-NM is a charter school and receives variances for certain program areas, the school does operate more like a traditional high school. By operating in the traditional model, the school is in need of specific program space that is sufficient to meet the educational needs of the students. Some of the space deficiencies include the need an additional science lab with workstations, indoor multi-use student commons area, computer/ technology lab to include robotic specialties, and additional general classrooms.

Facility Evaluation

Visions In Planning, Inc. evaluated the NAS-NM 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.

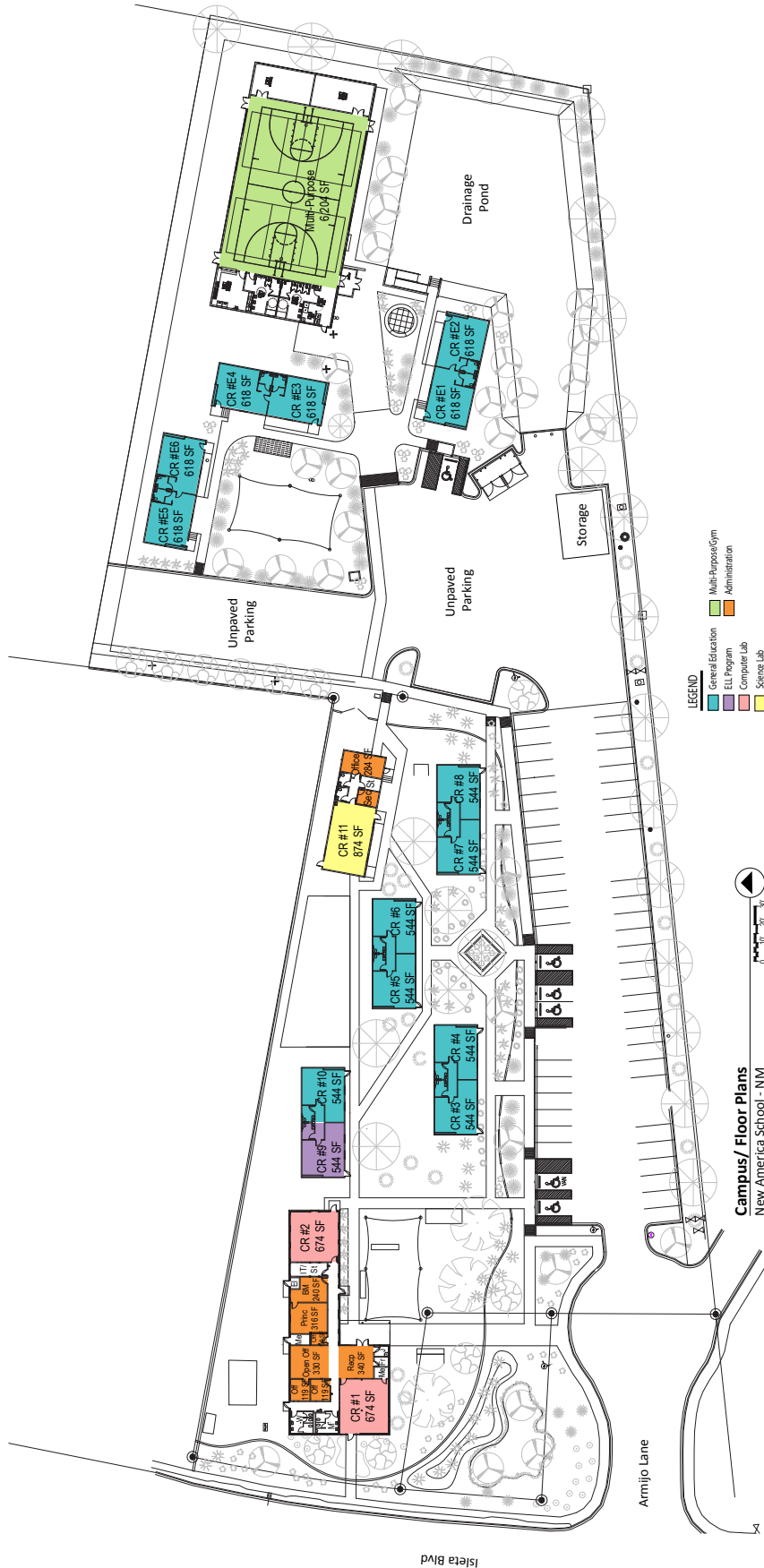
Facility Issues

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-NM administration, staff and FMP committee
- Planning team observations

SECTION 2.0 - PROJECTED CONDITIONS

New America School - NM Campus/ Classroom Map



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SECTION 2.0 - PROJECTED CONDITIONS

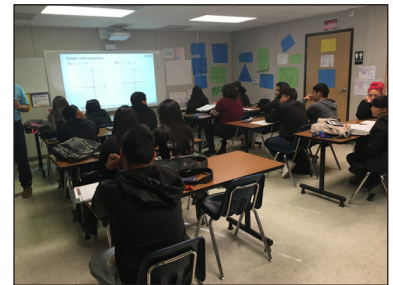
General Classroom issues (modulars)

- Classrooms range in size between 544-618 SF, the typical class size averages 20-34 students and classrooms are difficult to rearrange for group and other activities
- Painting and interior wall repairs needed
- Some furniture is inappropriate for space
- Additional power is needed
- Insufficient storage in classrooms



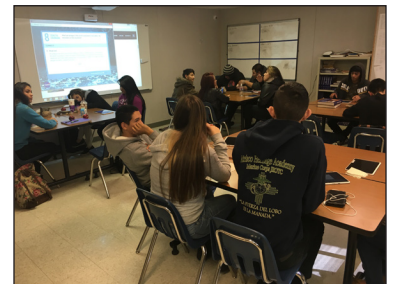
Science Labs

- The desks required for seating take up most of the classroom
- Science room does not have storage or prep room
- No student workstations with water/ gas
- Additional power outlets are needed



Staff spaces

- Lack of privacy - offices in reception area not secure.
- Lack office space - nurse's/ case managers office is less than 80 nsf and is too small, more space needed



Additional Facility Needs

- Additional classrooms are needed to reduce class sizes and provide specialty education spaces to meet educational program needs.

Outdoor issues

- Parking, additional is needed
 - Ponding issues
 - Northeast side of the parking lot needs to be regraded
- Soccer field surface consists of dirt in ponding/ drainage area
- Property perimeter
 - Perimeter fencing is not secure



SECTION 2.0 - PROJECTED CONDITIONS

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 NMAC - NM operates similar to a traditional high school, it is in need of some of the more "traditional" type classroom spaces found in other high schools in the district.

It should be noted that while NAS-NM meets these standards in the areas listed below (statute section citations in parentheses), there are several areas in which the schools educational programs - general classroom, art, tech lab, and science labs need to meet the higher requirements of a traditional school.

(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)

SECTION 2.0 - PROJECTED CONDITIONS

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 - NM is currently over utilized for its given daytime enrollment of 356 at 92% which leaves little to no flexibility to accommodate new or additional programs. It should be noted that based on the school's current NMPED *Approved* charter that the desired max student loading per classrooms for the schools specific educational program is 20:1, which due to the schools insufficient quantity of classrooms it regularly exceeds.

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-NM 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 PED. 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- NM which leaves minimal to no flexibility is 432 students fully loaded, which with the size of the existing classroom spaces is not possible. The *Functional Capacity* for New America School - NM is calculated to be a total of 288 students (20:1) – at 80% efficiency. However, the schools **actual** utilization rate is 92% for its *daytime enrollment* with many classrooms over capacity based on the NMAS square footage per student requirements.

The charts on the following pages demonstrate the schools "actual" utilization based on how the school is used on a daily basis and its utilization of classrooms for evening classes. The subsequent chart identifies the number of available classrooms, maximum and functional capacity as well as the actual needed demand for classrooms.

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SECTION 2.0 - EXISTING & PROJECTED CONDITIONS

Table 2.4.1 Current Utilization Chart - NAS NM

The Utilization Table below is for the schools daytime enrollment, which is what the school's functional capacity is based on. Based on current enrollment and program demands, the school has insufficient available classrooms to meet its enrollment needs.

New America Charter School - New Mexico
Facility Utilization Sheet

Date: 10/24/2015

GRADE LEVEL	CURRENT STUDENT 40TH DAY COUNT (DAY)	NUMBER OF / SPECIAL NEEDS STUDENTS PER GRADE	CURRENT NUMBER OF TEACHERS	NUMBER OF GENERAL TEACHING SPACES
9th Grade	124	5	5	5
10th Grade	90	8	4	4
11th Grade	85	2	3	3
12th Grade	57	0	2	2
TOTALS	356	15	14	14

Utilized Classroom	1
Un-utilized Classroom	0
Teacher Prep	0
Shared Classroom (Computer Lab)*	0
Shared Classroom (Science Lab)*	0
Number of Lunch Periods	1

* Shared classrooms are in use all day by various classes as scheduled

Rm #	Clim NSF	Max # of St./Sq Ft	MAX PTR Per Charter / Clim	A. S. Y /N	PERIOD 1 Time: 8:00-9:00					PERIOD 2 Time: 9:00-10:00					PERIOD 3 Time: 10:00-11:00					PERIOD 4 Time: 11:00-12:00					PERIOD 5 Time: 12:30-13:30					PERIOD 6 Time: 13:30-14:30					PERIOD 7 Time: 14:30-15:00					PERIOD 8 Time: 15:00-16:00					Total Students	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									
					1	764	25	20	Y	Varies	100%	Varies	E2020	Computer Lab	Varies	100%	Varies	E2020	Computer Lab	Varies	100%	Varies	E2020	Computer Lab	Varies	100%	Varies	E2020	Computer Lab	Varies	100%	Varies	E2020	Computer Lab	Varies	100%	Varies	E2020	Computer Lab	Varies	100%	Varies	E2020	Computer Lab				
TOTALS					314	117%				314	117%				350	122%				336	124%					294	103%				315	108%				292	92%			219	93%			54	31%	3	38%	

- 1) Max # of St./Sq. Ft. = The maximum number of students allowed per the Statewide Adequacy Standards square feet.
- 2) PED Max PTR/Clim = PED's maximum pupil / teacher ratio per class period based on the schools APPROVED Charter.
- 3) % Rm Occ. = The number of students column divided by either the PED Max./PTR/Clim column or the Max # of St./Sq Ft column, whichever 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).

The Utilization Table below is for the schools evening enrollment. NAS NM utilizes a block schedule for its evening classes to better accommodate working students and only utilize classrooms as needed based on enrollment.

Rm #	Clim NSF	Max # of St./Sq Ft	MAX PTR Per Charter / Clim	A. S. Y /N	Monday & Wednesday Time: 18:00-20:00					Monday & Wednesday Time: 20:00-22:00					Tuesday & Thursday Time: 18:00-20:00					Tuesday & Thursday 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					
3	544	25	20	Y	32	160%	9-12	Roy, K	Algebra I / II	33	165%	9-12	Roy, K	Geometry	0	0%	-	Roy, K		0	0%	-	Roy, K		65	25	163%	2	100%
6	544	25	20	Y	22	110%	9-12	Suazo, A	Biology	39	195%	9-12	Suazo, A	Physical Science	0	0%	-	Suazo, A		0	0%	-	Suazo, A		61	25	153%	2	100%
9	544	25	20	Y	0	0%	-	Roybal, C		0	0%	-	Roybal, C	English	32	160%	9, 10	Roybal, C	English	35	175%	11, 12	Roybal, C	English	32	25	280%	2	100%
10	544	25	20	Y	22	110%	9-12	Marquez, M	ESL I / II	24	120%	9-12	Marquez, M	ESL I / II	23	115%	9-12	Marquez, M	ESL I / II	23	115%	9-12	Marquez, M	ESL I / II	69	25	132%	2	100%
E-1	618	25	20	Y	0	0%	-	Kittredge, F		0	0%	-	Kittredge, F	Social Studies	23	115%	9-12	Kittredge, F	US History	26	130%	9-12	Kittredge, F	World History	23	25	150%	2	100%
TOTALS					76	76%				96	96%				78	78%				84	140%					175%		100%	

SECTION 2.0 - EXISTING & PROJECTED CONDITIONS

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SECTION 2.0 - PROJECTED CONDITIONS

School Facility	School Capacities										Enrollment Projections Based on Charter Cap					
	Total Number of Classrooms	TOTAL CLASSROOMS		Maximum Capacity	TOTAL MAXIMUM CAPACITY	Total Available Classrooms Existing	TOTAL AVAILABLE CLASSROOMS		Functional Capacity Based on Existing/New Facilities	TOTAL FUNCTIONAL CAPACITY	2015-16 Enrollment (Current)	2016-17 Enrollment	2017-18 Enrollment	2018-19 Enrollment	2019-20 Enrollment	2020-21 Enrollment
		Perm	Portable				Perm	Portable								
State Charter School /	20	Number of Students per Classroom - BASED ON PED APPROVED CHARTER PTR														
	80%	Utilization Capacity Percentage														
New America Charter School - NM	3	15	18	60	360	3	15	18	48	240	436	419	424	437	431	445
	3	15	18	60	360	3	15	18	48	240	436	419	424	437	431	445
Subtotal																

School Facility	Future Available Capacity *					Classrooms Required					
	2016-17 Enrollment	2017-18 Enrollment	2018-19 Enrollment	2019-20 Enrollment	2020-21 Enrollment	Current Amount of Classrooms Needed	Current Utilization	Existing Surplus/ Additional Surplus Classrooms	Future Classrooms Needed 2020/21	Projected Utilization	Future Surplus/ Additional Surplus Classrooms
State Charter School /											
	-31	-36	-49	-43	-57	23.5	131%	5 NEEDED	23.5	83%	0
New America Charter School - NM	-31	-36	-49	-43	-57	23.5	131%	-5	23.5	83%	0
Subtotal											

* Future capacity of the facility is based on daytime enrollment numbers when the facility is fully utilized. On average NAS-NM has approximately 80-100 students enrolled in the evening which has been accounted for in the future seats available.

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SECTION 2.0 - PROJECTED CONDITIONS

2.5 Facility Maintenance

2.5.1 - Maintenance Projects

Currently, NAS-NM 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-NM 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 portable classrooms is covered under the schools' lease through William Scotsman and includes:

- Flooring: Replace damaged sub-flooring and VCT in portable classrooms #3-#8.
- Interior Wall Refurbishment: Due to the nature of the interior wall coverings and their fire rating, they are not repairable and new interior wall panels need to be replaced in strategic locations in several classrooms
- Exterior Painting/ Repairs: Touch-up painting of exterior walls and trim is needed
- Plumbing: Replacement of remaining damaged toilets in classrooms.

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SECTION 3.0 - PROPOSED FACILITY REQUIREMENTS

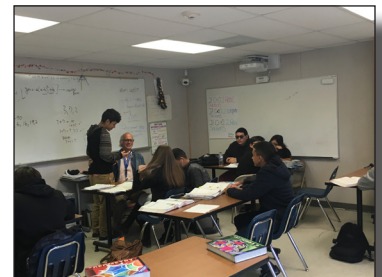
3.1 Facility Goals and Concepts

3.1.1 - Facility Goals

The established goals of NAS-NM is to continue to provide a high quality educational environment to serve the needs of students in the South Valley and the greater Albuquerque area. The facilities at NAS-NM currently comply with NMSA 1978, §22-8B-4.2. According to statute, NAS-NM is required to meet educational occupancy standards until its next renewal date, July 1, 2019. NAS-NM has planned well in advance of the requirements that are applicable to it under NMSA 1978, §22-8B-4.2(D) come July 1, 2019, by entering into a lease with a non-profit landlord for a facility that meets adequacy standards. NAS-NM is currently in long-term, renewable lease arrangements for its facilities with the non-profit organization, Charter School Development Corporation (CSDC). The leases with CSDC, contain 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-NM establish through communications with APS and other public entities that there were no facilities available adequate for NAS-NM’s program requirements.



Currently the school site is small and cannot support the additional classrooms that it needs to adequately deliver its educational program. Through workshops with the Facilities Committee, identification of concepts to guide future improvements to NAS-NM facilities were developed and include:



- Continue to maintain existing leased facilities
- Provide additional general classrooms space to meet programmatic needs,
- Provide additional classroom storage,
- Provide specialty classrooms spaces to include a second science lab with prep/storage room, fine arts classroom and graphic arts computer classroom to meet elective needs of students,
- Outdoor physical education and recreation areas,
- Continue to provide for changes in technology equipment and infrastructure needs
- Continue to improve upon facility safety and site security,
- Provide additional parking for staff and students, and
- Upgrade security camera coverage on the west side of the campus



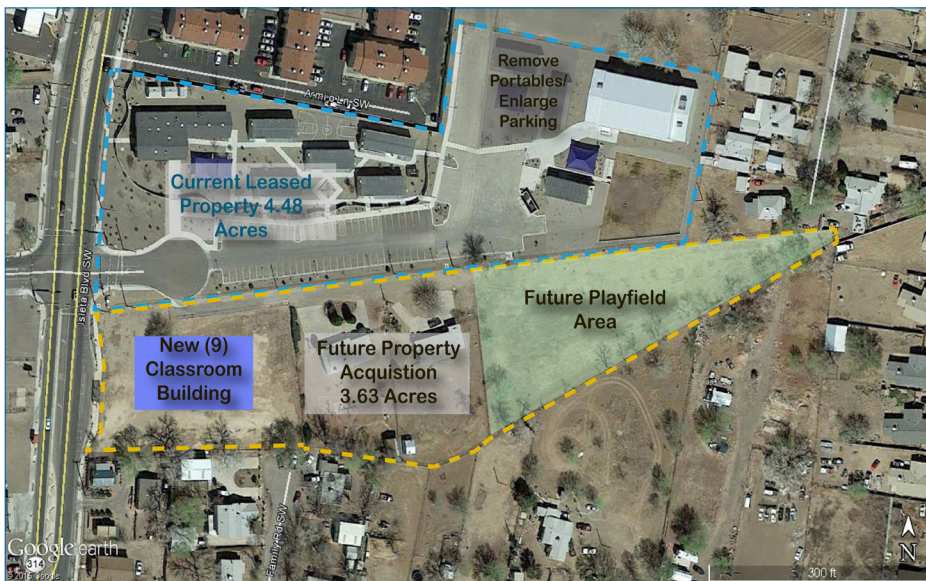
Additionally, the long term goal of NAS-NM is to have permanent facilities acquired through the lease-purchase program either directly through the school itself or through lease-purchase agreement with the non-profit Charter School Development Corporation. As part of the process to meet that goal, the school is currently looking into opportunities to acquire property (4 lots) directly south of the existing site to construct additional classroom and outdoor facilities which would give the school an additional 3.63 acres over time.



SECTION 3.0 - PROPOSED FACILITY REQUIREMENTS

Based on the current daytime enrollment and classroom needs of NAS-NM, the school will require 5.5 additional classrooms to meet its needs. The current plan is to construct a two-story building on the adjacent property to the south. The current design reflects 9 total classrooms to be constructed that average in size 870 square feet, which are much larger than the existing portable classrooms. As the school works to ensure that all of its facilities are fully utilized, the construction of nine new classrooms would result in excess capacity, as a way to combat this and to not have underutilized and surplus facilities, the following is recommended:

- Construct new facility with 9 new classrooms (includes tech lab, science lab, art classroom and 6 general classrooms) and ½ size classroom ~ 450 SF for SPED.
- Remove portables E3/E4 and E5/E6 on the west side of the gym to add additional needed parking on-site.
- As property is acquired on the south side of the existing site, continue to construct future facilities that meet adequacy requirements until the full student population can be housed on the new site.



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

The following site area requirements is the minimum area required that includes the expanded site. These numbers should only be used for planning purposes. It should be noted that final site needs will be dependent on the final new building survey locating the “new building” and the final purchase terms of the four lots on the south side of the existing school site. Depending on the final terms and agreement, the school may have to wait to purchase the two smaller center lots (.93 acres) until the other two lots have been developed.

Site Requirements	Quantity	Total GSF	Acres
Existing Leased Area	1	25,362	.81
New Building Area (2-Story)	1	16,193	.52
Future Play-fields	1	-	1.6
Future Property Development	1	-	.93
Subtotal Site Area		41,545	3.86
Site Circ/ Drainage - 40%		-	4.25
TOTAL SITE AREA REQUIRED			8.11
TOTAL SITE ACREAGE AVAILABLE			8.11

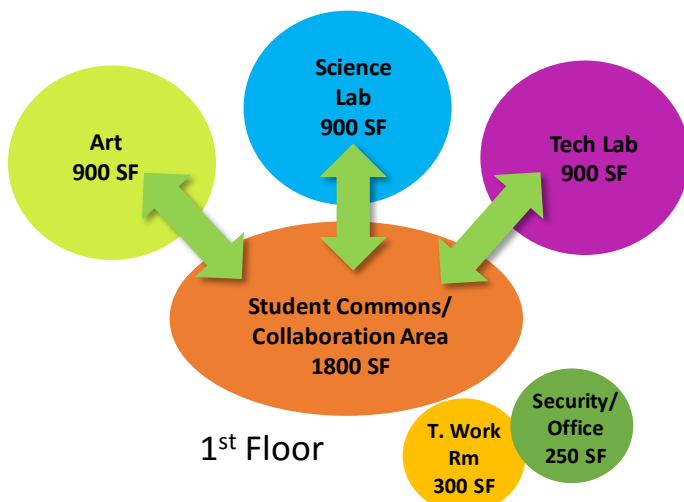
SECTION 3.0 - PROPOSED FACILITY REQUIREMENTS

Facility Space Needs (Proposed New Facility)

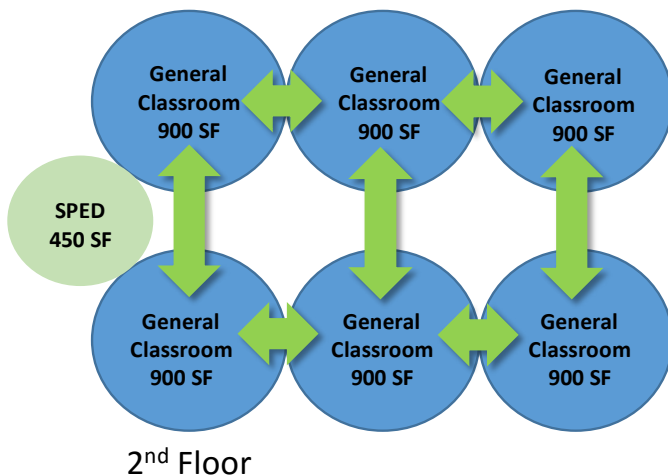
The overall building organization will be critical to the successful functioning New America School- NM and; key components of the space program as identified by the New America School Network’s Standards and the school’s Facility Planning Committee have been identified as:

- General Classrooms
- Art Classroom
- Technology Lab
- Science Lab
- Student Commons/ Collaboration Research Area (in lieu of formal library)
- 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.



NEW CLASSROOM BUILDING SPACE NEEDS	
General Classrooms (6)	5,400
SPED (1)	450
Art Classroom (1)	900
Art Storage	80
Tech Lab (1)	900
Science Lab (1)	900
Science Storage	80
Student Commons/ Collaboration Area	1800
Admin/ Security	250
Teacher Wk Rm/ Lounge	300
Storage	225
IT	50
Subtotal Program Need - Net SF	11,335
Tare	4,858
TOTAL GROSS SF	16,193



SECTION 3.0 - PROPOSED FACILITY REQUIREMENTS

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 on the second floor and an open student commons/ collaboration space on the lower level.

Summary of Space Needs

With the reorganization of the existing facility and the construction of the new facility addition, NAS-NM will be able to provide a full range of educational programs and reduce class sizes within the proper facilities as well as provide additional security for evening programs. Given the current daytime enrollment, demand for additional and expanded educational programs has increased. With the additional new general classrooms, art, technology and science lab as well as an indoor student commons/ media research area, NAS-NM will be able to meet the demand for these programs by its students. Additionally, the functional capacity of the school will be increased from 288 students currently, to 369 students (slightly over the school's enrollment daytime enrollment of 356) with the facility addition (functional capacity is based on 80% utilization and typical class loading of 20-25 students per class). The chart on the following page identifies the building program for the proposed new classroom building.

SECTION 3.0 - PROPOSED FACILITY REQUIREMENTS

Space Type	Programmed Space Name	Min SF per Adeq. Stds	Programmed Need	SF Above/ Below Adequacy	Comments
Administrative Area NMAAS 6.27.31.18 (A-D)	Secure Entry/ Admin	100	250	150	
	Storage	0	50	50	
	IT Server	0	50	50	
	Teacher Lounge/ Work Room	150	300	150	1 combined space / Also to be used by evening students
Subtotal		250	650	400	

Space Type	Programmed Space Name	Min SF per Adeq. Stds	Programmed Need	SF Above/ Below Adequacy	Comments
SPED NMAAS 6.27.31.14 B	SpEd A-C Resource Room	450	450	0	
	Storage	15	15	0	Storage for materials
Subtotal		465	465	85	

Space Type	Programmed Space Name	Min SF per Adeq. Stds	Programmed Need	SF Above/ Below Adequacy	Comments
General Classrooms NMAAS 6.27.31.13 (A&B)	General Classroom #1	650	900	250	Includes Storage
	General Classroom #2	650	900	250	Includes Storage
	General Classroom #3	650	900	250	Includes Storage
	General Classroom #4	650	900	250	Includes Storage
	General Classroom #5	650	900	250	Includes Storage
	General Classroom #6	650	900	250	Includes Storage
Subtotal		3,900	5,400	1,500	

Space Type	Programmed Space Name	Min SF per Adeq. Stds	Programmed Need	SF Above/ Below Adequacy	Comments
Multi-Use Room**	Student Commons/ Collaboration Research Area	1,107	1,800	693	NMAAS 6.27.31.16 (calculated on max daily enrollment of 369) in lieu of formal library
Subtotal		1,107	1,800	693	

Space Type	Programmed Space Name	Min SF per Adeq. Stds	Programmed Need	SF Above/ Below Adequacy	Comments
Specialized Instruction NMAAS 6.27.31.14	Computer Lab	650	900	250	
	Art Classroom	650	900	250	
	Material Storage	80	80	0	Storage for equipment & chemicals
	Science Lab	650	900	250	Allow for team teaching
	Science - Prep & Storage	80	80	0	Storage for equipment
Subtotal		2,110	2,860	750	

Space Type	Programmed Space Name	Min SF per Adeq. Stds	Programmed Need	SF Above/ Below Adequacy	Comments
Custodial /Storage / Support *	Teaching Materials/ Book Storage	80	80	0	NMAAS 6.27.31.19 & 20
	Custodial Closet	80	80	0	
Subtotal		160	160	0	

Total Net Square Footage			11,335	3,428	
TARE @ 30%			4,858	1,469	
Total Gross SF			16,193	4,897	

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SECTION 3.0 - PROPOSED FACILITY REQUIREMENTS

3.1.2 - Concepts

The overall design concepts for the new classroom facility at the NAS-NM include the following:

Safety & Security - The new classroom facility will 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. 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-NM.

- Provide daylight and views to the outdoors to enhance learning
- 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”

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 classroom addition is to continue to provide a “safe small school” feel with its own unique identity that is NAS-NM. The design shall take into consideration the need for flexibility as the 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-NM 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-NM will incorporate informal learning opportunities into the design of the new Student Commons area in the new building for group work, research, conversing or individual study by providing additional power outlets and wireless capabilities.

Healthy Environment - The facility 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 every classroom including the Student Commons 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 six years, NAS-NM has steadily increased its enrollment and is rapidly approaching its enrollment cap of 450 students with this years (2015/16) 40-day enrollment at 436 students. This has led to an increase in the annual lease reimbursement assistance through the PSCOC, which 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.

For the 2015-16 academic year, the amount of lease assistance monies the school received was approximately \$270,572, which covers less than half of the school's annual lease cost for 2015/16 of \$598,697. The school also receives a portion of SB-9 funds from Albuquerque Public Schools in the amount of \$126,267 including the State of NM match annually. NAS-NM *does not* receive any funding for facilities from the local APS GO Bond as the school is a State Charter School, not an APS District Charter School. While NAS-NM is eligible for either Standards Based or Systems Based Funding through the PSCOC as it has successfully renewed its Charter, the school's facilities area currently not ranked high enough (650) to qualify for matching funding for the next eight to ten years.

New America School - NM is supporting the Albuquerque Public Schools in its quest for the successful passage of the February 2016 HB-33 Mill Levy election, which if successful will provide the school with \$233,762 annually over the course of six years that can be used towards property acquisition and lease-purchase of a much needed new classroom facility and other permanent facilities in the future.

4.1.2 - Anticipated Preventative Maintenance Needs

Currently the NAS-NM 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-NM at this time does not have any major preventative 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 portable classrooms is covered under the schools' lease through William Scotsman and includes:

- Flooring: Replace damaged sub-flooring and VCT in portable classrooms #3-#8.
- Interior Wall Refurbishment: Due to the nature of the interior wall coverings and their fire rating, they are not repairable and new interior wall panels need to be replaced in strategic locations in several classrooms
- Exterior Painting/ Repairs: Touch-up painting of exterior walls and trim is needed
- Plumbing: Replacement of remaining damaged toilets in classrooms.

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SECTION 4.0 - CAPITAL PLAN

4.2 Capital Improvement Needs

Capital Improvement Plan for New America School -New Mexico

The New America School-NM 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 two to five years utilizing funds from both SB-9 and HB-33 Mill Levy (if available), and through the Lease Purchase Act.

The existing school site is currently land locked and cannot expand existing program offerings by adding additional modular classrooms or provide adequate outdoor space for PE programs, as well as better site circulation. Based on the school’s current and future facility needs over the next five years, the following priority projects have been identified:

- Acquisition of adjacent property to the school site via direct purchase or lease-purchase agreement
- P.E. play-field development on adjacent property for grades 9-12th (play surfaces and track area)
- New 2-story classroom building, to include additional parking, site improvements, utilities and infrastructure on adjacent property. Modular classrooms may need to be considered if financing new construction is cost prohibitive.
- Technology improvements & upgrades to include infrastructure and equipment.

A preliminary project has been established at this time as final land acquisition negotiations have not been completed nor the final extent of play-field development determined as it will be predicated on the final amount of property purchased.

Property Acquisition (3.63 Acres)	\$ 500,000
Play-field Development	\$ 380,000
New Classroom Building (16,120 sf),	
<u>Site Improvements/ Utility Infrastructure</u>	<u>\$2,901,600</u>
Total Estimated Construction Cost	\$3,281,600

Other Estimated Project Costs

A/E fees	\$ 145,080
School’s Project Manager	\$ 25,000
10% Contingency	\$ 328,160
<u>Technology Improvements/Upgrades</u>	<u>\$ 175,000</u>
Subtotal Project Other Project Costs	\$ 673,240
<u>7.1875% NMGRT</u>	<u>\$ 284,254</u>
TOTAL PROJECT BUDGET	\$4,239,094

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SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

5.1 Site and Facilities Data

New America School - New Mexico

Date Opened: 2009

Site Acreage: 4.48

Constructed: 1951, 2008, 2010, 2012

Permanent SF: 13,433 GSF (2 Computer Labs)

Portable Building Qty: 8 (14 General Classrooms + Science Lab)

Portable SF: 11,929 GSF

TOTAL SF Permanent + Portable: 25,362 GSF (58.2 gsf per student)

NMCI: 3.02%

PSCOC Ranking: 650

Serves Grades: 9th-12th

2015/16 Enrollment: 436 (40th Day)

Enrollment Cap Per Charter: 450

Functional Capacity: 288 (based on loading 20 students per class)

Utilization: 92%

The New America School New Mexico campus is located at 1734 Isleta SW, in the heart of Albuquerque's South Valley on the site of the former St. Anne's Parish Convent since 2009. The current term of the lease is 40 years and is renewed annually per State of New Mexico requirements, and is paid for through the school's annual Lease Payment Assistance Award through the Public Schools Capital Outlay Council.

NAS-NM campus consists of 25,362 SF of both permanent and modular facilities used for educational use. There are two permanent Buildings (13,433 SF) and eight modular classroom buildings (11,929 SF). The original building (4,613 SF) on the campus was constructed in 1951 and is leased from St. Anne's Parish and was renovated in 2009 for use by the school as the main administrative suite and also contains the school's two computer labs. In 2012, the school constructed a Multi-Purpose building (8,820 SF) on the campus to provide physical education space and a large group instructional space for students. The Multi-Purpose building is a pre-fabricated metal building erected on a permanent foundation that could be relocated to another site if the school were to change locations.

Site: The existing school site is located on the south side of the St. Anne's Parish Church and consists of 4.48 acres. The school site is access via the corner of Isleta Boulevard and Armijo Lane and has a Cul De Sac that is used as a student drop-off/ pick-up area. The school is also adjacent to a public transportation route on Isleta Boulevard. The main parking area is located on the south side of the campus and contains 56 paved parking spaces (6 of which are ADA) and on the east part of the campus near the multi-purpose building there is another 25 parking spaces that



SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

are gravel. The school has an agreement in place for overflow parking if needed for special events to utilize the parking lot at St. Anne's Parish. The campus landscaping is xeriscaped with low maintenance plants and low-flow irrigation.

Structural/Exterior Closure: The campus contains a combination of both permanent and portable facilities. The main building was constructed in 1951 and consists of steel framing and CMU exterior walls with brick veneer that is in good condition. The asphalt shingle roof and skylights were replaced in 2005 prior to the school leasing the facility and is in good shape. The exterior windows and doors were replaced as part of the building's renovation for the school's occupancy in 2008.

All of the school's portable classrooms are leased from William Scotsman and while still retaining their axles are set on permanent foundations. Trim skirting is in place along with metal ADA access ramps and steps that are used to access the classrooms. The exterior of the portables is constructed wood siding, wood and steel framing along with insulated double pane windows and insulated metal doors. The wood exterior on several portables needs to have the paint retouched and minor repairs. The portables located on the west side of the campus (5) were placed on site in 2008 and the portables on the east side of the campus (3) were placed on the site in 2010.

In 2012, the school's only other permanent facility, the Multi-Purpose Building was constructed. The building is located on the far northeast corner of the campus and is a pre-fabricated metal building on a concrete foundation. The building has an insulated exterior metal wall and roof panel system with insulated hollow metal doors and windows, and vestibule entry.

Interiors: The interior spaces are all in good condition, the main building has framed partition walls that are painted and ceilings consisting of acoustical lay-in ceilings in the offices and gyp-sum board in all restrooms and reception area. The flooring in the computer labs and offices is carpet tile with ceramic tile flooring at the main entry, and the interior doors are wood with ADA locksets.

The interior partition walls of the portables are a prefabricated wall system with a fire-rated coating that cannot be painted. Some of the portables do require interior wall repairs due to normal wear and tear, which will be done by the portable manufacturer. Flooring in the portable classrooms consists of VCT, and in several classrooms needs to be replaced due to delamination and settlement issues, again this work is covered by the portable manufacturer and the will be replaced over the summer.



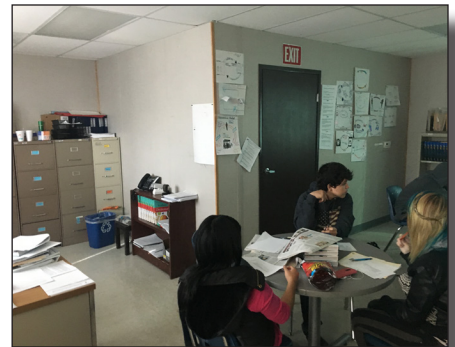
SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

The ceilings in the classrooms consist of 2x4 lay-in acoustical lay-in ceiling tiles.

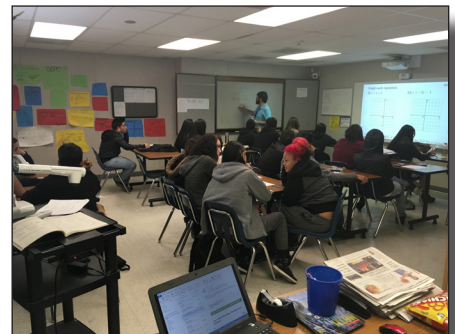


The interior walls of the Multi-Purpose building are metal stud framing with painted gypsum board, with FRP wall coverings in the warming kitchen and ceramic tile wainscoting in the restrooms. The flooring in the main Multi-Purpose room, office, warming kitchen, and a portion of the restrooms is VCT, with the shower areas of the restrooms consisting of ceramic tile. The ceilings in the restrooms, warming kitchen, office and storage are gypsum board and the main Multi-Purpose area is open to the structure.

Mechanical/Plumbing: Heating is supplied in both of the permanent facilities via combination gas-fired roof top units (RTU's) with refrigerated air. The distribution system for the two buildings consists of ductwork, and diffusers. Heating and cooling for the portable classrooms is provided by a gas-fired radiant heating system above the ceiling and cooling is supplied by exterior wall mounted refrigerated air units. Fresh air is also supplied by operable windows in all classrooms and offices. Bathroom ventilation is adequate and the plumbing fixtures and piping are in good condition overall, however there are a few restrooms that need toilets replaced in the portable classrooms.



Electrical: The campus is fed from a pad-mounted transformer that delivers 300A 240/120 V., 3-phase power. Lighting is fluorescent throughout, and illumination is adequate both 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. Only the original 1951 building is sprinklered and egress is directly to the exterior from the classrooms. The facility does have a security alarm and camera system in place, however cameras on the west side of the campus are in need of upgrading. The facility does meet all current ADA requirements.

Educational Adequacy

The school currently has an insufficient number of classrooms to support its daytime enrollment and to provide elective class options for students such as art and outdoor sports activity areas. The school is considering acquisition of property on the south-side of the existing campus to construct new classrooms and outdoor sports areas as identified in Section 5.5.



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SECTION 4.0 - SUPPORT INFORMATION

5.2 Site Plan

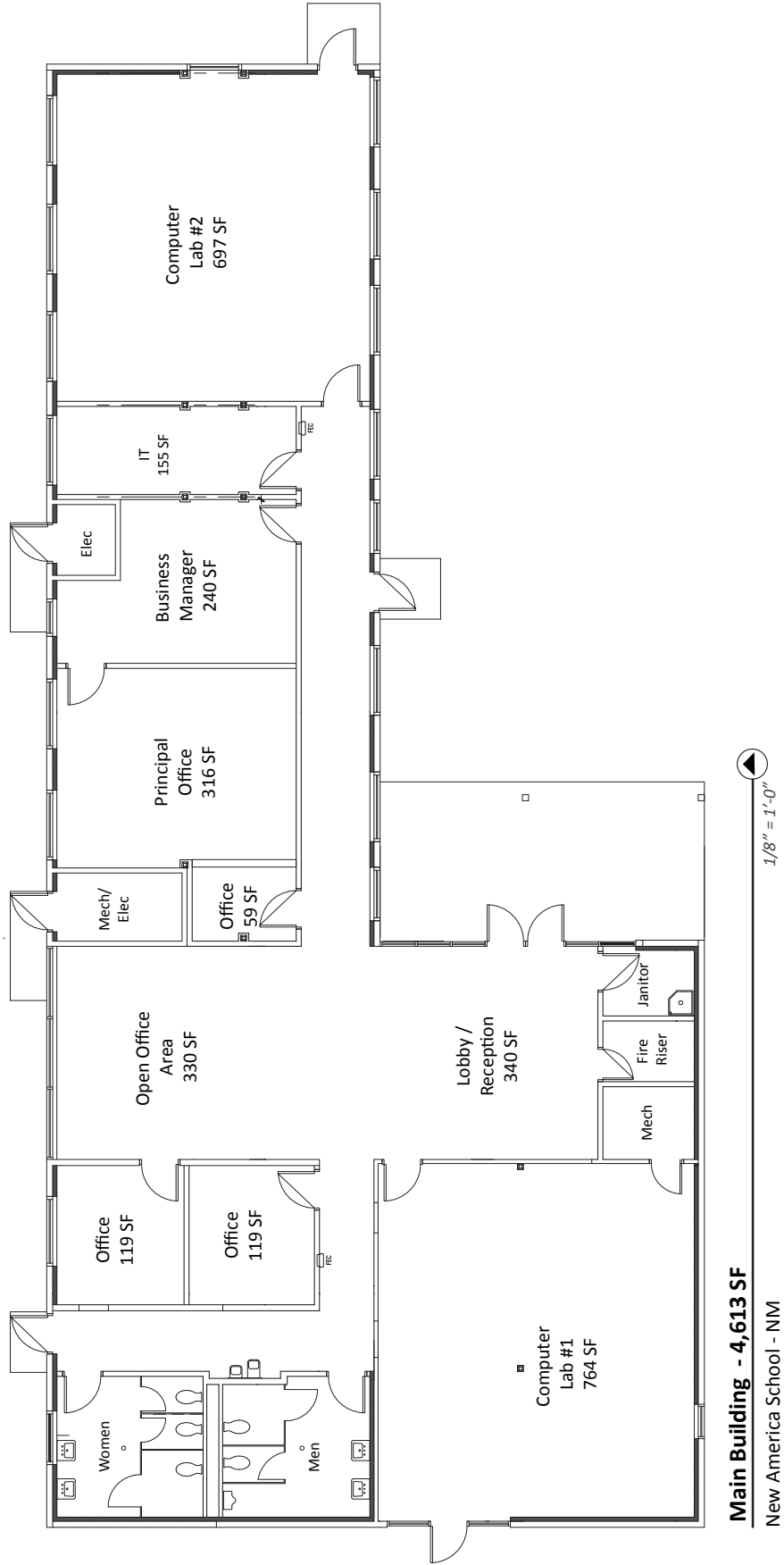


SECTION 4.0 - SUPPORT INFORMATION

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SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

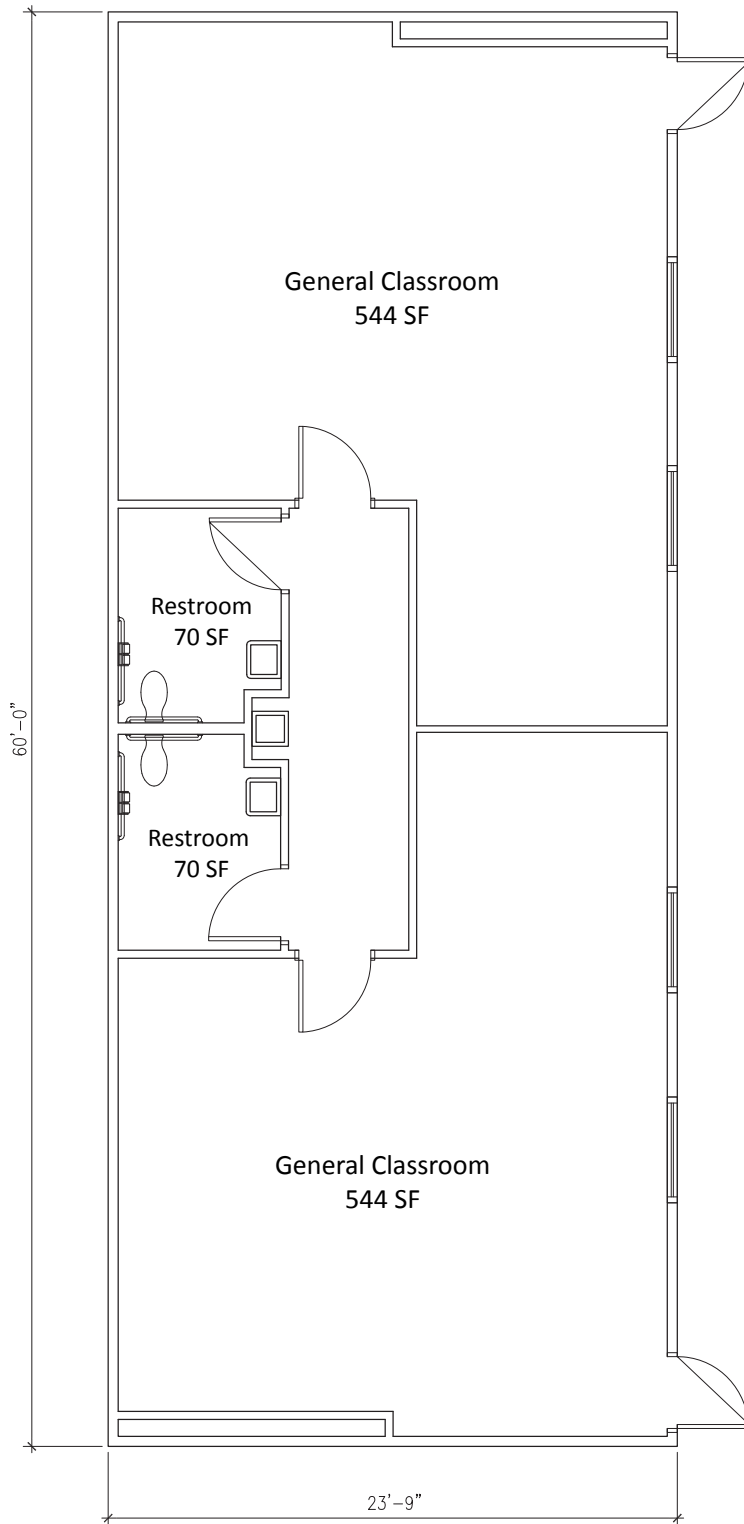
5.3 Floor Plans
West Campus



Main Building - 4,613 SF
New America School - NM

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

West Campus



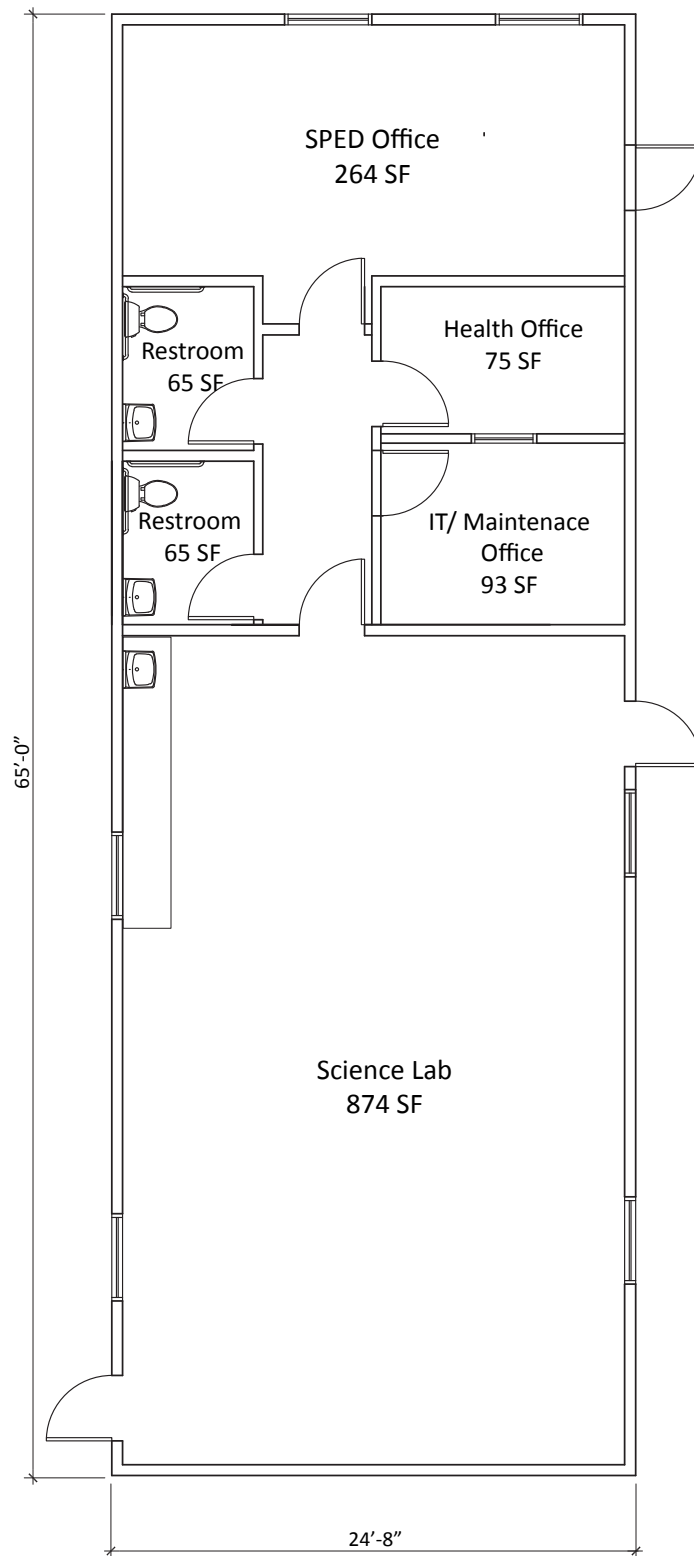
Typical Modular Classroom Floor Plans (Classrooms 3-10) 1,425 SF

New America School - NM

3/8" = 1'-0"

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

West Campus



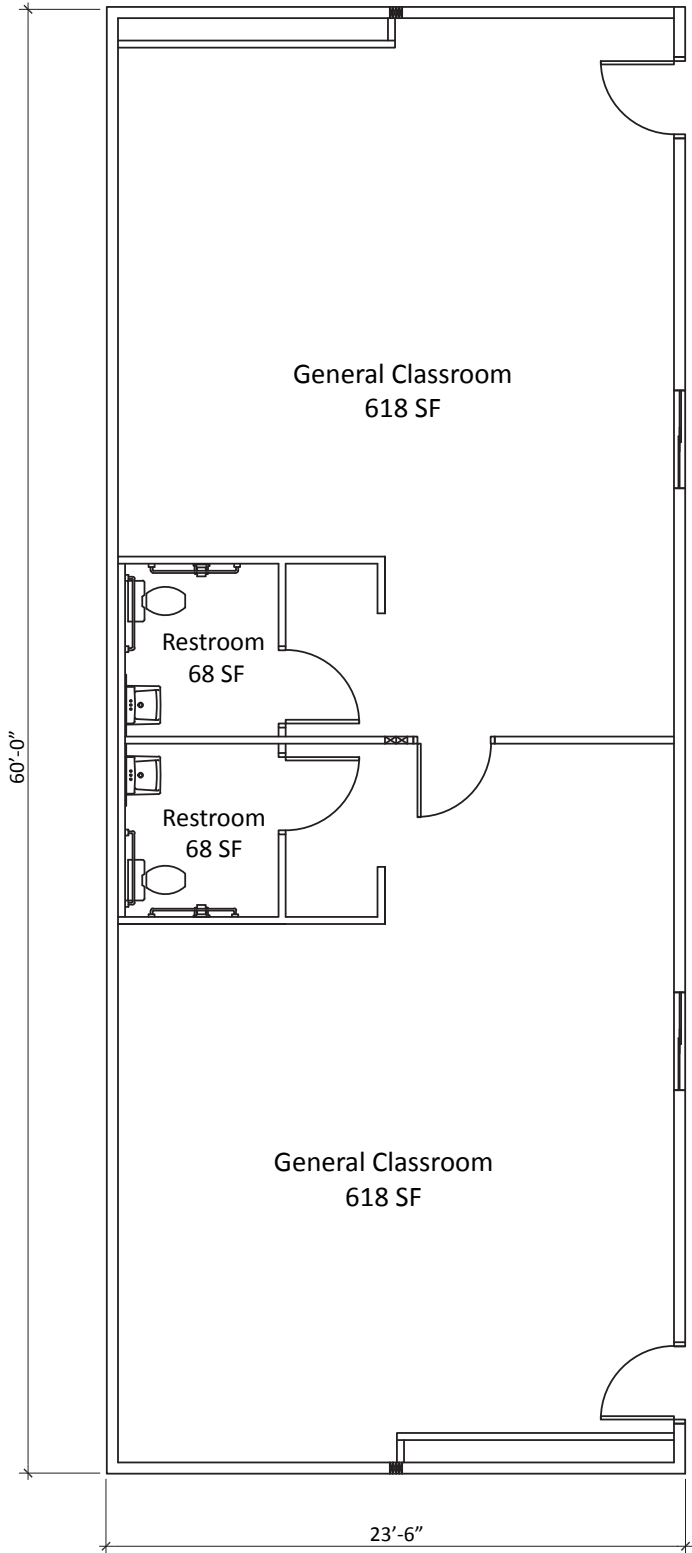
Modular Science Lab Floor Plan (Classroom 11 & SPED Office) 1,608 SF

New America School - NM

1/8" = 1'-0"

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

East Campus



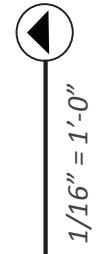
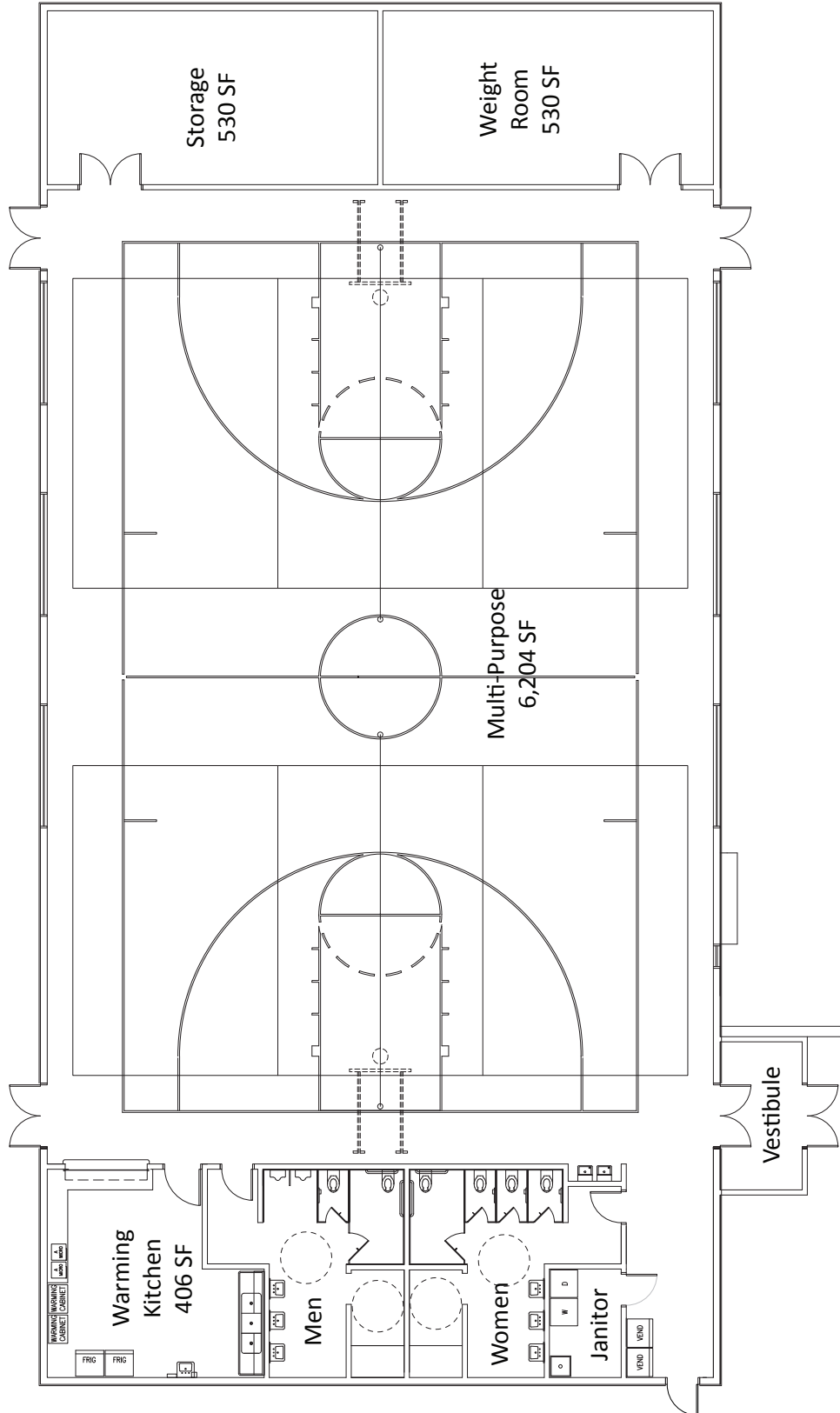
Typical Modular Classroom Floor Plans (Classrooms E1-E6) 1,420 SF

New America School - NM

3/8" = 1'-0"

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

East Campus



Multi-Purpose Building - 8,820 SF

New America School - NM

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SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

5.4 FMAR Report

New America School - New Mexico 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 updated FAD report has been submitted to PSFA.

BUILDING EVALUATION SUMMARY

BUILDING EVALUATION SUMMARY				Date of Evaluation	12/4/2015
District	State Charter School			Enrollment	436
School Name	New America School - NM			Grades	9th-12th
Square Footage	25,362	Acreage	4.48	Capacity	288
Original Construction (Year)	1951	Additions (Year)	2008, 2010, 2011		
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					97.7%

SITE	Current Condition			100%	Combined Score
	Good	Fair	Poor	Const. Type	
Drainage	X				3
Pavement	X			Asphalt/ Gravel	3
Sidewalks	X			Concrete	3
Fencing	X				3
Athletic Fields					N/A
Parent Drop-Off / Pick-Up	X				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
	Good	Fair	Poor	Building System Type	
Exterior Wall Type	X			Wood, Brick and Metal	3
Exterior Doors	X			Hollow Metal	3
Exterior Windows	X			DbI Insulated	3
Roofing	X			Metal, Asphalt, EPDM	3
Envelope / Structure					12
Total Points Possible					12

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

BUILDING EVALUATION SUMMARY

District		State Charter School	Date of Evaluation	12/4/2015
School Name		New America School - NM	Enrollment	436
			Grades	9th-12th

INTERIOR SPACES		Current Condition			93%	Combined Score
Systems	Good	Fair	Poor			
Interior Finishes	X			Some areas need repair		2.5
Kitchen	X			Warming Kitchen		3
General Classrooms	X			Some areas need repair		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			Some toilets still need replacement		2.5
Overall ADA Compliance - Interior	X					3
					Interiors	19.5
					Total Points Possible	21

SPECIAL SYSTEMS		Current Condition			96%	Combined Score
Systems	Good	Fair	Poor	Building System Type		
Fire Alarm	X					3
2-Way Communication	X					3
Security	X			Some cameras need upgrading		2.5
Technology	X					3
					Special Systems	11.5
					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:	X			Radiant Heat/ Ref. Air		3
Lighting	X					3
Electrical Service	X					3
Electrical Systems	X					3
					Mechanical / Electrical	15
208/ 3-Phase					Total Points Possible	15

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

BUILDING EVALUATION SUMMARY

		Date of Evaluation	12/4/2015
District	State Charter School	Enrollment	436
School Name	New America School - NM	Grades	9th-12th

NOTES:

Site:

The site is overall is flat and has proper drainage from west to east into a small retention pond on the southeast corner of the site that is also used as a playfield. The parking lot is paved on the the southside of the campus and vcontains 56 parking spaces (6 of which are ADA) and on the east part of the campus near the multi-purpose building there is another 25 parking spaces that are gravel. The gravel parking area is in need of re-grading to remove ruts and grooves. The landscaping is xeriscaped with low maintenance plants and irrigation.

Exterior:

The campus contains a combination of both permanent and portable facilities. The main building was constructed in 1951 and consists of CMU exterior walls with brick veneer that is in good condition. The asphalt shingle roof and skylights were replaced in 2005 prior to the school leasing the facility. The exterior windows and doors were replaced as part of the building's renovation for the school's occupancy in 2008.

All of the school's portable classrooms are leased from William Scotsman and while still retaining their axles are on permanent foundations. Trim skirting, metal ADA access ramps and steps are used to access the classrooms. The exterior of the portables is wood siding with insulated double pane windows and insulated metal doors. The wood exterior on several portables needs to have the paint retouched and minor repairs. The portables located on the westside of the campus (5) were placed in 2008 and the portables on the east side of the campus (3) were placed in 2010.

The other permanent facility located on the campus is the Multi-Purpose Building, which is located on the far northeast corner of the campus was constructed in 2012. This structure is a pre-fabricated metal building on a concrete foundation. The building has an insulated exterior metal wall panel and roof panels, and insulated hollow metal doors and windows.

Interiors:

The interior spaces are all in good condition, the main building has framed partition walls that are painted and ceilings consisting of acoustical lay-in ceilings in the offices and gypsum board in all restrooms and reception area. The flooring in the computer labs and offices is carpet tile, and the interior doors are wood with ADA locksets.

The interior partition walls of the portables are a prefabricated wall system with a fire-rated coating that cannot be painted. Some of the portables do require interior wall repairs due to normal wear and tear, which will be done by the portable manufacturer. Flooring in the portable classrooms consists of VCT, and in several classrooms needs to be replaced due to delamination and settlement issues, again this work is covered by the portable manufacturer and the will be replaced over the summer. The ceilings in the classrooms consist of 2x4 lay-in acoustical lay-in ceiling tiles.

The interior walls of the Multi-Purpose building are metal stud framing with painted gypsum board, with FRP wall coverings in the warming kitchen and ceramic tile wainscoting in the restrooms. The flooring in the main Multi-Purpose room, offices, warming kitchen, and a portion of the restrooms is VCT, with the shower areas of the restrooms ceramic tile. The ceilings in the restrooms, warming kitchen, office and storage are gypsum board and the main Multi-Purpose area is open to the structure.

Mechanical/ Electrical/ Special Systems:

Heating is supplied in both of the permanent facilities via combination gas-fired roof top units (RTU's) with refrigerated air. The distribution system for the two buildings consists of ductwork, and diffusers. Heating and cooling for the portable classrooms is provided by a gas-fired radiant heating system above the ceiling and cooling is supplied by exterior wall mounted refrigerated air units. Fresh air is also supplied by operable windows in all classrooms and offices. Bathroom ventilation is adequate and the plumbing fixtures and piping are in good condition overall, however there are a few restrooms that need toilets replaced.

The campus is fed from a pad-mounted transformer that delivers 300A 240/120 V., 3-phase power. Lighting is fluorescent throughout, and illumination is adequate both 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. Only the original 1951 building is sprinklered and egress is directly to the exterior from the classrooms. The facility does have a security alarm and camera system in place, however camera's on the westside of the campus are in need of upgrading. The facility does meet all current ADA requirements.



State Chartered School: **New America Charter School - Albuquerque Campus** School ID: **506001**
District: Schools

High Level Overview

General Information

Location: Albuquerque, NM 87105 Ed. Adequacy Model: Charter School Educational Adequacy
 School Type: High Ed. Adequacy CCI: 100.00%
 School Category: Charter School CCI City: RSMEANS2015:US_NM_ALBUQUERQ, UE

NMCI Statistics

Number of Students: 404 **436** Number of Buildings: 1 **2**
 Growth Factor: 1.00 Number of Portables: 0 **8**
 Total Gross Square Feet: 10,096 **25,362** Building Square Feet: 10,096 **13,433**
 Site Size (Acres): 4.18 **4.48** Portable Square Feet: 0 **11,929**

NMCI School Metrics

Replacement Cost: \$1,808,313 Unweighted Repair Cost: \$218,727
 Weighted Repair Cost: \$54,619 Unweighted Educational Adequacy Cost: \$0
 Weighted Educational Adequacy Cost: \$0 Total Unweighted Cost: \$218,727
 Total Weighted Cost: \$54,619 Unweighted NMCI Score: 12.10
 Weighted NMCI Score: 3.02

NMCI Facility History

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



State Chartered Schools School: **New America Charter School - Albuquerque Campus** School ID: **506001**

Facility Description

Updated Current Grades 9th-12th

See Updated Executive Summary

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL



Executive Summary Report

State Chartered Schools **New America Charter School - Albuquerque Campus**
 District: **Schools** School: **506001** School ID: **506001**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Year Built	Size	Type	Use
6/	High School Building	\$204,297	1980	10,096	Building	Educational
Site	High School Site	\$14,429	1900	10,096	Building	Site
Building Totals		\$218,727				
Educational Adequacy Need	Charter School Educational Adequacy	\$0				
School Totals		\$218,727				

Permanent Buildings:

Original Building - Constructed 1951 4,613 SF
Multi-Purpose Building - Constructed 2012 8,820 SF

Portable Classroom Buildings

Double Portable - 2008 1,425 SF (4 Quantity)
Double Portable - 2008 1,608 SF (1 Quantity)
Double Portable - 2010 1,420 SF (3 Quantity)

Executive Summary Report



New America Charter School - Albuquerque

State Chartered District: Schools

School ID: **506001**

School: **Campus**

Asset Detail

Building Name: 6/ **Original Building** Cost Model: High School Building Size: 10,096 **4,613 SF**

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.10	20	110%	2008	2007	2027	16%	\$5,503	9	.25	\$1,376	
Ceiling Finishes	\$5.56	30	110%	2008	2007	2037	7%	\$4,388	9	.25	\$1,097	
Communications/Security	\$1.89	15	90%	2008	2007	2022	28%	\$4,876	9	.25	\$1,219	
Exterior Walls	\$14.26	100	100%	1951	1980	2080	12%	\$17,640	9	.25	\$4,410	
Exterior Windows and Doors	\$5.88	30	110%	2008	2007	2037	7%	\$4,642	9	.25	\$1,161	
Fire Detection/Alarm	\$1.90	15	90%	2008	2007	2022	28%	\$4,900	9	.25	\$1,225	
Fire Sprinkler	\$2.72	50	130%	2008	2007	2057	3%	\$916	9	.25	\$229	
Floor Finishes	\$6.47	12	110%	2008	2007	2019	44%	\$31,950	9	.25	\$7,987	
Foundation/Slab/Structure	\$28.62	100	100%	1951	1980	2080	12%	\$35,395	9	.25	\$8,849	
HVAC	\$24.35	30	100%	2008	2007	2037	7%	\$17,478	9	.25	\$4,370	
Institutional Equipment	\$3.86	30	100%	2008	2007	2037	7%	\$2,769	9	.25	\$692	
Interior Doors, Partitions, Stairs, Elevator	\$11.54	50	90%	2008	2007	2057	3%	\$2,685	9	.25	\$671	
Interior Walls	\$7.38	60	90%	2008	1980	2040	34%	\$22,816	9	.25	\$5,704	
Lighting/Branch Circuits	\$10.73	30	90%	2008	2007	2037	7%	\$6,934	9	.25	\$1,733	
Main Power/Emergency	\$1.40	30	90%	2008	2007	2037	7%	\$907	9	.25	\$227	
Other Electrical Systems	\$0.52	20	90%	2008	2007	2027	16%	\$749	9	.25	\$187	
Other Equipment	\$11.52	60	110%	2008	2007	2067	2%	\$2,274	9	.25	\$568	
Plumbing	\$10.40	30	100%	2008	2007	2037	7%	\$7,466	9	.25	\$1,866	
Roof	\$7.91	20	120%	2008	2007	2027	16%	\$15,336	9	.25	\$3,834	
Technology	\$0.14	10	90%	2008	2007	2017	64%	\$829	9	.25	\$207	
Wall Finishes	\$3.09	12	100%	2008	2007	2019	44%	\$13,848	9	.25	\$3,462	
Total:								\$204,297			\$51,074	

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL



Executive Summary Report

State Chartered Schools **School: New America Charter School - Albuquerque Campus** **School ID: 506001**

Asset Detail

Building Name:	Site	Cost Model:	High School Site	Size:								
				10,096								
Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Weight	Repair Cost (Weighted)	Comments
Athletic Fields	\$0.39	30	90%	2008	2007	2037	7%	\$251	0	0	\$0	
Fencing	\$0.41	100	110%	2008	2007	2107	1%	\$30	9	.25	\$7	
Landscaping	\$1.96	30	110%	2008	2007	2037	7%	\$1,551	9	.25	\$388	
Parking Lots	\$7.02	20	80%	2008	2007	2027	16%	\$9,078	9	.25	\$2,270	
Playground Equipment	\$0.14	15	100%	2008	2007	2022	28%	\$402	9	.25	\$101	
Site Lighting	\$1.40	40	100%	2008	2007	2047	4%	\$565	9	.25	\$141	
Site Specialties	\$0.07	40	100%	2008	2007	2047	4%	\$28	9	.25	\$7	
Site Utilities	\$2.14	50	120%	2008	2007	2057	3%	\$664	9	.25	\$166	
Walkways	\$2.36	30	110%	2008	2007	2037	7%	\$1,859	9	.25	\$465	
Total:								\$14,429			\$3,545	



New America Charter School - Albuquerque Campus

District: **State Chartered Schools** School: **New America Charter School - Albuquerque Campus** School ID: **506001**

Educational Adequacy Detail

Population

Growth Factor:	1	Number of Kindergarten Students:	0
Number of Staff:	40	Number of 1-5 Students:	0
Number of Students:	404	Number of 6-8 Students:	0
Number of Special Education Students:	0	Number of 9-12 Students:	404

Square Footage

Permanent GSF:	6,613	General Storage NSF:	0
Portable GSF:	5,760	Maintenance or Janitorial Space NSF:	0
Admin NSF:	0	Media Center NSF:	0
Art/Music NSF:	0	Parent Work Space NSF:	0
Assembly NSF:	0	Physical Ed NSF:	0
Career Ed NSF:	0	Science Classroom NSF:	1,418
Computer Lab NSF:	765	Science Storage NSF:	0
Faculty Work Area NSF:	0	Special Education Classroom NSF:	0
Food Service NSF:	0	Student Health NSF:	0
General Classroom NSF:	11,000		

Classrooms

Number of Classrooms:	15	Number of Special Education Classrooms:	0
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Parking

Number of Paved Parking Spaces:	0	Number of Bus Drop Offs:	0
Number of Handicap Parking Spaces:	0	Number of Student Drop Offs:	0
Number of Gravel Parking Spaces:	0		

Miscellaneous

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

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL



Executive Summary Report

State Chartered Schools School: **New America Charter School - Albuquerque Campus** School ID: **506001**

EA Deficiencies

EA Cost Model: Charter School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)
Missing or Inadequate Multi-use Play Area	0	0	\$11,436	\$11,436.30	\$0	8	.5	\$0
Insufficient Total Parking	0	0	\$1,322	\$1,321.66	\$0	6	1	\$0
Insufficient Student Health Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Student Drop Off	0	0	\$21,000	\$21,000.00	\$0	6	1	\$0
Insufficient Special Education Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Storage Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Square Footage	1,418	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Physical Education Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Parent Work Space	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Media Center Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Janitorial Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Storage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Classroom Square Footage	11,000	10,100	\$80	\$80.00	\$0	7	3	\$0
Insufficient Food Service Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Faculty Workspace	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Computer Lab Square Footage	765	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Career Ed Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Bus Drop Off	0	0	\$20,800	\$20,799.69	\$0	6	1	\$0
Insufficient Administrative Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Art and Music Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Inadequate Number of Handicap Spaces	0	0	\$144	\$143.52	\$0	6	1	\$0
Inadequate Number of Chemical Storage Units	0	0	\$1,464	\$1,464.30	\$0	8	.5	\$0
Total					\$0			\$0

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

5.5 Detailed Space & Room Criteria

In order to meet the growing daytime enrollment needs and to reduce over crowding in the existing general classrooms. The school is looking to construct a new two-story classroom building on property just to the south of the existing site, modular classroom facilities may need to be considered if the school is not able to acquire the additional necessary financing for the facility. The school intends to utilize proceeds from the February 2016 HB-33 election, if it is successful towards purchasing the property and towards debt service for lease purchase of a new classroom facility.

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 - NM.

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
 - o Interior cameras will be installed to provide coverage of all public areas [no blind spots] and sensitive/high dollar value areas
 - o 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:
 - o A minimum of six [6] or 3 dual ports in each classroom
 - o A minimum of 32 in each Computer Classroom – depending on design these may be wall, power/data pole and/or raised floor provided
 - o Four [4] in the Conference Room
 - o A minimum of 10 in the LRC – more may be provided if LRC also serves as a computer classroom
 - o A minimum of 8 in the Student Commons
 - o Two [2] in the Staff Lounge
 - o Two [2] in each Teacher Area
 - o 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
 - o A card access pad will be provided at the main entrance for staff access

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

- o 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
 - o Depending on design requirements, a separate antenna for alarm/security systems
- For internet, copper or fiber optic cable provided by local telco are preferred.
 - o 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
 - o Provide a buzzer button by the inner vestibule door card reader to activate a buzzer alarm in the Administration Office
 - o Provide conduit from the Administration Office to the door striker of the inter vestibule door
- Macro IT Check List
 - o Obtain proposed desk locations and verify no obstruction
 - o Walk through the computer lab plans and check both power drops [2 per computer] and network drops for the layout
 - o Provide early alternatives to the iphone
 - o Plan on a phone in every non-storage room
 - o Discuss security camera requirements and locations as early as possible in the preplanning phase
 - o Determine drops for WAPs, cameras, etc.
 - o Run cat-6 alongside camera cables
 - o Coordinate with security and sub contractors
 1. Determine requirements for pots or network.
 2. If network, determine if internet or local. NAS internally will determine vlan requirements
 - o Finalize drop layout with users and subs and freeze design
 - o Monitor cabling 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 than 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

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

- 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
 - o Every classroom should have a minimum of seven [7] duplexes and four [4] quads
 - o The Commons should have a minimum of 10 duplexes and four [4] quad outlets
 - o The Teacher work/copier room should have a minimum of two [2] duplexes and two [2] quads
 - o 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]
 - o 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
 - o 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

General Purpose Classrooms

The majority of the school's academic learning area is comprised of general purpose classrooms. Each general purpose classroom will have adequate space to accommodate 20-25 students. Each classroom will have a full information technology suite for the teacher; will have several data ports available for

SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

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. General purpose classrooms should have a minimum area of 850 SF with 900 SF preferred. If possible the room shape should be rectangular approximately 25' x 36'.

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 Science Classroom

This classroom has the infrastructure and finishes to be a micro-chemistry classroom and a general purpose classroom. To support the micro-chemistry 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.

Tech Lab Classroom

The primary purpose of this classroom is as computer science; however, it may be used as a technology elective classroom. This room will have extensive data ports and be arranged to accommodate up to 30 students at one time. A designated wall will have internal wall support and data port and power to support a smart board. This classroom area should strive to be the same as a general purpose classroom but may be reduced to approximately 750 SF.

Student Commons/ Collaboration Area

The Student Commons is the central focus and gathering areas for informal and formal student gatherings, collaboration and interactions. It should be a relatively informal, warm, friendly area which is open and has ceilings higher than classrooms and offices. The area should be centrally located near other public student areas and near the administrative area. The Student Commons will have areas for furniture where student can sit and talk with each other and faculty and computer kiosks for class or personal work and use. The size of the Student Commons will vary based upon the available area and funds. It should be at least 1,800 SF with 2,000 SF or more preferable.

Administrative/ Security Area

The security office will provide area for desks and files for security personnel. It will be located and 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 the central location for control and use of the school's security alarm and camera systems.

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.

Staff Lounge/ Work Room

A staff lounge will be provided for faculty and staff. This will serve as a break area, meal area and as an area for informal staff discussions and work. Cabinets, a sink, a refrigerator, dishwasher and a micro-wave together with tables and chairs will be provided in this area. To provide work support, data ports will also be provided. The staff lounge/ Work Room area should be a minimum of 250 SF with 300+ SF or more preferred.

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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SECTION 5.0 - MASTER PLAN SUPPORT MATERIAL

Name of Space Security Office

Program Instructional Support
 Number of Occupants 1-2 Security Staff
 Net Square Feet: 250

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

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