




Part E—Description of the Charter School Facilities and Assurances*

(A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978)

* All schools must provide a response for this section of the application.

F. Facility

<p>A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.</p>
<p>The school must provide a narrative description of its facilities. The school should attach any facility plans or the school’s Facility Master Plan in Appendix D.</p> <p>In addition, attach a copy of the building E Occupancy certificate and a letter from the PSFA with the facility NMCI Score as Appendix D, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)</p> <p>The school must also provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. A template is available from the PEC’s website.</p>
<p>School response:</p> <p>The New Mexico School for the Arts Act (Chapter 22, Article 15F NMSA 1978) established New Mexico School for the Arts (NMSA) as a statewide residential state-chartered charter high school for grades nine through twelve. The School opened its doors in the leased St. Francis Cathedral School facility on August 16, 2010, with 138 students from across New Mexico studying core and advanced academics coupled with mastery-level Dance, Music, Theater or Visual Arts. Enrollment is currently at 218.</p> <div data-bbox="516 1094 1115 1537"></div> <p>The St. Francis Cathedral School facility is located at 275 East Alameda Street in Santa Fe on the corner of East Alameda and Paseo de Peralta. It was designed by John Gaw Meem, one of New Mexico’s most important architects known for the instrumental role he played in developing and popularizing the Pueblo Revival Style. The St. Francis Cathedral School building was constructed in 1948. (See photo above.)</p>

Retrofitted in 2010 for NMSA, the classroom building is rooted in history. NMSA has maintained the John Gaw Meem building in its historic form, honoring the past while celebrating the state's future by developing the creative potential of New Mexico's artistically talented youth.

Below is an aerial view of the site. Traffic enters from Alameda and exits into the public parking lot, then exits through a gate onto Paseo de Peralta. Traffic calming signs and bumps are being utilized.



The facility has served NMSA well on a temporary basis. However, based on the current student enrollment, its functional student capacity has been reached. The mastery arts program requires dedicated spaces for “wet” art projects, choral risers, piano practice rooms, and drama. There is no space to house the current dance program; consequently, at the end of the academic school day students are transported to National Dance Institute – New Mexico, where additional space is rented. Music requires a large number of individual practice spaces, individual instruction spaces, and sound attenuation. Currently, students are seen practicing in halls and almost every other available space. Although this may enhance the amazing energy felt upon entering the school, sound attenuation is lacking. Since the facility is leased, NMSA has been prohibited from making capital investments to remedy the above with public funds.⁴

In addition, off-site space is required to house the NMSA Residential Program, a brief description of which follows.

Residential Dormitories

NMSA provides an optional five-day Residential Program for students who live in areas of New Mexico too far from the campus to reach it in a reasonable daily commute. The 2017-18 Residential Program is currently serving 18 distance students. Comfortable accommodations are provided in a dormitory-style building at the Immaculate Heart of Mary Retreat Center (<http://ihmretreat.com/>), located about a mile

and a half from the school, near St. John's College. Transportation is available from the dorm to school, and Residential students are supervised by a full-time, professional Adult Residential Assistant who lives on-site.

As per the School Charter, Residential student room and board is assessed on a sliding scale basis that is approved by the Public Education Commission and based on family income. Residential Program application guidelines and more detailed information are available at <http://www.nmschoolforthearts.org/attend/residential-program/>.

Clearly, a larger, permanent facility has been a priority for New Mexico School for the Arts since the charter was originally approved. Through its annual reports, NMSA has kept the Public Education Commission informed about its search for adequate space and, ultimately, about its 2015 acquisition of the former Sanbusco Market complex in the heart of Santa Fe's Railyard District.

The following documents have been included in Appendix D of this application and will also be available for review during the Renewal Site Visit:

- 1) The New Mexico School for the Arts Charter 5-Year Facility Master Plan/Ed Specification Dated 2018-2023
- 2) Certificate of E-Occupancy
- 3) PSFA letter dated June 15, 2018 stating w/NMCI Score of 32.30%
- 4) Notarized Facility Assurance Form B
- 5) Lease Renewal Document

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



Robert A. Gorrell, Director
Tim Berry, Deputy Director

Santa Fe Office
2019 Galisteo, Suite B-1


Santa Fe, NM 87505
(505) 988-5989
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1312 Basehart Drive, SE
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(505) 843-6272
(505) 843-9681 (Fax)

Website: www.nmpsfa.org

To: Dr. James C. Ledyard, Administrator
New Mexico School For The Arts

Date: August 11, 2010

From: Annette Montoya, Senior Facilities Specialist 

RE: New Mexico School For The Arts
274 East Alameda Street
Santa Fe, New Mexico

Per your request on July 23, 2009 a site visit was conducted at the above facility. The facility appears to be in compliance with the Public Schools Facilities Authorities Adequacy Standards for Charter Schools. Since this date, approval had been pending due to corrections needed at the facility per the City of Santa Fe's Building and Fire Department inspections which were conducted on June 22, 2009.

All required inspections by the City of Santa Fe have been completed and approved as of August 10, 2010 to ensure all deficiencies have been corrected.

This building has been designated as an 'E' occupancy for several years and to date remains an 'E' occupancy by the City of Santa Fe Building Department.

If you have any questions please feel free to contact me at 505-988-5989 ext. 2114.

cc: Martica Casias, Planning & Design Manager
Dr. Don Duran, Public Education Department
File

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

Jonathan Chamblin, Director



Martica Casias, Deputy Director

**1312 Basehart Road, SE, Suite 200
Albuquerque, NM 87106
(505) 843-6272 (Phone); (505) 843-9681 (Fax)
Website: www.nmpsfa.org**

June 15, 2018

Mr. Eric Crites, Head of School
New Mexico School for the Arts
275 East Alameda
Santa Fe, New Mexico 87501

RE: wNMCI score for New Mexico School for the Arts, 275 East Alameda, Santa Fe, New Mexico 87501

VIA E-MAIL

Mr. Crites,

Per the 2018-2019 wNMCI FINAL Ranking document issued by PSFA of 4/18/18, the weighted New Mexico Condition Index (wNMCI) score of 32.30 % was issued for the Charter School noted above.

Please feel free to contact me if you have any questions or concerns regarding this correspondence. I can be reached at (505) 468-0295.

Respectfully Submitted,

Timothy Rybarczyk, Facilities Specialist
Public School Facilities Authority

Cc; Martica Casias, Planning & Design Manager

CERTIFICATION B
No Public Facility Available

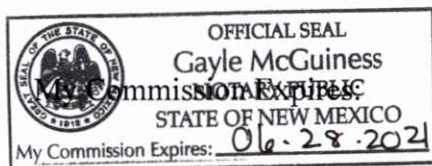
The undersigned hereby certify under penalty of perjury that New Mexico School for the Arts has diligently sought space in public buildings and that such public buildings are not available or have been determined not to be adequate for the education program of (insert name of charter school).

Charter School Governing Board President

By: Bill Beacham
Print Name: Bill Beacham
Print Title: Gov. Council Chair
Date: 6-1-18

STATE OF NEW MEXICO)
) ss.
COUNTY OF SANTA FE)

On this 1ST day of June, 2018, before me, the undersigned officer, personally appeared BILL BEACHAM, known to me to be the person whose name is subscribed to the within instrument, and acknowledged executing the same for the purpose therein contained.



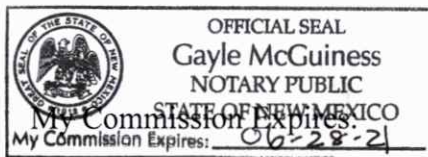
Gayle McGuiness
Notary Public

Charter School Principal / Administrator

By: Eric Crites
Print Name: Eric Crites
Print Title: Head of School
Date: 6-1-18

STATE OF NEW MEXICO)
) ss.
COUNTY OF Santa Fe)

On this 1 day of June, 2018, before me, the undersigned officer, personally appeared ERIC CRITES, known to me to be the person whose name is subscribed to the within instrument, and acknowledged executing the same for the purpose therein contained.



Gayle McGuiness
Notary Public

Use note:

This certification is intended for use by charter schools **not** housed in a building that is owned by the charter school, a nonprofit entity specifically organized for the purpose of providing the facility to this charter school, a school district, the state, an institution of the state, another political subdivision of the state, the federal government or one of its agencies or a tribal government or subject to a lease-purchase arrangement that has been entered into and approved pursuant to the Public School Lease Purchase Act.

New Mexico School for the Arts

Charter Five-Year Facility Master Plan/ Ed Specification Dated 2013-2018

“Talent never exists by itself. Talent only exists because of opportunity.”

- Joel Fan



Approved by NMSA Governance Council on July 15, 2013; Amended August 6, 2013



Current Leased Facility Located at:

275 East Alameda St.

Santa Fe, NM 87501

Lease ends July 31, 2014. School has option to extend through July, 2016.

Charter Approved: September 13, 2008

Charter Approved for 300 students.

Charter Renewal: October 2013

First Year of Operation: August 2010

School Contact: Cindy Montoya, Principal

Phone: (505) 310-4194 x105

Acknowledgements:

NMSA-Charter School Governing Council

Catherine Oppenheimer, Chair

Greg Hunt, Treasurer

Doddie Espinosa

Sherry Thompson, Vice Chair

Vickie Sewing, Secretary

Paula Tackett

Building Committee

David Ater

Riis Gonzales

Steven Rudy

Sherry Thompson

Sandy Zane

Ned Bennett

Catherine Oppenheimer

Paula Tackett

Garrett Thornburg

Principal

Cindy Montoya

Business Manager

Christina Yamashiro

Arts Department Heads

Joey Chavez, Theater

Cristina Gonzalez, Visual Arts

Adam McKinney, Dance

Melinda Russial, Former Music

Support Staff

Ruben Desangles, IT Manager

Cecile Hemez, Registrar

Jim Johnson, Facilities Maintenance



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Introduction

- Students, parents and teachers in New Mexico expressed the need to keep creative youth in state to further their artistic abilities. – why send our talent away when we can build opportunities at home? Why import talent from other states in the arts economies when we can cultivate it here in an arts-based high school?
- Artists, educators, philanthropists and policy makers responded to this need, proposing the creation of NMSA. They were supported by hundreds of New Mexico citizens.
- In 2008, the Legislature passed and the Governor signed a bill establishing the first legislatively-created public arts school in the State’s history—New Mexico School for the Arts. Over 100 legislators voted to establish the legislation for the School.
- The Public Education Commission of New Mexico (PEC) approved the School’s charter application on September 13, 2008.

NMSA opened its doors in the leased St. Francis Cathedral School on August 16, 2010, with 138 students from across New Mexico studying core and advanced academics coupled with mastery level Dance, Music, Theater or Visual Arts. Its location, in Santa Fe, affords students walking-distance access to Santa Fe’s finest museums, performing arts spaces, and cultural institutions to further their learning in the arts.

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 Facility Master Plan and Educational Specifications (FMP/EDSpec) as a prerequisite for eligibility to receive public school capital outlay fund assistance. It requires a document to guide capital planning decisions that support the School’s educational mission and meet minimum state adequacy standards.

It is also intended to provide the founders a tool to model the future of the School.

NMSA is established under the New Mexico School for the Arts Act (Chapter 22, Article 15F NMSA 1978) as a statewide residential state-chartered charter high school for grades nine through twelve. For New Mexico students who have demonstrated artistic abilities and potential, NMSA provides an educational opportunity to pursue a career in the arts and a strong academic program that leads to a New Mexico diploma of excellence.

The School is currently housed in a leased facility, the St. Francis Cathedral School, on the corner of Alameda and Peralta, in Santa Fe. Its original lease ends in July 2014. It has an option to extend through July 2016, with the right to cancel the lease with 120 days’ notice.

This report follows the format required by the Public School Facilities Authority (PSFA) and is comprised of the following sections:

- Introduction
- Section 1. Goals/Mission
- Section 2. Existing and Projected Conditions
- Section 3. Facility Requirements (Ed Spec)
- Section 4. Capital Plan
- Section 5. Master Plan Support Material
- Appendices

As part of the process in developing the New Mexico School for the Arts Facilities Master Plan/Educational Specification, the Statewide Adequacy Standards NMAC 6.27.30 and Charter-Alternative School Statewide Adequacy Standard Variance table have been reviewed.

1. GOALS/MISSION

1.1.1 Mission and Statement of Purpose

Mission

NMSA assists passionate young artists in developing their full potential through a rigorous mastery arts and academic education.

Statement of Purpose

NMSA's purpose is to provide the highest standards of excellence in preparing New Mexico's artistically talented students to compete in the national arena for post-secondary and/or professional careers in the arts, regardless of home location. NMSA offers pre-professional instruction in the performing and visual arts along with rigorous academics leading to a high school diploma.

1.1.2 General Educational Philosophy

As explained in the School's Charter, the focus on "art, heart and smart" will allow the School to achieve its mission:

Art -- First, the School will focus on artistic studies as well as introduce the students to the wider arts market and industries, since many art high school graduates nationwide pursue careers in the arts industry, not as practicing artists. Many students learn in non-traditional ways that have drawn them to their artistic interest. The San Francisco School of the Arts recruits students with the slogan "Finally, a place where you can fit in." When alignment happens between arts and education for passionate art students, the students excel. Art schools are natural integration schools. In fact the term "magnet school" was first used to describe the phenomenon that occurred at the Houston art school in that it acted as a "magnet" for students of all ethnic backgrounds at a time when the educational system in Houston was otherwise ethnically divided. Passion for the arts transcends factors that frequently divide communities.

Heart -- Second, the School will focus on personal discipline, social, emotional and physical health in the students' lives, so that the students will carry forward personal health, balance and discipline in their lives.

Smart -- Finally, the School will prepare the students for college, and the School will align its academic curricula to meet college admission requirements.

NMSA will accomplish these ends by:

- Providing access to mastery arts education and rigorous academics.

- Establish a caring community of artistic learners nurtured and engaged in self-discipline, citizenship, continuous improvement, and joyful learning in and through the arts.
- Provide innovative and creative curricula in arts and academics based on fundamental skills, including exposure to New Mexico arts and culture.

1.1.3 Serving the Community

- The *Career Guidebook for New Mexico* identifies Arts and Entertainment as one of the six career clusters in New Mexico for high school students to consider. Jobs are available in many art markets both for the artists themselves and in other art-related fields in places like museums, the film industry, and the visual arts markets throughout the state.
- NMSA Charter School has formed a public/private partnership with NMSA-Art Institute, a nonprofit art educational institution to provide specialized arts programs. This alternative means of providing these programs supplements state funds in educating the students. Through partnerships, collaborations and programming, the School intends to serve as a statewide arts education leader working to encourage arts education throughout the state. The NMSA-Art Institute offers outreach through intensives and master classes in Dance, Music, Theater and Visual Arts for young people across New Mexico, regardless of their ability to pay. The School also plans to offer in-service education to art teachers throughout the state.

1.2 Process

1.2.1 Data Gathering and Analysis

Even before NMSA opened its doors to students in the leased St. Francis Cathedral School on the corner of Alameda and Peralta, the Governing Council had been looking for a permanent home. Ad hoc committees and the Building Committee have been searching for potential sites within the Santa Fe area.

It focused on Santa Fe in order to:

- Take advantage of Santa Fe's fine museums, performing arts spaces, and cultural institutions to further students' learning in the arts.
- Benefit from skills of the local professional artists.
- Utilize the end of the Rail Runner line and public transportation to transport students from other areas of the state

- Rent the residences at New Mexico School for the Deaf to board students from around the state.

To ensure wide input, in June 2011, NMSA utilized the services of a professional planner, Toby Herzlich, to moderate a full day retreat. Participants included board and council members, staff and faculty, community members, volunteers and parents. The agenda was to revisit original assumptions and surface big questions the planning process needs to address, such as, what does the School want to become and be known for.

Out of that retreat came five “Areas of Focus” to support the core overall focus of arts mastery:

1. **Excellence in both Arts and Academics** – “Transformative educational experience that nurtures creative and critical minds.”
2. **Facilities** – publicly and privately funded facilities and campus.
3. **Partners**- “We create reciprocal relationships with social and economic drivers.” Those relationships should be statewide, connect with the business of the arts through effective alliances and partnerships with arts professionals and venture partners.
4. **Funding** – Sustainable funding from multiple sources, public and private, including an endowment.
5. **Students and Alumni** – “Preparation, guidance and graduation of world-class achievers.”

These ideals were refined by a Strategic Planning Committee into a statement titled, *Mission, Statement of Purpose, Goals and Critical Success Factors – December 2011*.

To be efficient with the dollars and time of all involved, NMSA retained its former Business Manager, Charles Galbraith, to assist in developing this report. The decision was based on his experience with the complexity of the School’s undertaking and the personal relationships with the administration, staff, and governing council. Furthermore, his prior experience in teaching, school business management and school construction in both public school and private boarding school made him uniquely suited to assist in documenting current conditions and future needs.

While keeping the Principal, Director, and Business Manager informed, Mr. Galbraith met with faculty members, registrar, IT, maintenance, and members of the building committee to gather data and perform preliminary analysis for this report. Other charter FMP’s were also reviewed.

Findings were presented to and deliberated with the Building Committee.

Sites Investigated:

To date, in a search for a permanent home, over 15 sites have been visited, and due diligence has been performed on five. The School is continuing to search to find a site that satisfies programmatic and economic goals.

1.2.2 Authority and Facilities Decision Making

The “New Mexico School for the Arts Act” (22-15F-5 *NMSA 1978*) states the “school shall be governed by a board of at least five members constituted as provided in the school’s application for charter. No member of the board shall serve as a member of another charter school. The board shall have such powers and perform such duties as required by state and federal law and the school’s charter...”

The Governing Board governs the affairs of the School, ensuring that the charter’s mission and goals are carried out by overseeing the administration of the School.

The Governing Council exercises its leadership by forming and adopting policy as well as hiring, establishing duties and evaluating the principal. The Governing Council also reviews and approves the budget submitted by the principal and approves those items required by New Mexico Statutes.

The enabling legislation for the School requires the School to form a public/private partnership to accomplish its mission. The Governing Council informs its decisions through collaboration with the New Mexico School for the Arts – Art Institute, a non-profit educational organization that aligns and collaborates with the Charter School.

The Building Committee was formed to research, advise and recommend on the selection of School facilities. It is comprised of members of the Governing Council of the Charter School and members of the Board of the Art Institute. There is also representation of the arts and business communities.

Acronyms and Definitions

Ed. Spec. – Educational Specification

FMP – Facilities Master Plan

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

IDEAL-NM – Innovative Digital Education and Learning-New Mexico. A statewide eLearning program of the New Mexico Public Education Department

NMPED – New Mexico Public Education Department

NMSA – New Mexico School for the Arts

NMSA (1978) – New Mexico Statutes

PEC – Public Education Commission of New Mexico

PED – New Mexico Public Education Department

PSCOC – Public School Capital Outlay Council

PSFA – New Mexico Public School Facilities Authority

2. EXISTING AND PROJECTED CONDITIONS

2.1 Programs and Delivery Methods

2.1.1 Programs and Delivery Methods

To prepare New Mexico's artistically talented students to compete in the national arena for post-secondary education and/or professional careers in the arts, NMSA offers pre-professional instruction in the performing and visual arts in combination with rigorous academics leading to a New Mexico diploma and acceptance at college.

The academic courses comply with NMPED (New Mexico Public Education Department) standards to ensure every child meets the requirements for a high school diploma. The specific academic courses a NMSA student may take in a given year will be highly dependent on what level they have achieved in their schooling prior to enrollment at NMSA. Appendix A provides New Mexico graduation requirements.

Currently, NMSA offers specialized arts training in the fields of:

- Dance
- Music
- Theater
- Visual Arts

Its long-term goal is to add programs in:

- Creative Writing
- Media Arts

Each arts discipline is rooted in a classic core that serves as a platform for further study or entry into the profession.

The weekly schedule involves an extended school day, structured to provide several hours of advanced arts training in each student's area of focus that includes technical, creative and historical instruction.

NMSA helps the student find the path to cultivating his or her artistic voice. We seek the student's broad intellectual development so that in addition to developing strong technique, our students will begin to refine their personal artistic vision and purpose, and the means to communicate that vision through their art.

To achieve this goal, the NMSA experience includes a rich array of in-class coursework, studio work, in-the-field learning, presentations, performances and exhibitions. Guest artists, master

teachers and partnerships with other arts institutions in the area are used to complement the instruction provided by the School's faculty.

Grade levels are configured in the traditional academic grades 9 – 12. In their arts education, students' program assignments are based on mastery.

Schedule approach:

NMSA uses a nine-period day. In order to accommodate students traveling from Albuquerque by the Rail Runner, the school day begins at 9:20, later than preferred by the administration. Some students arrive as early as 7:30. The time in between is used for remediation classes, art practice, and extra-curricular activities such as running club, chess club, student council, yearbook, etc.

Periods 1 through 7 are primarily for NMPED graduation requirements, however students also utilize those periods for arts practice and meeting individually on their arts program.

Period 1	9:20 - 10:00
Period 2	10:04 - 10:44
Period 3	10:48 - 11:28
Period 4	11:32 – 12:12
Period 5	12:16 – 12:56 (Lunch)
Period 6	12:41 – 1:21 (Lunch)
Period 7	1:25 - 2:05
Period 8	2:10 – 3:30 Arts Classes
Period 9	3:40 – 4:45 Arts Classes

Joint-use facilities:

The dance program uses leased space at the National Dance Institute-New Mexico and at the Moving People Dance space.

Student performances have been held at the Lensic, James A Little Theater on the New Mexico School for the Deaf Campus, Warehouse 21, and St. Francis Auditorium (Museum of NM).

Exhibits are held at various local galleries and Santa Fe University of Art and Design. Options for the future are being investigated. For instance, there is potential for shared space with Pro Musica of Santa Fe and possible exhibits at the Capitol.

Other anticipated curricular and extracurricular activities to be accommodated in the facility are adult continuing education programs in art and art teacher training programs.

2.1.2 Anticipated Changes in Programs

In addition to increased enrollment, NMSA anticipates the following changes in the future:

- Addition of a Media Arts program and Creative Writing program to the existing four arts programs.
- Continued changes in technology and pedagogy requiring flexibility in space.
- Greater statewide enrollment, necessitating increased residential enrollment.

2.2 Enrollment

2.2.1 Historic, Current Enrollment and Projected Enrollment

Since its inception, NMSA has had strong student demand and has met its projections made to PED. The chart below shows annual enrollment.

The current charter calls for a maximum enrollment of 300. Based on input from the Governing Council, this report will additionally do an analysis of the implications of an enrollment of 400. This is based on compliance with meeting the state-wide mandate, comparison to other schools, perceived demand, economy of scale and prudent management.

Arizona School for the Arts in Phoenix has grades 5 through 12 and is scaling up enrollment to approximately 110 per grade. Denver School for the Arts has over 1,000 students in grades 6 through 12. Dallas School for the Arts has 800 students in grades 9-12.

The School is in its early stages of its outreach program. As that program matures, demand for the School will increase.

Enrollment Projection:

	2010/11	2011/12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 Charter Capacity	400 Capacity
	Actual	Actual	Actual	Proj.	Proj.	Proj.	Proj.		
12th	0	29	38	50	50	50	50	75	100
11th	35	46	55	50	50	50	75	75	100
10th	46	61	53	50	50	75	75	75	100
9th	54	45	45	50	50	75	75	75	100
Total	135	181	191	200	200	250	275	300	400

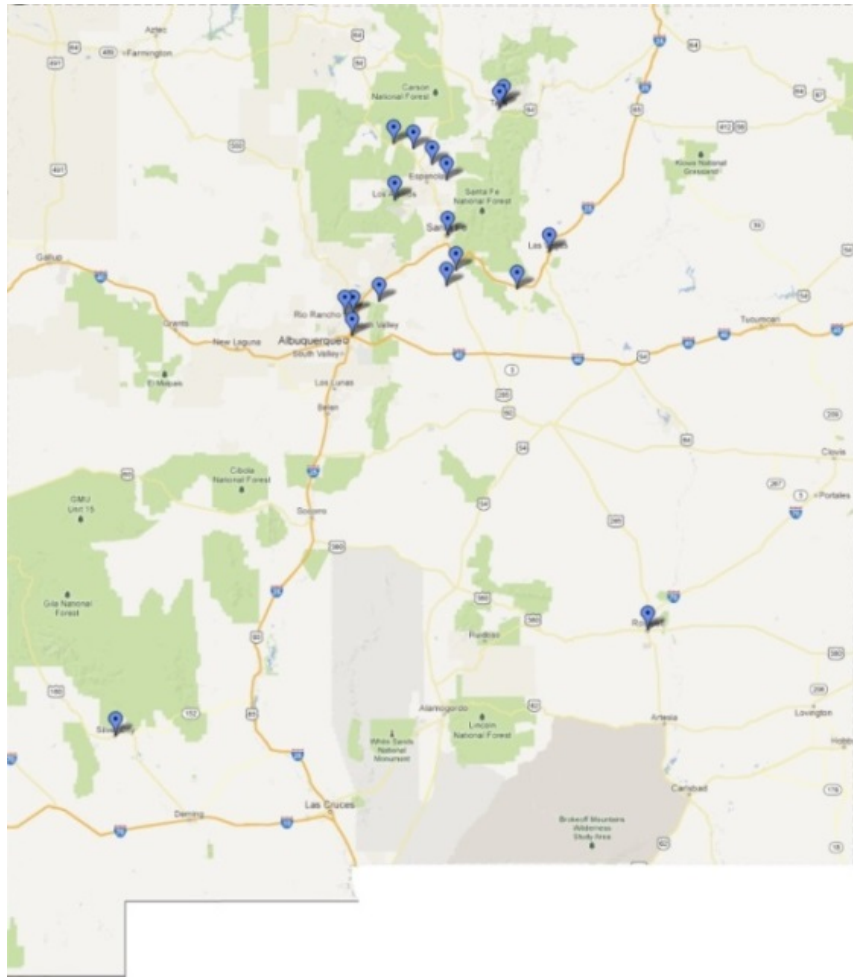
The arts program follows a different enrollment pattern and needs to be analyzed because of its impact on space and program. NMSA is studying alternative delivery methods and spaces for the Arts Program. This is discussed further in Section 3 – Facility Requirements. The following chart projects arts enrollment.

Enrollment Projection – Arts Program:

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	400
	Actual	Actual	Actual	Proj.	Proj.	Proj.	Proj.	Charter Cap.	Capacity
Dance	20	25	28	40	40	45	50	55	70
Music	37	51	52	50	50	65	70	75	90
Theater	38	50	53	53	53	65	70	75	80
Visual Arts	40	53	58	57	57	60	60	65	80
Creative Writing						15	15	15	40
Media Arts							10	15	40
Total	135	179	191	200	200	250	275	300	400

2.2.3 Student Origination

As a statewide charter school, NMSA has no local attendance boundaries. With a statewide mandate, there must be consideration of transportation needs as well as a residential program to house students. A number of students take the Rail Runner daily from Albuquerque. Other students commute daily from Taos, Las Vegas, Pecos, Los Alamos, Pojoaque Valley, Espanola, and Abiquiu. The School also provides a five-night residential program from Sunday afternoon to Friday afternoon.



Increased demand from around the state will exceed the School's ability to financially provide for the students in its residential program.

2.2.4 Classroom Loading Policy.

The approved charter application identifies a pupil/teacher ratio of 25:1. The academic classroom loading policy is currently 25:1, as well. The arts programs vary by program:

Dance: varies from solo performance to large ensembles

Music: varies from 1-to-1 instruction to ensembles as large as 16

Theater: varies from small groups to entire ensemble

Visual Arts: generally class sizes of 16

2.2.5 Classroom Needs

Appendix B (Classes Needed) shows the derivation of academic classroom needs based upon projected student enrollment by grade level. This spreadsheet is a helpful management tool for illustrating the importance of enrollment management and the fallacy of simply dividing enrollment by class size to determine the number of classrooms.

Based upon a maximum class size of 25, there can be 8 regular classrooms needed if there are 200 students in the school with 50 in each grade. But, if there are 204 students, there can be 12 classrooms needed given the same constraints.

Based upon judgment and practical sense, 10 regular classrooms and 2 science labs are needed for the 300 charter capacity and 14 classrooms and 2 science labs for the 400 maximum capacity.

This does not include space for the arts mastery program which will be provided by alternative means. Also, the School is evolving its curriculum to a blended learning approach with could have space implications with respect to number of classrooms and size of classrooms.

The “Classes Needed” model attempts to strike a balance between usefulness and complexity.

2.3 Site and Facilities

2.3.1 Current Location

The yellow star on the map below indicates the St. Francis Cathedral School, current home of NMSA, at the corner of West Alameda and Peralta in Santa Fe.



2.3.2 Current Site

The map below is a closer aerial view of the site. The yellow line outlines the area of lease with the landlord and indicates the location of a chain-link fence. The parking area outside the yellow is public parking managed by the city of Santa Fe.

Traffic enters from Alameda and exits into the public parking lot and then exit through a gate onto Peralta. No parking is permitted in the spaces which are horizontal to the yellow line at the first right turn. Traffic calming signs and bumps are being utilized.



2.3.3 Facility

The current facility was originally built in 1948 with subsequent additions. St. Francis Cathedral School served grades K to 6 and closed in 2005. Between 2005 and 2010, it was used for Church special events. Enough renovations were made by the landlord to bring the building up to code prior to the opening of the School in August 2010.

2.3.4 Facility Evaluation

- Roof replaced 2002. Occasional leaks at gutters.
- Original single-pane windows.
- Heat – The original building has 1983 Peerless Steam Boiler. Natural gas, 2.5 million BTU. 3 zones. This distribution system produces significant uneven heating causing

some rooms to be hot and others cold. There have been instances of cast iron pipe distribution systems rusting through in classrooms and causing leaks. There are four gas forced hot air units providing heat to additions. They were all installed in 1998. They are located in the Business Office (71,000 BTU), Kitchen (89,000 BTU) and in a room outside the music area (2 @ 124,000 BTU).

- The two hot water heaters are one 98 gallon 7,800 BTU heater located in basement near boiler (has label 1991 code compliant) and one located in kitchen.
- Electric panels are 200 amps but changing distribution through solid concrete walls creates need for expensive conduit.
- Most of the lighting in the original building and gym are 300 watt incandescent bulbs.
- There are no showers or locker rooms for students who change for their programs in bathrooms.

2.3.5 Statewide Adequacy Standards

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

2.4 Utilization and Capacity

2.4.1 Utilization: Identify special factors that influence facility use.

The demands of the mastery arts program influence facility use in multiple ways:

- There is no space to house the current dance program. As an alternate method, at the end of the academic school day students are transported to National Dance Institute – New Mexico, where space is rented.
- Dedicated spaces, like "wet" visual arts areas for painting and sculpture, limit other uses for those spaces.
- Accommodating long arts blocks at the end of the day and having to transport to dance students limits scheduling flexibility. A better solution to scheduling has yet to be found.

- There are no locker rooms available for students to change close to participate in theater activities and physical education. Bathrooms are being used.
- Music requires a large number of individual practice spaces, individual instruction spaces and sound attenuation. Currently, students are seen practicing in halls and almost every other space. Although this may enhance the amazing energy felt upon entering the School, sound attenuation is lacking.

Since the facility is leased, the School is prohibited from making capital investments to remedy the above with public funds. There have been discussions to purchase the existing St. Francis Cathedral School property and additional surrounding property. NMSA views future discussions no longer useful since the parties are too far apart.



Visual Arts Classroom

2.4.2 Capacity

The School realizes that based on the current 200 student enrollment, even with additional space necessary for dance, the current facility is at its current functional student capacity. The primary cause of this is the mastery arts program which requires dedicated spaces for “wet” art projects, choral risers, piano practice rooms and drama spaces. These dedicated mastery arts spaces, along with the program split between academics in the beginning of the day and arts at the end of the day, creates poor space utilization as indicated by the NMPSFA - FMP Utilization Spreadsheet (Appendix C). The School is mindful of this. It is also mindful of the need to attract and retain exceptional arts teachers who are proficient in their areas.

The building committee is actively looking at alternative means of providing the mastery arts space through the Art Institute. This would increase the utilization ratio.

2.5 Technology – Overview of Tech plan and needed equipment

NMSA's approved Technology Plan is summarized below.

The technology vision is: "All our students learning today for tomorrow - NMSA students will have the technology skills needed to be successful in the world in which they will live and work."

Technology Mission Statement:

NMSA believes:

- Technology can be a tool to enhance our teaching technique and a means for modernizing our approach to academic and mastery arts education.
- Advanced technology will allow us to redefine the curriculum itself and allow us to integrate curriculum across subject areas.
- Technology can provide a bridge between academics and the arts. For example, the physics of light could be explored through photography and three-dimensional imaging or polarization. By combining traditional subjects with what our students are passionate about, we hope to motivate students to participate fully in their own academic growth.
- Using and understanding technology will allow students to become critical thinkers who use technology now to understand and shape their world.
- Students must understand the ethical use of social networking sites in order to join the global discussion by presenting their own artwork and ideas. Technology can provide students with an unprecedented medium for expression and communication.

NMSA's long-term strategy is to move from a total time-based, presence-required mode of education to a blended learning model that frees students and teachers from some of the time and geographical constraints. For example, NMSA is a member of IDEAL-NM and can offer courses to students on-line. This may have significant facility implications. NMSA is currently researching the implications of blended learning on its programs and future facilities. Its Education Committee is taking the lead on this.

Current Technology.

For the 2012-13 school year, NMSA hired an IT director and created a Mac Media Center designed to support academic and art education. It contains 20 iMacs, three professional photography printers, one high-speed laser printer, and two scanners. The room is also air conditioned.

IT and Math department member are moving up the learning curve with IDEAL-NM. Bandwidth has been upgraded to 100Mbps download/10Mbps upload (Comcast business line). This is solely dedicated to internet and media use. NMSA also has secondary internet line for the phone system of 4.5Mbps.

The current site has geographical constraints because the city has old infrastructure limiting bandwidth.

In the future, 200Mbps upload/download would be ideal.

Technology concerns for new facility:

- Power – plenty of outlets for recharging in classrooms (floor plugs by desks which eliminate extension cord hazard) and common areas. Capacity to wire the whole facility. (Media Arts needs in-house capacity and infrastructure to handle their large bandwidth and storage requirements. Two locations are needed for backup – the second space can be small.
- Who owns and pays for students' devices?
- Secondary network only for students that is cloud-based through Google education.
- Theater performance space has very high electrical demand for lighting and technical support.

2.6 Energy Management – of existing or proposed facilities.

The existing building has poor energy management. As detailed in section 2.3.4, old single pane windows combined with antiquated system in original building cause energy waste.

For proposed facilities, the School anticipates as “green” a facility as possible.

3. FACILITY REQUIREMENTS

3.1 Facility Goals and Concepts

3.1.1 Facility Goals

- Create physical spaces to meet the program requirements for 300 students (present capacity per Charter) with the potential to expand to 400.
- Create physical spaces that allow accomplished artists to offer pre-professional instruction in creative writing, dance, media arts, music, theater, and visual arts.
- Provide dormitory space for 40 students (with potential to expand to 60).
- Locate in Santa Fe to take advantage of artistic resources.
- Locate near public transportation services to meet state-wide mandate.
- Support a learning environment that emphasizes collaboration, inter-active learning and creative problem solving.
- Balance the need to meet New Mexico Adequacy Standards for public schools with the goals above along with the charge for charter schools to be innovative.

NMSA's original charter was approved in 2008. One of our top priorities is to move the School into a permanent location. To date, NMSA has explored over 18 potential properties. It is NMSA's goal to be in a permanent location by 2018 if not sooner, in accordance with statute 22-8B-4.2.

NMSA has a Building committee which meets regularly to pursue options for a permanent site.

The Building Committee is committed to:

- 1) Finding an available property that meets space and location needs,
- 2) Professionally exploring and gathering detailed information regarding location and conditions for acquisition,
- 3) Determining what requirements NMSA must meet to be in compliance with NM PED with respect to a new location,
- 4) Creating a finance plan that not only includes acquisition cost, projected maintenance for years to come, but indirect costs associated with a new location such as need for increased security, transportation, equipment and furniture, etc.

3.1.2 Concepts

- Provide flexible spaces to permit student collaboration. This includes dedicated small spaces.
- Anticipate increasing role of technology as well as blended learning.
- Anticipate a move toward competency/mastery-based education model.
- Create a building that is energy efficient, low on maintenance and efficiently utilized.

3.2 Space Requirements

3.2.1 Space Summary

In order to show the alternative means of providing efficiencies of tax dollar use, the space needs are broken down into two sections. Section A shows the space requirement for the Charter School and Section B shows the space requirement for the Art Institute:

Section A: Charter Academic Space Summary

	300 Students Charter Max.	400 Students Planning Max.
Academic	12,590	18,080
Physical Education	7,600	7,800
Cafeteria	5,430	6,230
Admin. and Counseling	1,380	1,500
Parent Workspace	150	200
Gen. Storage – Textbooks	300	400
Commons (above adequacy)	1,900	2,000
Subtotal	29,350	36,210
TARE 28%	8,218	10,139
Total Academic	37,568	46,349

The relationship between the Commons, Phys. Ed., and the Dance program needs further study and depends upon the ultimate selection of a facility. The Cafeteria and a Dining Space for Residential Students needs further study.

Detail for the above is in Appendix D.

Section B: Arts Program Space Summary – with goal to provide through alternative means.

Dance	9,910	9,910
Music	7,020	7,020
Theater	8,696	8,696
Visual Arts	5,850	6,950
Creative Writing	900	900
Media Arts	900	900
	33,276	34,376
TARE 28%	9,317	9,625
Total Arts	42,593	44,001

Residential 40 students	10,000	10,000
TARE 28%	2,800	2,800
Total Residential	12,800	12,800

Total Residential	12,800	12,800
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Development plus	1,200	1,200
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Detailed support for the above is in Appendix E.

There are potential shared economies by using academic space for Music depending on location of facilities. Music requires a large number of individual practice spaces. Creative writing and Media Arts can be in academic spaces as well.

3.2.2 Site Requirements

Adequacy standards call for the following:

	300 Students	400 Students
Site		
Parking 1.5 spaces/staff 30,38	45	57
Parking 1 space/four HS	75	100
Secure (fence/drop off/flow)		
Multipurpose play surface		

Given the desire to remain in downtown Santa Fe it may be difficult to meet these needs and a variance may be needed. The dance area and indoor physical education may substitute for the multipurpose play surface.

3.2.3 Descriptions and Diagrams of Required Spaces – illustrates relationships between program areas.

3.2.4 Alternative Methods

Alternative Methods have been addressed elsewhere in this report, particularly in Section 2.4.2 and 3.2.1. Through the Art Institute providing the arts mastery program and the location in Santa Fe, the School is able to provide a much richer program for artistically talented New Mexico students.

3.2.5 Space Needs

Appendix D and Appendix E provide a detailed analysis of space needs that support Section 3.2.1.

3.2.6 Detailed Space and Room Requirements

3.3 Implementation of Space Needs

The state-wide mandate of the school which has a residential component and mastery arts component makes implementation of space needs particularly complex compared to other charter schools, as do financial constraints, which all schools share.

Here are major considerations/alternatives which can affect implementation:

- The current lease at St. Francis School, with options, will allow that facility to be used through July 2016. This lease can be ended, with notice any time after July 2014. With the 200 student enrollment and requirements of mastery art space, this facility is near its capacity.
- Obtaining space away from the School for more of the mastery arts program, as is being done currently for Dance, can free up space for the academic program. However, downtown Santa Fe space is expensive to rent. Modular classrooms for the existing historical district site have approval hurdles and implementation would be expensive given the eventual move of the School. It should also be kept in mind that some students travel daily from Albuquerque and other distant locations. Adding an additional commute from St. Francis to another location compounds their daily travel time. Multiple locations also make supervision more difficult, particularly for emergencies.
- The location of the residential component is another variable the school needs to consider, particularly if students have to travel to and from the school.

3.3.1 Scenarios for Implementation – identify phasing strategies for meeting required needs with projected growth.

At this stage the scenarios are highly dependent on site selection. Consequently, they are at a high level.

Scenario 1: Obtain mastery arts space through the Art Institute and remain in St. Francis through extended lease. Depending upon the locations transportation could be an issue. Given the already long commute many students have, this may be overly demanding. It also separates programs making administration and supervision more difficult.

Scenario 2: Find one location that will accommodate both the academic and arts mastery programs.

Scenario 3: Find a former school to renovate for the academic program and another space adjacent to it for the mastery arts program.

4. CAPITAL PLAN

4.1 Capital Funding

4.1.1 Historic and Current Funding

Beginning its first operating year, NMSA-Charter School has received lease assistance from the PSCOC Lease Assistance program. This grant is applied for annually and the amount funded cannot not exceed the annual lease payments for classroom space; or \$700 multiplied by the MEM of the prior year. The rate is indexed and currently \$733.

Fiscal Year	Fiscal Year Lease Expense	PSCOC Lease Assistance	Local Share paid through SEG
7/1/10-6/30/11	\$150,000	\$95,279	\$54,721
7/1/11-6/30/12	\$150,000	\$95,702	\$54,298
7/1/12-6/30/13	\$150,000	\$129,803	\$20,197

Funding was also applied for and received from E-Rate for capital expenses during the first year of operation. Currently, NMSA does not meet the E-Rate free and reduced lunch threshold for capital funding.

NMSA also solicited and received significant donations of office furniture and equipment for the School start up.

4.1.2 Current Capital Expenses

Since NMSA leases its facility from a non-public entity, it is prohibited from making capital improvements to the facility. The facility was built in 1948 and its age is showing. The school is receiving SB-9 funding that is being used for technology equipment. The annual amount is approximately \$150,000.

Lease term and Expense: The original \$150,000 annual lease for St. Francis Cathedral School ends on July 31, 2014. NMSA obtained an option to extend for two more years, through July 31, 2016, with the right to terminate with 120 day notice. The rent will increase to \$14,583 monthly (\$175,000 annually).

Appendix shows a model roll forward of the annual Lease Assistance calculation. Based on that model and scaling to 200 students in the current facility, we project the following:

Fiscal Year	Fiscal Year Lease Expense	PSCOC Lease Assistance	Local Share paid through SEG
2013-14 (est.)	\$150,000	\$139,337	\$10,663
2014-15 (est.)	\$172,916	\$146,670	\$ 26,246
2015-16 (est.)	\$175,000	\$146,670	\$ 28,330

4.1.3 Potential Future Sources of Revenue

Much of the material in this section is drawn from, *NMPED Capital Outlay Bureau 2013 Reference Data Report*.

There are three general sources of funding for public school capital projects in New Mexico:

1. Direct Legislative Appropriations.
2. Standards Based Process under the Public School Capital Outlay Act.
3. Locally based revenues. Districts can generate revenue from the sale of bond, direct tax levies, earnings from investments, rents and sales of real property and equipment.

1. Direct Legislative Appropriations:

Direct Legislative Appropriations for capital outlay project funding are targeted for specific projects within the school district. Specific legislators sponsor these projects and are funded by the general fund or proceeds of the sale of severance tax bonds.

NMSA will need a Direct Legislative Appropriation for planning.

2. Standards Based – Public School Capital Outlay Act.

This standards based funding mechanism is administered through the Public School Facilities Authority, the staff of the Public School Capital Outlay Council. It uses a statewide database which ranks the condition of every school building relative to statewide adequacy standards. The schools with the greatest needs will be addressed first; however, local participation is required. State charters' percentage of participation is that of the district they are in. Santa Fe is one of the districts with the highest local share, 90%. For comparison, the local share of Albuquerque is 46%, Los Alamos 61% and Socorro 25%. There are also offsets for Direct Appropriations for projects.

The provisions of this act are complex.

According to the NMPED Capital Outlay Bureau 2012 Reference Data Report, if the PSCOC determines that the state-charter school does not have the resources to pay all or a portion of the total cost of the capital outlay project that is not funded with grant assistance from the fund, to the extent that money is available in the charter school capital outlay fund, the council shall make an award from that fund for the remaining amount necessary to pay for the project. The council may establish, by rule, a procedure for determining the amount of resources available to the charter school and the amount needed from the charter school capital outlay fund.

3. Locally Based Revenues:

Public School Buildings Act (HB33): This act allows districts to impose a tax not to exceed 10-mills for a maximum of six years on the net taxable value of property upon approval of qualified voters. In the Act, "Capital Improvements" means expenditures, including payments made with respect to lease-purchase arrangements as defined by the Educational Technology Equipment Act (6-15A-1). It excludes debt service expenses. After July 1, 2007, a resolution submitted to the qualifying electors pursuant to Subsection A of 22-26-3 NMSA 1978 shall include capital improvements funding for a locally or state-chartered charter school located within the school district if:

- the charter provides timely information regarding the capital improvements for which the revenue will be used and
- the capital improvements are included in the districts five-year facilities plan.

The next Santa Fe HB-33 election would be in February 2015.

NMSA would be eligible for the ratio of its MEM to the total Santa Fe MEM.

The Public School Capital Improvements Act (SB-9 or the "two-mill levy"):

The district can ask local voters to approve levy of up to 2 mills for maximum of six years. NMSA was included in Santa Fe's February 2012 election and based on its MEM currently receives approximately \$150,000 (less a 1% administrative fee paid to the county).

These funds cannot be used for debt service expenses (see lease purchase provision) but can be used to:

- Erect, remodel, make additions to or provide equipment for public school buildings.
- Purchasing or improving public school grounds.
- Maintenance.
- Purchase activity vehicles for transporting students to extracurricular activities.
- Purchase computer software and hardware for student use in public school classrooms.

Capital improvements can only be made on a public building. Since NMSA is not currently in a public building, these capital funds cannot be used to improve the building. Consequently, for the February 2012 election, NMSA specified that the funds are to be used to purchase computer software and hardware for student use in public school classrooms.

Local General Obligation Bonds:

NMSA 22-18-1 says that general obligation bonds can be used for erecting, remodeling, making additions and furnishing, or purchasing or improving grounds. Also, they can provide matching funds for capital outlay projects funded pursuant to the Public School Capital Outlay Act (see below). It also says that the priorities for the school district's capital needs as shown by the facility assessment database maintained by the public school facilities authority needs to be considered.

A district's ability to sell bonds is limited to 6% of assessed valuation. There is a four-year period in which the bonds may be sold from a particular approved resolution.

Santa Fe's 2011 Final Total Property Valuations are \$6.383 billion. Its 6% bonding capacity is \$382,975,308. Bonds outstanding as of 12/31/12 are \$128,075,000 and its available capacity is \$254,900,308.

The Public School Lease Purchase Act:

Although the Public School Lease Purchase Act is not a source of funds, it declares that a financing agreement by a charter for leasing a building or other real property with an option to purchase for a price that is reduced according to the payments made pursuant to the financing agreement is not a debt if:

1. There is no legal obligation for the charter school to continue the lease from year to year or to purchase the real property;
2. The agreement provides that the lease shall be terminated if sufficient money is not available to meet the current lease payments.

The charter may apply any legally available funds to the payments.

Other: E-Rate: NMSA has participated in this program each year of operation. Based on free and reduced eligibility it is not entitled to capital funding, but NMSA does receive funding for approximately 50% of its telephone and internet service costs.

4.1.4 PSCOC Capital Outlay Funding (addressed above)

4.2 Capital Needs

Since the lease, if the option to extend is exercised, ends in July 2016, the School's capital needs are a permanent facility by then. This entails finding a site, planning the facility, demolition and

sitework, and construction of the facility. The School's Building Committee has been actively searching for a facility (it has done extensive due diligence on five). The school has also been developing its programs (it received an "A" as its PED school grade in each of the last two years) and fund-raising capacity.

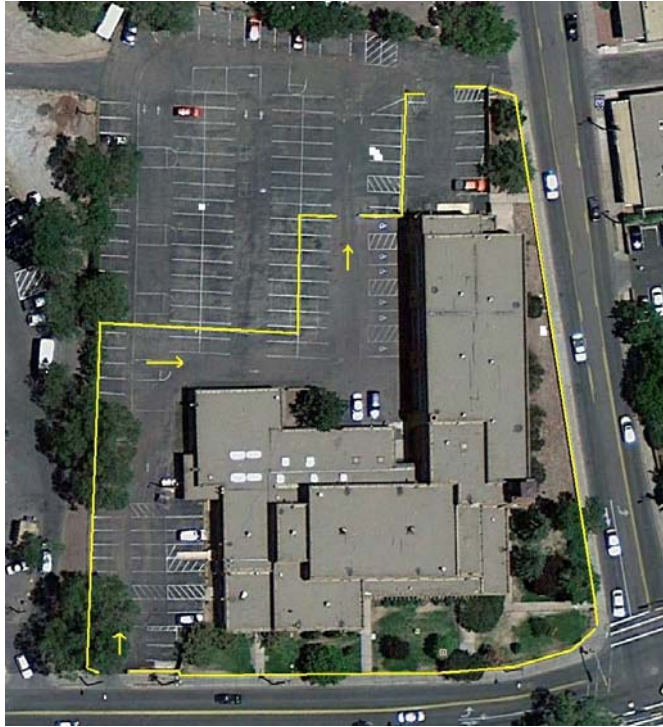
Appendix H is a five-year capital plan outline that is partially completed. It breaks the capital needs of the School into three sections: Charter Academic, Art Institute and Residential Program. It specifies potential sources of revenue as well as needs. Once a site is selected an architectural firm will be employed to provide more specificity. There are too many variables to complete it at this time.

5. MASTER PLAN SUPPORT MATERIAL

5.1 Sites and Facilities Data Table

State identification number	509-001
Physical Address	275 E. Alameda St., Santa Fe, NM 87501
Date of Opening	August, 2010
Dates of major additions/renovations	NA
Facility Condition Index and NMCI	NA
Site owned or leased	Leased
Total building area gross sq/ft.	38,029
Site acreage	1.7 acres
Total number of permanent general classrooms	10
Total number of specialty classrooms	8 incl. Science, Mac Lab, Vis Arts
Total number of portable classrooms	0
Total number of classrooms	18
Percentage portable classrooms to total	0
Total enrollment current year (40 th day)	191
Number of gross sq. ft. per student	199 (includes specialized art spaces for students)

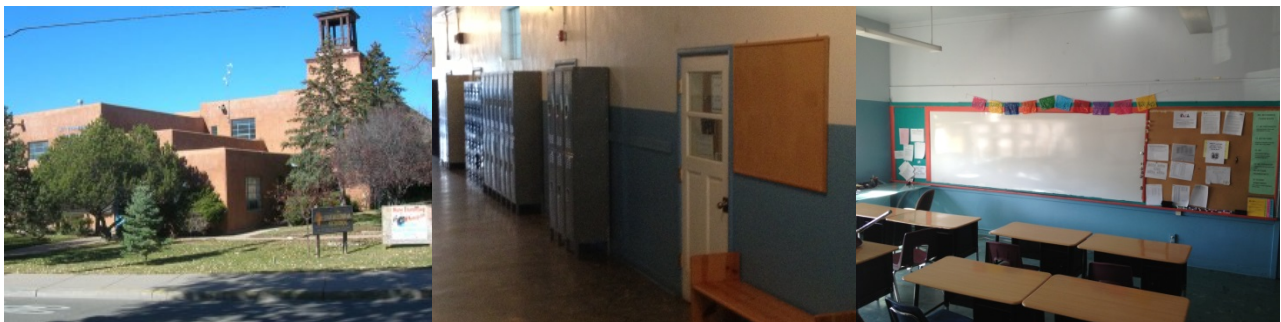
5.2 Site Plan



5.3 Floor Plan – Scaled school floor plan with room numbers to match inventory
See Appendix F1, F2, and F3.

5.4 Facility Inventory – Room use and square footage of each room.
See Appendix G

5.5 Photographs (min 1 exterior and 1 interior)



5.6 Facility Evaluation – report not completed at this time.

5.7 FAD Update

5.8 Detailed Space and Room Requirements (Ed Spec), if applicable

5.8.1 Technology and Communications Criteria

Network:

- 200Mbps upload/download capability would meet the needs of anticipated programs.
- All offices, classrooms and common spaces should have network computer access (Wi-Fi or Ethernet) for mobile laptops and sufficient electrical power in every classroom.
- Instructional spaces shall have wireless network capacity to support 30 computers at 100 Mbps. See electrical section for electrical requirements.
- Secure, air-conditioned server room centrally located within the building.
- Secure closet with outside wall for communication line entrance from service providers.

Devices:

- Each instructional space, office and support space will have at least two jacks capable of voice/data.
- Each instructional space, student areas and office areas will have an intercom connection.
- All instructional spaces and meeting rooms shall have projection capability and A/V screen.
- Security cameras mounted on exterior door, parking areas and common areas, with two monitoring areas.

5.8.2 Power Criteria

Classrooms:

- Minimum of 3 duplex outlets on every wall. To provide power to students at desks, additional overhead or floor outlets desired to avoid extension cords on floor as trip hazard.
- Outlet for wall clock
- Power for wall-mounted devices projection devices
- Surge suppression
- GFCI for science classrooms and any wet areas

Offices and support spaces:

- Meet code for outlet distribution

5.8.3 Lighting and day lighting criteria

Day lighting of occupied spaces:

Provide exterior apertures to achieve a minimum glazing factor of at least 2% in all instructional spaces and a daylight illumination level of 25 foot candles, and in other occupied spaces as feasible. $\text{Glazing Factor} = (\text{Window Area} / \text{Floor Area} \times \text{Window Geometry Factor} \times (\text{Actual Tvis} / \text{Minimum Tvis}) \times \text{Window Height Factor}.$

Classroom Lighting:

- A light level of at least 50 foot candles is required at each instructional space, measured at a work surface located in the approximate center of the classroom, between clean light fixtures
- All fixtures to have 2-level switching
- Light fixtures in spaces of day lighting will have dimmable lamps controlled by occupancy sensors and photocells

5.8.4 Environmental Conditioning Criteria

Classroom Temperature:

- Each general and specialty classroom shall have a heating, ventilation and air conditioning (HVAC) system capable of maintaining a temperature between 68 and 75 degrees Fahrenheit with full occupancy.
- The temperature shall be measured at a work surface in the approximate center of the classroom.

Classroom Air Quality:

- Each classroom shall have an HVAC system that continually moves air and is capable of maintaining a CO2 level of not more than 1,200 parts per million.
- The air quality shall be measured at a work surface in the approximate center of the classroom.

5.8.5 Classroom Acoustics Criteria

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

5.8.6 Furnishing and Equipment Criteria

Each classroom shall have the following furniture:

- Student work surfaces to accommodate 26 students, teacher's desk, chair and file cabinet.
- Chairs need to be comfortable and durable.
- Tables should have durable surfaces and be movable for a variety of group configurations.

5.8.7 Table types

The following three table types are in current use at the School and provide flexibility to meet many needs.

Type 1 has a plastic top and seats two students on either side. It is used in the cafeteria and various classrooms. The work surface measures 6 feet by 2.5 feet. It is light and easily movable.



Type 2 has a laminate top and seats two students. The legs are on the outside. They are easily moved to a large rectangle where students can see all of the other students and can be moved to create groups of 4. The work surface measures 5 feet by 2 feet.



Type 3 is in the science lab. It was built in-house. It has a Chemguard top surface and storage as part of the inner pillar. Note that there are no perimeter legs so students can easily draw their stools close. At the end of the table is gas service and sink. They measure 8 feet by 38in.



5.8.8 Storage types

Classrooms shall have upper and lower cabinets with work counter.

5.8.9 Criteria Sheets – provide as appropriate to support space recommendations

5.8.9 Criteria Sheets

NAME OF SPACE:		General Classrooms
Program:	Instruction	
Number of Occupants:	26 students and instructor	
ACTIVITIES AND FUNCTION:		
Educational	Student Instruction Area	
Operational	Flexible space for multiple subjects and seating arrangements	
Community	Possible meeting, music practice, creative writing space	
FUNCTIONAL ADJACENCY REQUIREMENTS:		
Direct Access		
Indirect/Near	Other classrooms	
Not Adjacent/Separate	Phys Ed, Kitchen, Loading Areas	
ENVIRONMENT:		
Temperature	70-78	
Acoustic	Acoustic separation from common/assembly space	
Lighting	Natural lighting desired; non-glared, 50-70fc across space	
HVAC	AC + natural ventilation desired	
Aesthetic	studio - instructional, conducive to instruction and group work	
FURNISHINGS/INSTRUCTIONAL AIDS:		
Marker Boards/Tackable Surfaces	Marker Boards and Tackable Surfaces	
Movable Furniture	26 student chairs, movable 2 person tables, teacher desk/chair	
Projection Surfaces	Projection Whiteboard (Smart board)	
Storage	Lockable - closet preferred	
Cabinetry		
Equipment	Wall mounted projection	

INTERIOR FINISHES:		
Flooring	Hard surface with carpet tile	
Walls	9'-0" min; painted finish	
Ceiling	Acoustical Tile	
WINDOWS:	Operable?	Shades?
Exterior	Yes	Yes
Interior	in door	Yes
TECHNOLOGY:		
Voice	Telephone; handset w/intercom	
Data	LAN access; wireless	
Audio/Visual	NEC Wall mounted projector or equivalent	
Clock/Intercom	Standard Clock, Intercom	
Security	Lockable Door with View Panel	
Fire Alarm	Smoke detector as required by Code	
SPECIAL NOTES:		
NAME OF SPACE: Science Classrooms		
Program:	Instruction	
Number of Occupants:	26 students and instructor	
ACTIVITIES AND FUNCTION:		
Educational	Student Instruction Area	
Operational	Instruction and science experiments	
Community		
FUNCTIONAL ADJACENCY REQUIREMENTS:		
Direct Access	Prep room in between two science classrooms	
Indirect/Near		
Not Adjacent/Separate		
ENVIRONMENT:		
Temperature	70-78	
Acoustic	Acoustic separation from common/assembly space	
Lighting	Natural lighting desired; non-glared, 50-70fc across space	
HVAC	Natural ventilation desired, separate AC, air ducts	
Aesthetic	Scientific, safe	
FURNISHINGS/INSTRUCTIONAL AIDS:		
Marker Boards/Tackable Surfaces	Marker Boards and Tackable Surfaces	
Movable Furniture	26 stud chairs, 2 person tables, teacher desk, see notes below	
Projection Surfaces	Projection Whiteboard	
Storage	Lockable - closet preferred	
Cabinetry	Storage base cabinets lab tables	
Equipment	Wall mounted projection	
INTERIOR FINISHES:		
Flooring	Hard surface	
Walls	9'-0" min; painted finish	

Ceiling	Acoustical Tile	
WINDOWS:	Operable?	Shades?
Exterior	Yes	Yes
Interior	in door	No
TECHNOLOGY:		
Voice	Telephone; handset w/intercom	
Data	LAN access; wireless	
Audio/Visual	TV Video Input (jack)	
Clock/Intercom	Standard Clock, Intercom	
Security	Lockable Door with View Panel	
Fire Alarm	Smoke detector as required by Code	
SPECIAL NOTES:		
7 lab tables 8' x 38" plus sink at end (chemical traps) and natural gas access.		
Safety shower/eyewash		

NAME OF SPACE:	Tech Lab and Media Arts
Program:	Instruction
Number of Occupants:	
ACTIVITIES AND FUNCTION:	
Educational	
Operational	
Community	
FUNCTIONAL ADJACENCY REQUIREMENTS:	
Direct Access	IT Office with workbench & storage
Indirect/Near	
Not Adjacent/Separate	
ENVIRONMENT:	
Temperature	66-72 Note: Cooler than classrooms
Acoustic	Acoustic separation from common/assembly space
Lighting	Natural lighting desired; non-glared, 50-70fc across space
HVAC	AC only. High AC load.
Aesthetic	
FURNISHINGS/INSTRUCTIONAL AIDS:	
Marker Boards/Tackable Surfaces	Marker Boards and Tackable Surfaces
Movable Furniture	26 student chairs, movable 2 person tables
Projection Surfaces	Projection Whiteboard
Storage	Lockable - closet preferred
Cabinetry	
Equipment	Wall mounted projection
INTERIOR FINISHES:	
Flooring	Hard surface with carpet tile
Walls	9'-0" min; painted finish

Ceiling	Acoustical Tile	
WINDOWS:	Operable?	Shades?
Exterior	Yes	Yes
Interior	in door	No
TECHNOLOGY:		
Voice	Telephone; handset w/intercom	
Data	LAN access; wireless	
Audio/Visual	TV Video Input (jack)	
Clock/Intercom	Standard Clock, Intercom	
Security	Lockable Door with View Panel	
Fire Alarm	Smoke detector as required by Code	
SPECIAL NOTES:		
Adjacent IT Office with workbench and storage.		
Two desks.		
Movable Room Divider. Need closet on perimeter wall for communication utility entrance.		
Need Air conditioned server room.		

NAME OF SPACE:	Faculty Workroom
Program:	Instructional Support
Number of Occupants:	
ACTIVITIES AND FUNCTION:	
Educational	
Operational	
Community	
FUNCTIONAL ADJACENCY REQUIREMENTS:	
Direct Access	
Indirect/Near	
Not Adjacent/Separate	
ENVIRONMENT:	
Temperature	70-78
Acoustic	Acoustic separation from common/assembly space
Lighting	Natural lighting desired; non-glared, 50-70fc across space
HVAC	AC + natural ventilation desired
Aesthetic	
FURNISHINGS/INSTRUCTIONAL AIDS:	
Marker Boards/Tackable Surfaces	Marker Boards and Tackable Surfaces
Movable Furniture	Tables and chairs for eating/working
Projection Surfaces	
Storage	Lockable - closet preferred
Cabinetry	
Equipment	
INTERIOR FINISHES:	
Flooring	Hard surface with carpet tile

Walls	9'-0" min; painted finish	
Ceiling	Acoustical Tile	
WINDOWS:	Operable?	Shades?
Exterior	Yes	Yes
Interior	in door	No
TECHNOLOGY:		
Voice	Telephone; handset w/intercom	
Data	LAN access; wireless	
Audio/Visual	TV Video Input (jack)	
Clock/Intercom	Standard Clock, Intercom	
Security	Lockable Door with View Panel	
Fire Alarm	Smoke detector as required by Code	
SPECIAL NOTES:		
Open mail-boxes, sink, fridge, microwave, toaster oven. Lunch area separated with wing wall.		
Power for toaster oven and microwave.		

NAME OF SPACE:	Conference Room
Program:	Administration
Number of Occupants:	10
ACTIVITIES AND FUNCTION:	
Educational	
Operational	
Community	
FUNCTIONAL ADJACENCY REQUIREMENTS:	
Direct Access	Administration
Indirect/Near	
Not Adjacent/Separate	
ENVIRONMENT:	
Temperature	70-78
Acoustic	Acoustic separation from common/assembly space
Lighting	Natural lighting desired; non-glared, 50-70fc across space
HVAC	AC + natural ventilation desired
Aesthetic	Professional
FURNISHINGS/INSTRUCTIONAL AIDS:	
Marker Boards/Tackable Surfaces	Marker Boards and Tackable Surfaces
Movable Furniture	26 student chairs, movable 2 person tables
Projection Surfaces	Projection Whiteboard
Storage	Lockable - closet preferred
Cabinetry	
Equipment	
INTERIOR FINISHES:	
Flooring	Carpet

Walls	9'-0" min; painted finish	
Ceiling	Acoustical Tile	
WINDOWS:		
	Operable?	Shades?
Exterior	Yes	Yes
Interior	in door	Yes
TECHNOLOGY:		
Voice	Telephone; handset w/intercom	
Data	LAN access; wireless	
Audio/Visual		
Clock/Intercom	Standard Clock, Intercom	
Security	Lockable Door with View Panel	
Fire Alarm	Smoke detector as required by Code	
SPECIAL NOTES:		

NAME OF SPACE:	Administrative Offices (Typical)
Program:	Administration/Student Support
Number of Occupants:	
ACTIVITIES AND FUNCTION:	
Educational	
Operational	School/Instruction Leadership, Parental
Community	Communication, Interface with parents, students, IEP meetings
FUNCTIONAL ADJACENCY REQUIREMENTS:	
Direct Access	Administrative Assistants
Indirect/Near	Conference Room, School Entrance
Not Adjacent/Separate	
ENVIRONMENT:	
Temperature	70-78
Acoustic	Acoustic separation from common/assembly space
Lighting	Natural lighting desired; non-glared, 50-70fc across space
HVAC	AC + natural ventilation desired
Aesthetic	Open and inviting
FURNISHINGS/INSTRUCTIONAL AIDS:	
Marker Boards/Tackable Surfaces	Tackable Surface
Movable Furniture	1 staff Desk; 3 guests
Projection Surfaces	
Storage	Cabinets
Cabinetry	Fireproof file storage, 2 drawer and 4 drawer
Equipment	Computer, printer
INTERIOR FINISHES:	
Flooring	Carpet

Walls	9'-0" min; painted finish		
Ceiling	Acoustical Tile		
WINDOWS:		Operable?	Shades?
Exterior		Yes	Yes
Interior		in door	Yes
TECHNOLOGY:			
Voice	Telephone; handset w/intercom		
Data	LAN access; wireless		
Audio/Visual			
Clock/Intercom	Standard Clock, Intercom		
Security	Lockable Door with View Panel		
Fire Alarm	Smoke detector as required by Code		
SPECIAL NOTES:			
Office for security near reception if the School retains a security officer.			

NAME OF SPACE:	Cafeteria/Kitchen
Program:	Student Support
Number of Occupants:	210 each of two lunch settings
ACTIVITIES AND FUNCTION:	
Educational	Student Support
Operational	
Community	
FUNCTIONAL ADJACENCY REQUIREMENTS:	
Direct Access	Loading dock or ramp
Indirect/Near	
Not Adjacent/Separate	
ENVIRONMENT:	
Temperature	70-78
Acoustic	Acoustic separation from classrooms, kitchen
Lighting	Natural lighting desired; non-glared, 50-70fc across space
HVAC	AC + natural ventilation desired. Kitchen well vented.
Aesthetic	Sanitary
FURNISHINGS/INSTRUCTIONAL AIDS:	
Marker Boards/Tackable Surfaces	
Movable Furniture	Light weight plastic tables (Type 1)
Projection Surfaces	Projection screen for large groups. Ceiling mount.
Storage	Refrigeration, dry food storage, separate cleaning supplies.
Cabinetry	Cash register at egress of serving area.
Equipment	Standard Clock, Intercom, Kitchen Equipment
INTERIOR FINISHES:	
Flooring	Surface easily cleanable (vinyl tile cafeteria, sealed kitchen)

Walls	9'-0" min; painted finish	
Ceiling	Acoustical Tile - Cafeteria Painted - Kitchen	
WINDOWS:		
	Operable?	Shades?
Exterior	Yes	Yes
Interior		
TECHNOLOGY:		
Voice	Telephone; handset w/intercom	
Data	LAN access; wireless	
Audio/Visual		
Clock/Intercom	Standard Clock, Intercom - loud enough to be heard - two	
Security	Lockable Door with View Panel	
Fire Alarm	Smoke detector as required by Code	
SPECIAL NOTES:		
Required for Federal School Lunch Program, Food Prep and storage regulated by State and Federal.		
Storage for tables, floor drains kitchen, grease traps, fire suppression. Kitchen manager's office.		
Relation for residence food service yet to be determined. Investigating alternative means.		
ACTIVITIES AND FUNCTION:		
Educational	Phys Ed (may be provided through alt. means Dance)	
Operational		
Community		
FUNCTIONAL ADJACENCY REQUIREMENTS:		
Direct Access	Locker Room, Storage, Bathrooms, Water fountain	
Indirect/Near	Parking	
Not Adjacent/Separate	Classrooms, Administrative Offices	
ENVIRONMENT:		
Temperature	68-72	
Acoustic		
Lighting	Protected lighting desired; High windows.	
HVAC	AC + natural ventilation desired	
Aesthetic	Light, airy	
FURNISHINGS/INSTRUCTIONAL AIDS:		
Marker Boards/Tackable Surfaces	Tackable Surfaces, Marker Board	
Movable Furniture	Athletic equip.- Volleyball, basketball	
Projection Surfaces		
Storage	Lockable - closet preferred	
Cabinetry		
Equipment		
INTERIOR FINISHES:		
Flooring	Wood surface	
Walls		

Ceiling	Acoustical Tile		
WINDOWS:		Operable?	Shades?
Exterior	High Windows	Yes	Yes
Interior		in door	No
TECHNOLOGY:			
Voice	Telephone; handset w/intercom		
Data	LAN access; wireless		
Audio/Visual	TV Video Input (jack)		
Clock/Intercom	Standard Clock, Intercom		
Security	Lockable Door with View Panel		
Fire Alarm	Smoke detector as required by Code		
SPECIAL NOTES:			
Full opening double doors			
Two locker rooms with showers and two offices. Lockers - more female than male.			

NAME OF SPACE:	Business Office
Program:	Administration
Number of Occupants:	3 plus visitors area
ACTIVITIES AND FUNCTION:	
Educational	Support
Operational	Accounting, Purchasing, Payroll, Personnel, Benefits,
Community	
FUNCTIONAL ADJACENCY REQUIREMENTS:	
Direct Access	
Indirect/Near	
Not Adjacent/Separate	
ENVIRONMENT:	
Temperature	70-78
Acoustic	Acoustic separation from common/assembly space
Lighting	Natural lighting desired; non-glared, 50-70fc across space
HVAC	AC + natural ventilation desired
Aesthetic	Office, Efficient Record Storage
FURNISHINGS/INSTRUCTIONAL AIDS:	
Marker Boards/Tackable Surfaces	Marker Board and Tackable Surface
Movable Furniture	3 work spaces, space for visitor to fill out paperwork
Projection Surfaces	
Storage	Lockable, Fireproof File Storage. Meet record keeping req.
Cabinetry	
Equipment	
INTERIOR FINISHES:	
Flooring	Carpet

Walls	9'-0" min; painted finish	
Ceiling	Acoustical Tile	
WINDOWS:		
	Operable?	Shades?
Exterior	Yes	Yes
Interior	N	No
TECHNOLOGY:		
Voice	Telephone; handset w/intercom	
Data	LAN access; wireless	
Audio/Visual		
Clock/Intercom		
Security	Lockable Door with View Panel	
Fire Alarm	Smoke detector as required by Code	
SPECIAL NOTES:		

Operational Community	Maintenance Office, Custodial Supplies
FUNCTIONAL ADJACENCY REQUIREMENTS:	
Direct Access	Major circulation - Janitorial
Indirect/Near	Support areas
Not Adjacent/Separate	Reception, entry
ENVIRONMENT:	
Temperature	70-78
Acoustic	Acoustic separation from common/assembly space
Lighting	Natural lighting desired; non-glared, 50-70fc across space
HVAC	Ventilated
Aesthetic	Organized storage area
FURNISHINGS/INSTRUCTIONAL AIDS:	
Marker Boards/Tackable Surfaces	One tackable surface, white board in maintenance
Movable Furniture	Open storage, metal shelving
Projection Surfaces	
Storage	Open shelving,
Cabinetry	Wall mounted storage shelving, racks for mops, broom, vacuum
Equipment	Chemical dispenser for cleaning supplies in janitorial
INTERIOR FINISHES:	
Flooring	Hard surface
Walls	9'-0" min; painted finish
Ceiling	Acoustical Tile

WINDOWS:	Operable?	Shades?
Exterior	No	No
Interior	No	No

TECHNOLOGY:	
Voice	Voice Maintenance Desk
Data	LAN access Maintenance Desk
Audio/Visual	
Clock/Intercom	
Security	Lockable Door
Fire Alarm	Smoke detector as required by Code

SPECIAL NOTES:
Maintenance desk inside shop area for repairs. Separate janitorial closets on each floor.
Maintenance office has desk, chair, visitor's chair, plan storage.
Room on outside for snow shovels, lawnmower.

NAME OF SPACE:		Health Office	
Program:		Health	
Number of Occupants:		1 Staff Desk, student waiting, exam	
ACTIVITIES AND FUNCTION:			
Educational		Professional Office, Administrative	
Operational		Health Screening, sick student care, medication disbursement	
Community		Interacts with community - parents	
FUNCTIONAL ADJACENCY REQUIREMENTS:			
Direct Access		Single Bathroom	
Indirect/Near			
Not Adjacent/Separate		Cafeteria	
ENVIRONMENT:			
Temperature		70-78	
Acoustic		Acoustic privacy	
Lighting		Natural lighting desired; non-glared, 50-70fc across space	
HVAC		AC + natural ventilation desired	
Aesthetic		Comforting, friendly, warm and cool colors	
FURNISHINGS/INSTRUCTIONAL AIDS:			
Marker Boards/Tackable Surfaces		Tackable Surface	
Movable Furniture		Executive desk, staff chair, 3 guest chairs	
Additional Furniture		2 Student cots, ceiling mounted privacy curtain	
Storage		File Storage, Lockable medicine cabinet	
Cabinetry		Lockable countertop over base cabinets, overhead cabinets	
Equipment		Computer, Printer, Refrigerator	
INTERIOR FINISHES:			
Flooring		Hard surface	
Walls		9'-0" min; painted finish	
Ceiling		Acoustical Tile	
WINDOWS:		Operable?	Shades?
Exterior			
Interior			
TECHNOLOGY:			
Voice		Telephone; handset w/intercom	
Data		LAN access; wireless	
Audio/Visual			
Clock/Intercom		Standard Clock, Intercom	
Security		Lockable Door	
Fire Alarm		Smoke detector as required by Code	
SPECIAL NOTES:			
30' length for eye exams - may use adjacent corridor			
Ambulance access.			

5.9 Capital Improvement Plan (CIP), if available.

Summary table of priority capital improvement for the next 5 years and project cost details. (See Appendix H)

Appendix A: New Mexico Graduation Requirements

What New Mexico Students Must Take and Pass in Order to Graduate				
Freshman 2008–2009 Graduating Class of 2012	Freshman 2009–2010 Graduating Class of 2013	Freshman 2010–2011 Graduating Class of 2014	F–2011–2012 & 2012–2013 G–Classes of 2015 & 2016	Freshman 2013–2014 Graduating Class of 2017
<p>23 units to include:</p> <ul style="list-style-type: none"> • 4 units English • 3 units math (one unit = or > than algebra 1) • 3 units science (1 w/lab) • 3 units social science, including United States history and geography, world history and geography, and government and economics • .5 unit New Mexico history • 1 unit physical education • 1 unit communication skills or business education or language other than English • 7.5 units electives 	<p>24 units to include:</p> <ul style="list-style-type: none"> • 4 units English • 4 units math (one unit = or > than algebra 2) • 3 units science (2 w/lab) • 3.5 units social science, including United States history and geography, world history and geography, and government and economics, and .5 unit New Mexico history • 1 unit physical education • 1 unit career cluster, workplace readiness or language other than English • 7.5 units electives 	<p>24 units to include:</p> <ul style="list-style-type: none"> • 4 units English • 4 units math (one unit = or > than algebra 2) • 3 units science (2 w/lab) • 3.5 units social science, including United States history and geography, world history and geography, and government and economics, and .5 unit New Mexico history • 1 unit physical education • 1 unit career cluster, workplace readiness or language other than English • 7.5 units electives 	<p>24 units to include:</p> <ul style="list-style-type: none"> • 4 units English • 4 units math (one unit = or > than algebra 2) • 3 units science (2 w/lab) • 3.5 units social science, including United States history and geography, world history and geography, and government and economics, and .5 unit New Mexico history • 1 unit physical education • 1 unit career cluster, workplace readiness or language other than English • 7.5 units electives 	<p>24.5 or 25 units to include:</p> <ul style="list-style-type: none"> • 4 units English • 4 units math (one unit = or > than algebra 2) • 3 units science (2 w/lab) • 3.5 units social science, including United States history and geography, world history and geography, and government and economics, and .5 unit New Mexico history • 1 unit physical education • 1 unit career cluster, workplace readiness, or language other than English • .5 or 1 unit of health education* (may be taken in middle school) • 7.5 units electives
<p>For NM Diploma, must meet threshold for high school exit on 11th grade SBA or demonstrate competence through portfolio of standards-based indicators</p> <p>SB 360 (2010) suspends the requirement for students to pass a high school exit exam for graduation in 2012.</p>	<p><i>One of the above units must be honors, Advanced Placement, dual credit, or distance learning.</i></p> <p>To graduate, a student must meet the cut score for high school graduation assessment on 11th grade SBA or use a portfolio alternate demonstration of competency.</p>	<p><i>One of the above units must be honors, Advanced Placement, dual credit, or distance learning.</i></p> <p>To graduate, a student must meet the cut score for high school graduation assessment on 11th grade SBA or use a portfolio alternate demonstration of competency.</p>	<p><i>One of the above units must be honors, Advanced Placement, dual credit, or distance learning.</i></p> <p>To graduate, a student must meet the cut score for high school graduation assessment on 11th grade SBA or use a portfolio alternate demonstration of competency.</p>	<p><i>One of the above units must be honors, Advanced Placement, dual credit, or distance learning.</i></p> <p>To graduate, a student must meet the cut score for high school graduation assessment on 11th grade SBA or use a portfolio alternate demonstration of competency. * <i>Note for future classes: For students entering the eighth grade in the 2012–13 school year, a course in health education is required.</i></p>

What Districts and State Charter Schools in New Mexico Must/May Offer

Classes required for districts to offer (each year) as elective classes	Other offerings required for districts to offer	Classes that may be offered as elective classes	Class that may be offered as a Mathematics requirement	Health Education is required prior to graduation for students entering the 8th grade in the 2012-2013
<ul style="list-style-type: none"> • Driver Education * • Financial Literacy as an elective * • Student Service Learning 	<ul style="list-style-type: none"> • At least one Honors or similar academically rigorous class each in Mathematics and Language Arts** • A program of courses for Dual Credit, in cooperation with an institution of higher education • A program of distance learning courses* • At least 2 years of a language other than English* 	<ul style="list-style-type: none"> • Pre-Apprenticeship Programs • Media Literacy* (STARS 0805) 	<ul style="list-style-type: none"> • Financial Literacy as a high school mathematics requirement (STARS 2097) <ul style="list-style-type: none"> ○ Financial Literacy may also be taken as a social studies class (STARS 2797) ○ Financial Literacy may also be taken as a Family and Consumer Science class (STARS 0517) 	<ul style="list-style-type: none"> • Health Education may be required in either middle school or high school, as determined by the school district. • Each school district shall submit to the department by the beginning of the 2011–2012 school year a Health Education implementation plan for the 2012–2013 and subsequent school years; and, include in which grade Health Education will be required and how the course aligns with department content and performance standards.

* Districts may offer these courses through IDEAL-NM.

** Districts may offer AP Calculus and Honors English 2 through IDEAL-NM.

Appendix B – Classrooms Needed

Shows varying impact of enrollment on academic classroom needs.

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Proj.	2014-15 Proj.	2015-16 Proj.	2016-17 Proj.	2017-18 Charter Capac.	Max Cap
12th	0	29	38	50	51	50	50	75	100
11th	35	46	55	50	51	50	75	75	100
10th	46	61	53	50	51	75	75	75	100
9th	54	45	45	50	51	75	75	75	100
Total	135	181	191	200	204	250	275	300	400

Class Size =	25	25	25	25	25	25	25
English	10	8	12	10	11	12	16
Math	10	8	12	10	11	12	16
Science	10	8	12	10	11	12	16
Social Studies	10	8	12	10	11	12	16
Spanish	10	8	12	10	11	12	16
Art - Provided by Arts Program							
Other (Health,Career)	6	6	6	6	6	12	12
Total Classes Held.	56	46	66	56	61	72	92
Classroom need/period - 6 PER	10	8	11	10	11	12	16
Less Science	1	2	2	2	2	2	2
General Classrooms - 6 PER	9	6	9	8	9	10	14
Actual per utilization spreadsheet	9						

Appendix C: Utilization

Rm #	Clim NSF	Max # of St./ Sq Ft	PED MAX PTR / Clm	PERIOD 1					PERIOD 2					PERIOD 3					PERIOD 4					PERIOD 5				
				Time: 9:20 - 10:00					Time: 10:04 - 10:44					Time: 10:48 - 11:28					Time: 11:32 - 12:12					Time: 12:16 - 12:56				
				# 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
101 ART	680	25	30		0%					0%					0%					0%					0%			
102	680	27	30		0%				21	77%		Crites	English	28	103%		Crites	English	22	81%		Crites	English	25	92%		Crites	English
103	680	27	30	26	96%		Leesman	Math		0%				15	55%		Leesman	Math	8	29%		Leesman	Math		0%			
104	680	27	30		0%				14	51%		Cassel	English	8	29%		Cassel	English		0%					0%			
105	680	27	30	23	85%		Newell	Math	13	48%		Figueroa	English	30	110%		Newell	Math	21	77%		Newell	Math	20	74%		Newell	Math
106 - Piano	680	27	30		0%					0%					0%					0%					0%			
107 - Music	759	30	30		0%					0%					0%					0%					0%			
108 - Music	759	30	30	1	3%		Russial	Music		0%				1	3%		Russial	Music		0%				12	40%		Johnston	Spanish
109	1,334	53	30	18	60%		Brooks	Science	29	97%		McComb	Science	15	50%		McComb	Science	24	80%		Brooks	Science		0%			
Cafeteria (110)	1,456								21			Oberteuff	Study Hall					25			Oberteuff	Study Ha	86				Lunch	
SRH (112)	819	33	30						22	73%		Phillips	Senior Sem.		0%				0%					0%				
LRH (113)	4,247			17			Lende	PE						20			Lende	PE										
201 - ART	802	32	30		0%					0%					0%					0%					0%			
202A	700	28	30	27	96%		Oberteuff	Social Studies	24	86%		McKinley	Science	20	71%		Oberteuff	9th Gr. Ac	25	89%		McKinley	Science		0%			
MacLab (202B)	912	36	30																					0%				
203	680	27	30	23	85%		McComb	Health	10	37%		Seagrave	Social Stud	25	92%		Seagrave	Social Stu	15	55%		Seagrave	Social Studies		0%			
204	680	27	30	16	59%		McCormi	Spanish	4	15%		McCormi	Spanish	6	22%		McCormi	Spanish	25	92%		McCormi	Spanish	17	63%		McCormi	Spanish
205	680	27	30	24	88%		Alavi	English	20	74%		Alavi	Art History	1	4%		Alavi	Teacher A	13	48%		Alavi	English	23	85%		Alavi	Social Stu
206 - ART	680	27	30		0%					0%					0%					0%					0%			
NDI			30																									
	18,588	513		175	38%				178	35%				169	34%				178	34%				183	21%			
				8					9					7					8					5				

1) Max # of St./Sq. Ft. = The maximum number of students allowed per the Statewide Adequacy Standards square feet.

2) PED Max PTR/Clm = PED's maximum pupil / teacher ratio per class period.

3) % Rm Occ. = The number of students column divided by either the PED Max./PTR/Clm column or the Max # of St./Sq ft column, which ever column is the smaller maximum allowed by A.S. or PED.

4) Tot. St. = The total number of students in the specific instructional space throughout the day.

5) PED Max. PTR/Day = The maximum pupil teacher ratio allowed by PED for specific teacher per day allowed.

6) Tot. % Rm Occ. / Day = Total average percentage room is occupied throughout the day. (count all periods in average)

7) Occ. # of Pd.'s / Day = Occupied number of periods occupied per day. (Prep period may be counted as utilized if teacher does not have a separate office from classroom)

8) % Pd. / Day = The average percent of occupied periods (occupied number of periods divided by the number of periods available per day).

[illegible]

Appendix D. Charter Space Needs

	300 Students		400 Students		
	Sq.Ft. each	Number	Sq. Ft.	Number	Sq. Ft.
General Classrooms 25 sf min. 650	675	8	5,400	12	8,100
General Classroom Storage 2 sf/student	50	8	400	12	600
Science Classroom w/lab tables	1200	2	2,400	2	2,400
Science Prep 80 sf, secuable	80	1	80	1	80
Special Ed	450	1	450	2	900
Media Arts/Research/Tech (dividable) (3 sf adeq)	1800	1	1,800	1	1,800
IT Office/Workshop/Storage	260	1	260	1	1,800
Career Ed - Arts (elim by alternative means)	4	300	1,200	400	1,600
Faculty Workspace 1 sf /capacity, sink			300		400
Student Health/restroom/isolate sick stud.			300		400
			12,590		18,080

Phys Ed (Min Adequacy)			6,500		6,500
Bleachers 1.5 design capacity					
Two dressing room w/showers, lockers	400	2	800		1,000
Two offices min. 150 sf each			300		300
Storage (incl. in above?)					
Total Phys. Ed.			7,600		7,800

Dining (2 seatings) 15sf/stud. Min.	16	150	2,400	200	3,200
Kitchen (HS 1,700 SF min)			2,100		2,100
Serving (Min) 200 net			700		700
Staff toilet			150		150
Office			80		80
			5,430		6,230

Principal Office	150	1	150	1	150
Assistant Principal Office	120	1	120	1	120
Dean of Students Office	120	1	120	1	120
Additional Office-Counselor/Student Support				1	120
Counselor	120	1	120	1	120
Reception/Administrative Assistants			200		200
Conference	200	1	200	1	200
Registrar	120	1	120	1	120
Business Office incl. storage	350	1	350	1	350
			1,380		1,500

Parent Workspace .5sf/stud. >150	0.5	300	150	400	200
General Storage - textbooks	1	300	300	400	400
			450		600
Above adequacy, Commons			1,900		2,000
			1,900		2,000
			29,350		36,210
TARE	0.28		8,218		10,139
Total			37,568		46,349

Appendix E. Arts Program Space Needs

Arts Program Space Needs	300 Students		400 Students	
	Number	Sq. Ft.	Number	Sq. Ft.
Dance				
Locker Rooms		800		
NDI Studio A (house 68 x 62)		4,216		
NDI Studio B (stage 68 x 42)		2,856		
Small Studio A (34x26)		884		
Small Studio B (40x30) 7 to 10 kids		1,200		
Department Head Office		100		
Staff Room		154		
Storage		<u>500</u>		
		9,910		
Music				
Choral Room with Risers		1,000		
Orchestra Practice Room		1,200		
Piano Lab Practice Room		720		
Large Music Teaching Studios	3	1,200		
Small Music Teaching Studios	5	600		
Indiv. Pract. Rooms Wenger Lg & Sm	20	1,600		
Instruction also done in gen. classrooms?				
Instrument Storage Lockers		300		
Office Dept Head		100		
Music Staff Room w/Music Libr. Space		<u>300</u>		
		7,020		
Theater 75 Enrollment				75
Instruction - Class with 30 desks	750	1	750	
Large Classrooms 32 x 32	1024	4	4,096	
Boys and girls dressing rooms			400	
Make-up			400	
Department Head Office	100	1	100	
Department Office	150	1	150	
Performance Space plus one Inst. Area above			2,000	
Storage (Share with dance)			500	
Lobby, Concessions			<u>300</u>	
			8,696	

Arts Program Space Needs**300 Students****400 Students**

Visual Arts		64	64	80	
Classrooms 1/16 students	1000	4	4,000	5	5000
Storage	100	4	400	5	500
Dept Head Office	100	1	100	1	100
Department Space	150	1	150	1	150
Woodshop with theater			1,000		1000
Artist in Residence Space			<u>200</u>		<u>200</u>
			5,850		6,950

Creative Writing or Charter Classrooms 900

Media Arts or/also Charter Computer Lab 900

Arts Total		33,276
TARE	0.28	<u>9,317</u>
Total Arts		<u><u>42,593</u></u>

Residential		10,000
Tare	0.25	<u>2,500</u>
		<u><u>12,500</u></u>

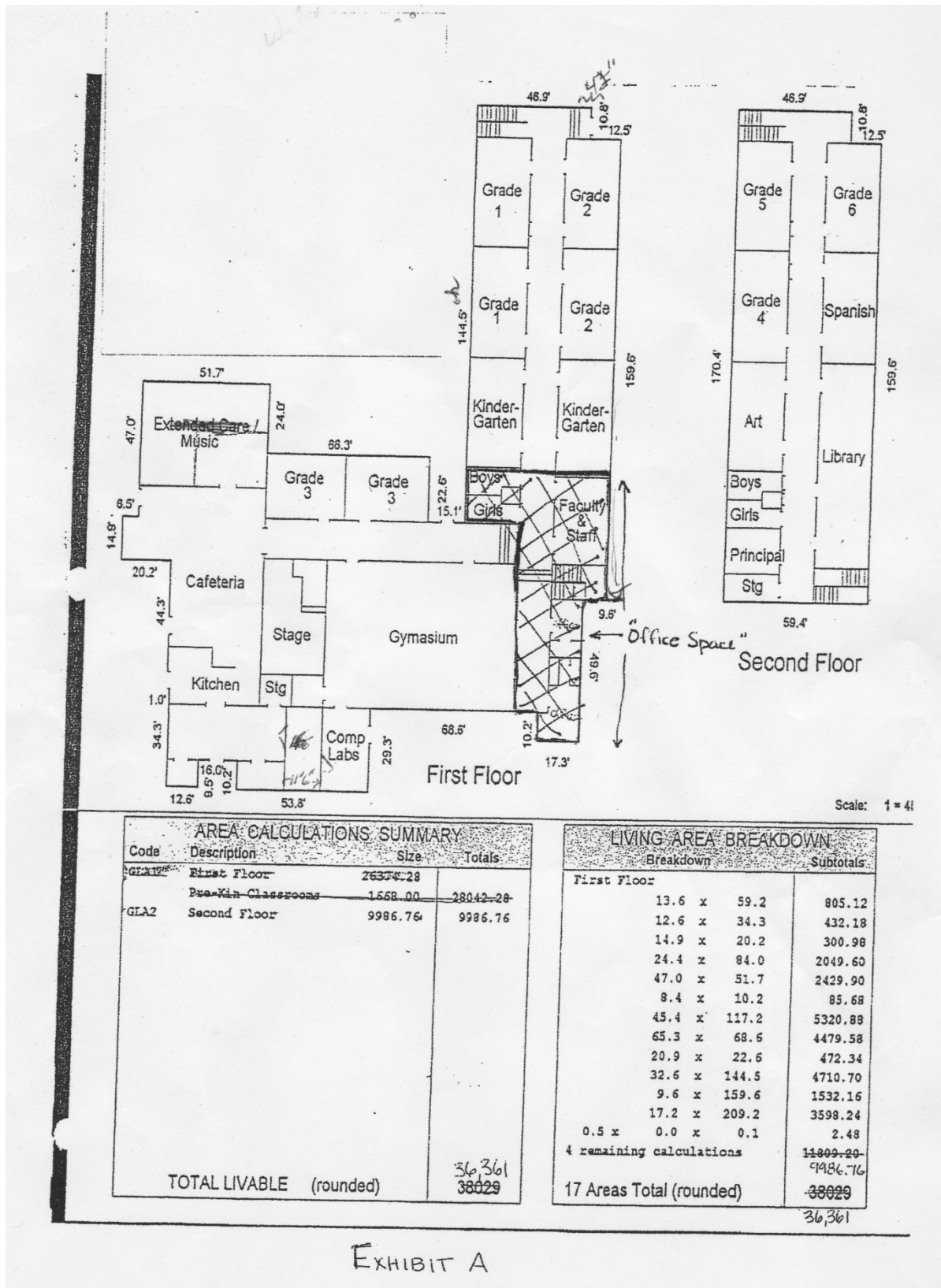
Development

Director	150
Development Officer	100
Expansion	200
Assistant	100
Research	100
Conference	300
Bathroom	200
Kitchenette	50
Storage	<u>50</u>
	<u><u>1,250</u></u>

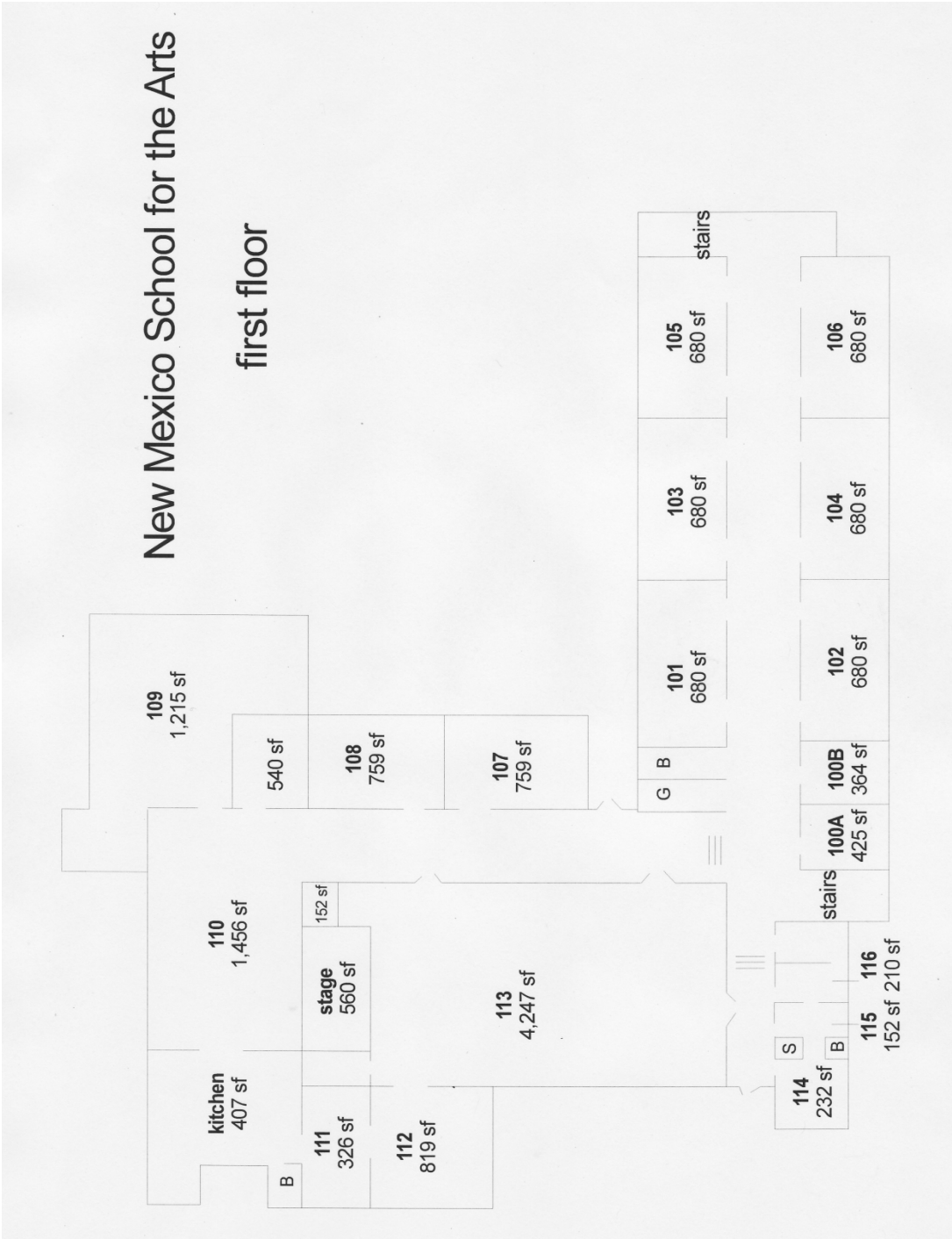
Total Art Institute 56,343

Board Room, Arts Administration, Assistant Principal, Security Office

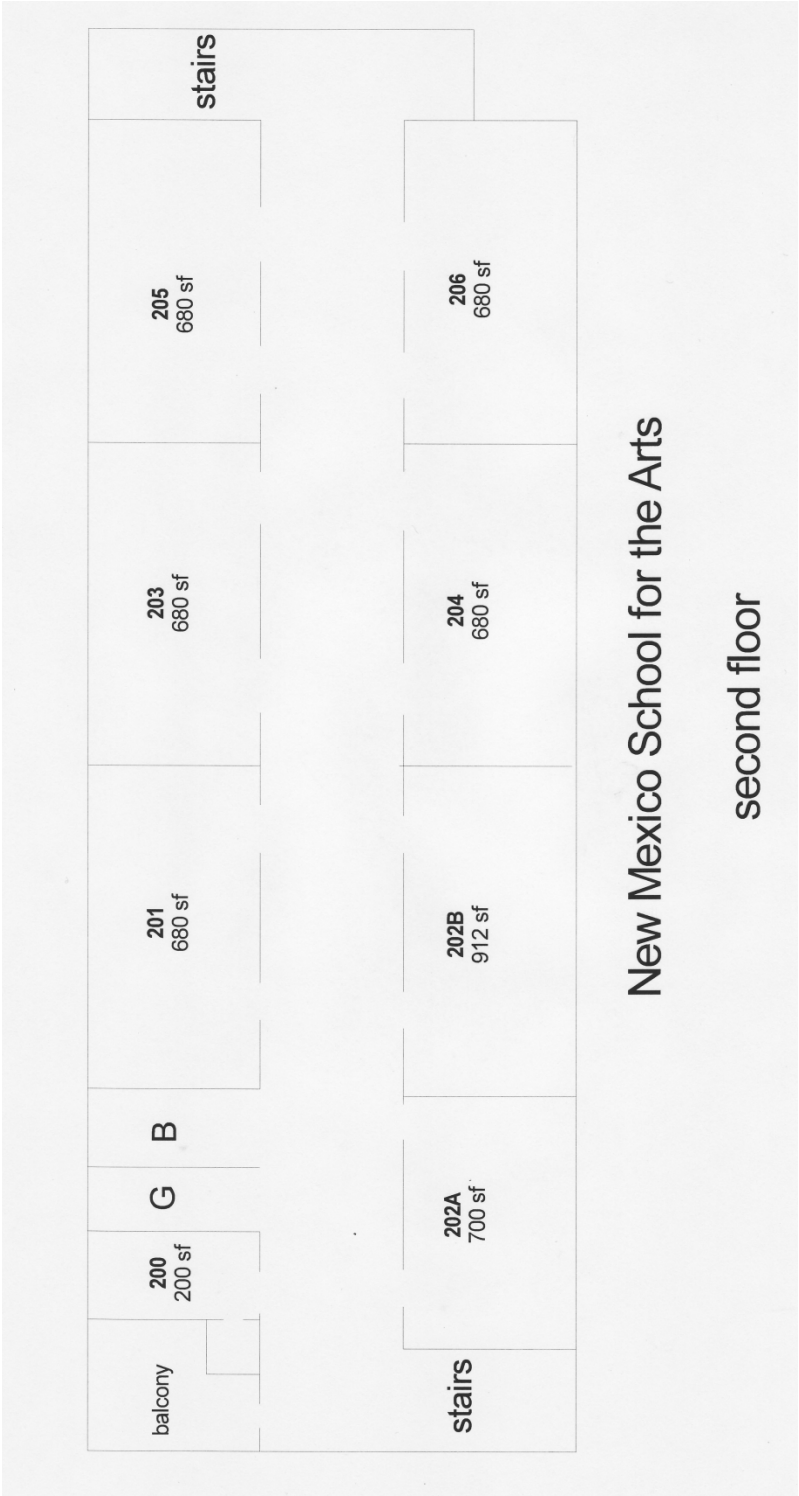
Appendix F 1. Floor plan in lease with gross square feet.



Appendix F 2. First Floor Floor Plan



Appendix F 3. Second Floor Floor Plan.



Appendix G. Facility Inventory

Appendix G. Facility Inventory				Primary Use					
	Rm #	Storage SF (a.)	Program SF	Admin	Core Ac.	Vis. Arts	Music	Theater	Dance
Ceramics/Visual Art	101	115	680			680			
English	102	115	680		680		680		
Math	103	115	680		680			680	
English	104	115	680		680		680		
Math	105	115	680		680		680		
Music - Electronic Pianos	106	115	680				680		
Music – Chorale	107	100	759				759		
Music (incl. large closet)	108	154	759				759		
Science and Prep (Storage)	109	119	1,215		1,215		1,215		
Practice Rooms by Science			540				540		
Small Reher./Gp. Meetings	112		819					819	
Gym/Auditorium/Theater	113	156	4,247					4,247	
Stage			560					560	
Theater Office			153					153	
Theater Storage Below Stage		500							
Painting	201	115	680			680			
History, Sci., 9th Grade Acad.	202A		700		700				
Media Lab/Visual Arts MacLab	202B		912		912	912			
Social Studies/Language	203	115	680		680				
Language	204	115	680		680				
Social Studes	205	115	680		680		680		
Visual Arts - 3 D lab.	206	115	680			680			
Basement Music Practice		375					220		
Support Spaces									
Counseling/Dean of Students	100B		364		364				
Faculty Work Space/Lounge	100A		425		425				
Reception	116		210		210				
Principal	114		232	232					
Principal's Assistant	115		152	152					
School Record Storage Safe			77						
Registrar/IT small bathroom	200	16	200	200					
Business Office incl. storage	111		326	326					
Dance Office			100						100
Kitchen Prep Area/Freezer			407						
Cafeteria	110		1,456		b.		b.		
Practice Rooms/Storage		375	524						
Total		3,060	22,617	910	8,586	2,952	6,893	6,458	100
NDI leased space for dance			9,390						9,390

Appendix H. Capital Improvement Plan

Charter Capital Plan	2013-14	2014-15	2015-16	2016-17	2017-18
Obtain Site					
Planning					
Demolition/Sitework					
Construction Phase 1					
Public Funding	2013-14	2014-15	2015-16	2016-17	2017-18
Direct Legislative Appropriations					
Public School Capital Outlay Act Lease Assistance	\$ 140,070	\$ 146,670	\$ 146,670	\$ 169,740	\$ 169,913
Public School Capital Outlay Act through PSCOC					
Public School Capital Improvements Act: (SB-9 or the "two-mill levy").	\$ 148,500	\$ 148,500	\$ 148,500	\$ 148,500	\$ 148,500
SB-9 State Match	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Pub. Sch. Buildings Act: (HB-33 or "ten-mill levy") if 10 mill			\$ 742,500	\$ 742,500	\$ 742,500
Local General Obligation Bonds:					
Total	\$ 292,570	\$ 299,170	\$ 1,041,670	\$ 1,064,740	\$ 1,064,913

Art Institute Capital Plan	2013-14	2014-15	2015-16	2016-17	2017-18
Obtain Site					
Planning					
Demolition/Sitework					
Construction Phase 1					
Private Funding	2013-14	2014-15	2015-16	2016-17	2017-18
Foundations					
Capital Gifts					
Other					
Total					

Residential Program	2013-14	2014-15	2015-16	2016-17	2017-18
Obtain Site					
Planning					
Demolition/Sitework					
Construction:					
Private Funding	2013-14	2014-15	2015-16	2016-17	2017-18
Foundations					
Capital Gifts					
Public Funding					
Direct Legislative Appropriations					
Public School Capital Outlay Act through PSCOC					
Total					



New Mexico School for the Arts

Charter Five-Year Facility Master Plan/ Ed Specification Dated 2018-2023

“Talent never exists by itself. Talent only exists because of opportunity.”

- Joel Fan

Approved by NMSA Governance Council on June 22, 2018

Note: The NMSA FMP will be revised before the beginning of SY 2019-2020 to reflect its anticipated change in locations.

Leased Facility is located at 275 East Alameda, Santa Fe, NM 87501.

Lease ends July 31, 2019 and with an option to extend through July, 2020.

Charter Approved: September 13, 2008

First Charter Renewal: January 2014

Second Charter Renewal Application: October 2018

Charter Approved for 300 students.

First Year of Operation: August 2010

School Contact: Eric Crites, Head of School

Phone: (505) 310-4194 x105

Art Institute Contact: Cindy Montoya, President

Phone: (505) 216-7888 x 7 (505) 795 8202 cellular

Acknowledgements:

NMSA-Charter School Governing Council

Bill Beacham, Chair

Michael Kaplan, Vice Chair

Greg Hunt, Treasurer

Paula Tackett, Secretary

Cynthia Nava, Member

Neil Heighberger, Member

Head of School

Eric Crites

Business Manager

Liza Romero

Assistant Principal

Chelamia Quintana

Assistant Business Manager

Gayle McGuiness

Registrar & Operations

Cecile Hemez

IT Manager

Ruben Desangles

New Mexico School for the Arts- Art Institute

Cindy Montoya, President

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Introduction

- Students, parents and teachers in New Mexico expressed the need to keep creative youth in state to further their artistic abilities. Why send our talent away when we can build opportunities at home? Why

import talent from other states in the arts economies when we can cultivate it here in an arts-based high school?

- Artists, educators, philanthropists and policy makers responded to this need, proposing the creation of NMSA. They were supported by hundreds of New Mexico citizens.
- In 2008, the Legislature passed and the Governor signed a bill establishing the first legislatively-created public arts school in the State's history—New Mexico School for the Arts. Over 100 legislators voted to establish the legislation for the School.
- The Public Education Commission of New Mexico (PEC) approved the School's charter application on September 13, 2008.
- The charter was renewed for the first time in January 2014.
- A second charter renewal application will be submitted in October of 2018.

NMSA opened its doors in the leased St. Francis Cathedral School on August 16, 2010, with 138 students from across New Mexico studying core and advanced academics coupled with mastery level Dance, Music, Theater or Visual Arts. Its location, in Santa Fe, affords students walking-distance access to Santa Fe's finest museums, performing arts spaces, and cultural institutions to further their learning in the arts.

In August of 2018, NMSA will open its doors for the ninth time with an enrollment of 221 students. NMSA is limited to 221 students due to the size of the current location.

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 Facility Master Plan and Educational Specifications (FMP/EDSpec) as a prerequisite for eligibility to receive public school capital outlay fund assistance. It requires a document to guide capital planning decisions that support the School's educational mission and meet minimum state adequacy standards.

NMSA is established under the New Mexico School for the Arts Act (Chapter 22, Article 15F NMSA 1978) as a statewide residential state-chartered charter high school for grades nine through twelve. For New Mexico students who have demonstrated artistic abilities and potential,

NMSA provides an educational opportunity to pursue a career in the arts and a strong academic program that leads to a New Mexico diploma of excellence.

The School is currently housed in a leased facility, Cathedral School, on the corner of Alameda and Paseo de Peralta, in Santa Fe. Its current lease extension ends in July 2019. It has an option to extend through July 2020.

This report follows the format required by the Public School Facilities Authority (PSFA) and is comprised of the following sections:

- Introduction
- Section 1. Goals/Mission
- Section 2. Existing and Projected Conditions
- Section 3. Facility Requirements (Ed Spec)
- Section 4. Capital Plan
- Section 5. Master Plan Support Material
- Appendices

As part of the process in developing the New Mexico School for the Arts Facilities Master Plan/Educational Specification, the Statewide Adequacy Standards NMAC 6.27.30 and Charter-Alternative School Statewide Adequacy Standard Variance table was reviewed when creating the first plan.

NOTE: As the administrative team updated the FMP, information changed to reflect a better understanding of the required information or reflects actual rather than projected data.

1. GOALS/MISSION

1.1.1 Mission and Statement of Purpose

Mission

NMSA provides access to a rigorous mastery arts and academic high school education for youth with passion and aptitude in the arts, leading to post-secondary learning, careers in the arts, and lives that contribute to society.

Statement of Purpose

NMSA's purpose is to provide the highest standards of excellence in preparing New

Mexico's artistically talented students to compete in the national arena for post-secondary and/or professional careers in the arts, regardless of home location. NMSA offers pre-professional instruction in the performing and visual arts along with rigorous academics leading to a high school diploma.

1.1.2 General Educational Philosophy

As explained in the School's Charter, the focus on "art, heart and smart" will allow the School to achieve its mission:

Art -- First, the School will focus on artistic studies as well as introduce the students to the wider arts market and industries, since many art high school graduates nationwide pursue careers in the arts industry, not as practicing artists. Many students learn in non-traditional ways that have drawn them to their artistic interest. When alignment happens between arts and education for passionate art students, the students excel. Art schools are natural integration schools. In fact the term "magnet school" was first used to describe the phenomenon that occurred at the Houston art school in that it acted as a "magnet" for students of all ethnic backgrounds at a time when the educational system in Houston was otherwise ethnically divided. Passion for the arts transcends factors that frequently divide communities.

Heart -- Second, the School will focus on personal discipline, social, emotional and physical health in the students' lives, so that the students will carry forward personal health, balance and discipline in their lives.

Smart -- Finally, the School will prepare the students for college, and the School will align its academic curricula to meet college admission requirements.

NMSA will accomplish these ends by:

- Providing access to mastery arts education and rigorous academics.
- Establish a caring community of artistic learners nurtured and engaged in self-discipline, citizenship, continuous improvement, and joyful learning in and through the arts.
- Provide innovative and creative curricula in arts and academics based on fundamental skills, including exposure to New Mexico arts and culture.

1.1.3 Serving the Community

- Jobs are available in many art markets both for the artists themselves and in other art-related fields in places like museums, the film industry, and the visual arts markets throughout the state.
- NMSA Charter School has formed a public/private partnership with NMSA-Art Institute, a nonprofit art educational institution to provide specialized arts programs. This alternative means of providing these programs supplements state funds in educating the students. Through partnerships, collaborations and programming, the School intends to serve as a statewide arts education leader working to encourage arts education throughout the state. The NMSA-Art Institute offers outreach through intensives and master classes in Dance, Music, Theater and Visual Arts for young people across New Mexico, regardless of their ability to pay. The Art Institute also provides the funding for the residential and outreach programs.
- Some examples of NMSA students participation in the community include Lensic Interns and SITE Santa Fe Young Curators. Students perform with the Santa Fe Youth Symphony and Pro Musica.

1.2 Process

1.2.1 Data Gathering and Analysis

Even before NMSA opened its doors to students in the leased St. Francis Cathedral School on the corner of Alameda and Paseo de Peralta, the Governing Council had been looking for a permanent home. Ad hoc committees and the Building Committee have been searching for potential sites within the Santa Fe area.

It focused on Santa Fe in order to:

- Take advantage of Santa Fe's fine museums, performing arts spaces, and cultural institutions to further students' learning in the arts.
- Benefit from skills of the local professional artists.
- Utilize the end of the Rail Runner line and public transportation to transport students from other areas of the state
- Rent the residences at New Mexico School for the Deaf to board students from around the state. The residential program has since moved to the Immaculate Heart of Mary Retreat Center.

To ensure wide input, in June 2011, NMSA utilized the services of a professional planner, Toby Herzlich, to moderate a full day retreat. Participants included board

and council members, staff and faculty, community members, volunteers and parents. The agenda was to revisit original assumptions and surface big questions the planning process needs to address, such as, what does the School want to become and be known for.

Out of that retreat came five “Areas of Focus” to support the core overall focus of arts mastery:

1. **Excellence in both Arts and Academics** - “Transformative educational experience that nurtures creative and critical minds.”
2. **Facilities** - publicly and privately funded facilities and campus.
3. **Partners**- “We create reciprocal relationships with social and economic drivers.” Those relationships should be statewide, connect with the business of the arts through effective alliances and partnerships with arts professionals and venture partners.
4. **Funding** - Sustainable funding from multiple sources, public and private, including an endowment.
5. **Students and Alumni** - “Preparation, guidance and graduation of world-class achievers.”

These ideals were refined by a Strategic Planning Committee into a statement titled, *Mission, Statement of Purpose, Goals and Critical Success Factors - December 2011*. These ideals have been reviewed annually and continue to guide NMSA.

To be efficient with the dollars and time of all involved, NMSA retained its former Business Manager, Charles Galbraith, to assist in developing the 2013-2018 report. *The 2018-2023 report has been revised and reviewed by the administrative team.*

The decision to employ Mr. Galbraith was based on his experience with the complexity of the School’s undertaking and the personal relationships with the administration, staff, and governing council. Furthermore, his prior experience in teaching, school business management and school construction in both public school and private boarding school made him uniquely suited to assist in documenting current conditions and future needs.

NMSA has chosen to remain at this site through SY 2018-2019 when it will relocate to 500 Montezuma Avenue, Santa Fe, the site of its new location. The NMSA-Art Institute has purchased and is in the process of renovating the former Sanbusco

Market with the intention of entering into a lease purchase arrangement for the charter school. A Facility Master Plan will be developed before SY 2018-2019.

While keeping the Principal, Director, and Business Manager informed, Mr. Galbraith met with faculty members, registrar, IT, maintenance, and members of the building committee to gather data and perform preliminary analysis for this report. Other charter FMP's were also reviewed.

Findings were presented to and deliberated with the Building Committee.

The 2018-2023 report was revised by the NMSA administrative team and presented to the Governing Council.

Sites Investigated:

To date, in a search for a permanent home, over 18 sites have been visited, and due diligence has been performed on seven. The School has identified a site that satisfies programmatic and economic goals. *The School anticipates that In 2019 required documents will be processed with the goal of moving to the former Sanbusco Market location currently under renovation by the Art Institute.*

1.2.2 Authority and Facilities Decision Making

The "New Mexico School for the Arts Act" (22-15F-5 NMSA 1978) states the "school shall be governed by a board of at least five members constituted as provided in the school's application for charter. No member of the board shall serve as a member of another charter school. The board shall have such powers and perform such duties as required by state and federal law and the school's charter..."

The Governing Board governs the affairs of the School, ensuring that the charter's mission and goals are carried out by overseeing the administration of the School. The Governing Council exercises its leadership by forming and adopting policy as well as hiring, establishing duties and evaluating the principal. The Governing Council also reviews and approves the budget submitted by the head of school and approves those items required by New Mexico Statutes.

The enabling legislation for the School requires the School to form a public/private partnership to accomplish its mission. The Governing Council informs its decisions through collaboration with the New Mexico School for the Arts - Art Institute, a non-profit educational organization that aligns and collaborates with the Charter School.

Before the school opened its doors and before students were enrolled in the school, a Building Committee was formed to research, advise and recommend on the selection of School facilities. It was comprised of members of the Governing Council of the Charter School and members of the Board of the Art Institute. There is also representation of the arts and business communities.

Acronyms and Definitions

Ed. Spec. - Educational Specification

FMP - Facilities Master Plan

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

NMPED - New Mexico Public Education Department

NMSA-AI - New Mexico School for the Arts- Art Institute

NMSA (1978) - New Mexico Statutes Annotated

PEC - Public Education Commission

PED - Public Education Department

PSCOC - Public School Capital Outlay Council

PSFA - New Mexico Public School Facilities Authority

2. EXISTING AND PROJECTED CONDITIONS

2.1 Programs and Delivery Methods

2.1.1 Programs and Delivery Methods

To prepare New Mexico's artistically talented students to compete in the national arena for post-secondary education and/or professional careers in the arts, NMSA offers pre-professional instruction in the performing and visual arts in combination with rigorous academics leading to a New Mexico diploma and acceptance at college.

The academic courses comply with NMPED (New Mexico Public Education Department) standards to ensure every child meets the requirements for a high school diploma. The specific academic courses a NMSA student may take in a given year will be highly dependent on what level they have achieved in their schooling prior to enrollment at NMSA.

Currently, NMSA offers specialized arts training in the fields of dance, music, theater and visual arts. Its long-term goal is to add programs in Creative Writing & Literature and Cinematic Media Arts.

Each arts discipline is rooted in a classic core that serves as a platform for further study or entry into the profession.

The weekly schedule involves an extended school day, structured to provide several hours of advanced arts training in each student's area of focus that includes technical, creative and historical instruction.

NMSA helps the student find the path to cultivating his or her artistic voice. We seek the student's broad intellectual development so that in addition to developing strong technique, our students will begin to refine their personal artistic vision and purpose, and the means to communicate that vision through their art.

To achieve this goal, the NMSA experience includes a rich array of in-class coursework, studio work, in-the-field learning, presentations, performances and exhibitions. Guest artists, master teachers and partnerships with other arts institutions in the area are used to complement the instruction provided by the School's faculty.

Grade levels are configured in the traditional academic grades 9 - 12. In their arts education, students' program assignments are based on mastery.

Schedule approach:

NMSA uses a two-block day: Academic Block and Arts Block. Academic block is from

9:20 to 2:00 and includes three class periods and lunch on an alternating A/B block schedule (six academic periods per student total). Arts Block runs from 2:05 to 4:45. Arts departments organize their block around the needs of their program.

In order to accommodate students traveling from Albuquerque by the Rail Runner, the school day begins at 9:20. Some commuting students arrive as early as 7:30. The time in between is used for teacher office hours, study halls, and dual credit classes.

Daily Schedule

Period 1	9:20-10:40
Period 2	10:45-12:05
Lunch	12:05-12:40
Period 3	12:40-2:00
Arts Block	2:05-4:45

Joint-use facilities:

The dance program uses leased space at the National Dance Institute-New Mexico.

Student performances have been held at the Lensic, James A Little Theater on the New Mexico School for the Deaf Campus, Warehouse 21, NDI-NM, and St. Francis Auditorium (Museum of NM). Exhibits are held at various local galleries and public spaces.

Other anticipated curricular and extracurricular activities to be accommodated in the facility are adult continuing education programs in art and art teacher training programs.

2.1.2 Anticipated Changes in Programs

In addition to increased enrollment, NMSA anticipates the following changes in the future:

- ② Addition of a Cinematic Media Arts program and Creative Writing & Literature program to the existing four arts programs.
- ② Continued changes in technology and pedagogy requiring flexibility in space.
- ② Greater statewide enrollment, necessitating increased residential enrollment.

2.2 Enrollment

2.2.1 Historic, Current Enrollment and Projected Enrollment

Since its inception, NMSA has had strong student demand and has met its projections made to PED. The chart below shows annual enrollment.

The current charter calls for a maximum enrollment of 300. NMSA has been unable to reach its cap due to the space limitations of the current location.

Enrollment History

	Grade 9	Grade 10	Grade 11	Grade 12	Total
SY1011	54	46	35	NA	135
SY1112	45	60	48	30	183
SY1213	45	53	55	38	191
SY1314	53	54	47	47	201
SY1415	51	51	53	41	196
SY1516	60	56	49	45	210
SY1617	60	60	54	47	221
SY1718	58	55	58	51	222
SY1819 *	57	60	51	54	222

Source: STARS Membership Reports 40D

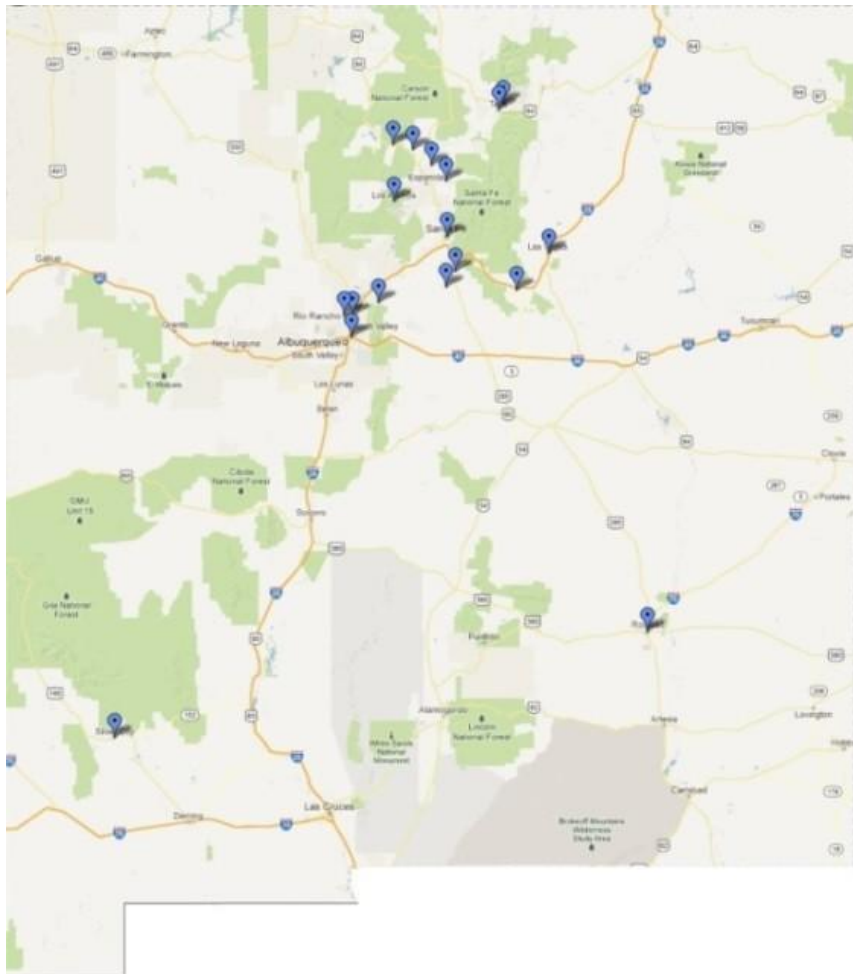
The arts program follows a different enrollment pattern and needs to be analyzed because of its impact on space and program. NMSA is studying alternative delivery methods and spaces for the Arts Program. This is discussed further in Section 3 - Facility Requirements. The following chart shows enrollment history by department.

2.2.2. Enrollment History by Arts Program

	Dance	Music	Theater	Visual Arts	Total
SY1011	20	37	38	40	135
SY1112	28	50	52	53	183
SY1213	28	52	53	58	191
SY1314	30	51	55	65	201
SY1415	27	51	59	59	196
SY1516	27	57	65	61	210
SY1617	26	63	69	63	221
SY1718	26	64	67	65	222
SY1819 *	26	70	65	61	222

2.2.3 Student Origination

As a statewide charter school, NMSA has no local attendance boundaries. With a statewide mandate, there must be consideration of transportation needs as well as a residential program to house students. A number of students take the Rail Runner daily from Albuquerque. Other students commute daily from Taos, Las Vegas, Los Alamos, Pojoaque Valley, Espanola, and Abiquiu. The School also provides a five-night residential program from Sunday afternoon to Friday afternoon.



2.2.4 Classroom Loads/Sizes

The academic classroom loading policy varies but does not exceed statutory limits of 30:1 in any class with sizes varying between 10 and 30 students.

The arts programs vary by program:

Dance: varies from solo performance to large ensembles

Music: varies from 1-to-1 instruction to ensembles as large as 25

Theater: generally class sizes of 16

Visual Arts: generally class sizes of 16

2.2.5 Classroom Needs

Appendix B (Classes Needed) shows the derivation of academic classroom needs based upon projected student enrollment by grade level.

This spreadsheet is a helpful management tool for illustrating the importance of enrollment management and the fallacy of simply dividing enrollment by class size to determine the number of classrooms.

Based upon a maximum class size of 25, there can be 8 regular classrooms needed if there are 200 students in the school with 50 in each grade. But, if there are 204 students, there can be 12 classrooms needed given the same constraints.

Based upon judgment and practical sense, 10 regular classrooms and 2 science labs are needed for the 300 charter capacity.

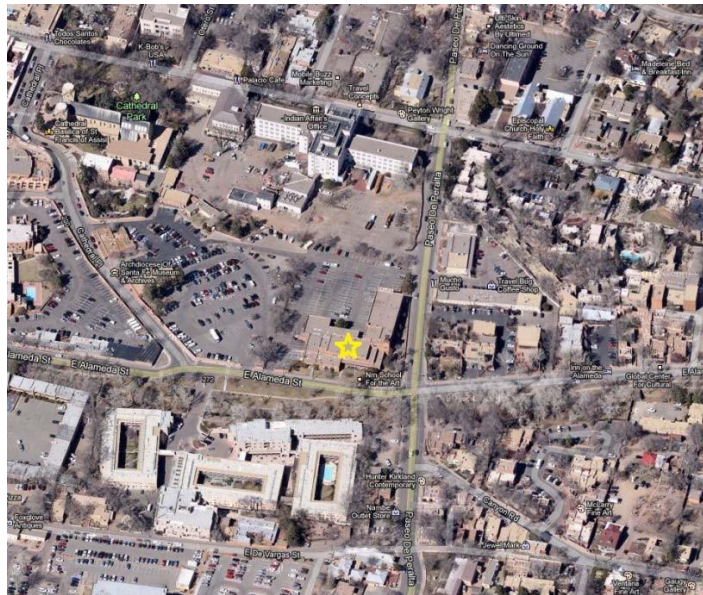
This does not include space for the arts mastery program which will be provided by alternative means. Also, the School is evolving its curriculum to a blended learning approach with could have space implications with respect to number of classrooms and size of classrooms.

The “Classes Needed” model attempts to strike a balance between usefulness and complexity.

2.3 Site and Facilities

2.3.1 Current Location

The yellow star on the map below indicates the St. Francis Cathedral School, current home of NMSA, at the corner of West Alameda and Peralta in Santa Fe.

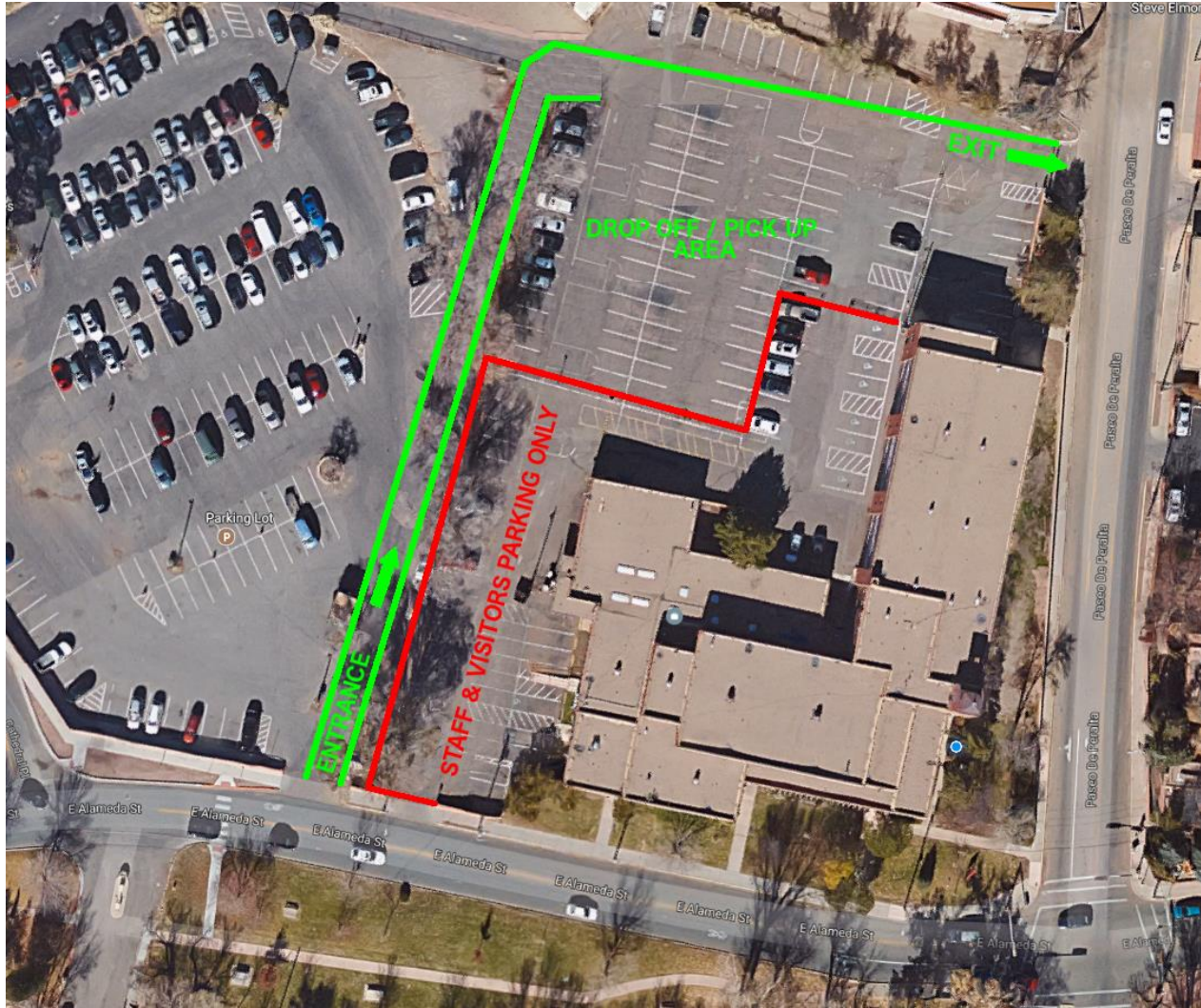


2.3.2 Current Site

The map below is a closer aerial view of the site. The red line outlines the area of lease with the landlord and indicates the location of a chain-link fence. The parking area outside the red line is public parking managed by Michael's Valet company. This area is used for student drop-off and pick-up. Staff and visitors park within the area outlined in red.

Staff and visitor traffic enters and exits on Alameda.

Student drop-off traffic enters from Alameda and proceeds in the direction of the green arrow along a through-lane into a drop-off area in the public lot. This traffic then exits through a gate onto Peralta. Traffic calming signs and bumps are being utilized.



2.3.3 Facility

The current facility was originally built in 1948 with subsequent additions. St. Francis Cathedral School served grades K to 6 and closed in 2005. Between 2005 and 2010, it was used for Church special events. Enough renovations were made by the landlord to bring the building up to code prior to the opening of the School in August 2010.

2.3.4 Facility Evaluation

- Roof replaced 2002. Occasional leaks at gutters.
- Roof repairs have been made annually since 2010.
- Original single-pane windows.
- Heat - The original building has 1983 Peerless Steam Boiler. Natural gas, 2.5 million BTU. 3 zones. This distribution system produces significant uneven

heating causing some rooms to be hot and other cold.

There are four gas forced hot air units providing heat to additions. They were all installed in 1998. They are located in the Business Office (71,000 BTU), Kitchen (89,000 BTU) and in a room outside the music area (2 @ 124,000 BTU).

In June 2018, single-room heaters were installed in rooms 107 and 108.

- The two hot water heaters are one 98 gallon 7,800 BTU heater located in basement near boiler (has label 1991 code compliant) and one located in kitchen.
- Electric panels are 200 amps but changing distribution through solid concrete walls creates need for expensive conduit.
- Most of the lighting in the original building and gym are 300 watt incandescent bulbs.
- There are no showers or locker rooms so students who change for their programs do so in bathrooms.

2.3.5 Statewide Adequacy Standards

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

2.4 Utilization and Capacity

2.4.1 Utilization: Identify special factors that influence facility use.

The demands of the mastery arts program influence facility use in multiple ways:

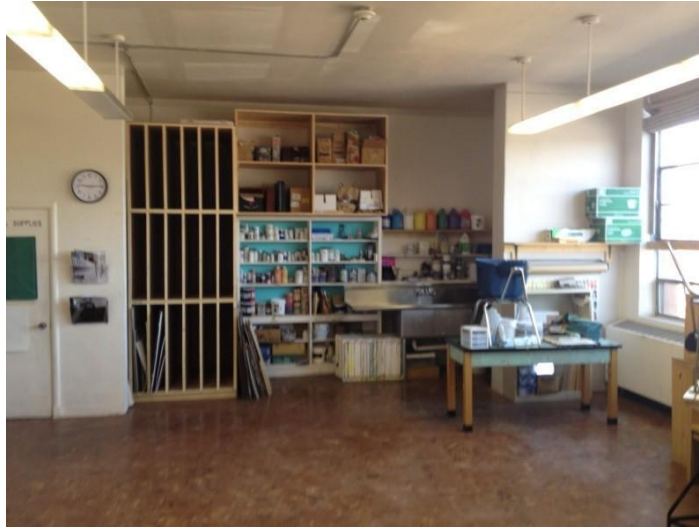
- There is no space to house the current dance program. As an alternate

method, at the end of the academic school day students are transported to National Dance Institute - New Mexico, where space is rented.

- Dedicated spaces, like “wet” visual arts areas for painting and sculpture, limit other uses for those spaces.
- Accommodating long arts blocks at the end of the day and having to transport to dance students limits scheduling flexibility. A better solution to scheduling has yet to be found.
- There are no locker rooms available for students to change clothes to participate in theater activities and physical education. Bathrooms are being used.
- Music requires a large number of individual practice spaces, individual instruction spaces and sound attenuation. Currently, students are seen practicing in halls and almost every other space. Although this may enhance the amazing energy felt upon entering the School, sound attenuation is lacking.

Since the facility is leased, the School is prohibited from making capital investments to remedy the above with public funds. There were past discussions to consider purchasing the existing St. Francis Cathedral School property and additional surrounding property.

Visual Arts Classroom



2.4.2 Capacity

The School realizes that based on the current 220 student enrollment, even with additional space necessary for dance, the current facility is at its current functional student capacity. The primary cause of this is the mastery arts program which requires dedicated spaces for “wet” art projects, choral risers, piano practice rooms and drama spaces. These dedicated mastery arts spaces, along with the program split between academics in the beginning of the day and arts at the end of the day, creates poor space utilization as indicated by the NMPSFA - FMP Utilization Spreadsheet (Appendix C). The School is mindful of this. It is also mindful of the need to attract and retain exceptional teachers who are proficient in their areas.

2.5 Technology – Overview of Tech plan and needed equipment

NMSA’s approved Technology Plan is summarized below.

The technology vision is: “All our students learning today for tomorrow - NMSA students will have the technology skills needed to be successful in the world in which they will live and work.”

Technology Mission Statement: NMSA believes:

- Technology can be a tool to enhance our teaching technique and a means for modernizing our approach to academic and mastery arts education.
- Advanced technology will allow us to redefine the curriculum itself and allow

us to integrate curriculum across subject areas.

- Technology can provide a bridge between academics and the arts. For example, the physics of light could be explored through photography and three-dimensional imaging or polarization. By combining traditional subjects with what our students are passionate about, we hope to motivate students to participate fully in their own academic growth.
- Using and understanding technology will allow students to become critical thinkers who use technology now to understand and shape their world.
- Students must understand the ethical use of social networking sites in order to join the global discussion by presenting their own artwork and ideas. Technology can provide students with an unprecedented medium for expression and communication.

NMSA's long-term strategy is to move from a total time-based, presence-required mode of education to a blended learning model that frees students and teachers from some of the time and geographical constraints. For example, NMSA is a member of NM-PED Blended Learning and BYU and can offer courses to students online. NMSA also host its own LMS allowing students anytime access to most of their class content from anywhere. This may have significant facility implications. NMSA is currently researching the implications of blended learning on its programs and future facilities. Its Education Committee is taking the lead on this.

Current Technology.

NMSA hired an IT director and created a Mac Media Center designed to support academic and art education. It contains 30 iMacs, three professional photography printers, one high-speed laser printer, and two scanners. The room is also air conditioned by necessity. NMSA also has over 300 Chromebooks with charging carts throughout the school, providing in class access to technology to all our students.

Bandwidth has been upgraded to 200Mbps download/200Mbps upload (Comcast fiber line). This is solely dedicated to internet and media use. NMSA also has secondary internet line of 50Mbps for student personal devices and a dedicated 4.5Mbps line for our digital phone system.

The current site has geographical constraints because the city has old infrastructure limiting bandwidth.

Technology concerns for new facility:

- Power - plenty of outlets for recharging in classrooms (floor plugs by desks which eliminate extension cord hazard) and common areas. Capacity to wire the whole facility. (Media Arts needs in-house capacity and infrastructure to handle their large bandwidth and storage requirements. Two locations are needed for backup - the second space can be small.
- Theater performance space has very high electrical demand for lighting and technical support.

2.6 Energy Management – of existing or proposed facilities.

The existing building has poor energy management. As detailed in section 2.3.4, old single pane windows combined with antiquated systems in the original building cause energy waste.

For proposed facilities, the School anticipates as “green” a facility as possible.

3. FACILITY REQUIREMENTS

3.1 Facility Goals and Concepts

3.1.1 Facility Goals

- Create physical spaces to meet the program requirements for 300 students.
- Create physical spaces that allow accomplished artists to offer pre-professional instruction in creative writing, dance, media arts, music, theater, and visual arts.
- Provide dormitory space for 40 students (with potential to expand to 60).
- Locate in Santa Fe to take advantage of artistic resources.
- Locate near public transportation services to meet statewide mandate.
- Support a learning environment that emphasizes collaboration, interactive learning and creative problem solving.
- Balance the need to meet New Mexico Adequacy Standards for public schools with the goals above along with the charge for charter schools to be innovative.

NMSA’s original charter was approved in 2008, re-approved in 2013, and anticipated to be renewed in 2018. One of our top priorities is to move the School into a permanent location. To date, NMSA has explored over 18 potential properties. It is NMSA’s goal to be in a permanent location by 2019 in accordance with statute 22-8B-4.2.

NMSA has a Building committee which meets regularly to ensure that the move to the

Sanbusco site is on track for SY 2019-20 . The Building Committee has successfully:

- 1) Found an available property that meets space and location needs,
- 2) Professionally explored and gathered detailed information regarding location and acquired a property
- 3) Determined what requirements NMSA must meet to be in compliance with NM PED with respect to a new location,
- 4) Secured and PSFA approved Ed Specs Plan.
- 5) Created a plan that not only includes a lease purchase agreement, projected maintenance for years to come, but also indirect costs associated with a new location such as need for increased security, transportation, equipment and furniture, etc.

3.1.2 Concepts

- Provide flexible spaces to permit student collaboration. This includes dedicated small spaces.
- Anticipate increasing role of technology as well as blended learning.
- Anticipate a move toward competency/mastery-based education model.
- Create a building that is energy efficient, low on maintenance and efficiently utilized.

Space Requirements

3.2.1 Space Summary

In order to show the alternative means of providing efficiencies of tax dollar use, the space needs are broken down into two sections. Section A shows the space requirement for the Charter School and Section B shows the space requirement for the Art Institute:

Section A: Charter Academic Space Summary

300 Students (charter max.)	
	Square Footage
Academic	12,590
Physical Education	7,600
Cafeteria	5,430

Admin. And Counseling	1,380
Parent Workspace	150
Gen. Storage	300
Commons (above adequacy)	1,900
Subtotal	29,350
TARE 28%	8,218
Total Academic	37,568

The relationship between the Commons, Phys. Ed., and the Dance program needs further study and depends upon the ultimate selection of a facility. The Cafeteria and a Dining Space for Residential Students needs further study.

Detail for the above is in Appendix D.

Section B: Arts Program Space Summary - with goal to provide through alternative means.

	Square Footage
Dance	9,910
Music	7,020
Theater	8,696
Visual Arts	5,850
Creative Writing	900
Media Arts	900
Subtotal	33,276
TARE 28%	9,317
Total Arts	42,593

Residential (40 students)	
	Square Footage
Residential Area	10,000
TARE 28%	2,800
Total Residential	12,800

Detailed support for the above is in Appendix E.

There are potential shared economies by using academic space for Music depending on location of facilities. Music requires a large number of individual practice spaces. Creative Writing & Literature and Cinematic Media Arts can be in academic spaces as well.

3.2.2 Site Requirements

Adequacy standards call for the following:

300 Students	
Site	
Parking 1.5 spaces/staff 30,38	45
Parking 1 space/four HS	75
Secure (fence/drop off/flow)	
Multipurpose play surface	

3.2.3 Space Needs

Appendix D and Appendix E provide a detailed analysis of space needs that support Section 3.2.1

3.3 Implementation of Space Needs

The statewide mandate of the school which has a residential component and mastery arts component makes implementation of space needs particularly complex compared to other charter schools, as do financial constraints, which all schools share.

Here are major considerations/alternatives which can affect implementation:

- The current lease at St. Francis School, with options, will allow that facility to be used through July 2019, with an option for a one-year extension to July 2020. This lease can be ended, with notice any time after July 2014. With the 222 student enrollment and requirements of mastery art space, this facility is at its capacity.
- Obtaining space away from the School for more of the mastery arts program, as is being done currently for Dance, can free up space for the academic program. However, downtown Santa Fe space is expensive to rent. Modular classrooms for the existing historical district site have approval hurdles and implementation would be expensive given the eventual move of the School. It should also be kept in mind that some students travel daily from Albuquerque and other distant locations. Adding an additional commute from St. Francis to another location compounds their daily travel time. Multiple locations also make supervision more difficult, particularly for emergencies.
- The location of the residential component is another variable the school needs to consider, particularly if students have to travel to and from the school.

3.3.1 Scenarios for Implementation - identify phasing strategies for meeting required needs with projected growth.

The Art Institute had purchased and has begun construction on a location that will accommodate both the academic and arts mastery programs.

4. CAPITAL PLAN

4.1 Capital Funding

4.1.1 Historic and Current Funding

Beginning its first operating year, NMSA-Charter School has received lease assistance from the PSCOC Lease Assistance program. This grant is applied for annually and the amount funded cannot not exceed the annual lease payments for classroom space; or \$700 multiplied by the MEM of the prior year. The rate is indexed and currently \$733.

Fiscal Year	Fiscal Year Lease Expense	PSCOC Lease Assistance	Local Share paid through SEG
7/1/10-6/30/11	\$150,000	\$95,279	\$54,721
7/1/11-6/30/12	\$150,000	\$95,702	\$54,298
7/1/12-6/30/13	\$150,000	\$129,803	\$20,197
7/1/13-6/30/14	\$150,000	\$137,631	\$12,369
7/1/14-6/30/15	\$150,000	\$148,730	\$1,270
7/1/15-6/30/16	\$150,000	\$143,937	\$6063
7/1/16-6/30/17	\$185,500	\$152,036	\$33,464
7/1/17-6/30/18	\$185,500	\$150,885	\$34,615
7/1/18-6/30/19 <u>FINAL ALLOCATIONS NOT AVAILABLE</u> We have been advised of a possible 20% decrease	\$188,375	Between and \$120,000 and \$150,885 <u>Estimates</u>	\$68,375 and \$37,490 <u>Estimates</u>

4.1.2 Current Capital Expenses

Since NMSA leases its facility from a non-public entity, it is prohibited from making capital improvements to the facility. The facility was built in 1948 and its age is showing. The school is receiving SB-9 funding that is being used for technology equipment. The annual amount is approximately \$150,000.

Lease term and Expense: The original \$150,000 annual lease for St. Francis Cathedral School ended on July 31, 2014. NMSA obtained an options to extend the lease, currently through July 31, 2019, with an option for another one-year extension through July 31, 2020, with the right to terminate with 120 day notice. The rent will increase to \$188,374.00 annually for 2018-19. At the time of this update, the PSCOC had not allocated lease reimbursements for 2018-2019.

4.1.3 Potential Future Sources of Revenue

Much of the material in this section is drawn from *NMPED Capital Outlay Bureau 2013 Reference Data Report*.

There are three general sources of funding for public school capital projects in New Mexico:

1. Direct Legislative Appropriations.
2. Standards Based Process under the Public School Capital Outlay Act.
3. Locally based revenues. Districts can generate revenue from the sale of bond, direct tax levies, earnings from investments, rents and sales of real property and equipment.

1. Direct Legislative Appropriations:

Direct Legislative Appropriations for capital outlay project funding are targeted for specific projects within the school district. Specific legislators sponsor these projects and are funded by the general fund or proceeds of the sale of severance tax bonds.

NMSA received two separate severance bond appropriations for planning, designing and building a new site.

2. Standards Based - Public School Capital Outlay Act.

This standards based funding mechanism is administered through the Public School Facilities Authority, the staff of the Public School Capital Outlay Council. It uses a statewide database which ranks the condition of every school building relative to statewide adequacy standards. The schools with the greatest needs will be addressed first; however, local participation is required. State charters' percentage of participation is that of the district they are in. Santa Fe is one of the districts with the highest local share, 90%. For comparison, the local share of Albuquerque is 46%, Los Alamos 61% and Socorro 25%. There are also offsets for Direct Appropriations for projects.

The provisions of this act are complex.

According to the NMPED Capital Outlay Bureau 2012 Reference Data Report, if the PSCOC determines that the state-charter school does not have the resources to pay all or a portion of the total cost of the capital outlay project that is not funded with grant assistance from the fund, to the extent that money is available in the charter school capital outlay fund, the council shall make an award from that fund for the remaining amount necessary to pay for the project. The council may establish, by rule, a procedure for determining the amount of resources available to the charter school and the amount needed from the charter school capital outlay fund.

3. Locally Based Revenues:

Public School Buildings Act (HB33): This act allows districts to impose a tax not to exceed 10- mills for a maximum of six years on the net taxable value of property upon approval of qualified voters. In the Act, "Capital Improvements" means expenditures, including payments made with respect to lease-purchase arrangements as defined by the Educational Technology Equipment Act (6-15A-1). It excludes debt service expenses. After July 1, 2007, a resolution submitted to the qualifying electors pursuant to Subsection A of 22-26-3 NMSA 1978 shall include capital improvements funding for a locally or state-chartered charter school located within the school district if:

- the charter provides timely information regarding the capital improvements for which the revenue will be used and
- the capital improvements are included in the districts five-year facilities plan. NMSA would be eligible for the ratio of its MEM to the total Santa Fe MEM.

The Public School Capital Improvements Act (SB-9 or the “two-mill levy”):

The district can ask local voters to approve levy of up to 2 mills for maximum of six years. NMSA has been included in Santa Fe’s elections and based on its MEM currently receives approximately funding. These funds cannot be used for debt service expenses (see lease purchase provision) but can be used to:

- Erect, remodel, make additions to or provide equipment for public school buildings.
- Purchasing or improving public school grounds.
- Maintenance.
- Purchase activity vehicles for transporting students to extracurricular activities.
- Purchase computer software and hardware for student use in public school classrooms.

Capital improvements can only be made on a public building. Since NMSA is not currently in a public building, these capital funds cannot be used to improve the building. Consequently, for the February 2012 election, NMSA specified that the funds are to be used to purchase computer software and hardware for student use in public school classrooms.

Educational Technology Note:

The district can ask local voters to approve a levy for the specific purposes of provisioning schools with technology. NMSA has been included in Santa Fe's elections and based on its MEM currently receives funding to purchase technology products and/or services.

Local General Obligation Bonds: DOES NOT APPLY

STATE CHARTER SCHOOLS ARE NOT INCLUDED IN THIS REVENUE STREAM

NMSA 22-18-1 says that general obligation bonds can be used for erecting, remodeling, making additions and furnishing, or purchasing or improving grounds. Also, they can provide matching funds for capital outlay projects funded pursuant to the Public School Capital Outlay Act (see below). It also says that the priorities for the school district's capital needs as shown by the facility assessment database maintained by the public school facilities authority needs to be considered.

A district's ability to sell bonds is limited to 6% of assessed valuation. There is a four-year period in which the bonds may be sold from a particular approved resolution.

The Public School Lease Purchase Act:

Although the Public School Lease Purchase Act is not a source of funds, it declares that a financing agreement by a charter for leasing a building or other real property with an option to purchase for a price that is reduced according to the payments made pursuant to the financing agreement is not a debt if:

1. There is no legal obligation for the charter school to continue the lease from year to year or to purchase the real property;
2. The agreement provides that the lease shall be terminated if sufficient money is not available to meet the current lease payments.

The charter may apply any legally available funds to the payments.

Other: E-Rate: NMSA has participated in this program each year of operation. Based on free and reduced eligibility it is not entitled to capital funding, but NMSA does receive funding for approximately 50% of its telephone and internet service costs.

4.1.4 PSCOC Capital Outlay Funding (addressed above)

4.2 Capital Needs

The School's capital needs are a permanent facility. After performing due diligence on seven sites (and considering a total of 18), the final site has been purchased, the planning has been completed, and construction of the new facility has begun. The school has also been developing its programs (it received an "A" as its PED school grade in each of the last six years) and fundraising capacity.

Appendix H is a five-year capital plan outline that is partially completed. It breaks the capital needs of the School into three sections: Academic, Art and Residential and Residential Program. It specifies potential sources of revenue as well as needs. Once a site is selected an architectural firm will be employed to provide more specificity. There are too many variables to complete it at this time.

5. MASTER PLAN SUPPORT MATERIAL

5.1 Sites and Facilities Data Table

State identification number	509-001
Physical Address	275 E. Alameda St., Santa Fe, NM
87501	

Date of Opening: August, 2010

Dates of major additions/renovations: DNA

Facility Condition Index and NMCI NA

Site owned or leased Leased

Total building area gross sq/ft. 38,029

Site acreage 1.7 acres

Total number of permanent general classrooms 10

Total number of specialty classrooms 8 incl. Science,
Mac Lab, Vis Arts Total number of portable classrooms 0

Total number of classrooms 18

Percentage portable classrooms to total: 0

Total enrollment current year (40th day) 221

Number of gross sq. ft. per student 172 (includes specialized art spaces for students)

5.2 Site Plan

5.3 Floor Plan - Scaled school floor plan with room numbers to match inventory See Appendix F1, F2, and F3.

5.4 Facility Inventory - Room use and square footage of each room. See Appendix G

5.5 Photographs (min 1 exterior and 1 interior)

5.6 Facility Evaluation - report not completed at this time. I think this is done.

5.7 FAD Update

5.8 Detailed Space and Room Requirements (Ed Spec), if applicable

5.8.1 Technology and Communications Criteria

Network:

- 200Mbps to 300Mbps download/upload capability would meet the needs of anticipated programs.
- All offices, classrooms and common spaces should have network computer access (Wi-Fi or Ethernet) for mobile laptops and sufficient electrical power in every classroom.
- Instructional spaces shall have wireless network capacity to support 30 computers at least 54Mbps. See electrical section for electrical requirements.
- Secure, air-conditioned server room centrally located within the building.
- Secure closet with outside wall for communication line entrance from service providers.

Devices:

- Each instructional space, office and support space will have at least two jacks capable of voice/data.
- Each instructional space, student areas and office areas will have an intercom connection.
- All instructional spaces and meeting rooms shall have projection capability and A/V screen.
- Security cameras mounted on exterior door, parking areas and common areas, with two monitoring areas.

5.8.2 Power Criteria

Classrooms:

- Minimum of 3 duplex outlets on every wall. To provide power to students at desks, additional overhead or floor outlets desired to avoid extension cords on floor as trip hazard.
- Outlet for wall clock
- Power for wall-mounted devices projection devices
- Surge suppression
- GFCI for science classrooms and any wet areas Offices and support spaces: Meet code for outlet distribution

5.8.3 Lighting and daylighting criteria

Day lighting of occupied spaces:

Provide exterior apertures to achieve a minimum glazing factor of at least 2% in all instructional spaces and a daylight illumination level of 25 foot candles, and in other occupied spaces as feasible. Glazing Factor = (Window Area /Floor Area x Window Geometry Factor x (Actual Tvis/Minimum Tvis) x Window Height Factor.

Classroom Lighting:

- A light level of at least 50 foot candles is required at each instructional space, measured at a work surface located in the approximate center of the classroom, between clean light fixtures
- All fixtures to have 2-level switching
- Light fixtures in spaces of day lighting will have dimmable lamps controlled by occupancy sensors and photocells

5.8.4 Environmental Conditioning Criteria

Classroom Temperature:

- Each general and specialty classroom shall have a heating, ventilation and air conditioning (HVAC) system capable of maintaining a temperature between 68 and 75 degrees Fahrenheit with full occupancy.
- The temperature shall be measured at a work surface in the approximate center of the classroom.

Classroom Air Quality:

- Each classroom shall have an HVAC system that continually moves air and is capable of maintaining a CO2 level of not more than 1,200 parts per million.
- The air quality shall be measured at a work surface in the approximate center of the classroom.

5.8.5 Classroom Acoustics Criteria

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

5.8.6 Furnishing and Equipment Criteria

Each classroom shall have the following furniture:

- Student work surfaces to accommodate 30 students, teacher's desk, chair and file cabinet, whiteboards, etc.
- Chairs need to be comfortable, durable and movable.
- Tables should have durable surfaces and be movable for a variety of group configurations.

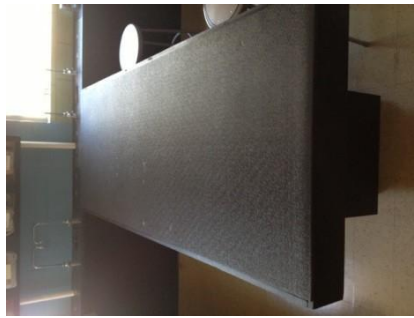
5.8.7 Table types

The following three table types are in current use at the School and provide flexibility to meet many needs.

Type 1 has a plastic top and seats two students on either side. It is used in the cafeteria and various classrooms. The work surface measures 6 feet by 2.5 feet. It is light and easily movable.



Type 2 has a laminate top and seats two students. The legs are on the outside. They are easily moved to a large rectangle where students can see all of the other students and can be moved to create groups of 4. The work surface measures 5 feet by 2 feet.



Type 3 is in the science lab. It was built in-house. It has a Chemguard top surface and storage as part of the inner pillar. Note that there are no perimeter legs so students can easily draw their stools close. At the end of the table is gas service and sink. They measure 8 feet by 38in.

5.8.8 Storage types

Classrooms shall have upper and lower cabinets with work counter.

5.8.9 Criteria Sheets - provide as appropriate to support space recommendations

NAME OF SPACE:		General Classrooms
Program:	Instruction	
Number of Occupants:	26- 30 students and instructor	
ACTIVITIES AND FUNCTION:		
Educational	Student Instruction Area	
Operational	Flexible space for multiple subjects and seating arrangements	
Community	Possible meeting, music practice, creative writing space	
FUNCTIONAL ADJACENCY REQUIREMENTS:		
Direct Access		
Indirect/Near	Other classrooms	
Not Adjacent/Separate	Phys Ed, Kitchen, Loading Areas	
ENVIRONMENT:		
Temperature	70-78	
Acoustic	Acoustic separation from common/assembly space	
Lighting	Natural lighting desired; non-glared, 50-70fc across space	
HVAC	AC + natural ventilation desired	
Aesthetic	studio - instructional, conducive to instruction and group work	

FURNISHINGS/INSTRUCTIONAL AIDS:		
Marker Boards/Tackable Surfaces	Marker Boards and Tackable Surfaces	
Movable Furniture	26 - 30 student chairs, movable 2 person tables, teacher desk/chair	
Projection Surfaces	Projection Whiteboard (Smart board)	
Storage	Lockable - closet preferred	
Cabinetry		
Equipment	Wall mounted projection	
INTERIOR FINISHES:		
Flooring	Hard surface with carpet tile	
Walls	9'-0" min; painted finish	
Ceiling	Acoustical Tile	
WINDOWS:	Operable?	Shades?
Exterior	Yes	Yes
Interior	in door	Yes
TECHNOLOGY:		
Voice	Telephone; handset w/intercom	
Data	LAN access; wireless	
Audio/Visual	NEC Wall mounted projector or equivalent	
Clock/Intercom	Standard Clock, Intercom	
Security	Lockable Door with View Panel	
Fire Alarm	Smoke detector as required by Code	
SPECIAL NOTES:		
NAME OF SPACE: Science Classrooms		
Program:	Instruction	
Number of Occupants:	16 - 30 students and instructor	
ACTIVITIES AND FUNCTION:		
Educational	Student Instruction Area	
Operational	Instruction and science experiments	
Community		
FUNCTIONAL ADJACENCY REQUIREMENTS:		
Direct Access	Prep room in between two science classrooms	
Indirect/Near		
Not Adjacent/Separate		
ENVIRONMENT:		
Temperature	70-78	
Acoustic	Acoustic separation from common/assembly space	
Lighting	Natural lighting desired; non-glared, 50-70fc across space	

HVAC	Natural ventilation desired, separate AC, air ducts		
Aesthetic	Scientific, safe		
FURNISHINGS/INSTRUCTIONAL AIDS:			
Marker Boards/Tackable Surfaces	Marker Boards and Tackable Surfaces		
Movable Furniture	30 stud chairs, 2 person tables, teacher desk, see notes below		
Projection Surfaces	Projection Whiteboard		
Storage	Lockable - closet preferred		
Cabinetry	Storage base cabinets lab tables		
Equipment	Wall mounted projection		
INTERIOR FINISHES:			
Flooring	Hard surface		
Walls	9'-0" min; painted finish		
Ceiling	Acoustical Tile		
WINDOWS:		Operable?	Shades?
Exterior		Yes	Yes
Interior		in door	No
TECHNOLOGY:			
Voice	Telephone; handset w/intercom		
Data	LAN access; wireless		
Audio/Visual	TV Video Input (jack)		
Clock/Intercom	Standard Clock, Intercom		
Security	Lockable Door with View Panel		
Fire Alarm	Smoke detector as required by Code		
SPECIAL NOTES:			
7 lab tables 8' x 38" plus sink at end (chemical traps) and natural gas access.			
Safety shower/eyewash			

NAME OF SPACE:	Tech Lab and Media Arts
Program:	Instruction
Number of Occupants:	
ACTIVITIES AND FUNCTION:	
Educational	
Operational	
Community	
FUNCTIONAL ADJACENCY REQUIREMENTS:	
Direct Access	IT Office with workbench & storage
Indirect/Near	

Not Adjacent/Separate	
ENVIRONMENT:	
Temperature	66-72 Note: Cooler than classrooms
Acoustic	Acoustic separation from common/assembly space
Lighting	Natural lighting desired; non-glared, 50-70fc across space
HVAC	AC only. High AC load.
Aesthetic	
FURNISHINGS/INSTRUCTIONAL AIDS:	
Marker Boards/Tackable Surfaces	Marker Boards and Tackable Surfaces
Movable Furniture	26 student chairs, movable 2 person tables
Projection Surfaces	Projection Whiteboard
Storage	Lockable - closet preferred
Cabinetry	
Equipment	Wall mounted projection
INTERIOR FINISHES:	
Flooring	Hard surface with carpet tile
Walls	9'-0" min; painted finish

Ceiling	Acoustical Tile	
WINDOWS:	Operable?	Shades?
Exterior	Yes	Yes
Interior	in door	Yes
TECHNOLOGY:		
Voice	Telephone; handset w/intercom	
Data	LAN access; wireless	
Audio/Visual	TV Video Input (jack)	
Clock/Intercom	Standard Clock, Intercom	
Security	Lockable Door with View Panel	
Fire Alarm	Smoke detector as required by Code	
SPECIAL NOTES:		
Adjacent IT Office with workbench and storage.		

NAME OF SPACE:	Faculty Workroom
Program:	Instructional Support
Number of Occupants:	Varies
ACTIVITIES AND FUNCTION:	
Educational	

Operational Community										
FUNCTIONAL ADJACENCY REQUIREMENTS:										
Direct Access	Small room next to the Head of School office, off main corridor									
Indirect/Near										
Not Adjacent/Separate										
ENVIRONMENT:										
Temperature	70-78									
Acoustic	Acoustic separation from common/assembly space									
Lighting	Natural lighting desired; non-glared, 50-70fc across space									
HVAC	AC + natural ventilation desired									
Aesthetic										
FURNISHINGS/INSTRUCTIONAL AIDS:										
Marker Boards/Tackable Surfaces	Marker Boards and Tackable Surfaces									
Movable Furniture	Tables and chairs for eating/working									
Projection Surfaces										
Storage	Lockable - closet preferred									
Cabinetry										
Equipment										
INTERIOR FINISHES:										
Flooring	Hard surface with carpet tile									
Walls	9'-0" min; painted finish									
Ceiling	Acoustical Tile									
WINDOWS:	<table border="1"> <tr> <td></td> <td>Operable?</td> <td>Shades?</td> </tr> <tr> <td>Exterior</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Interior</td> <td>in door</td> <td>No</td> </tr> </table>		Operable?	Shades?	Exterior	Yes	Yes	Interior	in door	No
	Operable?	Shades?								
Exterior	Yes	Yes								
Interior	in door	No								
TECHNOLOGY:										
Voice	Telephone; handset w/intercom									
Data	LAN access; wireless									
Audio/Visual	TV Video Input (jack)									
Clock/Intercom	Standard Clock, Intercom									
Security	Lockable Door with View Panel									
Fire Alarm	Smoke detector as required by Code									
SPECIAL NOTES:										
Open mail-boxes, fridge, microwave, toaster oven.										
NAME OF SPACE:	Administrative Office Space									
Program:	Administration									
Number of Occupants:	3									

ACTIVITIES AND FUNCTION:			
Educational			
Operational			
Community			
FUNCTIONAL ADJACENCY REQUIREMENTS:			
Direct Access		Administration	
Indirect/Near			
Not Adjacent/Separate			
ENVIRONMENT:			
Temperature		70-78	
Acoustic		Acoustic separation from common/assembly space	
Lighting		Natural lighting desired; non-glared, 50-70fc across space	
HVAC		AC + natural ventilation desired	
Aesthetic		Professional	
FURNISHINGS/INSTRUCTIONAL AIDS:			
Marker Boards/Tackable Surfaces		Marker Boards and Tackable Surfaces	
Movable Furniture		26 student chairs, movable 2 person tables	
Projection Surfaces		Projection Whiteboard	
Storage		Lockable - closet preferred	
Cabinetry			
Equipment			
INTERIOR FINISHES:			
Flooring		Carpet	
Walls		9'-0" min; painted finish	
Ceiling		Acoustical Tile	
WINDOWS:		Operable?	Shades?
Exterior		Yes	Yes
Interior		in door	Yes
TECHNOLOGY:			
Voice		Telephone; handset w/intercom	
Data		LAN access; wireless	
Audio/Visual			
Clock/Intercom		Standard Clock, Intercom	
Security		Lockable Door with View Panel	
Fire Alarm		Smoke detector as required by Code	
SPECIAL NOTES:			

NAME OF SPACE:		Administrative Offices (Typical)	
Program:		Administration/Student Support	
Number of Occupants:		3	
ACTIVITIES AND FUNCTION:			
Educational			
Operational Community		School/Instruction Leadership, Parental Communication, Interface with parents, students, IEP meetings	
FUNCTIONAL ADJACENCY REQUIREMENTS:			
Direct Access		Administrative Assistants	
Indirect/Near		Conference Room, School Entrance	
Not Adjacent/Separate			
ENVIRONMENT:			
Temperature		70-78	
Acoustic		Acoustic separation from common/assembly space	
Lighting		Natural lighting desired; non-glared, 50-70fc across space	
HVAC		AC + natural ventilation desired	
Aesthetic		Open and inviting	
FURNISHINGS/INSTRUCTIONAL AIDS:			
Marker Boards/Tackable Surfaces		Tackable Surface	
Movable Furniture		1 staff Desk; 3 guests	
Projection Surfaces			
Storage		Cabinets	
Cabinetry		Fireproof file storage, 2 drawer and 4 drawer	
Equipment		Computer, printer	
INTERIOR FINISHES:			
Flooring		Carpet	
Walls		9'-0" min; painted finish	
Ceiling		Acoustical Tile	
WINDOWS:		Operable?	Shades?
Exterior		Yes	Yes
Interior		in door	Yes
TECHNOLOGY:			
Voice		Telephone; handset w/intercom	
Data		LAN access; wireless	
Audio/Visual			

Clock/Intercom	Standard Clock, Intercom
Security	Lockable Door with View Panel
Fire Alarm	Smoke detector as required by Code

SPECIAL NOTES:

Office for security near reception if the School retains a security officer.

NAME OF SPACE:		Cafeteria/Kitchen
Program:	Student Support	
Number of Occupants:	221	
ACTIVITIES AND FUNCTION:		
Educational	Student Support	
Operational		
Community		
FUNCTIONAL ADJACENCY REQUIREMENTS:		
Direct Access	Loading dock or ramp	
Indirect/Near		
Not Adjacent/Separate		
ENVIRONMENT:		
Temperature	70-78	
Acoustic	Acoustic separation from classrooms, kitchen	
Lighting	Natural lighting desired; non-glared, 50-70fc across space	
HVAC	AC + natural ventilation desired. Kitchen well vented.	
Aesthetic	Sanitary	
FURNISHINGS/INSTRUCTIONAL AIDS:		
Marker Boards/Tackable Surfaces		
Movable Furniture	Light weight plastic tables (Type 1)	
Projection Surfaces	Projection screen for large groups. Ceiling mount.	
Storage	Refrigeration, dry food storage, separate cleaning supplies.	
Cabinetry	Cash register at egress of serving area.	
Equipment	Standard Clock, Intercom, Kitchen Equipment	
INTERIOR FINISHES:		
Flooring	Surface easily cleanable (vinyl tile cafeteria, sealed kitchen)	
Walls	9'-0" min; painted finish	
Ceiling	Acoustical Tile - Cafeteria Painted - Kitchen	

WINDOWS:		Operable?	Shades?
Exterior		Yes	Yes
Interior			
TECHNOLOGY:			
Voice		Telephone; handset w/intercom	
Data		LAN access; wireless	
Audio/Visual			
Clock/Intercom		Standard Clock, Intercom - loud enough to be heard - two	
Security		Lockable Door with View Panel	
Fire Alarm		Smoke detector as required by Code	
SPECIAL NOTES:			
Required for Federal School Lunch Program, Food Prep and storage regulated by State and Federal.			
Storage for tables, floor drains kitchen, grease traps, fire suppression. Kitchen manager's office.			
Relation for residence food service yet to be determined. Investigating alternative means.			
ACTIVITIES AND FUNCTION:			
Educational		Phys Ed (may be provided through alt. means Dance)	
Operational			
Community			
FUNCTIONAL ADJACENCY REQUIREMENTS:			
Direct Access		Storage, Bathrooms, Water fountain	
Indirect/Near		Parking	
Not Adjacent/Separate		Classrooms, Administrative Offices	
ENVIRONMENT:			
Temperature		68-72	
Acoustic			
Lighting		Protected lighting desired; High windows.	
HVAC		AC + natural ventilation desired	
Aesthetic		Light, airy	
FURNISHINGS/INSTRUCTIONAL AIDS:			
Marker Boards/Tackable Surfaces		Tackable Surfaces, Marker Board	
Movable Furniture		Athletic equip.- Volleyball, basketball	
Projection Surfaces			
Storage		Lockable - closet preferred	
Cabinetry			
Equipment			

INTERIOR FINISHES:	
Flooring	Wood surface
Walls	

Ceiling	Acoustical Tile		
WINDOWS:		Operable?	Shades?
Exterior	High Windows	Yes	Yes
Interior		in door	No

TECHNOLOGY:	
Voice	Telephone; handset w/intercom
Data	LAN access; wireless
Audio/Visual	TV Video Input (jack)
Clock/Intercom	Standard Clock, Intercom
Security	Lockable Door with View Panel
Fire Alarm	Smoke detector as required by Code

SPECIAL NOTES:

Full opening double doors

Two locker rooms with showers and two offices. Lockers - more female than male.

NAME OF SPACE:	Business Office
Program:	Administration
Number of Occupants:	2 plus visitors area

ACTIVITIES AND FUNCTION:	
Educational	Support
Operational	Accounting, Purchasing, Payroll, Personnel, Benefits,
Community	

FUNCTIONAL ADJACENCY REQUIREMENTS:	
Direct Access	
Indirect/Near	
Not Adjacent/Separate	

ENVIRONMENT:	
Temperature	70-78
Acoustic	Acoustic separation from common/assembly space
Lighting	Natural lighting desired; non-glared, 50-70fc across space
HVAC	AC + natural ventilation desired
Aesthetic	Office, Efficient Record Storage

FURNISHINGS/INSTRUCTIONAL AIDS:			
Marker Boards/Tackable Surfaces	Marker Board and Tackable Surface		
Movable Furniture	3 work spaces, space for visitor to fill out paperwork		
Projection Surfaces			
Storage	Lockable, Fireproof File Storage. Meet record keeping req.		
Cabinetry			
Equipment			
INTERIOR FINISHES:			
Flooring	Carpet		
Walls	9'-0" min; painted finish		
Ceiling	Acoustical Tile		
WINDOWS:		Operable?	Shades?
Exterior		Yes	Yes
Interior		N	No
TECHNOLOGY:			
Voice	Telephone; handset w/intercom		
Data	LAN access; wireless		
Audio/Visual			
Clock/Intercom			
Security	Lockable Door with View Panel		
Fire Alarm	Smoke detector as required by Code		
SPECIAL NOTES:			

Operational Community	Maintenance Office, Custodial Supplies
--------------------------	--

FUNCTIONAL ADJACENCY REQUIREMENTS:	
Direct Access	Major circulation - Janitorial
Indirect/Near	Support areas
Not Adjacent/Separate	Reception, entry
ENVIRONMENT:	
Temperature	70-78
Acoustic	Acoustic separation from common/assembly space

Lighting	Natural lighting desired; non-glared, 50-70fc across space
HVAC	Ventilated
Aesthetic	Organized storage area

FURNISHINGS/INSTRUCTIONAL AIDS:

Marker Boards/Tackable Surfaces	One tackable surface, white board in maintenance
Movable Furniture	Open storage, metal shelving
Projection Surfaces	
Storage	Open shelving,
Cabinetry	Wall mounted storage shelving, racks for mops, broom, vacuum
Equipment janitorial	Chemical dispenser for cleaning supplies in

INTERIOR FINISHES:

Flooring	Hard surface
Walls	9'-0" min; painted finish
Ceiling	Acoustical Tile

WINDOWS:	Operable?	Shades?
Exterior	No	No
Interior	No	No

TECHNOLOGY:

Voice	Voice Maintenance Desk
Data	LAN access Maintenance Desk
Audio/Visual	
Clock/Intercom	
Security	Lockable Door
Fire Alarm	Smoke detector as required by Code

SPECIAL NOTES:

Maintenance desk inside shop area for repairs.

Separate janitorial closets on each floor. Room on outside for snow shovels, lawnmower.

NAME OF SPACE:	Health Office
Program:	Health
Number of Occupants:	1 Staff Desk, student waiting, exam
ACTIVITIES AND FUNCTION:	
Educational	Professional Office, Administrative

Operational Community	Health Screening, sick student care, medication disbursement Interacts with community - parents		
FUNCTIONAL ADJACENCY REQUIREMENTS:			
Direct Access	Single Bathroom		
Indirect/Near			
Not Adjacent/Separate	Cafeteria		
ENVIRONMENT:			
Temperature	70-78		
Acoustic	Acoustic privacy		
Lighting	Natural lighting desired; non-glared, 50-70fc across space		
HVAC	AC + natural ventilation desired		
Aesthetic	Comforting, friendly, warm and cool colors		
FURNISHINGS/INSTRUCTIONAL AIDS:			
Marker Boards/Tackable Surfaces	Tackable Surface		
Movable Furniture	Executive desk, staff chair, 3 guest chairs		
Additional Furniture	2 Student cots, ceiling mounted privacy curtain		
Storage	File Storage, Lockable medicine cabinet		
Cabinetry	Lockable countertop over base cabinets, overhead cabinets		
Equipment	Computer, Printer, Refrigerator		
INTERIOR FINISHES:			
Flooring	Hard surface		
Walls	9'-0" min; painted finish		
Ceiling	Acoustical Tile		
WINDOWS:		Operable?	Shades?
Exterior			
Interior			
TECHNOLOGY:			
Voice	Telephone; handset w/intercom		
Data	LAN access; wireless		
Audio/Visual			
Clock/Intercom	Standard Clock, Intercom		
Security	Lockable Door		
Fire Alarm	Smoke detector as required by Code		
SPECIAL NOTES:			
Ambulance access.			

5.9 Capital Improvement Plan (CIP), if available.

Summary table of priority capital improvement for the next 5

years and project cost details. (See Appendix H)

Appendices

Appendix B - Classrooms Needed

Shows varying impact of enrollment on academic classroom needs.

	Grade 9	Grade 10	Grade 11	Grade 12	Total
SY1011	54	46	35	NA	135
SY1112	45	60	48	30	183
SY1213	45	53	55	38	191
SY1314	53	54	47	47	201
SY1415	51	51	53	41	196
SY1516	60	56	49	45	210
SY1617	60	60	54	47	221
SY1718	58	55	58	51	222
SY1819 *	57	60	51	54	222

Average Class Size =

English

Math

Science

Social Studies

Spanish

Art - Provided by Arts
Program

Other (Health,Career)

Total Classes Held.

Classroom need/period - 6

PER

Less Science

General Classrooms - 6 PER

Actual per utilization spreadsheet

10	8	12	10	11	12	16
10	8	12	10	11	12	16
10	8	12	10	11	12	16
10	8	12	10	11	12	16
10	8	12	10	11	12	16

6	6	6	6	6	12	12
56	46	66	56	61	72	92
10	8	11	10	11	12	16
1	2	2	2	2	2	2
9	6	9	8	9	10	14
9						

Appendix C: Utilization

NMSA uses 100% of the classroom, large rehearsal hall, cafeteria, foyer and common areas for both the academic and arts blocks. Students arrive for the academic day at 9:15 each day for a 9:20 start. Students move into the arts block beginning at 2:10 pm and finish at 4:45pm.

Appendix D. Space Needs (Academic and Arts)

Academic Program (300 Students)	
	Square Footage
General Classrooms	5,400
General Classroom Storage	400
Science Classrooms	2,400
Science Prep	80
Special Education	200
Media Arts	1,800
IT Office/Storage	260
Career Ed - Arts	1,200
Faculty Workspace	300
Administrative Space	300
Subtotal	12,420
Physical Education	6,500
Dressing Rooms (x2)	800
Offices (x2)	300
Subtotal	7,600
Dining	2,400
Kitchen (HS 1,700 minimum)	2,100
Serving	700
Staff Restroom	150
Office	80

Subtotal	5,430
Head of School's Office	150
Assistant Principal's Office	120
Dean of Students Office	120
Additional Office (Counselor - Student Support)	120
Reception/Administrative Support	200
Conference	200
Registrar	120
Business Office (includes storage)	350
Parent Workspace	400
General Storage	600
Commons	2,000
Subtotal	4,380
TARE (28%)	8,330
Total	38,080

Appendix E. Arts Program Space Needs

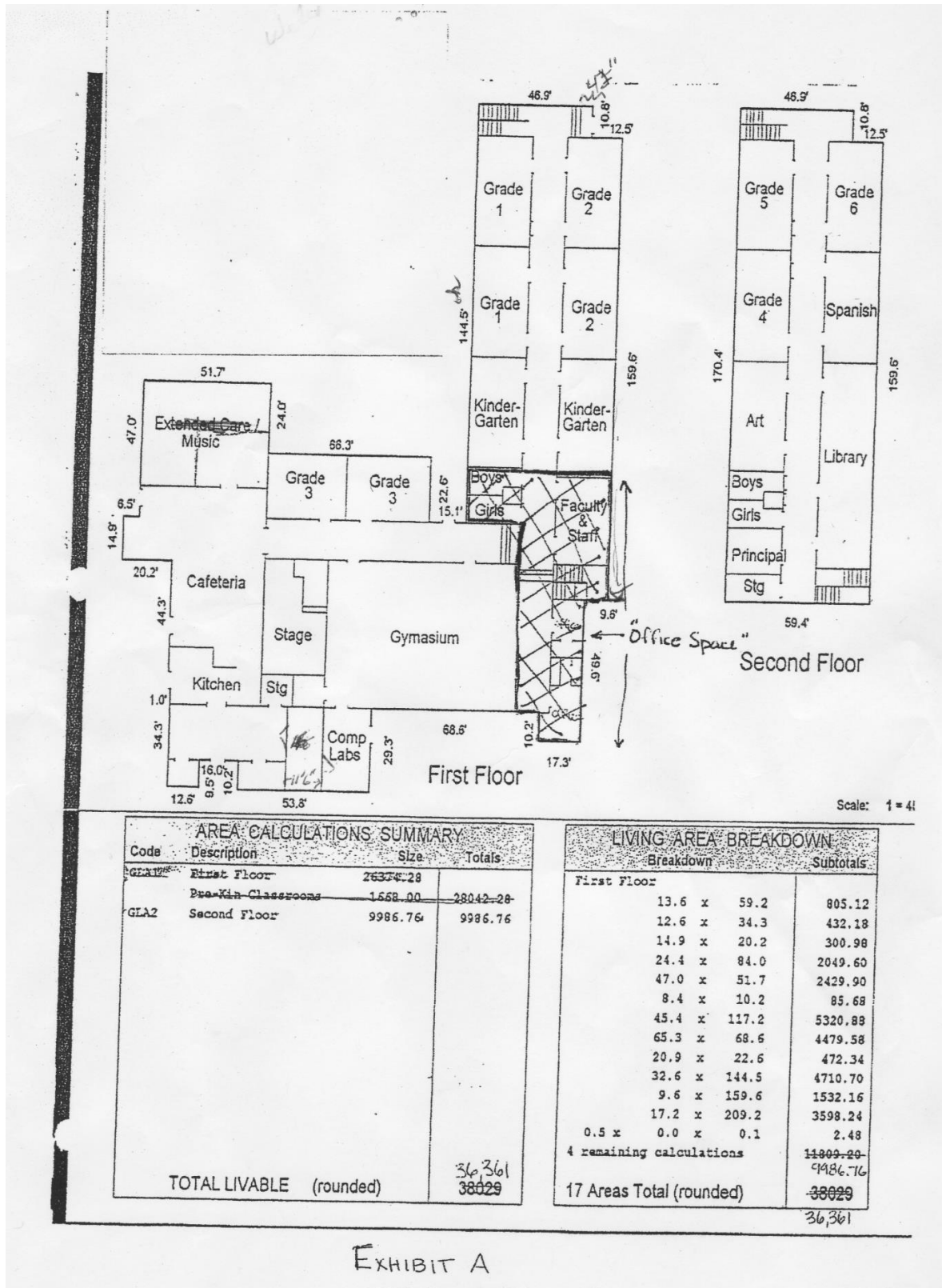
Arts Program (300 students)	
	Square Footage
Dance	
Locker Rooms	800

NDI Studio A (house 68 x 62)	4,216
NDI Studio B (stage 68 x 42)	2,856
Small Studio A (34 x 26)	884
Small Studio B (40 x 30) 7 to 10 kids	1,200
Department Head Office	100
Staff Room	154
Storage	500
Subtotal	10,710
Music	
Choral Room with Risers	1,000
Orchestra Practice Room	1,200
Piano Lab Practice Room	720
Large Music Teaching Studios (x3)	1,200
Small Music Teaching Studios (x5)	600
Individual Practice Rooms Wenger Lg & sm (x20)	1,600
Office Department Chair	100
Music Staff Room w/Music Library Space	300
Subtotal	6,720
Theater	
Instruction	750
Large Classrooms (32 x 32) x4	4,096
Dressing Rooms	400
Make-up	400
Department Chair	100
Department Office	150

Performance Space	2,000
Storage (shared with dance)	500
Lobby, Concessions	300
Subtotal	8,696
Visual Arts	
Classrooms (1:16 classroom:students) x4	4,000
Storage x4	400
Department Chair Office	100
Department Space	150
Woodshop with Theater	1,000
Artist in Residence Space	200
Subtotal	5,850
Creative Writing Classrooms	900
Media Arts/Computer Lab	900
Arts Total	31,976
TARE (28%)	8,953
Total Arts	40,929
Residential	10,000
TARE (28%)	2,500
Residential Total	12,500
Development Director	150
Development Officer	100
Expansion	200
Assistant	100
Research	100

Conference	300
Bathroom	200
Kitchenette	50
Storage	50
Subtotal	1,250
Total Art Institute	54,679

Appendix F 1. Floor plan in lease with gross square feet.



New Mexico School for the Arts

first floor

109 1,215 sf

540 sf

108 759 sf

107 759 sf

110 1,456 sf

kitchen 407 sf

111 326 sf

stage 560 sf

152 sf

112 819 sf

113 4,247 sf

G B

101 680 sf

103 680 sf

105 680 sf

stairs

100A 425 sf

100B 364 sf

102 680 sf

104 680 sf

106 680 sf

114 232 sf

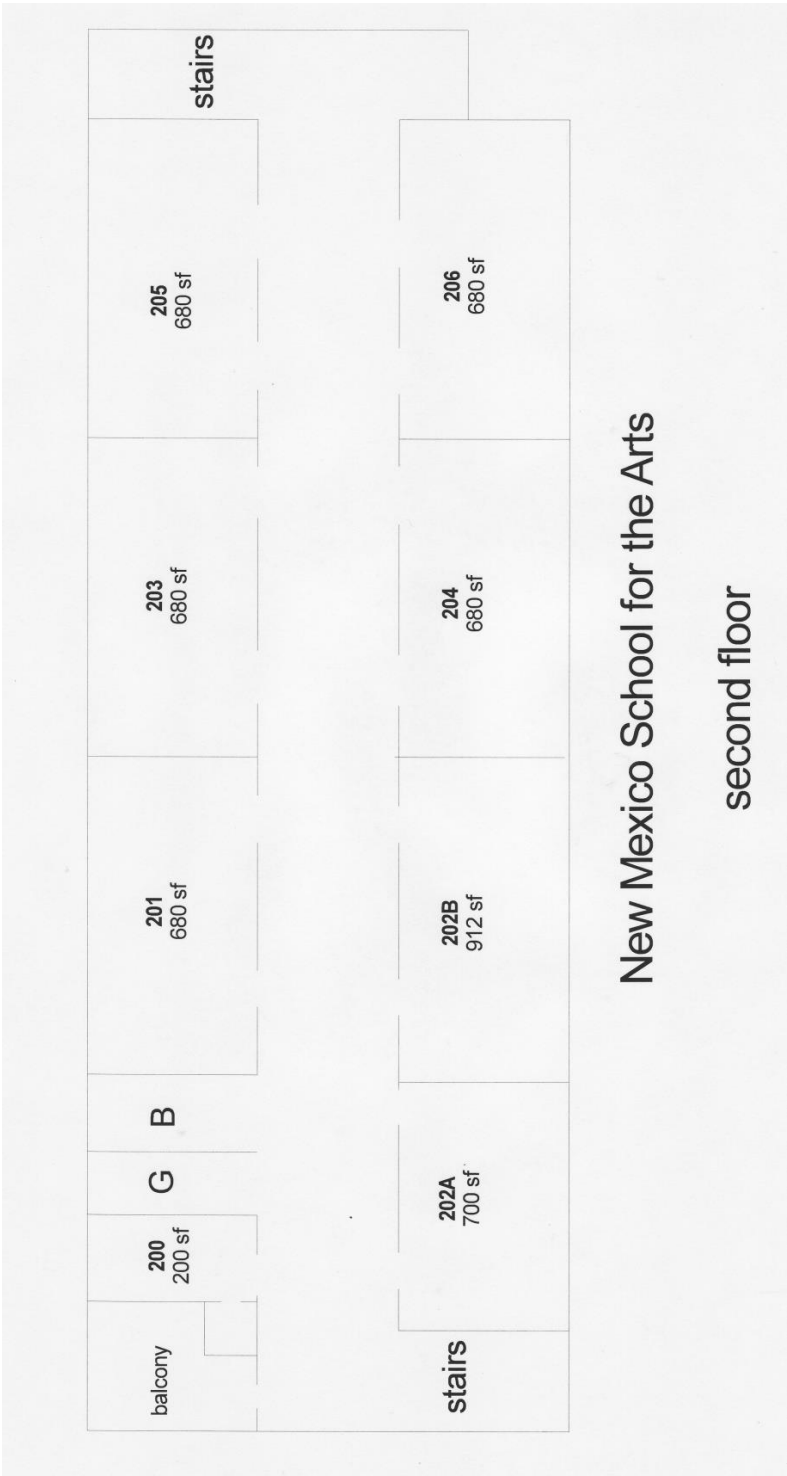
S

115 152 sf

116 210 sf

stair

Appendix F 3. Second Floor Floor Plan.



Rm #	Storage SF (a.)	Program SF	Primary Use					
			Admin	Core Ac.	Vis. Arts	Music	Theater	Dance
101	115	680			680			
102	115	680		680		680		
103	115	680		680			680	
104	115	680		680		680		
105	115	680		680		680		
106	115	680				680		
107	100	759				759		
108	154	759				759		
109	119	1,215		1,215		1,215		
		540				540		
112		819					819	
113	156	4,247					4,247	
		560					560	
		153					153	
	500							
201	115	680			680			
202A		700		700				
202B		912		912	912			
203	115	680		680				
204	115	680		680				
205	115	680		680		680		
206	115	680			680			
	375					220		
100B		364		364				
100A		425		425				
116		210		210				
114		232	232					
115		152	152					
		77						
200	16	200	200					
111		326	326					
		100						100
		407						
110		1,456		b.		b.		

	375	524						
	3,060	22,617	910	8,586	2,952	6,893	6,458	100
		9,390						9,390

Appendix G. Facility Inventory

Ceramics/Visual Art

English

Math

Music - Electronic

Pianos Music - Chorale

Music (incl. large closet)

Science and Prep (Storage) Practice Rooms by Science

Small Reher. /Gp. Meetings Gym/Auditorium/Theater Stage

Theater Office

Theater Storage Below

Stage Painting

History, Sci., 9th Grade Academic Seminar

Media Lab/Visual Arts

MacLab Social Studies/Language Language

Social Studies

Visual Arts - 3 D lab.

Basement Music Practice

Support Spaces

Counseling/Dean of

Students Faculty Work

Space/Lounge Reception

Head of School

Assistant Principal

School Record Storage

Safe Registrar/IT small

bathroom

Business Office incl.

Storage Dance Office

Kitchen Prep Area/Freezer

Cafeteria

Practice Rooms/Storage

NDI leased space for dance

Appendix H. Capital Outlay Revenue

New Mexico School for the Arts

Projected Capital Resources for Building Purchase

June 2018						
Fund	Initial Amount	Actual Expenditures	Remaining Amount	Date Expires	Allowed Use	Note
Educational Technology - 31900						
2015	\$29,581	\$1,272	\$28,309			
2016		\$9,103	\$19,206			
2017	\$152,935	\$24,975	\$147,166			
2018	\$161,158	\$18,513	\$289,811			
SB-9 - 31700 - State (included local to FY2016)						
2010						
2011						
2012	\$2,871	\$2,871	\$-			
2013	\$160,739	\$66,228	\$94,511			
2014	\$167,655	\$100,071	\$162,095			
2015	\$158,529	\$74,039	\$244,486			

2016	\$150,331	\$41,977	\$9,520			
2016	\$-	\$-	\$352,839			Cash balance re-classified to fund 31701
2017	\$5,274	\$9,520	\$5,274			
2018	\$5,427	\$-	\$10,701			
SB-9 - 31701 - Local						
2016	\$-		\$-			
2017	\$158,494	\$39,480	\$471,853			Initial Amount is projected revenue. Remaining Amount is current cash balance plus projected revenue.
2018	\$167,915	\$47,823	\$591,945			
HB-33 - 31600						
2010		\$-				
2011		\$-				
2012		\$-				
2013		\$-				
2014		\$-				

2015		\$-				
2016	\$106,554	\$1,066	\$105,489			
2017	\$117,765	\$1,178	\$222,076			
2018	\$125,904	\$2,621	\$345,359			Initial Amount is projected revenue. Remaining Amount is current cash balance plus projected revenue.
Cap Outlay						
Special Leg 14	\$210,000	\$-	\$148,289	6/30/18		
Special Leg 15	\$100,000	\$-	\$100,000	6/30/18		Needs to be renewed during the 2019 legis session
GO Bond Library						
2010						
2011						
2012	\$5,118	\$5,118	\$-			Fund 27105 & 27106
2013	\$-	\$-	\$-			Fund 27105 & 27106
2014	\$3,216	\$-	\$3,216			

2015	\$3,216	\$-	\$3,216			
2016	\$6,744	\$3,216	\$3,528	6/30/17		
2017	\$3,528	\$-	\$3,528	6/30/17		
2018	\$-	\$-	\$3,528			Initial amount is prior year balance. There is no current year allocation yet.

TO BE UPDATED IN THE NEXT REVISION OF THE FMP AS IT IS TIED TO THE NEW SITE

Residential Program	2018-19	2019-20	2020-21	2021-22	2022-23
Obtain Site					
Planning					
Demolition/Sitework					
Construction:					
Private Funding	2018-19	2019-20	2020-21	2021-22	2022-23
Foundations					
Capital Gifts					
Public Funding					
Direct Legislative Appropriations					
Public School Capital Outlay Act through PSCOC					
Total					

Submitted by C Montoya, 6.22.2018

City of Santa Fe

CERTIFICATE OF OCCUPANCY COMMERCIAL

Date _____ Phone 505.310-4194 Requested By (print) James Ledyard
Business Address 275 E Alameda Santa Fe, NM Suite # _____ DBA New Mexico School for the Arts
Owner/Occupant New Mexico School for the Arts Type of Business State Charter School

Is the Structure New ☐ Existing ☒ Interior Remodel ☒ Addition ☐
Is the Business New ☒ Change of Location ☐ Non-profit ☒

APPLICANT'S SIGNATURE

James C. Ledyard

The Following Information Completed By City Staff

Building Permit # 10-305 Zoning District _____ Date of Inspection _____
Gross Sq. Ft. 10-381 Fire Insp. Fee Receipt # _____ Fire Insp. Fee Collected _____

OL110I09

City of Santa Fe *LIVE*
License Master Inquiry - Review Steps8/11/10
11:25:25

License number . : 10 00051423
Business name . : NEW MEXICO SCHOOL FOR THE ARTS
Classification . : C/O COMM CERTIFICATE OF OCCUPANCY
Exemption . . . : NON PROFIT EXEMPTION
Type options, press Enter.
5=View

Opt	Path/ Step Agency Name	Date In	Date Out	Result
—	A 01 BUILDING INSPECTIONS	8/04/10	8/05/10	A
—	A 01 FIRE DEPARTMENT	8/04/10	8/09/10	A
—	A 01 ZONING	8/04/10	8/06/10	A
—	C 02 ACCOUNTS RECEIVABLE	8/04/10	8/10/10	A

F3=Exit F5=Additional charges F6=Charges F7=Miscellaneous information Bottom
F9=Additional requirements F12=License display

*ALL required inspections have been Approved
And The Above mentioned Address is safe To
OCCUPY.*

Michael Purdy

**City of Santa Fe****Michael Purdy**Division Director
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City of Santa Fe

Building Inspectors Office CERTIFICATE OF OCCUPANCY RECORD OF INSPECTION Commercial Business

Business Name: NM School for the Arts
 Business Address: 275 E Alameda
 Business Phone: (505) 470-7349 Date: 6-18-09

Type of Business

- | | |
|--|--|
| <input type="checkbox"/> Retail | <input type="checkbox"/> Bank |
| <input type="checkbox"/> Veterinarian Office | <input type="checkbox"/> Manufacturing |
| <input type="checkbox"/> Motel/Hotel/Inn | <input type="checkbox"/> Bed & Breakfast |
| <input type="checkbox"/> Medical Office | <input type="checkbox"/> Dental Office |
| <input type="checkbox"/> Professional Office | <input type="checkbox"/> Restaurant |
| <input type="checkbox"/> Hair salon/barber shop | |
| <input type="checkbox"/> Commercial Permitted Use | |
| <input checked="" type="checkbox"/> Other Commercial Permitted Use | |

Building/Occupancy

- | | |
|---|----------|
| <input type="checkbox"/> New Building | Permit # |
| <input type="checkbox"/> Interior Remodel | Permit # |
| <input type="checkbox"/> Addition | Permit # |
| <input checked="" type="checkbox"/> Existing Building | |
| <input checked="" type="checkbox"/> Change of Tenant | |
| <input type="checkbox"/> Existing Business | |
| <input type="checkbox"/> Changes of Ownership | |
| <input checked="" type="checkbox"/> Change of Name | |

International Building Code 2006, Chapter 34 section 3401.2
Buildings and structures, and parts thereof, shall be maintained in a safe and sanitary condition.

Items to be corrected:

1. Exit signs must be examined, repair or replace for proper operation.
2. Repair ceiling at areas with water damage.
3. Hardware on exit doors must be repaired or replaced for proper operation
4. Seal all penetrations in mechanical room (plumbing and electrical penetrations).
5. Add Exit signs on first floor administration office area.
6. Mechanical inspection of boiler and mechanical equipment before occupancy
7. Provide Handicap Accessible water closets, for male and female.

☐ Approved

☒ Disapproved

☐ Approved with Condition

Date 6-22-09

Bobby Pacheco
 Signature of Building Official/Inspector

* As soon as these corrections are made, contact the Department of Building Safety for a follow-up inspection on: _____

City of Santa Fe Fire Department
RECORD OF COMMERCIAL FIRE INSPECTION No. 30266

Property Name School for the Deaf Building Location 275 E. Alameda
Common Name _____ Date 7/27/10
Contact Mike Phone 269-0615
Inspected By Danby Holmes

BUILDING INFORMATION

Occupancy type Educ Gas/fuel shutoff B Construction of walls CP Protected areas _____
Square footage 36,361 No. of floors 2 Construction of roof W.D. Size of risers _____
Seating capacity _____ No. of sub-floors 1 Total stairs _____ Riser location _____
Inspection frequency ANN Number of units _____ No. of enclosed stairs _____ FDC location _____
Complex type SA Roof covering _____ No. of open stairs _____ Fire pump _____
Property status OCC Detector type SMOKERS No. of elevators _____ Standpipe type _____
District 001 Detector power supply W/PNT Passenger elevators _____ No. of standpipes _____
Fixed property Flue Extinguishing system type _____ No. of freight elevators _____ Standpipe size _____
Structure type 1 Alarm type M-N No. of exits 9 Standpipe location _____
Knox box N/A Area protected _____ Sprinkler type _____
Electrical shutoff B Panel location _____ No. of risers _____

VIOLATIONS

- ☐ Shall repair exit sign(s) to operate in both normal and emergency modes as per the 2003 IFC.
- ☐ Shall repair non-operational emergency lighting unit(s) as per the 2003 IFC. AT THE TOP OF BASEMENT STAIRS
- ☐ Shall provide test documentation from an approved fire alarm company for fire alarm system.
- ☐ Shall provide and mount fire extinguisher(s) in visible and accessible area(s) between 3 & 5 ft. from the finished floor as per the 2003 IFC.
- ☐ Shall re-service fire extinguisher(s) annually as required by NFPA 10 and per the 2003 IFC.
- ☐ Shall clean automatic hood system as per 2003 IFC. OK 8/9/10 R.H.
- ☐ Automatic kitchen hood fire suppression system shall be re-serviced by an approved maintenance company as per the 2003 IFC.

(1) Shall label all electrical control boxes as to each
hazardous use. (2) Shall keep all exits ways clear
of any trash or storage. (3) Shall provide panic
hardware for the gym doors, and remove all chains.
(4) Shall clear all mechanical rooms of trash and
oil storage. (5) Shall provide an exit sign for the
copy room.

Tenant Signature: [Signature]

Type of Inspection: ☒ CO ☐ Other _____
☐ Annual

☒ Reinspection 10 days
to comply

Lease Extension Agreement

Option Period August 1, 2018 to July 31, 2019

THIS AGREEMENT shall extend that certain Lease Agreement ("Lease Agreement"), dated the 23rd day of December, 2009, by and between the Archdiocese of Santa Fe Real Estate Corporation, a New Mexico nonprofit corporation, Trustee of the Archdiocese of Santa Fe Real Estate Trust, for the benefit of The Cathedral Basilica of St. Francis of Assisi, a New Mexico nonprofit corporation, successor in interest to Santo Niño Children's Foundation for Catholic Education, LLC, hereinafter referred to as "Landlord", and New Mexico School For The Arts, A Public Charter School of the State of New Mexico, hereinafter referred to as "Tenant", by which the Tenant leases from Landlord the property known as:

All of that space, including Basements, Including the school building containing approximately 36,000 square feet excluding basements, and including the parking lot area as outlined in Exhibit "A" attached hereto, which space fronts on two streets, with a street address of 275 East Alameda Street situated in the city of Santa Fe, in the County of Santa Fe, New Mexico (the "Premises"). Landlord warrants that it has full right to lease the Premises and that the Premises are zoned for Tenant's use.

All terms and conditions of the Lease Agreement, as previously extended and amended, except as modified herein, shall remain in full force and effect throughout this lease extension and any future options except that rent for the extension period of 2018-2019 shall be \$188,348.75.

An option to extend the Lease Agreement for an additional year beginning the first day of August, 2019 and ending on the last day of July, 2020 is granted to Tenant upon notice to Landlord no less than 120 days prior to the termination of the lease extension ending in July 31, 2019 and, as long as the Tenant is not in default with respect to the provisions of the original Lease Agreement, as so, amended and extended. The rent for the option period 2019-2020 shall be \$191,639.77.

1. The Landlord of the Property shall be responsible for maintaining the facility to the statewide adequacy standards applicable to charter schools, at no additional cost to Lessee or to the state, as set forth in NMSA 1978 Section 22-8B-4.2(D)(2)(a), or a successor statute. The assumption of the Landlord's responsibilities to maintain the facility to statewide adequacy standards supersedes and supplants its maintenance obligations as delineated in Section 10 of the Lease Agreement dated December 23, 2009.

In the event of any conflict between this Lease Extension Agreement and the Lease Agreement, as intended and as amended, the terms of this Lease Extension Agreement shall prevail.

It is mutually agreed by the parties that this Lease Extension embodies the entire understanding of the parties and shall become a part of the Lease Agreement herein noted.

DATED: _____, 2018

LANDLORD:

Archdiocese of Santa Fe Real Estate Corporation,
a New Mexico nonprofit corporation

By: Msgr. Lambert Joseph Luna
Msgr. Lambert Joseph Luna, President

TENANT:

New Mexico School for the Arts,

By: Bill Beacham
Name: Bill Beacham
Title: Chair, NMSA Governing
Council

CONSENT:

The Cathedral Basilica of St Francis of Assisi,
a New Mexico nonprofit corporation

By: _____
Reverend Adam Lee Ortega Y Ortiz, President

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It is mutually agreed by the parties that this Lease Extension embodies the entire understanding of the parties and shall become a part of the Lease Agreement herein noted.

DATED: May 31, 2018

LANDLORD:

Archdiocese of Santa Fe Real Estate Corporation,
a New Mexico nonprofit corporation

By: _____
Msgr. Lambert Joseph Luna, President

TENANT:

New Mexico School for the Arts,

By: Bill Beacham
Name: Bill Beacham
Title: Chair, NMSA Governing
Council

CONSENT:

The Cathedral Basilica of St Francis of Assisi,
a New Mexico nonprofit corporation

By: Rw. Adam Lee Ortega Y Ortiz
Reverend Adam Lee Ortega Y Ortiz, President