

State-Authorized Charter School Applicant Facilities Master Plan/Educational Specifications Checklist

As part of their application to the State of New Mexico Public Education Commission, State-chartered and district chartered charter school applicants are required to submit a facility master plan/educational specifications document to PSFA for approval.

This document has two purposes. The educational specifications component (ed specs) helps the applicant charter school define the quantity, size, and characteristics of instructional and support spaces in a desired facility according to the school's educational program and curriculum. This information is useful for the applicant charter as it looks for suitable buildings to house its school.

The facilities master plan component typically applies to schools that have a building or know of a specific building they would like to locate. These sections outlines capital improvements that may be needed for the school to function and support the schools educational program.

Please note: Items labeled If Applicable generally refer to those applicant charter schools that already have a building or know which building they are trying to occupy.

A. DOCUMENT FORMAT

This document must be prepared in the following format:

- ☐ Final copy placed in a three-ring binder
- ☐ Labeled tabs

1 2-23-2017

B. DOCUMENT REQUIREMENTS

The document must include the following information:

EXECUTIVE SUMMARY: CHARTER SCHOOL OVERVIEW

☐ Include the written request as well as any response received regarding your request to locate in existing public school district facilities in the community where you wish to open your charter

See inserted email

☐ Indicate year of the application

June 1, 2018

☐ Charter School cap

290

☐ Include statement acknowledging review of:

o Statewide Adequacy Standards NMAC 6.27.30

**I, Paul Lockhart, have read and fully understand the contents in
Statewide Adequacy Standards NMAC 6.27.30**

Charter-Alternative School Statewide Adequacy Standard Variance

1. GOALS /MISSION

1.1 Goals

Endless Sky Academy will ensure that students meet their academic and leadership potential through rigorous and focused instruction, providing the confidence to be successful in a higher educational setting and as a productive member of society. Strong foundational skills in all academic areas will lead to confidence, which will in turn lead to success in the higher educational academic setting of their choosing.

1.1.1 Mission

☐ Describe the schools mission, goals, and objectives to implement program 1.1.2 Briefly describe the general educational philosophy, focus area, educational program, and curriculum

MISSION:

Endless Sky Academy will prepare students to succeed academically at every grade level, higher education, and as a productive member of the workforce in the 21st Century. Our charter will highlight students' unique talents to be a leader within the school community. Endless Sky will provide every student with access to rigorous and in-depth learning of the Common Core State Standards. Each child's learning will be based on individual evaluation of academic need

through comprehensive response to intervention and enrichment programs. Family involvement will be highly encouraged through consistent, purposeful communication and active roles within our school.

1.1.2 Briefly describe the general educational philosophy, focus area, educational program, and curriculum

Students will achieve a year and a half of academic growth per school year. As a student's individual growth occurs and foundational skills are in place the potential for proficiency and beyond becomes a realistic objective. This academic achievement will be determined using the NWEA map growth assessment and the normative study completed by NWEA in 2015. Each student will have an individual goal based on their score on the initial assessment in the fall. This score will be used to determine the skill deficiencies the student has and to develop a course of action for filling gaps and building stronger foundational knowledge.

Student Non-Academic Outcomes

Students will be able to set goals, create action plans, and persist through challenges to accomplish tasks.

Students will be able to communicate their learning.

Students will embrace their skill level in order to understand what they need to improve.

Students will have mutual respect for all members of the school community.

Based on their unique talents, students will have leadership roles and students will have a vested interest in the operations of their school.

How Endless Sky Academy will accomplish student outcomes:

Embrace the challenges of a rigorous curriculum by providing consistent and in-depth teacher support.

- Implementation of teacher leaders within the school

A teacher leader will be in place to support teachers and students in every content area at each grade level. Each teacher leader will have an important role in establishing the school culture and demonstrating and supporting quality instruction at Endless Sky Academy. The following roles will be the expectation of every teacher leader at Endless Sky Academy.

- Resource Provider-sharing of websites such as instructional materials, and professional development opportunities
- Instructional Specialist- implementation of effective and rigorous teaching strategies. Discover and share instructional methodologies that are appropriate for the school by studying research-based classroom strategies.
- Curriculum Specialist- complete understanding of content standards, how components

link together and how to use the curriculum in planning instruction and assessment to insure consistent curriculum implementation throughout the school.

- Classroom Supporter- establishes a safe and open relationship with teachers in order to demonstrate lessons, co-teach or observe and give constructive feedback.
- Learning Facilitator- teacher leader will use their experiences to guide conversations so that teachers can learn with and from one another.
- Mentor- will serve as a role model and support person, provide support to help acclimate new teachers and advise all teachers about instruction, curriculum, procedures etc.
- Data Coach- making data meaningful to the teachers so that they are able to make data driven instructional changes.
- Catalyst for Change- teacher leaders will continually make Endless Sky Academy an innovative place of learning.
- Learner- teacher leaders model lifelong learning and continually use what they learn to help all students achieve.

Professional learning communities will be the foundation for teacher learning and support. PLC time will be entirely dedicated to instructional conversations either based on the data of departments, classrooms, or individual students. Study of the standards will be led by **teacher leaders**. They will serve as resources in the full understanding of the standards in order to lead to rigorous teaching methods school wide along with training of and guidance with curriculum. In addition to PLC time, teacher leaders will meet with individual teachers to provide support and resources for specific needs in that teacher's class. It will be understood that the teacher leader is there in a support role and has no impact on teacher evaluation. This will create a strong atmosphere of learning and lead to a positive school culture. School administration will also work closely with teachers and is an instructional leader as well. It is important that the school administration creates a relationship with teachers based on trust so that conversations about improving classroom instruction will not be viewed as the potential to have a negative impact on a teacher's evaluation.

- Rigorous academic content

Assessments:

Students at Endless Sky Academy will achieve a year and a half growth within the academic school year. In order to achieve this, they will be provided with rigorous academic content. The first step is to conduct effective assessments of student learning so that faculty develop a shared understanding of the knowledge and skills students should be able to demonstrate throughout the year at each grade level.

NWEA provides opportunity to evaluate skill levels and growth throughout the year, as well reports that drill down into subcategories of reading, math, language usage, and science. NWEA gives teachers access to detailed reports that support their development of curriculum, and

intervention and enrichment. It is a great communication tool for students and parents showing student growth in an easy to understand format. PLC time will provide the time to develop systems that will allow groups of students to achieve at their highest level through thorough data analysis.

- Systematic staff and student training in attaining leadership skills that promote a strong and positive school culture and that will give students the “soft skills” to prepare them for success in the 21st Century.

Endless Sky Academy understands that if we are to help children flourish, we must think very differently about what they are capable of achieving. In order to achieve this transformative process, we have developed a systematic plan that teaches students the “soft skills” as well as how to use their strengths in leadership. We will do this with two main resources, Stephen Covey’s 7 Habits of Highly Effective People (2013) and The Leader in Me (2014) which draws upon the talents of the whole school—all students and all staff – and optimizes the support of community and parents.

Endless Sky Academy’s action plan is to implement a whole-school transformation model to improve performance of all other programs. We will use The Leader in Me (Covey and Covey, 2008) model based on the 7 Habits of Highly Effective People (Covey, 2013). This initiative will equip students with self-confidence and skills they will need to thrive in the 21st-century economy. Our staff will begin this initiative by establishing a culture of leadership during the first year of implementation. The first step would be to create a school-wide vision. Authors Covey and Covey, suggest the overall objective is to engage all staff and secure commitment to developing their own unique leadership model. Endless Sky Academy will do this by first setting the “big picture” and securing buy-in. Through conversation and collaboration, all staff will discover a new paradigm of leadership. Leaders of Endless Sky Academy want them to understand the transformational and adaptive leadership models that will enable the change we desire. Then, all staff will participate in a Leader in Me book study.

During this first year of implementation, all staff members will need to be trained on the 7 Habits of Highly Effective People (Covey, 2013). The training will take place during weekly PLC meetings and will be completed in four weeks. After they are trained, staff members will apply and internalize the habits. This will give everyone a common language that will become the core of the culture. Teachers will continue to discuss their progress on using the habits briefly at each weekly PLC meeting throughout the school year. By the end of the first year, teachers and staff will be trained on how to integrate the 7 Habits and other leadership principles into the existing essentials: modeling instruction, curriculum, traditions, systems, and environment. After staff learn how to teach the habits and other leadership principles, they will learn how to assign leadership roles and create an environment of leadership.

In order to maintain momentum, Endless Sky Academy will create a team of leadership specialists. It will include staff members who will be responsible for ensuring smooth

implementation of The Leader in Me (Covey and Covey, 2008). The team will draft a three-year school-wide plan that aligns with the criteria presented in The Leader in Me initiative. This will include mentoring teachers, developing leadership opportunities for students, organizing school activities, decorating common areas, overseeing morning announcements, sending newsletters to parents, and training new staff.

Year two of implementation will further our plan by creating deeper leadership learning experiences for students. Our team will find out how we can equip our school with some real-world tools and best practices for empowering students. This might include creating a mentor program that involves our community members. Teachers will begin teaching students how to build leadership notebooks that are more of a whole-child leadership tool. We will collaborate on how to develop student-led conferences. Before heading into year three of implementation, our team will assess the dynamics of the team and the roles of its members. It is here we may need to make adjustments. The team then must craft a detailed school-wide implementation plan for the next year. It is at this time where Endless Sky Academy will be able to use actual school data to determine if the initiative is working. We will know if it is working if negative student behaviors and referrals decrease and academic achievement scores rise. This process will cycle and adjustments will be made as more data becomes available. Add here our student accountability system such as Power School.

The genesis of the developing young leaders is to build these 21st Century social and emotional skills to help improve the overall success of students. The 7 Habits of Highly Effective People are: 1. Be proactive 2. Begin with the end in mind 3. Put first things first 4. Think win-win 5. Seek first to understand, then be understood 6. Synergize 7. Sharpen the saw

Each of the principles taught in Stephen R. Covey's 7 Habits of Highly Effective People are aligned with educational practices that are well documented as effective at improving student achievement in an educational setting. By teaching students to be proactive, set goals, develop cooperative relationships, and build personal emotional and social capacity, these principles improve learning outcomes, enhance student experiences, and ensure the cultivation of skills that strengthen student achievement. Likewise, the 7 Habits principles do well to point students and educators to the need to focus on social and emotional learning broadly. Such learning is not only helpful but is critical to student academic success.

Endless Sky Academy affirms that with systematic implementation, this leadership program will allow students to be able to communicate and listen well, possess insights into others (including others different values and points of view), have empathy toward and be supportive of their peers, be good critical thinkers and problem solvers, being a good coach, and be able to make connections across complex ideas. All of these skills are vital for students to be successful in the

21st century economy (Davidson, 2018).

1.1.3 Serving the community

□ Describe the desired interaction with school's community

With a diverse parent population, Endless Sky Academy will offer ample opportunities for all parents to be involved, regardless of their family, work and personal situations/obligations. Our parent involvement strategies will range from involving the entire parent community to having individual parents assume specific roles within the school. For students, parent involvement can help increase personal accountability and learning opportunities. The parent involvement opportunities fulfill our mission of consistent and purposeful communication and ongoing active roles within our school. To create a school community we will need a campus that is clean, welcoming, well lit, and provides the necessary space to support community members and functions.

Adequacy Standards

We have consulted the Adequacy Standards and used these as a guide to calculate the below requirements for space throughout Endless Sky Academy's first five years. We have used these square footage calculations to inform our design, search, and planning process. The specific room space requirements are a minimum. In order to meet the needs of our program, we will seek spaces larger than the minimum required square footage for classrooms, specifically for grades 1-5. See Section 3.2.

Endless Sky Academy Facilities Planning		K-1 (2019-20)	K-2 (2020-21)	K-3 (2021-22)	K-5 (2022-23)	K-5 (2023-24)
Requirement	Multiplier: SqFt/S	ESA Yr 1	ESA Yr 2	ESA Yr 3	ESA Yr 4	ESA Yr 5
# Total Students		60	85	110	160	290
# Kindergarten Students		30	30	30	30	30
# 1 - 5 Students		30	55	80	130	230
Playground/play area	--	Outside	Outside	Outside	Outside	Outside
Classroom Space- K (50sqft/S)	50	1500	1500	1500	1500	1500
Classroom Space- 1-5 (32sqft/S)	32	960	1760	2560	4160	7360
Art Space/Storage (60 sqft)	--	60	60	60	60	60
Technology Space (3sqft/S or 700sqft)	3	180	255	330	480	870
Physical Education (2400 sqft /multipurpose)	--	2400	2400	2400	2400	2400
Library/book room (3sqft/S or 1000sqft)	3	180	255	330	480	870
Food service - 3 servings, max 2sqft/S @ largest serving, 1000 sqft	2	120	190	220	320	580
Kitchen	--	700	700	700	700	700
Storage (1sqft/S) (not incl. in other space)	1	60	85	110	160	290
Janitorial space (1sqft/S, plus sink)	1	60	85	110	160	290
Parent space (.5sqft/S or 150sqft)	0.5	30	43	55	80	145
Health space (.5 sqft/S or 150sqft)	0.5	30	43	55	80	145
Faculty space/lounge (1sqft/S or 150sqft)	1	60	85	110	160	290
Admin space (1.5sqft/S or 150sqft)	1.5	90	128	165	240	435
Total Sq Ft		6430	7589	8705	10980	15935

Adequacy standards that are not included above are:

		K-1 (2019-20)	K-2 (2020-21)	K-3 (2021-22)	K-5 (2022-23)	K-5 (2023-24)
	Multiplier: SqFt/S	ESA Yr 1	ESA Yr 2	ESA Yr 3	ESA Yr 4	ESA Yr 5
# Total Students		60	85	110	160	290
# Kindergarten Students		30	30	30	30	30
# 1 - 5 Students		30	55	80	130	230
Parking	1.5/FTE	12	14	18	23	29
Building Conditions	A safe, structurally sound building with weathertight exterior.					
	A safe, structurally sound interior capable of holding finishes and free of exposed lead paint and asbestos.					
	The building must be capable of continued use with normal maintenance and repair.					
Building Systems	Plumbing, fire alarm and emergency system, roof, heating and cooling, 2-way internal communication system, technology infrastructure (internet and connectivity) and school security system all must be present and operable with normal maintenance.					

Parking- the number of parking spaces is based on FTE assumptions for the number of teachers, aides, administrators and support staff. The number listed is the minimum number of spaces necessary per year.

1.2 Process

1.2.1 Describe process for data gathering and analysis

- ☐ Identify individual representing the school authorized as contact on issues and questions related to this submission
- ☐ Identify process for capital planning and decision-making
- ☐ Identify how community input is considered
 - o list members that attended planning meetings and their affiliation
- ☐ Describe the nature of Steering committee involvement o identify members of the steering committee

1.2.1

Our facilities planning is based on data and information gathered through community meetings, research on best practices of facility development for schools using blended learning, and interviews with key stakeholders and facility personnel in the town of Bernalillo. In order to find and update a viable facility, we will follow a clear process of assessing need, surveying options and opportunities, gathering information, planning, executing, and reviewing progress.

Assessing Need:

Based on our program needs (number of students, grade levels, class configuration, instructional program, and STEAM curriculum), desired location, and projected enrollment, we will identify potential buildings that may prove viable to support our school.

Surveying Options and Opportunities:

We have identified several (3) individuals, non-profit executives, commercial real estate brokers and community members that will assist with identifying potential buildings for our school. We will review the exterior and building listing information to determine if the building has the potential to support our needs. After this preliminary review, we will contact the necessary party to visit the building. Then, we will schedule a visit from the Public-School Facilities Authority (PSFA) to assess the NMCI of the facility and a contractor and architect to review the work necessary to meet e-occupancy standards. Based on the results of these visits, we will either continue with our search process, or proceed with analyzing the necessary upgrades and steps to prepare the building to open with students in August of 2019.

Gathering information to prepare for renovations: Based on best practices for readying facilities for school occupancy, we will work with architects and contractors to create plans for renovations and construction.

Planning: With selected contractors and architects as well as representatives from the Endless Sky Academy Governing Council, we will plan the necessary and desired updates to the building. Based on our desired date of occupancy (June 2019), we will plan to have all renovations complete in advance.

Execution: Using the plans and contracted services, renovations and updates will take place between October 2018 and April 2019.

Reviewing Progress: Throughout the selection, planning, and renovation process, we will review our facility goals and requirements and continuously review to ensure that we are on target to open with the best facility possible for students on the first day of school.

Identify individual representing the school authorized as contact on issues and questions related to this submission

Paul Lockhart

Pa_lockhart@yahoo.com

505-362-7187

Identify process for capital planning and decision-making

The Governing Council of the school is responsible for making or delegating all major operational decisions including fiscal management, compliance with New Mexico Charter School Law, and oversight of recruitment, selection, discipline, evaluation, and promotion of key school leaders. Specifically, the Governing Council is responsible for capital planning and decision-making, with input from school leaders and other key staff (once these individuals are in place in the school organization) as well as community members. Per Governing Council Bylaws, the group meets regularly in scheduled, public meetings, and may call special or emergency meetings if necessary. The Governing Council includes a Treasurer, who is an individual responsible for tracking and reporting the school's financial situation. The entire

Governing Council will meet Public Education Department requirements for board training with an emphasis on fiscal management. The Governing Council will work with the school business manager to ensure fiscal responsibility and sustainability.

The Facilities Committee, a subgroup of the Governing Council, takes responsibilities for facilities planning, communication regarding maintenance, and other facilities or building and space related issues.

Community Input Consideration

We prioritize creating opportunities to solicit community input and feedback, and our facilities planning process will include focus groups and interviews with community leaders. Questions include:

1. What type of school building do you envision for your child?
2. Picture your ideal school, what does it look like? Sound like?
3. What are your hopes for a classroom your child uses? What do you hope s/he has access to?

Staff Input

During the initial planning and school facilities requisition phase, we have not hired staff members. However, once staff members are hired, the Facilities Committee of the Governing Council will gather input regarding the school facilities and spaces as a part of an ongoing strategic planning process. This input will be integrated with other community input to inform facility planning.

Student Input

Initial facilities planning included adult stakeholders, community leaders, and school steering committee input. However, once students are enrolled, the Facilities Committee of the Governing Council will partner with school leaders to gather student input regarding the school facilities and spaces as part of an ongoing strategic planning process. Endless Sky Academy seeks to prepare students to be leaders of their education and within the school, and as such, believe that it is important to provide students various opportunities to give input and participate in their education process. Once school is in session, student surveys will include components related to the building, school environment, and other facilities-related systems.

Identify how community input is considered

o list members that attended planning meetings and their affiliation

Paul Lockhart-Founder
Joyce Bridges-Founder
Dana Petro-Founder
Veronica Sanders-Board Member
Paul Aguilar-Board Member

Steering Committee

Endless Sky Academy Steering Committee is composed of the following individuals:

Committee Member	Role	
Paul Lockhart	Co-design lead	
Joyce Bridges	Co-design lead	
Paul Aguilar	Founding Board Member	
Veronica Sanders	Founding Board Member	
Matt Giese	Founding Board Member	
	Founding Board Member	
	Founding Board Member	

2. PROJECTED CONDITIONS

2.1 Educational Programs and Delivery Methods

2.1.1 Programs overview

- ☐ Provide overview of proposed educational programs, method of instruction, and facilities (include facilities if you have one or a potential facility)
- ☐ Identify and describe any potential shared/joint use facilities with public or private entities
- ☐ Describe the general instructional organization (grade levels, groups, academies)
- ☐ Describe scheduling approach (periods, block schedule, hours of operation)
- ☐ List anticipated special curricular and extracurricular activities to be accommodated in the facility, if any

Endless Sky Academy students will participate in a combination of whole-group, small-group, and individual learning activities. A portion of instruction will be teacher-led, requiring use of whiteboards and posted charts. A more substantial portion of instruction will take place in small groups of students, led by a teacher.

Students will have parts of their day (745am to 315pm) allocated to different rooms and teachers. The students transition to the English Language Arts (ELA) classroom for ELA instruction, which includes a whole group mini-lesson, small group rotations for guided reading and independent work, and guided writing that takes place in small groups or independently, with the teacher as the facilitator. After ELA, the class travels to Math for a similarly structured block of time. The ELA teacher will then teach a similar lesson to another group of students that have rotated into the classroom. Math likewise, includes a combination of whole group, small group, and individual learning activities. Students then have

Science/Social Studies class in a different room. Science/Social Studies is a project-based class in which students work to answer a driving question, create a work product, and present to their peers. The day also includes a Specials class, Art and Music. While students are at Specials, the core content teachers collaborate to plan instruction, review data, and make contact with parents to discuss student progress and areas if concern.

The day also includes lunch (25 minutes) and recess (20 minutes).

Wednesday will be an abbreviated schedule but students will follow the same schedule with less time in each class.

Grade Level Configuration

			<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
			<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>	<i>2022-23</i>	<i>2023-24</i>
<i>Kindergarten</i>			<i>30</i>	<i>30</i>	<i>30</i>	<i>30</i>	<i>30</i>
<i>1st Grade</i>			<i>30</i>	<i>30</i>	<i>30</i>	<i>30</i>	<i>30</i>
<i>2nd Grade</i>			<i>0</i>	<i>25</i>	<i>25</i>	<i>25</i>	<i>50</i>
<i>3rd Grade</i>			<i>0</i>	<i>0</i>	<i>25</i>	<i>25</i>	<i>50</i>
<i>4th Grade</i>			<i>0</i>	<i>0</i>	<i>0</i>	<i>25</i>	<i>50</i>
<i>5th Grade</i>			<i>0</i>	<i>0</i>	<i>0</i>	<i>25</i>	<i>50</i>

There will be two classes of 15 students in each grade year one. Each additional year will add one class per grade level until year 5 when we will expand to 2 classes, K-5.

Shared/joint use facilities with other public or private entities

We plan to have the all students participate in a two-hour PE/tutoring study skills program every Wednesday from 1:15 to 3:15. The instructors will be an administrator, volunteers, and student teachers who need classroom hours.

Instructional Program

Personalized Instruction

- Students will understand the assessment they are taking and what both he/she, along with the teacher can learn from the results. Where are the student's areas of need and how will the teacher help them grow?
- Students will work with their teachers to set weekly and monthly learning goals and to map out strategies to reach these goals.

Experiential Learning and Service Learning

- Project-based learning integrates skills and knowledge from across the curriculum, including socio-emotional core competencies (e.g. self-management, self and social awareness, relationship skills, decision-making).

- Students design their own projects and have class time called “Genius Hour”, created to foster students’ sense of agency as they merge skills from multiple disciplines to pursue a self- selected passion.

Science, Technology, Engineering, Art, and Math (STEAM) as a Core Component of the Curriculum in Each Grade

- Our curriculum will focus on integrating the skills and knowledge students need to be successful academically.
- Students have daily opportunities to practice multi-dimensional problem solving with real world applications.
- Solving problems is an interdisciplinary and multidimensional endeavor that involves active-learning, teamwork, collaboration, and student empowerment.

Character Education

- Teachers create learning experiences that help all students develop a growth mindset, grit, integrity, empathy, self-regulation, and executive functioning skills so that they can directly apply these competencies to persevere inside and outside of the classroom.
- We integrate and celebrate the REACH Core values (Responsibility, Empathy, Agency, Curiosity, and Humor) throughout the school day and year.

Core Instructional Methods and Strategies:

In Math and ELA, we integrate whole group and small group instruction and personalized learning stations. In STEAM and Social Studies, we integrate project-based learning with instruction designed to build background. REACH core values are integrated throughout the school day, with time set aside for Morning Meeting and Close Out each day, to explicitly teach and practice the values themselves.

General Instructional Organization

Each student has a “homeroom” class, in which s/he begins and ends the day. Between those short blocks (Morning Meeting and Close Out), students travel with their class to ELA, Math, and STEAM/Social Studies. Grade level teachers share each grade group of students and have daily shared “Specials” time. “Specials” for students is a time to engage in Dance, Art, Coding, and other elective type classes. Teachers have planning and data-review meetings to align and plan instruction to meet student needs across the grade level.

Schedule

See below for a sample schedule for grades K-1

2017-2018 School Schedule - A/B Day (M, T, R, F)	Period 1	Period 2	Period 3	Lunch	Period 4	Period 5
	7:45-9:09 (K-1)	9:10-10:34 (K-1)	10:30-11:54 (K-1)	11:55- 12:20	12:25- 1:49 (K- 1)	1:50-3:15 (K-1)
Kinder/ 1st Science/ Social Studies	Kinder Science/ Social St	Kinder Science/ Social St	1 st Science/ Social St	3 rd Lunch	PREP	1 st Science/ Social St
	KGr2	KGr1	1stGr1			1stGr2
Music Teacher	PREP	Reading Intervention	Reading Intervention	3 rd Lunch	A: 1stGr1	A: KGr1

Elementary Music					B: 1stGr2	B: KGr2
Kinder/ 1st Grade ELA	1 st Grade Writing	1 st Grade Writing	Kinder Writing	3 rd Lunch	Kinder Writing	PREP
	1stGr1	1stGr2	KGr2		KGr1	
Art Teacher	PREP	Math Intervention	Math Intervention	3 rd Lunch	A: 1stGr2	A: KGr2
Elementary Art					B: 1stGr1	B: KGr1
Kinder/ 1st Grade Reading	Kinder Reading	1 st Grade Reading	1 st Grade Reading	3 rd Lunch	Kinder Reading	PREP
	KGr1	1stGr1	1stGr2		KGr2	
Kinder/ 1st Grade Math	1 st Grade Math	Kinder Math	Kinder Math	3 rd Lunch	PREP	1 st Grade Math
	1stGr2	KGr2	KGr1			1stGr1

Wednesday schedule

2017-2018 School Schedule – Wedneaday	Period 1 7:45-8:46 (K-1)	Period 2 8:46-9:47 (K-1)	Period 3 9:47-10:48 (K-1)	Lunch 10:48-11:13	Period 4 11:13-12:14 (K-1)	Period 5 12:14-1:15 (K-1)
SS/Sci Team	Kinder Science/ Social St	Kinder Science/ Social St	1 st Science/ Social St	3 rd Lunch	PREP	1 st Science/ Social St
Kinder/ 1 st Science/ Social Studies	KGr2	KGr1	1stGr1			1stGr2
Music Teacher	PREP	Reading Intervention	Reading Intervention	3 rd Lunch	Study Skills 1st Gr1	Study Skills Kinder 1
Elementary Music						
ELA Team	1 st Grade Writing	1 st Grade Writing	Kinder Writing	3 rd Lunch	Kinder Writing	PREP
Kinder/ 1 st Grade ELA	1stGr1	1stGr2	KGr2		KGr1	
ART Teacher	PREP	Math Intervention	Math Intervention	3 rd Lunch	Study Skills 1st Gr2	Study Skills Kinder 2
Elementary PE						
Reading Team	Kinder Reading	1 st Grade Reading	1 st Grade Reading	3 rd Lunch	Kinder Reading	PREP
Kinder/ 1 st Grade Reading	KGr1	1stGr1	1stGr2		KGr2	
Math Team	1 st Grade Math	Kinder Math	Kinder Math	3 rd Lunch	PREP	1 st Grade Math
Kinder/ 1 st Grade Math	1stGr2	KGr2	KGr1			1stGr1

2.2.2 Describe phasing of enrollment, particularly if you plan on implementing enrollment incrementally until you reach your cap.

- ☐ Provide a graph of projected enrollment by year ,
- ☐ Identify by grade level, the five-year post occupancy projection of attendance to be accommodated by any proposed facility
- 2.2.3 Classroom loading policy
- ☐ Identify anticipated class loading policy (student teacher ratio)
- 2.2.4 Classroom and Space needs
- ☐ Identify anticipated classroom needs, including number of classrooms to accommodate the projected enrollment. Provide supporting analysis.
- ☐ Itemize the quantity and sizes of other spaces required to accommodate the instructional program
- ☐ Identify spaces for which you are seeking a waiver of adequacy standards (see Charter and

Alternative Variance from NMAS at: http://nmppsfa.org/pdf/MasterPlan/Charters/Charter-Alternative_Sch_Variance_09-05-08.pdf 2.3 Site and Facilities

Over the course of the next five years of school operation, we do not anticipate any changes in programs that will impact the use of or need for our facilities beyond the slow growth of enrollment size as we add classes of kindergarten each year and our students matriculate to the next grade level. Our class sizes will remain consistent each year, and we will add students to each grade level to account for inevitable attrition.

See below to see increases in grade levels and class sizes.

2.2.2A

	Start-Up Year	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-18	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	NA	30	30	30	30	30
1st Grade	NA	30	30	30	30	30
2nd Grade	NA	0	25	25	25	50
3rd Grade	NA	0	0	25	25	50
4th Grade	NA	0	0	0	25	50
5th Grade	NA	0	0	0	25	50
Total		60	85	110	160	260

2.2.3 Classroom Loading Policy

Our instructional model includes departmentalized instruction in all grade levels. Thus, each teacher will work with a whole grade level, while being departmentalized.

For grades 1-5, this class loading structure is below the required maximum of 24 students per class.

	Start-Up Year	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-18	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	NA	30	30	30	30	30
1st Grade	NA	30	30	30	30	30
2nd Grade	NA	0	25	25	25	50
3rd Grade	NA	0	0	25	25	50
4th Grade	NA	0	0	0	25	50
5th Grade	NA	0	0	0	25	50
Total		60	85	110	160	260

Class Loading Per Grade (each year):

	Start-Up Year	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-18	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	NA	30	30	30	30	30
1st Grade	NA	30	30	30	30	30
2nd Grade	NA	0	25	25	25	50
3rd Grade	NA	0	0	25	25	50
4th Grade	NA	0	0	0	25	50
5th Grade	NA	0	0	0	25	50
Total	NA	60	85	110	160	260
Number of Students per K-1 Class	NA	15	15	15	15	15
Number of Students per 2-5 Class	NA	NA	25	25	25	25
Total Number of Teachers (Core)	NA	4	5	6	8	12
Number of Teachers per Class	NA	1	1	1	1	1
Teacher: Student Ratio K-1 (Core Classes)	NA	1:15	1:15	1:15	1:15	1:15
Teacher: Student Ratio 2-5 (Core Classes)	NA	NA	1:25	1:25	1:25	1:25

The ESA departmentalized teaching model is similar to the departmentalized staffing model used in middle and high school. With the departmentalized structure, the number of students that each ESA teacher serves daily is below the required daily maximum in middle and high school grades. At the lowest requirement, statute requires that teachers serve no more than 135 students per day with less than 27 students per class. Based on each of the statute requirements for class loading, we believe it is reasonable that an elementary school teacher serve classes of no more than 25 students at a given time, and at a maximum of 50 students per day in one content area.

2.2.4 Classroom and Space Needs

Identify existing/future classroom needs to accommodate the projected enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2023-24
Grades	K-1	K-2	K-3	K-5	K-5
Total	60	85	110	160	260
Number of Students per K-1 Class	15	15	15	15	15
Number of Students per 2-5 Class	NA	25	25	25	25
Total Number of Teachers (Core)	4	5	6	8	12
Number of Teachers per Class	1	1	1	1	1
Classrooms	6	7	8	10	14
Additional Classrooms	2	2	2	2	2

2.3.1 Location/site

- ☐ Include Map(s) which identify the location of any existing or proposed facilities (if applicable)
- ☐ Provide an description of sites and facilities , existing or proposed (if applicable)
- ☐ Discuss reasons for desired locations, site, or area

2.3.4 Facility evaluation (If applicable)

- ☐ Provide a summary of the facility condition evaluation (FAD Executive Summary Report)
- ☐ Has PSFA evaluated the proposed facility for code and adequacy? If so, summarize PSFA/Code analysis of any existing facilities that are proposed for future use and include in this section.

2.3.1 Location/site

N/A

2.3.4 Facility Evaluation

At this point, the PSFA has not yet evaluated the facility for code and adequacy.

3. PROPOSED FACILITY REQUIREMENTS

3.1 Facility Goals and Concepts

3.1.1 What are the goals to be met by your school facility?

- ☐ Outline plan for being in a public building in compliance with HB-283

3.1.2 Concepts

- ☐ Identify and describe major facility concepts including safety, security, sustainability, flexibility, community use, utilities, conceptual building layout (i.e. proximity of classrooms to admin or support spaces) and any other issues or special considerations that impact space requirements and/or costs

Goals for Facilities

- Provide adequate space during facility transitions to allow for enrollment growth
- Provide appropriate classroom spaces to accommodate a blended technology station rotation model in Math and ELA and a project-based approach in STEAM and Social Studies.
- Create shared instructor office spaces to facilitate collaboration among teaching staff
- Provide adequate space for school-wide and mixed grade level assemblies for weekly Town Hall

- Provide a safe and welcoming environment from exterior perceptions to interior activities
- The facility either currently standing or to be built will be in compliance with HB-283.

3.1.2 Concepts

Functionality

- Decentralize administrative offices to encourage more interaction between school leaders, teachers, and students
- Visually connect spaces for primary grade students: hallways and classrooms are color coded based on grade levels
- Designate a “home base” for teachers and students with sufficient storage for materials and belongings
- Provide spaces for gathering, reading, sitting, and active play
- Prioritize spaces that allow collaboration, for example, cluster classrooms around a grade level common space
- Consider daylighting: the *controlled* admission of natural light into a space. Glare and hot spots can undermine the learning process.
- Integrate daylighting with efficient electric lighting to optimize visual comfort.
- Use natural ventilation when possible. (This and daylighting provide a connection to the outdoors.)
- Ensure [acoustical comfort](#). If young children are unable to hear their teacher, they usually are unable to "fill in the blanks" as adults with life experience are able to do, and this can disrupt learning. (See Section 5.8)
- Ensure high indoor air quality. Children sensitive to indoor air pollutants, and likely to suffer ill effects such as allergies and asthma. (See Section 5.8)
- Ensure thermal comfort. Use HVAC systems to keep humidity in the comfort zone. (See Section 5.8)
- Connect the indoor environment to the outdoors by providing operable windows in classrooms and easy access from classrooms to outdoor areas that can be utilized in the curriculum.

Safety and Security

- Providing a [safe school](#) is a high priority.
- Maximize visual access to corridors and school grounds.
- Increase occupants' sense of ownership and "territoriality" by providing

comfortable, not institutional, rooms and by clearly defining the school boundaries.

- Control access to the building and grounds by individuals and vehicles.
- Use durable, [non-toxic building materials](#).
- Provide shelter in cases of emergency.
- Accommodate safe egress from the building in case of emergency.
- The school should be accessible to all students and families, and compliant with the Americans with Disabilities Act (2002)

Sustainability

- Use energy, water, and other resources efficiently.
- Integrate renewable energy strategies
- Integrate high-performance mechanical and lighting systems.
- Conserve and protect natural areas. Provide barriers that protect children and plants and wildlife.
- Provide opportunities for safe walking and bicycling to school

Community Use

- Support community programs such as parent education nights and after school programs
- Provide a parent room in which volunteers can prepare classroom materials
- Provide family internet access and computer use

Space Summary

Amount of instructional Space Needed

The chart below shows the learning environment that is capable of providing the space needed for Endless Sky's instructional programs. The calculations are different from the adequacy standard calculations in Section 1.1.3, as those calculations are to inform the minimum required space.

<i>Endless Sky Academy Facilities Planning</i>	K-1 (2019-20)	K-2 (2020-21)	K-3 (2021-22)	K-5 (2022-23)	K-5 (2023-24)
	ESA Yr 1	ESA Yr 2	ESA Yr 3	ESA Yr 4	ESA Yr 5
No. of Classrooms	6	7	8	10	14
Playground/play area	Outside	Outside	Outside	Outside	Outside
Classroom Space- K (50sqft/S)	1500	1500	1500	1500	1500
Classroom Space- 1-5 (32sqft/S)	960	1760	2560	4160	7360
Art Space/Storage (60 sqft)	60	60	60	60	60
Technology Space (3sqft/S or 700sqft)	180	255	330	480	870
Physical Education (2400 sqft /multipurpose)	2400	2400	2400	2400	2400
Library/book room (3sqft/S or 1000sqft)	180	255	330	480	870
Food service - 3 servings, max 2sqft/S @ largest serving, 1000 sqft	120	190	220	320	580
Kitchen	700	700	700	700	700
Storage (1sqft/S) (not incl. in other space)	60	85	110	160	290
Janitorial space (1sqft/S, plus sink)	60	85	110	160	290
Parent space (.5sqft/S or 150sqft)	30	43	55	80	145
Health space (.5 sqft/S or 150sqft)	30	43	55	80	145
Faculty space/lounge (1sqft/S or 150sqft)	60	85	110	160	290
Admin space (1.5sqft/S or 150sqft)	90	128	165	240	435
Total Sq Ft	6430	7589	8705	10980	15935
Multiplier	1.23	1.35	1.44	1.50	1.50
Needed Space for ESA Instruction	7893	10270	12533	16485	23924

Quantity and sizes of spaces required to accommodate the instructional program

Site requirements

Personalized Learning Requirements:

In order to facilitate the instructional program at Endless Sky Academy, the facility needs sufficient space and network infrastructure to support personalized blended learning, station-rotation based instruction, and project-based learning. Spaces should be:

1. Flexible: students and furniture should be able to move to create different group configurations within and among classrooms
 - a. Movable furniture
2. Bright: students should have access to fresh air and sunlight throughout the day, including when in classrooms.
3. Connected: network connectivity should reach school-wide, in all spaces to allow for students to access online resources and programs that facilitate research and personalized instruction.
4. Close: students should be able to transition quickly, quietly, and easily between classrooms. Grade level classrooms should be clustered together in order to facilitate collaborative learning and departmentalized instruction in which students move from class to class.
5. Open: classrooms and hallways should be open spaces in which students have sufficient space to move without coming into unnecessary contact with their peers during transitions and collaborative group work.

Elementary School Requirements:

The facility should be developmentally appropriate for Endless Sky students in grades kindergarten through five. The facility must have:

1. Outdoor recreation spaces such as a play structure and a play space
2. Accessible and child-friendly restrooms

3. Clearly defined grade level spaces: for example, grades K-2 have a classroom cluster and grades 3-5 have a classroom cluster
4. Areas for display of student work: each hallway has a bulletin board or other display case to showcase excellent student work products.

Professional Spaces

1. Teachers should have a defined resource room and workspace that allows for collaboration and facilitated professional development
2. Spaces should have natural light and fresh air
3. Space should be allocated for organizing professional development tools and student and teacher resources (shelving, drawer, and desk space for each individual and grade level teacher team)
4. Administrative offices should be centrally located and easily accessible by teachers, students, and families.
 - a. The office manager space should be clearly visible and easily accessible upon entering the facility, and the office manager should have a clear view of the lobby area as well as easy access to administrative offices and parent spaces.
 - b. Each administrator should have space allocated for resources and tools- shelves, drawers, and a desk.
 - c. The administrative office or parent room should have a large conference table for group meetings.
5. Parents should have access to a space that includes resources for various supplemental programs, computer access, and telephone.
 - a. This space should be accessible from the front lobby, and the office manager should also be easily accessible from the parent room.
6. Teacher spaces, parent spaces, and the administrator office cluster should have bulletin boards or designated spaces to post student data, student work, products, and analysis tools.

Descriptions and Diagrams of Required Spaces

Graphic diagram illustrating the relationship between the program areas

Key:

Green = student and teacher use classroom spaces (grade level and purpose noted in text)

Blue = hallway, lobby, or common spaces

Orange = restroom (double = Boy/Girl student, single = adult single stall)

Purple = kitchen

Aqua= administrative offices

Green= Office manager space

P= parent room

T= teacher room

Resource/Library= resource room and Library for materials and teacher use, and small group sessions if necessary



Alternative Methods

Beyond our 1:1 technology ratio that requires slightly more flexibility with student space availability to create flexible groups and a plan to create network connectivity school-wide, we do not have alternative methods that impact the facility (extra-large class sizes, auditorium-style classrooms, etc).

Implementation of Space Needs

Scenarios for Implementation

Phasing strategies considered for meeting required needs with projected growth

Endless Sky will grow by one grade level and students each year until 2022. To accommodate for this growth, we have two potential strategies:

1. We will temporarily occupy a facility that can accommodate our student enrollment for the first two years of operation. Upon reaching the facility capacity, we will relocate our school to a facility with sufficient space for our full enrollment.
 - a. Benefits of this strategy: we do not lease more space than we need in the immediate future, and it may be easier to negotiate a short term agreement than a phase-in lease.
 - b. Downsides of this strategy: we will have to find two viable facilities in a relatively short time period and we will have to move our school from one site to another in a short time period.
2. We will initially occupy a portion of a facility that will accommodate our student enrollment, and we will increase the amount of space we lease as our enrollment grows.
 - a. Benefits of this strategy: we can use as much space as we need until we reach full capacity and enrollment, we would not have to relocate our school in the first few years of operation.
 - b. Downsides of this strategy: it is potentially difficult to both find a space that can accommodate this growth strategy and a landlord willing to slowly lease space according to the school's growth plan.

4. CAPITAL PLAN (if applicable - a short range plan which identifies capital projects or equipment purchases and includes financing options)

Capital Funding

Historic and Current Funding

To date, Endless Sky Academy has not yet been in operation, and thus has not had capital funding needs to meet.

Current Capital Expenses

Endless Sky Academy does not yet have capital expenses.

Potential Future Sources of Revenue

Current and future financial resources available or expected

Year	Type of Funding	Per Student Amount	Total Funding
2019-20	Lease Assistance	\$740	\$146,520
2020-21	Lease Assistance	\$740	\$195,360
2021-22	Lease Assistance	\$740	\$244,200
2022-23	Lease Assistance	\$740	\$293,040
2023-24	Lease Assistance	\$740	\$293,040

PSCOC Capital Outlay Funding

Capital Needs

As a new proposed charter school opening in August of 2019, we will not be eligible for PSCOC Capital Outlay funding until after our first renewal in 2024.

Projects

Summary of capital needs identified including renewal, technology requirements, and programmatic requirements.

At this time, we anticipate that a renewal process will be necessary to ensure that a facility is prepared to serve students effectively in August of 2019. This will include:

1. Space division and renovation (potential construction and/or movement of walls to separate classroom and work spaces)
2. Appearance updates: paint, cleaning, floor waxing, etc.
3. Technology Infrastructure: ensure cabling, wireless, and power sources support school-wide connectivity and network activity
4. Playground/outdoor play space: construct or beautify outdoor space for student recreation, including PE and recess

Probable costs for the total project:

Site development cost, facility construction, other projected costs (technology preparation, furniture purchase, etc.) depend on the status of the site itself. Our process for determining costs for the necessary projects, unit costs, inflation, and a project delivery schedule are found in Section 4.3: Implementation Strategy.

Implementation Strategy

In order to ensure that we have most prepared and effective facility possible in our first year of operation, Endless Sky's leadership team will follow the below timeline in order to implement renewal projects for the chosen facility:

Year	Month	Action Steps
2018	April	Submit Facilities Master Plan to PSFA Identify potential facilities, schedule PSFA visits, schedule contractor/architect assessments
	May	Using contractor/architect assessments, create timeline of projects for renewal and prioritize Include above facilities plan in Charter Application
	June	Submit Charter Application Continue to seek options for facilities potentially meeting needs of school
	August	Begin Lease Negotiations with landlords Create initial project plans for preparing facility for school occupancy
	September	Finalize terms of lease with landlords Finalize facilities renewal projects, align contractors, architects, and providers
	November	Begin facilities renewal projects (to be completed by April 2018)
2019	January	Mid-process reviews of renewal projects, progress to completion
	February	Continue progress monitoring of facility renewal and technology specifications
	March	Order furniture, ensure adequate technology infrastructure
	April	Goal for facility renewal completion
	May	Prepare for occupancy (Move in furniture, prepare facility student and teacher spaces for occupancy, ensure technology capabilities are in place)
	June	Continue process to prepare spaces for occupancy, hang building room signs, etc
	July	End of July: Individual classroom preparation: anchor charts, etc.
	August	2019-2020 School, year

Project Prioritization

Process and criteria to prioritize capital needs

It is possible that there are more projects that we would like to complete than capital or time to complete them in prior to the day we occupy a facility. In this event, the Facilities subcommittee of Endless Sky School Board of Trustees will review the school's' needs, funds, and prioritize the key projects to implement.

The process will include the School Directors as well as community representatives.

The guiding considerations to prioritize the highest need projects are as follows, in the order of priority:

1. What steps are necessary to prepare the building to meet e-occupancy standards?
2. What steps are necessary to provide a safe campus?
3. What steps are necessary to prepare the campus to implement our instructional program?
 - a. Space?
 - b. Technology?
4. What steps are necessary to create a welcoming environment?

The guiding considerations to prioritize fund allocation are as follows:

1. What is the total cost to implement all projects?
2. What is the trade-off with implementing one project over another?
3. What is the trade-off with not implementing a project?
4. If a project is not executed now, how long will it be until it is vital to complete? What will the relative costs be now versus in the future?

This committee will then make the decision about what projects will need to be completed and in what order of priority.

Capitalization Analysis

Financial strategies and alternatives considered to meet capital needs

We are exploring grants and financial opportunities to supplement our funds to meet capital needs. This includes partnerships with organizations that support charter schools with facility acquisition and improvement.

5. MASTER PLAN SUPPORT MATERIAL

5.1 Sites and Facilities Data Table (if applicable)

☐ Provide a table summarizing characteristics of site and facilities

• Name of facility

o State identification number o Physical address o Date of opening o Dates of major additions and renovations o Facility Condition Index (FCI) and N.M. Facility Condition

Index (NMCI), if available o Site owned or leased

o Total building area gross sq/ ft. o Site acreage o Total number of permanent general classrooms
o Total number of permanent specialty classrooms o Total number of portable classrooms o
Total number of classrooms o Percentage of portable classrooms compared to total number of
permanent classrooms o Total enrollment current year (40th day count), if available (may not be
available for a newly chartered school) o Number of gross sq. ft per student per school facility
5.2 Site Plan (if applicable)

☐ Scaled school site plan 5.3 Floor Plan (if applicable)

☐ Scaled school floor plan(s) with rooms numbers to match inventory N/A

The below table will be completed upon confirming that we have selected a facility with an appropriate NMCI that can also support our instructional program.

Name of facility	<i>Endless Sky Academy</i>
State identification number	
Physical address	
Date of opening	
Dates of major additions and renovations	
Facility Condition Index (FCI) and N.M. Facility Condition Index (NMCI), if available	
Site owned or leased	
Total building area gross sq/ ft.	
Site acreage	
Total number of permanent general classrooms	
Total number of permanent specialty classrooms	
Total number of portable classrooms	
Total number of classrooms	
Percentage of portable classrooms compared to total number of permanent classrooms	
Total enrollment current year (40th day count), if available (may not be available for a newly chartered school)	

Number of gross sq. ft per student per school facility	
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□ **FAD forms updated 5.8 Detailed Space and Room Requirements (Ed Spec) if applicable**

5.8.1 Technology and communications criteria

Network access and wireless capability should be available throughout the facility: classrooms, shared student spaces, teacher workspaces, the school lobby, and parent spaces. Classroom telephones and intercoms should be available in classrooms and common spaces. Copiers and printers will also be accessible for staff.

5.8.2 Power criteria

There should be sufficient power for laptop carts to be charged as well as for teacher projectors and computers to be plugged in.

5.8.3 Lighting and day lighting criteria

As much as possible, natural lighting should be used to supplement electricity and fluorescent lighting in indoor spaces. Lighting should also be flexible to provide more or less light depending on the activity, time of day, and technology in use.

5.8.5 Classroom acoustics criteria

Interior volumes should not exceed 566m³, according to Part 1 of ANSI/ASA S12.60, guidelines for building acoustics. In order to provide favorable acoustics, the location of the building, orientation of doors and windows, and noise level of HVAC and other school systems should be considered. Additionally, the composition of windows and the building exterior (envelope) can also be used to adjust acoustics to meet desired levels.

5.8.6 Furnishing and equipment criteria

Each classroom should have functional workspaces for 25 students, storage for laptop carts, and flexible space that allows for small group instruction, collaboration, and independent work. Each classroom should have a removable/wall mounted projector screen, and, ideally, a ceiling mounted projector that connects to the teacher's laptop. Students' chair should be independent from desks to facilitate easy movement and flexible grouping.

5.8.9 Criteria sheets

5.9 Submission and Review Process

5.9.1 Final hardcopy placed in a three-ring binder to PSFA offices

OR electronic copy emailed to PSFA (PDF file format preferred) with contact information for the person with the authority to answer questions.

5.9.2 Submit the FMP/Ed Specs 60 days prior to your PEC application deadline

5.9.3 PSFA will review the document and provide a response within two weeks receipt of your document. We will respond with approval or with additional questions/request for revisions.

5 2-23-2017

5.9.4 Once PSFA is satisfied with answers to questions or revisions, PSFA will issue an approval letter. PEC requires that you include both your plan and approval letter with your application

6 2-23-2017

**State of New Mexico
Public School Facilities Authority**



Johnathan Chamblin, Director

Martica Casia, Deputy Director

1312 Basehart Road, SE, Suite 200
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Website: www.nmpsfa.org

May 14, 2018

Mr. Paul Lockhart
Pa_lockhart@yahoo.com
Bernalillo
PO Box 94777
Phone: 505-362-7187

Re: Endless Sky Academy 2019-2023 Facility Master Plan/ Educational Specification's Approval

Dear Mr. Lockhart:

PSFA has received and reviewed the Facility Master Plan/Educational Specification's (FMP/ Ed Spec's) for the Endless Sky Academy located in Bernalillo Public Schools District and are requesting to be a State Chartered Charter School. The FMP/Ed Spec's purpose is to guide you in the planning of and/or selection of a facility to ensure that it is adequate to accommodate your educational program and method of instruction. Based upon our review, PSFA is pleased to announce that the Plan meets our requirements. In accordance with House Bill 283, your next step is to submit your charter school application to the New Mexico Public Education Department (PED) and include your FMP/Ed Spec's document.

Through our review of the FMP/Ed Spec's, PSFA understands the following:

- Endless Sky Academy did request to locate school in existing Bernalillo Public Schools facilities on May 7, 2018. The District has not responded to the request.
- Grades requested are K thru 5th grade.
- The school anticipates having a total enrollment of 290 students (cap).
- Proposed pupil teacher ratio (PTR) kindergarten thru 1st grade; 15 students per teacher (15:1).
- Proposed pupil teacher ratio (PTR) 2nd – 5th; 25 students per teacher (25:1).
- Total number of teachers (Core): 12
- 14 general classrooms required to support 290 students.
- Proposed 23,924 gross square feet (gsf) of general classroom and support spaces needed to meet educational program.
- You have reviewed our adequacy standards, planning guide and HB 283.

If you are a successful applicant, please remember to work closely with PSFA's Planning and Design team as you review potential facilities. You can reach us at (505) 468-0282.

Sincerely,

William W. Sprick, Facility Master Planner

cc: Natalie Diaz, Regional Manager
Martica Casias, Deputy Director